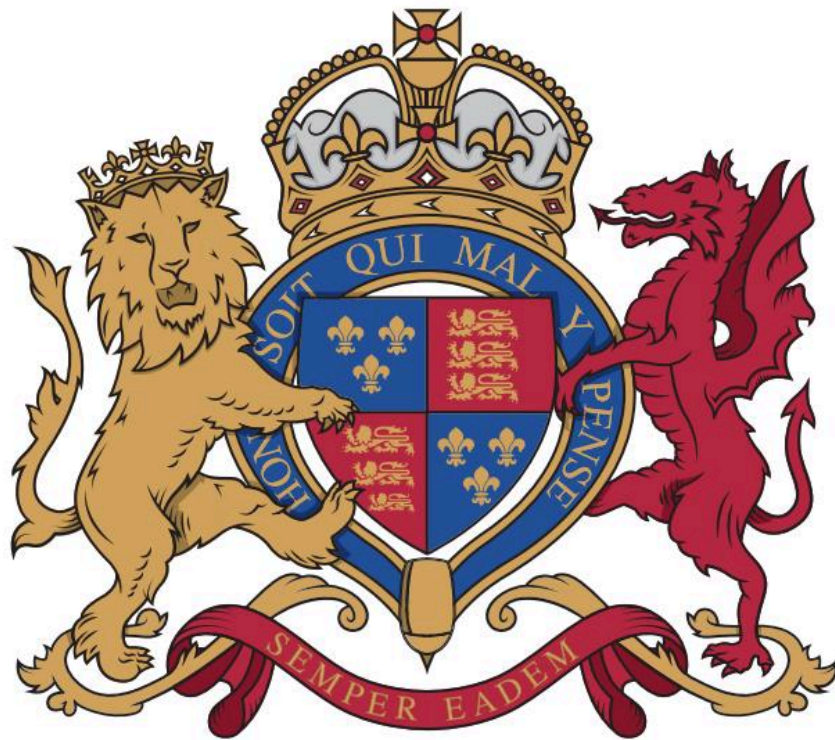


ELIZABETH COLLEGE



GCSE COURSES

2026 – 2028

CONTENTS

Page 3	The Curriculum
Core Subjects	
Page 5	English Language & English Literature
Page 6	Mathematics
Page 7	Modern Foreign Languages
Page 9	Sciences
Page 10	Religious Studies
Option Subjects	
Page 12	Art & Design: Art, Craft & Design
Page 13	Art & Design: Graphic Communication
Page 14	Art & Design: 3D Design
Page 15	Business Studies
Page 16	Classical Civilisation
Page 17	Computer Science
Page 18	Drama
Page 19	Geography
Page 20	History
Page 21	Music
Page 22	Physical Education
Page 23	Separate Sciences

THE CURRICULUM

Years 10 & 11
2026-2028

Core Curriculum

All students take IGCSE in **English Language** and IGCSE in **Mathematics**, GCSEs in the **Sciences**, and a short course GCSE in **Religious Studies** along with at least one GCSE or IGCSE in a **Modern Foreign Language** (some students may be disapplied from foreign languages on our recommendation or agreement where there is a diagnosed Additional Learning Need or Disability which affects the acquisition of language). Many students will be invited to study for an IGCSE in English Literature within their English lessons allocation and some may also study Additional Mathematics (a free-standing qualification) within their Mathematics lessons allocation.

All these courses will be examined by terminal exams which will be taken in summer 2028; there is also an element of coursework in the English Literature specification.

In addition, the curriculum includes the following non-examined core subjects: **PSHE, Futures and Future Ready Skills, Physical Education**, along with a **Games** afternoon and Friday afternoons when students take part in the **Combined Cadet Force (CCF)**, or **Sports Leadership**.

Choices

Students choose which Modern Foreign Language they will study from French, German or Spanish, but may not start a new language ab initio at this juncture. They then choose three further option subjects. These three further option subjects may be chosen from within the Creative and Performing Arts, Humanities, Social Sciences, the Sciences¹, Physical Education, and Languages².

The core subjects ensure a good range of academic disciplines, cognitive development and skills learning while the options allow students to specialise or maintain breadth as suits the individual. The overall curriculum keeps future choices open, giving a wide range of subjects from which to choose at A Level.

All GCSE and IGCSE subjects are graded 9 to 1, with grade 9 representing the highest. Additional Mathematics is graded A to E.

¹ All students work towards either two Science GCSEs (still studying Biology, Chemistry and Physics) *or* may choose to work towards three GCSEs, one in each of the Separate Sciences. Choosing Separate Sciences takes up one of the three option subjects.

² A second Modern Foreign Language can be chosen as one of the three option subjects.

Core Subjects

<u>ENGLISH LANGUAGE & ENGLISH LITERATURE</u>	
Head of English Faculty	Mr M Buchanan
Head of Department Examination Board	Mr M Buchanan Edexcel IGCSE

These are two separate subjects which qualify for distinct and individual awards.

IGCSE English Language

The English Language specification is a combined course which offers a variety of language and literature topics to develop skills in reading texts of all kinds critically. The course also develops skills in writing across a range of genres including letters, articles and short stories; students are challenged to accurately adapt a formal style to a specific audience and purpose in each case. English Language assessment is currently based upon **60% examination** and **40% coursework** for all students:

<u>Paper 1</u>	Reading/Writing Examination Length	(60%) 2 hours 15 minutes
<u>Paper 3</u>	Literature/Imaginative Writing Internally assessed and externally moderated coursework	(40%)

IGCSE English Literature

The English Literature course is taught alongside English Language to students who have demonstrated higher ability in literary analysis. This means that these students have much less time for the consolidation of their writing skills; it is assumed that these are already proficient from KS3 study. English Literature includes the study of a selection of **prose**, **drama** and **poetry**; this allows students to develop more advanced skills in literary criticism while extending their knowledge of the breadth and depth of literature from around the world.

English Literature is based upon **60% examination** and **40% coursework** in Year 11:

<u>Paper 1</u>	Poetry and Modern Prose Examination length	(60%) 2 hours
<u>Paper 3</u>	Drama and Literary Heritage Internally assessed and externally moderated coursework	(40%)

If you have any queries about your child's suitability for the Literature course, please do not hesitate to get in touch with the Head of English.

MATHEMATICS and ADDITIONAL MATHEMATICS

**Head of Maths Faculty
Examination Board**

**Mrs K Norman
Edexcel IGCSE
OCR FSMQ**

The course covers: **number, algebra, geometry and statistics**. The students have studied each of these areas of Mathematics in Years 7 to 9, so there is a natural progression into Years 10 and 11. Alongside learning content, students continue to practise effective use of their calculators as well as developing their problem-solving skills.

Most students are entered for the Higher Tier examination, which leads to Grades 9 to 4. The Foundation Tier examination covers Grades 5 to 1 and supports and overlaps with the Higher Tier syllabus. Following the internal examinations in Year 10, some students may be offered the option of sitting the IGCSE Foundation Tier examination in November of Year 11. If they are successful, they will then work towards the Higher Tier examination in the summer of Year 11. If they are not successful, they will continue working towards the Foundation Tier examination. Following the internal examination in December of Year 11, all students will either focus on mastering their core skills in preparation for sitting the Foundation Tier papers or will focus on improving the skills required for the Higher Tier papers. All the students will sit the IGCSE examination in the summer of Year 11.

Assessment at Foundation and Higher is by two written examinations.

Calculators are permitted in both papers.

There is no coursework.

For those wishing to take A level Mathematics, the Higher Tier IGCSE provides rigorous preparation for A Level, while those who may consider A level Further Mathematics will be exposed to more challenging mathematics through study for the OCR Additional Mathematics qualification. This course is only available to Set 1 students. Please note however that the course is not a requirement for progression to A Level Mathematics or Further Mathematics.

Assessment of Additional Mathematics is by one written examination.

Calculators are permitted.

There is no coursework.

MODERN FOREIGN LANGUAGES
(French, German or Spanish)

Head of Modern Foreign Languages Faculty	Mr R Morris
Head of French Examination Board	Mrs A Demongeot Edexcel GCSE
Head of German Examination Board	Mr R Morris Edexcel IGCSE
Head of Spanish Examination Board	Mr D Scott Edexcel GCSE

Students select either French, German or Spanish as their **modern foreign language**. The options of Spanish or German are open only to those who have studied these subjects in Years 8 & 9. Able linguists may choose a second language within the options.

For a small number of students who have a diagnosed Additional Learning Need or Disability that adversely affects the acquisition of language, the Vice-Principal (Academic) with the Head of Learning Enrichment may recommend an alternative to foreign language study.

Students are trained to be proficient in culturally engaging content, learning the four skills of **listening, speaking, reading, and writing**.

IGCSE German

The **speaking** test involves a single exam requiring communication in German in response to five questions about a picture chosen by the student and also in general conversation answering questions on two additional core topic areas stipulated by the exam board on the day. This oral examination takes place at the end of April/beginning of May, before the final summer examinations.

The **listening** examination requires the candidate to understand and respond in German to spoken German. Questions are multiple choice, multiple response and short-answer open response questions.

The **reading** and **writing** examination requires the candidate to understand and respond in German to written German. Questions are multiple choice, multiple response and short-answer open response questions. The examination also includes two pieces of extended writing in German, one of 60-75 words and the other of 130-150 words. There is, in addition, a structured grammar exercise, which is part of the reading and writing paper. The **listening, reading** and **writing** exams all take place in the summer exam session.

GCSE Spanish and French

The MFL department offers 2 different GCSE options in Spanish and French; GCSE Higher and GCSE Foundation.

In the **speaking** examination there are three tasks:

Task 1 – a ‘read aloud’ of a short passage followed by two questions.

Task 2 – a role play with instructions in English

Task 3 – a picture task with instructions in English and a conversation in the target language.

This oral examination takes place at the end of April/beginning of May, before the final summer examinations.

The **listening** examination requires the candidate to understand extracts in the target language. This test also includes a dictation in the target language.

The **reading** examination requires the candidate to understand texts in the target language and respond in English. There is also a translation into English.

For both the Listening and the Reading, questions are multiple choice, multiple response and short-answer open response questions. All questions are set in English and students produce all responses in English.

The **writing** examination requires students to write for different purposes and audiences.

At Foundation tier, there is one picture-based task, one open response question set in a formal context and one set in an informal context, plus one translation into Spanish/French.

At Higher tier, there is one open response question set in a formal context and one set in an informal context plus one translation into Spanish/French.

The listening, reading, and writing exams all take place in the summer exam session at the end of Year 11.

Assessment is by:

<i>Speaking examination</i>	25%
<i>Listening examination</i>	25%
<i>Reading examination</i>	25%
<i>Writing examination</i>	25%

SCIENCES

Head of Science Faculty

Mr R Le Sauvage

Head of Biology Department

Mr R Le Sauvage

Head of Chemistry Department

Mrs P Read

Head of Physics Department

Mr P Davis

Examination Board

AQA

The Science Faculty offers GCSE courses either leading to the equivalent of two GCSEs (GCSE Combined Science - known as Trilogy because all three sciences are covered) or to three GCSEs, one in each of Biology, Chemistry and Physics (referred to as Separate Sciences – see page 23). The examinations at the end of the course assess both the theory content and the practical skills developed throughout the course.

All students receive six periods of Science per week as a part of the core curriculum. This enables us to deliver the content of the Combined Science (Trilogy) course. Students who wish to prepare for GCSEs in the three Separate Sciences are allocated a further three periods of Science and additional homework within the option block system, enabling them to address the additional material required for separate GCSE certification in Biology, Chemistry and Physics.

Entry to A level Sciences is open to all students whether they have studied Trilogy or Separate Sciences at GCSE as long as the grade requirements are met.

RELIGIOUS STUDIES

Head of Humanities Faculty

Mr C Bentley

**Head of Department
Examination Board**

**Ms M McDevitt
AQA**

The Religious Studies Department teaches the AQA short course in Religious Studies. This is taught in one lesson a week through Year 10 and two lessons a week in Year 11. There is one written examination of 1 hour 45 minutes at the end of Year 11.

The course requires the study of two religions and two themes: Christian and Islamic beliefs; relationships and families and religion, peace and conflict. The themes are studied from the perspective of religious and non-religious world views.

The course gives the opportunity to study many current and classical problems in philosophy, theology and ethics and encourages the essential skills of teamwork, problem solving, enquiry, analysis and evaluation. The focus of the department is on learning to understand people and the world around us in these challenging and changing times. We hope to encourage the development of compassionate and ethical individuals with enquiring and rational minds. The course is equally suitable and accessible for those with or without religious faith.

There is no coursework.

Option

Subjects

ART & DESIGN: ART, CRAFT & DESIGN

Head of Creative Arts Faculty

Mr A Stephens

**Head of Department
Examination Board**

**Mr A Stephens
WJEC/Eduqas**

Welcome to **GCSE Art, Craft and Design**, a vibrant course designed to transform the way you see and interact with the world. This isn't just about learning to draw; it's an invitation to become an independent thinker, a bold experimenter, and a creative problem-solver.

What Will You Create?

The "Art, Craft and Design" title is unique because of its incredible breadth. You won't be limited to one style; instead, you will explore at least two distinct areas, which may include:

- **Fine Art:** Drawing, painting, printmaking, sculpture, installation and film.
- **Graphic Communication:** Experimental graphics, animation, illustration, book works and zines.
- **Textiles:** Exploring fashion design, constructed textiles and accessories.
- **Photography:** Using digital editing and composition to tell visual stories.

Beyond the Studio: Skills for Life

While you develop technical mastery, you are also building a "toolkit" of **transferable skills** that top universities and employers in every sector highly value:

1. **Creative Problem-Solving:** Learning to adapt when a material doesn't behave as expected.
2. **Project Management:** Managing long-term coursework and meeting strict deadlines.
3. **Critical Analysis:** Evaluating your own work and interpreting the complex visual world around us.
4. **Resilience:** The confidence to take risks and learn from "productive failures".

Whether you aspire to be an artist, designer, architect, marketing director, or doctor, the ability to think outside the box and communicate ideas visually is a powerful advantage. We can't wait to see the unique perspective you'll bring to the studio!

The course is built around "learning by doing" and is 100% coursework. Unit 1 **Portfolio** accounts for **60%** of the total marks, and Unit 2 **Externally Set Assignment** is **40%**, ensuring that consistent hard work throughout the year is rewarded.

This course prepares students for progression to any of our four A Level pathways, Art, Craft & Design, Graphic Communication, Photography and Three-Dimensional Design.

N.B. For this course, select "A&D: Art" when making choices.

ART & DESIGN: GRAPHIC COMMUNICATION

Head of Creative Arts Faculty

Mr A Stephens

**Head of Department
Examination Board**

**Mr A Stephens
WJEC/Eduqas**

Unleash Your Creativity: Welcome to GCSE Graphic Communication

Welcome to the world of visual storytelling! Whether you are a student with a passion for digital art or a parent looking for a course that builds future-ready skills, **GCSE Graphic Communication** offers an exciting journey into the heart of modern design. This isn't just about drawing; it's about **impactful communication**. In a world dominated by visuals—from content delivered via your phone to the visuals at live performance events—students learn how to harness the power of images and typography to influence, inform, and inspire.

Course Content Highlights:

- **Digital Mastery:** Become a pro with the **Adobe Creative Suite**, including Photoshop and Illustrator, to create professional-grade digital art.
- **Communication:** Design for print, digital media, brand identities, and compelling ad campaigns that speak to a specific audience.
- **Illustration & Print:** Mix traditional techniques like sketching and printmaking with modern digital tools.
- **Animation:** Create eye-catching content for social media and performance design.

Skills for the Future

Beyond the final artwork, this course is a powerhouse for **transferable skills**:

1. **Critical Thinking:** Learn to analyse a client's brief and find innovative solutions to complex problems.
2. **Technical Literacy:** Gain advanced ICT skills that are essential in our increasingly digital economy.
3. **Project Management:** Master the art of taking a project from an initial "brainstorm" to a polished final product while meeting strict deadlines.
4. **Visual Literacy:** Understand how to "read" the world around you and communicate your own ideas with confidence and clarity.

The course is built around "learning by doing" and is 100% coursework. Unit 1 Portfolio accounts for 60% of the total marks, and Unit 2 Externally Set Assignment is 40%, ensuring that consistent hard work throughout the year is rewarded.

This course prepares students for progression to any of our four A Level pathways, Art, Craft & Design, Graphic Communication, Photography and Three-Dimensional Design.

N.B. For this course, select "A&D: Graphics" when making choices.

<u>ART & DESIGN: 3D DESIGN</u>	
Head of Creative Arts Faculty	Mr A Stephens
Head of Department Examination Board	Mr A Stephens WJEC/Eduqas

Step into the role of the ultimate problem-solver with GCSE Three-Dimensional Design, where your imagination meets real-world impact. This isn't just about making things; it's about designing the future.

In this course, you will transform raw ideas into tangible realities—from sculpture and architectural modelmaking to bespoke jewellery and furniture. You will get hands-on with cutting-edge technology, including 3D printers, laser cutters, and CAD software, while mastering traditional workshop skills in wood, metal, and ceramics.

Why This Course Matters for the Future

The modern workplace is evolving, and employers are no longer just looking for "what" you know, but "how" you think. This course is a powerhouse for developing the transferable skills that top universities and global companies crave:

- **Creative Problem-Solving:** Learn to tackle complex briefs by researching, prototyping, and refining your solutions until they are perfect.
- **Critical Thinking & Analysis:** Develop the ability to evaluate the work of professional designers and apply those insights to your own innovative projects.
- **Project Management:** Master the art of taking a project from an initial "spark" to a finished product, managing your time, materials, and resources along the way.
- **Visual Communication:** Gain the confidence to present high-level ideas through professional sketches, digital renders, and physical models—essential for careers in Architecture, Engineering, Game Design, and Marketing.
- **Independence & Resilience:** In an environment where experimentation is encouraged, you'll learn to view "mistakes" as necessary steps toward a breakthrough.

The course is built around "learning by doing" and is 100% coursework. Unit 1 **Portfolio** accounts for **60%** of the total marks, and Unit 2 **Externally Set Assignment** is **40%**, ensuring that consistent hard work throughout the year is rewarded.

Whether you aspire to build the cities of tomorrow or design the next viral tech product, GCSE 3D Design equips you with the mindset and tools to make it happen.

This course prepares students for progression to any of our four A Level pathways, Art, Craft & Design, Graphic Communication, Photography and Three-Dimensional Design.

N.B. For this course, select "A&D: 3D" when making choices.

BUSINESS STUDIES

Head of Social Sciences Faculty

Head of Department:

Examination Board:

Mrs R Lee

Mr E Adams

Edexcel GCSE

GCSE Business is a popular and practical subject that helps you understand how businesses work in the real world. It is a great choice for students who are interested in money, marketing, entrepreneurship, problem-solving, and how companies make decisions. The course looks at how businesses start, grow, and operate. You will study real businesses – from small local firms to large global companies – and learn how they respond to customers, competition, and change.

Theme 1: Investigating Small Businesses

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.

Content of Theme 1

• Enterprise and entrepreneurship	• Spotting a business opportunity
• Putting a business idea into practice	• Making the business effective
• Understanding external influences on business	

Theme 2: Building A Business

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.

Content of Theme 2

• Growing the business	• Making marketing decisions
• Making operational decisions	• Making financial decisions
• Making human resource decisions	

Assessment

Paper 1: Investigating Small Businesses will cover entrepreneurship, business opportunities, business in practice, effective business and the external business environment. Paper 2: Building A Business will cover business growth, marketing, operations, finance and human resources. Each paper has a 50% weighting towards the final grade and will consist of calculations, multiple-choice, short-answer and extended-written questions

CLASSICAL CIVILISATION

Head of Humanities Faculty

Mr C Bentley

**Head of Department
Examination Board**

**Ms T Smith
OCR**

This course helps students learn about the stories, history, and culture from the ancient Greek and Roman worlds. They will use what they learn, along with their skills of analysis and explanation, to understand more about how people lived in these classical societies. Students will show their understanding by choosing relevant evidence to support their ideas. The course also helps them see how ancient sources link to issues we still think about today, like gender, beliefs, sexuality, and citizenship.

There are two examination papers:

1. Thematic Study: **Myth and Religion** Exam 1 hour 30
50% of total marks

Students will have been introduced to the mythology of the ancient world in Key Stage 3 and so this forms a central part of the thematic unit. Students will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. These are well known stories that students will enjoy engaging with and studying in increasing depth. Myth as a symbol of power will also be explored, as will ever popular myths about the underworld. Students will also look at the role of religion in the everyday lives of the ancient Greeks and Romans. The study of temples, sacrifice, festivals, death, and beliefs in the afterlife will give a broad overview of religion in the ancient world and provides opportunity for the study of a wide variety of material remains.

2. Literature and Culture: **War and Warfare** Exam 1 hour 30
50% of total marks

This unit will explore war and warfare in ancient Greece and Rome, with a particular focus on the Athenian, Spartan, and Roman armed forces as well as on the works of four authors who wrote about warfare, two Greek and two Roman. The Culture section is sub-divided into the following topics: Sparta at war in the fifth century, Athens at war in the fifth century, Roman imperial military systems, tactics and equipment and the Romans at war. Students will learn about the military systems in each society and will study four important battles and conflicts: the Battle of Thermopylae, the Battle of Salamis, the Battle of Actium, and Trajan's campaigns against the Dacians. In the Literature section students will read the work of four famous ancient writers: Homer, Tartarus, Horace, and Virgil. All present a compelling picture of the importance of war and warfare to their societies and of how ideas of human heroism and dignity were forged through conflict.

There is no coursework or controlled assessment element.

<u>COMPUTER SCIENCE</u>	
Head of Social Sciences Faculty	Mrs R Lee
Director of Digital Learning & Head of Department Examination Board	Mr D Costen OCR

'Everybody should learn how to program a computer because it teaches you how to think' - Steve Jobs

It must be noted that this is not a general ICT course. A Computer Science qualification will, above all else, be relevant to this modern and changing world. It is an exciting time to be involved in Computer Science. The world is making great leaps in technology, and this is impacting all facets of our lives, from the Internet of Things to Transport and Gaming, making Computer Science highly relevant to the modern student.

Computer Science is a practical subject where students can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. This course will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

There is no expectation that the students will already be able to programme however as this is a primary aspect, the course will be most suited to students with strong logical thinking skills and aptitude in mathematics.

These skills will be the best preparation for students who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

A GCSE in Computer Science will encourage students 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.

Assessment Overview

Paper 1: Computer systems	80 marks -1 hour and 30 minutes - Written paper	50% of total GCSE
Paper 2: Computational thinking, algorithms and programming	80 marks -1 hour and 30 minutes - Written paper	50% of total GCSE
Programming project	Assessed in written paper 2.	

	<u>DRAMA</u>	
Head of English Faculty		Mr M Buchanan
Head of Department Examination Board		Miss C Newall AQA

The GCSE course in Drama is an exciting, inspiring and practical course for students who are excited about performing and creating theatre. The course promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Students will be given opportunities to participate in and interpret their own and others' drama, investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning, produce and realise a piece of original theatre. Students will also study two contrasting plays and perform extracts from them. The course is useful training for English GCSE oral and theatre based literature.

Summary of Assessment:

Component 1: Understanding Drama

There is a written examination which is 1 hour and 45 minutes. There are three sections to this:

- **Section A:** A short multiple choice section testing students understanding of key roles in the theatre and stage position
- **Section B:** A series of questions on an extract from one set text chosen by the department.
- **Section C:** One question on a given aspect of a live theatre production seen during the course.

This comprises **40% of the marks**.

Component 2: Devising Theatre

Students will be assessed on acting and will create, develop and perform an original piece of devised theatre in response to a stimulus set by teaching staff. Students must also produce a supporting logbook that includes an evaluation of the final performance. This is **internally** assessed. **40%** of the marks.

Component 3: Interpreting Theatre

Students can be assessed on **either** acting **or** design.

Students will study and perform **two** extracts from the **same** performance text chosen by the teacher.

Students will participate in **one** performance using sections of text from both extracts. Performances will be externally assessed by a visiting examiner. **20%** of the marks.

The course requires participation on a trip to London theatres to see a wider range of plays and one musical. Students will also attend a practical workshop and have a Q and A session with a West End Theatre actor or director.

<u>GEOGRAPHY</u>	
Head of Social Sciences Faculty	Mrs R Lee
Head of Department Examination Board	Mr A Leece AQA

AQA GCSE Geography

AQA Geography is a relevant, dynamic and up to date Geography GCSE course. The course aims to make us more aware of our responsibilities to other people, the environment and the sustainability of the planet. The course is a linear course.

There is no coursework. The three external examinations, one on Physical Geography, one on Human Geography and an examination on Geographical Applications, will be sat at the end of Year 11.

Unit 1 Physical Geography (35%)

The first unit of the course covers natural hazards including earthquakes, volcanic eruptions, tropical revolving storms and extreme weather in the UK. The other Physical Geography topics covered include coasts, rivers, deserts and tropical rainforests. There will be some local fieldtrips including visits to Moulin Huet and Port Soif.

Exam 1 hour 30 minutes

Unit 2 Human Geography (35%)

The second unit covers urban areas such as megacities and sustainable cities. The other topics are development including the UK economy and the management of energy resources such as energy and water.

Exam 1 hour 30 minutes

Unit 3 Geographical Applications (30%)

This section of the course covers fieldwork, graphical and map skills.

There will be two local fieldtrips in preparation for the fieldwork section of this examination. One investigating Human Geography in St Peter Port and one investigating Physical Geography along the coast of Guernsey.

There is also a decision-making exercise in this examination which is based on a pre-release booklet.

Exam 1 hour 15 minutes

	<u>HISTORY</u>	
Head of Humanities Faculty		Mr C Bentley
Head of Department Examination Board		Mr C Bentley Edexcel IGCSE

International GCSE in History – 20th Century Course

This course follows on naturally from the topics studied in Year 9. The aim of the course is to offer students the opportunity to study some of the major international issues of the 20th Century which have shaped the world we live in today. As well as studying fascinating subject material such as the Cold War, students also develop invaluable, and transferable, historical skills. By developing skills such as explaining causation, or analysing significance students are able to learn how to present clear and logical arguments in their written work. Discussion and debate will also help to develop verbal reasoning skills.

The History IGCSE consists of two final examinations.

Paper One – Depth Studies

Students study two key periods of 20th Century:

Germany, 1918-45 - looking at the impact of WW1, how Hitler was able to rise to power, life in Nazi Germany and WW2.

A World Divided: superpower relations, 1943-72 - looking at the causes of the Cold War, the Berlin Airlift and building of the Berlin Wall, the Cuban Missile Crisis and improving relations after 1963.

Knowledge based.

Worth 50% of final marks - Exam 1 hour 30 minutes

Paper Two – Investigation and Breadth Studies

Paper Two requires students to study one historical investigation and one breadth study.

The historical investigation looks at the Vietnam Conflict, from 1945-74 focusing on French involvement, guerrilla warfare and America's increasingly doomed intervention and ultimate defeat. This ties in well with Paper One, Cold War.

The breadth study looks at conflict in the Middle East from 1917-2012, looking at the roots of the Arab Israel conflict, and reasons why achieving peace in the region has proved to be unsuccessful.

Partially knowledge based and partially testing the ability to use historical sources.

Worth 50 % of final marks - Exam 1 hour 30 minutes

	<u>MUSIC</u>	
Head of Creative Arts Faculty		Mr A Stephens
Director of Music Examination Board		Mr A Morley OCR

This course is suitable for those with a keen interest in music of any style. Students are encouraged to broaden and extend their musical skills through a range of activities. Performing, composing and listening skills form the basis of the assessment structure.

Students will explore the following Areas of Study:

- **AoS1: My Music:** examining students' own interests, promoting improved skills and knowledge of instrumental/vocal/Music Tech studies
- **AoS2: The Concerto through time:** examining how this genre of composition developed throughout the Baroque, Classical and Romantic periods.
- **AoS3: Rhythms of the World:** examining rhythmic roots and influences, with particular focus on India & Punjab, Eastern Mediterranean & Middle East, Africa, Central and South America
- **AoS4: Film Music:** examining music written for and used in films
- **AoS5: Conventions of Pop:** examining Rock 'n' Roll 1950-60s, Rock Anthems 1970s, Pop Ballads 1970-90s, solo artists 1990 onwards

Assessment is by coursework worth 60% (one solo performance, one ensemble and two compositions) **and one written paper worth 40%** (listening and appraising music drawn from the Areas of Study).

30% = Integrated Portfolio (solo performance & student designed composition)

30% = Practical Component (ensemble performance & board set composition)

40% = Listening & Appraising (90 minute written exam, AoS 2-5)

Please note that this course is a combination of practical music and academic study. Acquiring some basic theory skills (e.g., Studies in ABRSM or Trinity theory of about grade 4 or 5) would therefore be useful in preparation for taking GCSE Music. Digital sequencing may be used in place of an instrumental or vocal performance.

<u>PHYSICAL EDUCATION</u>	
Head of Games and Sporting Activities Faculty	Mr T Eisenhuth
Head of Department Examination Board	Mr C du Feu AQA

Do you have a passion for sport and take part in one or more sports a week? Do you want to know what makes your favourite athlete great? Then GCSE PE is the qualification for you.

What is GCSE PE and what is assessed:

Non Exam Assessment: 40% of your final grade

Assessed on practical performance in three different sports (30%) in the role of player/performer. You must choose 3 sports from the allocated list, one in a team sport, one in an individual sport and a third in either a team or in an individual sport.

Along with assessing practical performance in their 3 sports, students will be asked to produce a piece of course work (10%) which will analyse and evaluate their strengths and weaknesses in one of their particular sports.

Ideally students will be playing at least one sport regularly at club level to ensure they get the most out of the GCSE course.

Examination Element - 60% of your final grade (2 Exam Papers)

Subject Content:

- 1- Applied anatomy and Physiology
- 2- Movement Analysis
- 3- Physical Training
- 4- Use of Data
- 5- Sports Psychology
- 6- Socio – Cultural Influences
- 7- Health, Fitness, and well-being

Students will have a mixture of practical and theoretical lessons throughout the course.

(GCSE PE lessons are in addition to the one lesson of core PE each week and the Games afternoon).

N.B. For this course, select “Physical Educ” when making choices.

SEPARATE SCIENCES (see also page 9)

Head of Science Faculty & Biology Department

Mr R Le Sauvage

Head of Chemistry Department

Mrs P Read

Head of Physics Department

Mr P Davis

Examination Board

AQA

The Separate Science pathway leads to three GCSEs, one in each of Biology, Chemistry and Physics. The terminal examinations (two for each subject) assess both the theory content and the practical skills developed during the course. There is no written coursework.

Students who wish to prepare for GCSEs in the Separate Sciences are allocated a further three periods of Science and additional homework within the option block system, enabling them to cover the extra content required for separate GCSE certification in each subject.

Entry to A level Sciences is open to all students whether they have studied Trilogy or Separate Sciences at GCSE.

Why choose Separate Science?

Studying separate science means diving deeper into fascinating and more advanced topics that go beyond combined (Trilogy) science. You will gain a richer understanding of Biology, Chemistry, and Physics many of which will be useful for A-level. These are the topics which students will explore in addition or in more detail compared to the combined science (Trilogy) content:

Biology: Culturing Microorganisms*, Monoclonal Antibodies*, Plant Disease, The Brain, The Eye, Control of Body Temperature & Water/Nitrogen Balance*, Plant Hormones*, Pros & Cons of Sexual vs Asexual Reproduction, DNA Structure, Cloning*, Evolution & Speciation*, Decay*, Impact of Environmental Change*, Food Production, Trophic Levels in Ecosystems*

Chemistry: Properties of Transition Metals*, Bulk & Surface Properties of Matter, Yield & Atom Economy*, Using Concentrations in mol/dm³*, Volumes of Gases*, Titrations*, Chemical Cells & Fuel Cells*, Reactions of Alkenes & Alcohols*, Synthetic & Naturally Occurring Polymers*, Identification of Ions by Spectroscopic Means*, Using Materials, The Haber Process & NPK Fertilisers*

Physics: Pressure in Gases*, Moments, Levers & Gears, Changes in Momentum, Reflection of Waves*, Sound Waves*, Waves for Detection & Exploration*, Lenses*, Visible Light*, Black Body Radiation*, Insulation, Fuses & Circuit Breakers, Static Electricity, Loudspeakers, Transformers & the National Grid, Hazards & Uses of Radioactivity*, Nuclear Fission & Fusion*, Physics of Space*

Why it is worth considering Separate Science:

Advanced Preparation: Many of these topics (those marked *) are also covered at A-level.

Broader Knowledge: You will gain additional insights into the real-world applications of science, making it even more engaging and relevant.

Future Opportunities: A deeper understanding of science can open doors to exciting careers in medicine, engineering, environmental science and many more.

Curiosity: If you are curious about how the world works and want to explore science in greater depth, Separate Science is the ideal choice!