



CLAIRE'S COURT  
SENIORS

# GCSE Handbook 2026

*"Success and opportunity, there are no limits."*



RESPONSIBILITY ♦ RESPECT ♦ LOYALTY ♦ INTEGRITY



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# INTRODUCTION



## THE GCSE COURSE

The approach to the study for GCSE has fundamentally changed in recent years. Much of this has been about increasing the knowledge content of the subject, and reducing time spent on producing coursework or taking interim examinations called controlled assessments. For almost all subjects the assessment for GCSE is taken at the end of Year 11 by way of written examinations only, unless the government stipulates changes.

The grading system uses a spread of values from 1 to 9, where 4 is a standard pass, 5 is a strong pass and levels 6 to 9 are increasingly more demanding. Level 7 matches the former A grade, 8 the A\* grade and 9, a new top grade expected to be achieved by the top 3% of pupils nationally.

In many ways, this change to terminal examination has released our teachers to be more challenging and innovative over the period of the course, and enables pupils to take greater responsibility for their learning. With more content to cover, and a higher level of understanding needed to gain levels 6 and above, great importance is attached to the pupil's ability to read and write English, and to manipulate numbers and concepts in Mathematics and the Sciences. In short, pupils need to work harder at the core skills, which requires an element of drill for the lower grades.

We make use of a variety of exam boards, and include IGCSE examinations in English, Mathematics, History and ICT. Universities and employers alike accept GCSEs and IGCSEs as equal in status and as qualifying measures for entry as appropriate.

### CORE SUBJECTS

- English and English Literature
- Mathematics (with Further Maths for the most able)
- Sciences: all three Sciences (Physics, Chemistry and Biology) are studied. This will result in either two or three GCSEs, depending on the format taken.

### A SUPPORTING COURSE (NON-EXAM) OF:

Personal, Social, Health and Economic Education (PSHEE).

(The above gives rise for most to between five and seven GCSEs to be taken as core subjects plus the PSHEE course). The PSHE course specifically includes Relationship & Sex Education, led by our School Nurse.

### SUPPORTING SUBJECTS

It is strongly advised that pupils choose four option subjects:

- One language (French, German or Spanish). Very great consideration must be taken where candidates choose two languages to ensure they understand and are prepared to commit to the deep learning of vocabulary and grammar structures.
- At least one humanity (Geography, History or Religious Studies).

NB If one language is chosen, three supporting subjects should be chosen. If two languages are chosen, two supporting subjects should be chosen.

If a student chooses not to study a language then four supporting subjects are usually chosen.

Those on restricted academic programmes (for example Living Tennis and High Performance Pathway players) should choose two or three options, with agreement from the Deputy Head Academic.

### SUPPORTING SUBJECT RANGE

Art & Design, Business, Design & Technology, Drama, Food Preparation & Nutrition, French, Geography, German, History, ICT, Music, Physical Education, Religious Studies, Spanish.

### HIGHER PROJECT QUALIFICATION

For pupils wishing to demonstrate their interest or aptitude in research, we offer the Higher Project Qualification (HPQ). The individual pupil studies a core area of interest for 12 months, completing their portfolio and presentation by January of Year 11. The qualification is worth 0.5 GCSE.

### CHOOSING THE RIGHT BLEND OF SUBJECTS

For a number of years, the Department for Education (DfE) has promoted that GCSE pupils follow a narrow range of subjects that fit with their attainment and progress measures for state schools. These measures are not applied to independent schools; moreover, the measures have had the negative effect of driving skilled and talented pupils from Art, Drama, Music and Technology. These areas are major strengths in our school and sector, and for some candidates provide them the best mix of subjects to fit them for Sixth Form and university study. Given past pupils' success with these creative subjects at A Level, at university and in careers beyond, parents and pupils are reminded of their importance in the broad mix of choices they could make.

Other subjects, such as Business Studies, ICT and Physical Education offer new ways of studying academically at this level or can be delayed until Sixth Form where they can be started from scratch. Other subjects that appear in the Sixth Form programme which are not required to be studied at GCSE include Economics, Media Studies, Philosophy and Ethics, Photography and Psychology at A Level and ICT, Music Technology, and Sport at BTEC Diploma. We introduced Level 3 Food Science and Nutrition (one A Level equivalent) in 2020, because of the very high demand that exists for undergraduate study in this discipline. Sixth Form candidates do not need to have followed Food Preparation and Nutrition at GCSE prior to taking this course.

### SUBJECT REQUIREMENTS

On the following pages, the expected commitments and costs specific to each GCSE course are listed. Some have residential components, which are compulsory; others have optional visits and trips. Please study the listings carefully; to support the learning of a modern language for example, it is important that the pupil has the opportunity to visit the country and practice the skills required.

### CAREERS ADVICE

Year 9 pupils receive careers advice in school on the issues they need to consider when making their subject choices. In general, subject choices should be guided by the following criteria:

- Subjects should reflect a pupil's academic strengths
- Subjects in which pupils have an interest and a passion
- Maintaining a balanced portfolio of subjects for progression at A Level and careers beyond.

Subject teachers, form teachers and more senior staff will be pleased to help pupils make their decisions and independent advice is provided by our Careers advice provider, Unifrog, who visit the School.

### PE, GAMES AND EXTRA-CURRICULAR ACTIVITIES

The School's major PE and games programmes continue as part of the curriculum, with a full set of fixtures and commitments in hockey, netball, rowing, gymnastics and dance, sailing, athletics, swimming and tennis.

Other important skills are covered in Years 10 and 11, through the PSHEE course, our varied assemblies, concerts, services, shows and visitors.

For further information and advice on the GCSE course, choosing options and balancing the various demands please feel free to contact the Deputy Head Academic.

## GRADING OF GCSE EXAMINATIONS

From 2017 almost all subjects have been graded using the new grading on a numerical scale 1 to 9 as shown in this table:

| Grading from 2017            | Old Grading |
|------------------------------|-------------|
| 9<br>available to the top 3% | A*          |
| 8                            |             |
| 7                            | A           |
| 6                            | B           |
| 5                            |             |
| 4                            | C           |
| 3                            | D           |
| 2                            | E           |
| 1                            | F           |
|                              | G           |
| U                            | U           |

In order to ensure that candidates are not discriminated against compared with previous cohorts, the DfE have established the concept of 'reference tests' to run alongside these new GCSEs. A substantial percentage of GCSE candidates will take these reference tests at around the same time the GCSEs are sat; the reference tests will not have a value in themselves, but will permit the exam boards to sample whether the cohort is actually likely to achieve differently from that which one might expect.

For the immediate future, DfE assures candidates and schools that the grade equivalent of C and 4 will be maintained, so that the percentage (approximately 60%) of the country will still gain a Level 4 or higher under the revised assessment arrangements. However, under these new number gradings, a '5' is the minimum grade to be considered a 'strong pass'.

### COSTINGS

Every public examination has a charge made by the examination boards for the subject concerned for GCSE, A level or BTEC. A statement of entry will be sent to parents / guardians with the latest public examination costs in February of Year 11. Entry costs vary per subject but are in the vicinity of £65 per subject at GCSE level and around £100 per subject at A Level.

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# CORE SUBJECTS

English Language and English Literature

Mathematics

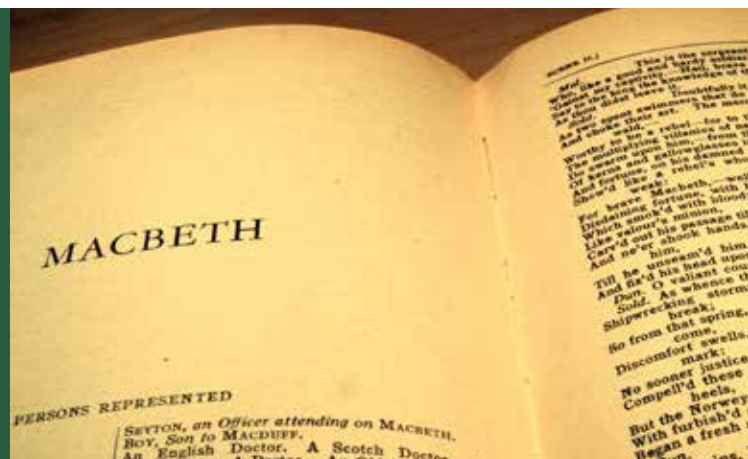
Combined Science

Separate Science

# ENGLISH

## ENGLISH LANGUAGE IGCSE ENGLISH LITERATURE IGCSE

Awarding Body / Full Course Code:  
Edexcel / 4EA1 (English Language)  
Edexcel / 4ET1 (English Literature)



## WHY STUDY ENGLISH?

Simply put, the skills studied in English are vital to the day to day lives of all pupils. Reading, writing, speaking and listening are all areas in which proficiency is needed in order to succeed in any academic career or vocational pursuit. Pupils will learn to work with language and to analyse, interpret and examine the use of words in all forms. Those that excel in English generally excel across the board.

## COURSE CONTENT

### ENGLISH LANGUAGE

The course involves two main elements. The first is the study of both fiction and non-fiction extracts and texts, in order to be able to analyse language and structure. The second is writing skills, where there is focus both on basic literacy and creativity of thought and expression. These elements will be assessed through both coursework and examination.

### ENGLISH LITERATURE

The set texts for the course will be 'Macbeth', a selection of poetry from the Edexcel IGCSE Anthology, 'An Inspector Calls' and 'Of Mice and Men'.

In all cases, the course involves close study of the text sources in order to develop the ability to write analytically.

## ASSESSMENT

English Language and English Literature IGCSE are separate qualifications. They both feature un-tiered examinations and coursework, and will each result in a grade on the 9 to 1 scale.

## PROGRESSION

An IGCSE in English Language will be invaluable in terms of all college and university placements in the future. With English A Level, English Literature will be considered primarily, but results in English Language will also be taken into account.

## ADDITIONAL COSTS

We may offer theatre visits should a relevant performance become available in any given year. The costs of such a trip would be in the region of £30.

## COURSE STRUCTURE

| Unit                                                            | Specific Code | Paper        | Percentage of Final Mark |
|-----------------------------------------------------------------|---------------|--------------|--------------------------|
| Language one – Non-fiction Texts and Transactional Writing      | 4EA1/0        | Written Exam | 60% of the total IGCSE   |
| Language three – Poetry and Prose Texts and Imaginative Writing | 4EA1/03       | Coursework   | 40% of the total IGCSE   |
| Literature one – Poetry and Modern Prose                        | 4ET1/01       | Written Exam | 60% of the total IGCSE   |
| Literature three – Modern Drama and Literary Heritage           | 4ET1/03       | Coursework   | 40% of the total IGCSE   |

# MATHEMATICS

Awarding Body / Full Course Code:  
Edexcel IGCSE (9 to 1) Specification A



## WHY STUDY MATHEMATICS?

Mathematics is a universal part of human culture and society. It is the tool and language of commerce, engineering and the Sciences. It helps us recognise patterns and to understand the world around us, it can help us become problem solvers and it teaches us to be rigorous in our use of information.

Mathematics plays a vital, often unseen, role in many aspects of modern life. For example: space travel, safeguarding credit card details on the internet, predicting stock markets, modelling the spread of epidemics and business decision making.

The aim of this course is to develop knowledge and understanding of mathematical concepts and techniques to acquire and build on the foundation of mathematical skills for further study or related areas; to become confident to use Mathematics to solve problems and to appreciate the importance of Mathematics in society, employment and study.

## COURSE CONTENT

This IGCSE Mathematics Specification A requires pupils to demonstrate application and understanding of:

**Number** – use numerical skills in a purely mathematical way and in real-life situations.

**Algebra** – use algebra to set up and solve problems, demonstrate manipulative skills, and construct and use graphs.

**Geometry** – understand ideas of shape and space, work within the metric system, solve everyday life problems involving mensuration.

**Statistics** – understand and use a range of statistical techniques, use basic ideas of probability.

## ASSESSMENT

Papers 1F and 2F (Foundation Tier)

Papers 1H and 2H (Higher Tier)

- Two written papers
- Each paper is assessed through a two hour examination, set and marked by Edexcel
- The total marks for each paper is 100
- Each paper weighted 50% of the qualification
- Grades available at Higher Tier are 3 to 9
- Grades available at Foundation Tier are 1 to 5

## PROGRESSION

IGCSE Maths (1 to 9) Specification A supports progression to:

- Core Maths qualifications
- Level 2 Certificate in Further Maths
- GCE AS and Advanced Level in Mathematics
- GCE AS and Advanced Level in Further Mathematics
- GCE and other further qualifications in numerate disciplines such as sciences, economics or business
- Further education or employment where mathematical skills are required

## COURSE STRUCTURE

| Unit              | Specific Code | Paper                                  | Percentage of Final Mark |
|-------------------|---------------|----------------------------------------|--------------------------|
| Foundation (4MA1) | 4MA1/1F       | Written Paper one (calculator allowed) | 50% of the total IGCSE   |
| Foundation (4MA1) | 4MA1/2F       | Written Paper two (calculator allowed) | 50% of the total IGCSE   |
| Higher (4MA1)     | 4MA1/1H       | Written Paper one (calculator allowed) | 50% of the total IGCSE   |
| Higher (4MA1)     | 4MA1/2H       | Written Paper two (calculator allowed) | 50% of the total IGCSE   |

# COMBINED SCIENCE

Awarding Body / Full Course Code:  
Edexcel / 1SC0



## WHY STUDY COMBINED SCIENCE?

Science is a compulsory subject for all pupils in Year 9, 10 and 11 and to fulfil national curriculum requirements, all three Sciences must be studied up to the age of 16. The combined Science course has less content than the separate Science course, but still provides a solid foundation in all three Sciences. This course develops essential skills that can be applied to a variety of careers.

## COURSE CONTENT

### Biology

- Cells and control
- Genetics, natural selection and genetic modification
- Health, disease and development of medicine
- Plant structures and functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

### Chemistry

- Mixtures, atomic structure and the periodic table
- Bonding, structure and properties
- Acids and alkalis
- Plant structures and functions
- Quantitative chemistry
- Electrolytic processes and obtaining metals
- Reversible reactions and dynamic equilibria
- Rates of reaction and energy changes
- Fuels, earth and atmospheric science

### Physics

- Motion, forces and work
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model

## ASSESSMENT

The Combined Science course results in two GCSEs. There is a Foundation Tier (grades 1 to 5) and a Higher Tier (grades 4 to 9). Results are given as a double grade, from 1 – 1 to 5 – 5 for Foundation Tier, and 4 – 4 to 9 – 9 for Higher Tier. Pupils take two examinations in each of the Science subjects. All six papers must be completed in the same tier. Some exam questions will be based on a number of practicals that are set by Edexcel and completed in class.

## PROGRESSION

A GCSE in Combined Science enables pupils to study the subject at A Level and beyond.

## COURSE STRUCTURE

| Unit                  | Specific Code | Paper                       | Percentage of Final Mark |
|-----------------------|---------------|-----------------------------|--------------------------|
| Biology one and two   | 1SC0          | Multiple Choice and Written | 33.3% of the total GCSE  |
| Chemistry one and two | 1SC0          | Multiple Choice and Written | 33.3% of the total GCSE  |
| Physics one and two   | 1SC0          | Multiple Choice and Written | 33.3% of the total GCSE  |

# SEPARATE SCIENCE

## BIOLOGY, CHEMISTRY, PHYSICS

Awarding Body / Full Course Code:  
Edexcel / 1BIO / 1CHO / 1PHO



### WHY STUDY SEPARATE SCIENCE?

Science is a compulsory subject for all pupils in Year 9, 10 and 11 and to fulfil national requirements, all three Sciences must be studied up to the age of 16. The separate Science course is available to pupils who have ability in Science and are looking for a more in-depth study of the three Sciences. The course also provides an excellent foundation for continued study.

### COURSE CONTENT

#### Biology

- Cells and control
- Genetics, natural selection and genetic modification
- Health, disease and development of medicine
- Plant structures and functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

#### Chemistry

- Mixtures, atomic structure and the periodic table
- Bonding, structure and properties
- Acids and alkalis
- Plant structures and functions
- Quantitative chemistry
- Electrolytic processes and obtaining metals
- Reversible reactions and dynamic equilibria
- Rates of reaction and energy changes
- Fuels, earth and atmospheric science

#### Physics

- Motion, forces and work
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model

### ASSESSMENT

Each of the Science subjects have a Foundation Tier (grades 1 to 5) and a Higher Tier (grades 4 to 9).

Pupils take two examinations in each of the Science subjects. The course results in three separate GCSEs.

Some exam questions will be based on a number of practicals that are set by Edexcel and completed in class.

### PROGRESSION

A GCSE in Biology, Chemistry and Physics enables pupils to study the subject at A Level and beyond.

### COURSE STRUCTURE

| Unit                  | Specific Code | Paper                       | Percentage of Final Mark |
|-----------------------|---------------|-----------------------------|--------------------------|
| Biology one and two   | 1BIO          | Multiple Choice and Written | 100% of the total GCSE   |
| Chemistry one and two | 1CHO          | Multiple Choice and Written | 100% of the total GCSE   |
| Physics one and two   | 1PHO          | Multiple Choice and Written | 100% of the total GCSE   |

# OPTIONAL SUBJECTS

Art and Design

Business

Design and Technology

Drama

Food Preparation  
and Nutrition

Geography

History

Information &  
Communication  
Technology

Modern Foreign  
Languages

Music

Physical Education

Religious Studies



# ART AND DESIGN

Awarding Body / Full Course Code:  
AQA / Art, Craft and Design / 8201



## WHY STUDY ART AND DESIGN?

GCSE Art and Design equips pupils with skills to enjoy, produce and engage with the visual arts throughout their lives and it has immense value as a GCSE subject. It encourages pupils to explore both contemporary and historical sources of art, craft and design first hand; they visit museums and art galleries and explore their surroundings and environment. In addition to building and expanding their practical skills, pupils develop transferable skills such as applying a creative approach to problem solving, developing original ideas from initiation to realisation, critically analysing their own work and that of others, expressing individual thoughts and choices confidently and taking risks, using different materials, as well as experimenting and learning from mistakes.

## COURSE CONTENT

### Component one: Coursework

Pupils create a portfolio of work which demonstrates a knowledge and understanding of art and design; displaying their practice of artistic skills. Students will experiment with media and explore techniques, learning how to critically analyse and interpret artists' work and how to document ideas and intentions in sketchbooks.

**Project one: Workshops:** During teacher-led workshops across the first two terms of year 10 students will be taught how to use a variety of different art mediums to a high standard. This will include: Drawing, Painting, Printmaking, Photography and Textiles. By exploring a range of different processes, artists and techniques, students will be able to make more informed and independent decisions when moving onto their sustained project.

### Project two: Sustained personal portfolio (Mock exam)

Pupils are given an overarching theme from which they will complete an independent project. Students will draw on the skills they have learnt throughout the workshops and use their own research to develop and refine ideas, followed by a 'Final Piece'

exam (10 hours). This project spans from Easter of Year 10 to Christmas of Year 11.

### Component two: Externally Set Assignment (ESA)

This represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component one. The thematic based ESA paper is issued in January of Year 11 and runs to the end of the course at the end of April where it culminates with a 10 hour exam.

## ASSESSMENT

**AO1** – Develop ideas through investigations, demonstrating critical understanding of sources.

**AO2** – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3** – Record ideas, observations and insights relevant to intentions as work progresses.

**AO4** – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Due to the nature of the Art and Design course, students can be entered for different specialisms to support them in achieving the best grade possible. We make this decision in October of Year 11 based on the aptitudes each student has shown throughout the course. These specialisms are: Art, Craft and Design, Fine Art and Textiles.

## PROGRESSION

The GCSE and A Level Art and Design courses have a common structure and they follow a similar approach and assessment grid thereby ensuring a smooth progression to A Level.

## ADDITIONAL COSTS

One study day at London Galleries. Workshops and transport included in cost. Three hardback sketchbooks are required for coursework.

## COURSE STRUCTURE

| Unit                                     | Specific Code                                                             | Percentage of Final Mark |
|------------------------------------------|---------------------------------------------------------------------------|--------------------------|
| Component one: Personal Portfolio        | 8201/C (Art, Craft and Design)<br>8202/C (Fine Art), 8204/C (Textiles)    | 60% of the total GCSE    |
| Component two: Externally Set Assignment | 8201/X (Art, Craft and Design)<br>8202/X (Fine Art) and 8204/X (Textiles) | 40% of the total GCSE    |

# BUSINESS

Awarding Body / Full Course Code:  
AQA / GCSE Business / 8132



## WHY STUDY BUSINESS?

Teaching starts in September 2025 and exams will be taken in Summer 2027. The course provides pupils with the opportunity to explore real business issues and how businesses work.

The GCSE combines the use of business terminology with practical business examples, including the review of well-known businesses such as Apple Inc. Academic rigour is also required. Pupils will develop analytical and critical thinking skills, by evaluating and justifying business decisions. These skills are readily transferable and will help pupils study in other subjects, as well as their future study post sixteen or career paths.

## COURSE CONTENT

Pupils will apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Pupils will develop an understanding of how these contexts impact on business behaviour.

**Pupils study six key business topics:**

1. Business in the Real World
2. Influences on Business
3. Business Operations
4. Human Resources
5. Marketing
6. Finance

## COURSE STRUCTURE

| Unit      | Specific Code | Paper                                                                              | Percentage of Final Mark |
|-----------|---------------|------------------------------------------------------------------------------------|--------------------------|
| Paper one | 8132/1        | Influences of Operations and Human Resources Management (HRM) on business activity | 50% of the total GCSE    |
| Paper two | 8132/2        | Influences of Marketing and Finance                                                | 50% of the total GCSE    |

## ASSESSMENT

The qualification is linear with exams taken in Summer 2027. There are two written exams, both worth 90 marks, each worth 50% of the whole GCSE.

**Each exam consists of three sections:**

- Section A has multiple choice questions, worth 20 marks
- Section B consists of one case study with related questions worth 34 marks
- Section C consists of one case study with related questions worth 36 marks

## PROGRESSION

The skills developed in GCSE Business include analysis, evaluation and critical thinking. These skills are valued across a number of disciplines and other subjects and are crucial in the corporate business world. Problems will occur in the real world where you are expected to review the facts, consider and analyse the options for a solution and make a decision, justifying your decision. This is the technique and skill that pupils studying Business will develop.

GCSE Business facilitates the study of Business and Economics at A Level and at university.

# DESIGN AND TECHNOLOGY

Awarding Body / Full Course Code:  
Edexcel / GCSE Design and Technology (9 to 1) / 1DT0



## WHY STUDY DESIGN AND TECHNOLOGY?

Design and Technology involves designing and making solutions to real-life problems based on theory knowledge which includes materials, skills and processes.

Studying GCSE Design and Technology will build on what you learnt about designing and making in Key Stage 3. Pupils will learn to work with materials such as metals, plastics and woods, plus using hand tools and machinery to make prototypes.

## COURSE CONTENT

**Unit one (theory): Knowledge and understanding of design technology, core materials with a timbers specialism**

Unit code: 1DT0/1F

- Pupils will develop knowledge and understanding of a wide range of materials and processes used in design and technology.
- Pupils will learn about smart and modern materials, application and use of mechanisms, industrial and commercial practices, the importance of quality checks and the health and safety issues that have to be considered at all times.

**Unit two (controlled assessment): Creative design and making**

Unit code: 1DT0/02

- Pupils will design and make a product, known as a prototype, based on one of a selection of contextual challenges provided by the board.
- Pupils will develop skills in researching, designing, reviewing, planning, making and testing and evaluating.

## ASSESSMENT

**Unit one (theory):**

Externally assessed; this unit is assessed through a 1 hour 45 minute examination paper, set and marked by Edexcel. 50% of the total marks.

**Unit two (controlled assessment):**

This unit is internally assessed under controlled assessment conditions.

Pupils must complete a design and make activity based on a real-life client and design problem which includes a design portfolio and manufactured prototype. 50% of the total marks.

## PROGRESSION

GCSE D&T can be useful for pupils considering careers in the creative, engineering and manufacturing industries. It also contributes to skills useful in many other fields e.g. medicine, law and computer science. This course is a good preparation for progression to our A Level Product Design in the Sixth Form.

*“designing and making  
solutions to real-life problems”*

## COURSE STRUCTURE

| Unit | Specific Code | Paper                 | Percentage of Final Mark |
|------|---------------|-----------------------|--------------------------|
| One  | 1DT0/1F       | Written Paper         | 50% of the total GCSE    |
| Two  | 1DT0/02       | Controlled Assessment | 50% of the total GCSE    |

# DRAMA

Awarding Body: WJEC Eduqas



## WHY STUDY DRAMA?

Drama is an exciting, inspiring and practical course. 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. The course gives pupils the opportunity to enhance their creativity, personal growth, self-confidence, communication and analytical skills.

## COURSE CONTENT

Pupils will be given opportunities to participate in and interpret their own and others' performances. They have the option to work practically as performers and/or designers. In Components 1 and 2 pupils will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning, and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text. Pupils will demonstrate their knowledge and understanding of drama and theatre studying a set text for a written exam.

*“an exciting, inspiring  
and practical course”*

## COURSE STRUCTURE

| Unit            | Specific Code | Paper/Practical                     | Percentage of Final Mark |
|-----------------|---------------|-------------------------------------|--------------------------|
| Component one   | C690QS        | Devising theatre: Practical         | 40% of the total GCSE    |
| Component two   | C690QS        | Performing from a text: Practical   | 20% of the total GCSE    |
| Component three | C690QS        | Interpreting theatre: Written Paper | 40% of the total GCSE    |

## ASSESSMENT

**All assessments take place in Year 11**

**Component one: Devising theatre**

Non-exam assessment – Internally assessed by the teacher, externally moderated (40% of qualification).

**Component two: Performing from a text**

Non-exam assessment – Externally assessed by a visiting examiner (20% of qualification).

**Component three: Interpreting theatre**

Written examination – a one hour and 30 minutes exam (40% of qualification).

## PROGRESSION

This is not a course for a career in acting, but lays an appropriate foundation for further study of drama and theatre or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment.

GCSE Drama is a coherent, satisfying and worthwhile course of study for pupils who do not progress to further study in this subject. The most valuable benefit of this course is that it provides a basic training in communication skills and is an excellent grounding for entry into numerous varied courses, which can lead in itself to a wide variety of careers.

## ADDITIONAL COSTS

Theatre Trips (±three in Year 10/Year 11): Approximately £40 per performance (travel included).

# FOOD PREPARATION AND NUTRITION

Awarding Body / Full Course Code:  
Eduqas / 601/8093/6



## WHY STUDY FOOD PREPARATION AND NUTRITION?

This GCSE is an exciting and creative course which focuses on practical cooking skills, ensuring that pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

## COURSE CONTENT

This specification in Food Preparation and Nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. This will be integrated through six core areas:

- 1. Food commodities** – be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- 2. Principles of nutrition** – develop a sound knowledge of the nutritional content of food and drinks.
- 3. Diet and good health** – understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- 4. The science of food** – develop knowledge and understanding of the functional properties and chemical characteristics of food through scientific investigations and the effects of cooking processes.
- 5. Where food comes from** – understand the economic, environmental, ethical and socio-cultural influences on food availability and production processes. Explore a range of ingredients and processes from different culinary traditions to inspire new ideas.
- 6. Cooking and food preparation** – demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and food safety considerations when preparing, processing, storing, cooking and serving food.

## COURSE STRUCTURE

| Unit                        | Specific Code | Paper               | Percentage of Final Mark |
|-----------------------------|---------------|---------------------|--------------------------|
| Paper one                   | -             | Written Paper       | 50% of the total IGCSE   |
| Food investigation          | -             | Non-exam Assessment | 15% of the total IGCSE   |
| Food preparation assessment | -             | Non-exam Assessment | 35% of the total IGCSE   |

## ASSESSMENT

A one hour and 45 minutes written paper in the summer term of Year 11 will account for 50% of the final grade. The non-exam assessment (NEA) will consist of two tasks accounting for 50% of the final grade.

### Assessment one: (15%) The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

### Assessment two: (35%) The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks set by the exam board at the start of Year 11.

## PROGRESSION

The food industry is one of the largest employers in this country. On completion of this course pupils can go on to further study, apprenticeships or employment. Universities offer degree courses in Food Science, Food Technology, Food and Consumer Affairs, Food Marketing Management, Health and Lifestyle, Dietetics and Food Biotechnology.

Other career possibilities include teaching, retailing, hotel management, private catering, the food industry (food scientists, food technologists, research and marketing), environmental health services, nutritionists and dieticians, product and retail management.

## ADDITIONAL COSTS

Pupils will be required to provide ingredients for practical work. Trips/experience may be offered to complement subject learning.

# GEOGRAPHY

Awarding Body / Full Course Code:  
Pearson / Edexcel Geography A/GAO



## WHY STUDY GEOGRAPHY?

The course gives pupils the opportunity to acquire knowledge and understanding of a range of places and environments at a variety of scales from local and national to global. They are encouraged to develop an understanding of the physical and human processes that affect their development. Pupils should develop a sense of what other places are like, an appreciation of the environment, climate and world around us, and the challenges and constraints that affect people the world over and in the UK.

## COURSE CONTENT

The course covers both human and physical Geography and also investigates challenges faced by the UK with fieldwork skills. The essential units and a brief overview of their content are:

### Component one: The physical environment

**Topic one:** Changing landscapes of the UK, including geology, fluvial and coastal landscapes and processes.

**Topic two:** Weather hazards and climate change, including two detailed studies of tropical cyclones and drought.

**Topic three:** Ecosystems, Biodiversity and Management.

### Component two: The human environment

This unit is also divided into three sections:

**Topic four:** Changing cities looking at the major processes that occur within the urban spaces around the world and in the UK, including two detailed case studies on a developed city, Cardiff, and a developing city, São Paulo.

**Topic five:** Global development which aims to assess the causes and consequences of global disparity in development, including a detailed case study on Tanzania.

**Topic six:** Resource management with research into the global and UK distribution of food, energy and water.

Case studies on Norway and Bhutan.

### Component three: Geographical investigations:

#### Fieldwork and UK challenges

This last component brings together practical geographical enquiry in both physical and human processes and environments.

**Topic seven:** The fieldwork unit will include two locations, from which two geographical investigations will be researched; one physical, one human.

**Topic eight:** UK Challenges will involve a wider range of geographical skills, combining taught theory and knowledge of the UK to investigate a particular challenge that is faced.

## ASSESSMENT

The course is linear. All three components are examined at the end of Year 11.

## PROGRESSION

A good grade at GCSE will help pupils move on to any A Level or vocational course. If they enjoyed their Geography GCSE, pupils may wish to continue with this subject, or study a related subject. Biology, Geology, Environmental Science, Government and Politics, Economics, Travel and Tourism and Leisure and Recreation all have close links with the material studied as part of the GCSE. Employment opportunities where geographical skills will be particularly valued include journalism and media, the law, engineering, business management, ICT, environmental management, teaching, economic planning, marketing, leisure, recreation and tourism.

## ADDITIONAL COSTS

Fieldtrip work costing approximately £350 if residential, otherwise travel costs only. Residential fieldwork will be across three days and two nights. This is currently held in Margham Park Field Studies Centre, South Wales.

## COURSE STRUCTURE

| Unit                                                                      | Specific Code | Paper         | Percentage of Final Mark |
|---------------------------------------------------------------------------|---------------|---------------|--------------------------|
| Component one: The Physical Environment                                   | 1GA0/01       | Written Paper | 37.5% of the total GCSE  |
| Component two: The Human Environment                                      | 1GA0/02       | Written Paper | 37.5% of the total GCSE  |
| Component three: Geographical Investigations: Fieldwork and UK Challenges | 1GA0/03       | Written Paper | 25% of the total GCSE    |

# HISTORY

Awarding Body / Full Course Code:  
Edexcel IGCSE 4H1



## WHY STUDY HISTORY?

"History is a set of lies, agreed upon."

*Napoleon Bonaparte; French Emperor (1769-1821)*

"We are not makers of history. We are made by history."

*Martin Luther King, Jr; US Civil Rights Leader (1929-1968)*

Why is the world as it is? Why don't people live together in peace and harmony? Why are some people rich and others poor? Can we put the past behind us and move on? Where does the past end and the future begin?

## COURSE CONTENT

**Paper One, Depth Study One - Germany: Development of Dictatorship, 1918 –1945** The establishment of the Weimar Republic and its early problems; The recovery of Germany, 1924–29; The rise of Hitler and the Nazis to January 1933; Nazi Germany, 1933–39; Germany and the occupied territories during the Second World War

**Paper One, Depth Study Two - A Divided Union: Civil Rights in the USA, 1945 –1974** The Red Scare and McCarthyism; Civil rights in the 1950s; The impact of civil rights protests; Other protest movements: students, women and anti-Vietnam; Nixon and Watergate

**Paper Two, Historical Investigation - Russia and the Soviet Union, 1905-24** Tsarist rule in Russia, 1905–14; Opposition to Tsarist rule, 1914–17; Provisional Government and the Bolshevik Revolution; The Bolshevik consolidation of power and the Civil War; War, Communism and the New Economic Policy

**Paper Two, Breadth Study in Change - Changes in Medicine, 1848 –1948** Progress in the mid 19th century; Discovery and development, 1860–75; Accelerating change, 1875–1905; Government action and war, 1905–20; Advances in medicine, surgery and public health, 1920–48

## ASSESSMENT

The course is linear with two examination papers at the end of Year 11. Each examination lasts one hour and 30 minutes.

## PROGRESSION

The IGCSE History course provides the required preparation for pupils to progress to A Level History, Politics and Religious Studies. It is also a strongly facilitating subject for A Level English, Geography, Sociology and Economics and provides the necessary essay skills for subjects with a significant written examination component such as Business and Media Studies and sciences such as Biology and Psychology.

IGCSE History is also an excellent qualification for a wide range of roles and occupations as it demonstrates an ability to absorb, analyse and evaluate raw information and to summarise and communicate conclusions based on that information in written form. Such roles and occupations include Law, Consultancy, Media, Finance, Administration, Business and Management.

## ADDITIONAL COSTS

Optional biennial Y10/Y11 spring half-term trip to Auschwitz for two nights to support the study of Nazi Germany and the Holocaust (combined senior boys and girls).

## COURSE STRUCTURE

| Unit                                                                                                         | Specific Code | Paper                                                    | Percentage of Final Mark |
|--------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------|--------------------------|
| Germany: Development of Dictatorship, 1918 to 1945<br>A Divided Union: Civil Rights in the USA, 1945 to 1974 | 4H1/01        | Paper one: Depth Studies                                 | 50% of the total IGCSE   |
| Russia and the Soviet Union, 1905 to 1924<br>Changes in Medicine, circa 1848 to 1948                         | 4H1/01        | Paper two: Historical Investigations and Breadth Studies | 50% of the total IGCSE   |

# INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Awarding Body / Full Course Code:  
Pearson Edexcel Examinations (41T1)



## WHY STUDY INFORMATION AND COMMUNICATION TECHNOLOGY?

Whatever pupils plan to do in the future, they will use ICT and computing in some way and will connect with a digital device in some form or other. This subject seeks to provide those pupils who are particularly keen and interested in developing their skills to a greater level and who wish to prepare to use ICT and computing to support a business or other need in future.

Having an ICT qualification means pupils will be able to show exactly how skilled and knowledgeable they are when using ICT and associated technology. Claires Court provides a course that gives the opportunity to learn about and use a variety of software applications, use ICT to solve problems, make pupils aware of the ways in which ICT can help in home, learning and work environments and also help understand the implications of technology in society.

## IGCSE COURSE CONTENT & STRUCTURE

Our current IGCSE course will enable pupils to study digital devices, software, hardware, digital communication &, networks, risks to data and personal information, impact of the Internet, online communities, online goods and services, and applying ICT using software applications.

| Unit      | Specific Code | Percentage of Final Mark |
|-----------|---------------|--------------------------|
| Paper one | 41T1/01       | 50% of the total IGCSE   |
| Paper two | 41T1/02       | 50% of the total IGCSE   |

## ASSESSMENT FOR IGCSE AS CURRENTLY OFFERED

**There are two forms of assessment for this course:**

**Paper one:** Theory (one and a half hours) – written examination. Worth 50% of IGCSE.

**Paper two:** Applying Information and Communication Technology and Software Skills such as: word processing, graphics, presentation software, web authoring, spreadsheets and database management (3 hours) – Practical demonstration of skills using the computer. Worth 50% of IGCSE.

## PROGRESSION

Level 2 qualifications are recognised by the world's best universities and employers, giving a wide range of options in future education and career, whether they are IGCSE or BTEC certificate. Pupils who are awarded grades 9 to 4 GCSE are well prepared to follow courses leading to BTEC/ A-Level level 3 ICT and provide a good grounding for workplace environments.

## ADDITIONAL COSTS

Trips/experiences may be offered to complement subject learning.

# MODERN FOREIGN LANGUAGES

FRENCH, GERMAN, SPANISH

Awarding Body / Full Course Code:  
AQA; French 8652; German 8662; Spanish 8692



## WHY STUDY A MODERN FOREIGN LANGUAGE?

Speaking another language really makes pupils stand out from the crowd and studies have shown that it increases brain and memory capacity too. It is the perfect way to meet new people, immerse into new cultures and make a difference to who you are. Modern Foreign Language GCSEs are viewed as highly academic qualifications and as facilitating subjects, meaning the skills developed within them are transferable and allow pupils to keep a wide range of options open post 16 years old.

## COURSE CONTENT

### Theme one: People and lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

### Theme two: Popular culture

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

### Theme three: Communication and the world around us

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

## ASSESSMENT

GCSE Modern Foreign Languages have a Foundation Tier (grades 1 to 5) and a Higher Tier (grades 4 to 9). **Pupils must take all four question papers at the same tier.** All question papers must be taken in the same series.

## PROGRESSION

A good GCSE grade in French, German or Spanish enables pupils to study the language at A Level and beyond.

## ADDITIONAL COSTS

The Modern Foreign Languages Department is aiming to run trips to France, Germany and Spain. Pupils are strongly advised to take part as this positively impacts confidence in speaking and listening skills.

*“immerse into new cultures  
and make a difference to  
who you are”*

## COURSE STRUCTURE

| Unit        | Specific Code       | Paper     | Percentage of Final Mark |
|-------------|---------------------|-----------|--------------------------|
| Paper one   | Language Code +1F/H | Listening | 25% of the total GCSE    |
| Paper two   | Language Code +2F/H | Reading   | 25% of the total GCSE    |
| Paper three | Language Code +3F/H | Speaking  | 25% of the total GCSE    |
| Paper four  | Language Code +4F/H | Writing   | 25% of the total GCSE    |

# MUSIC

Awarding Body / Full Course Code:  
AQA Music 8271



## WHY STUDY MUSIC?

Musical horizons are broadened by nurturing musical appreciation, knowledge, understanding, musical literacy and valuable musicianship skills. GCSE Music is heavily characterised by these ideals, which permeate the three key strands of performance, composition and listening. Practical elements (60% weighting) naturally offer a wide range of valuable opportunities for growth in areas such as collaboration, creativity and self-expression, as well as inspiring students to refine myriad techniques as they discover how music works from the inside out. The course ensures that students encounter a wide range of musical contexts, promoting interest, exploration and relevance in the modern era. GCSE Music is highly regarded by colleges and employers, as it shows dedication, creativity, and the ability to think both analytically and artistically.

## COURSE CONTENT

### Component one: Understanding music

Students explore an exciting range of genres that encompass everything from classical to film and gaming scores, more traditional music to contemporary styles. Guided listening supports both acquisition of knowledge and refinement of active listening skills. These are then applied in tandem to support sound judgement in response to familiar and unfamiliar music. Study of Set Works promotes further detail through appraisal, as well as sowing seeds for successful future study with greater analytical depth.

### Component two: Performing music

Performance skills focus on aspects of technical and musical control relevant to the context of the music chosen. Students are supported in selecting suitable material; performances of solo and ensemble pieces of a standard commensurate with their level of experience (either as an instrumentalist, vocalist, or via music technology) are recorded during year 11 for final assessment.

## COURSE STRUCTURE

| Unit            | Specific Code | Paper               | Percentage of Final Mark |
|-----------------|---------------|---------------------|--------------------------|
| Component one   | 8271          | Understanding Music | 40% of the total GCSE    |
| Component two   | 8271          | Music Performance   | 30% of the total GCSE    |
| Component three | 8271          | Composition         | 30% of the total GCSE    |

### Component three: Composing music

Composing music that is 'musically convincing' comes from applying theoretical knowledge appropriately and creatively in shaping musical ideas. Practical learning supports acquisition of techniques to support appropriate manipulation of these ideas in order to reflect compositional intention. Pupils compose two original pieces for final submission in year 11; one to a set brief, the other a free composition.

## ASSESSMENT

**Component one:** Musical awareness and understanding are assessed via a single written paper that lasts for 1 hour and 30 minutes. Section A comprises audio extracts of unfamiliar music from the different Areas of Study, with questions requiring short-answer responses; section B calls for more extended responses based upon musical and contextual knowledge of the set works. The paper is marked externally by AQA.

**Component two:** Students are assessed on their ability to perform with technical control, expression, and interpretation. Performances are internally marked by teachers against the given assessment criteria and externally moderated by AQA.

**Component three:** Students are assessed on their ability to create and develop musical ideas appropriately and creatively. A combination of audio and written evidence is submitted, which is then internally marked by teachers against the given assessment criteria and externally moderated by AQA.

## PROGRESSION

GCSE music opens up the opportunity for further study of both Music and Music Technology at A-Level. This may then lead onto many different degree courses such as Music (either at university or as a Performance or Composition course at a Music Conservatoire), Popular Music Performance, Music Technology, Sound Production, or Music and Audio Technology.

Awarding Body / Full Course Code:  
AQA 8582



Studying GCSE Physical Education opens pupils' eyes to the amazing world of sports performance. Not only will pupils have the chance to perform in three different sports through the non-exam assessment component, they will also develop wide ranging knowledge into the 'how' and 'why' of physical activity and sport. The combination of the physical performance and academic challenge provides an exciting opportunity for pupils. They can perform and then, through the academic study, learn how to improve performance through application of the theory.

Physical Education is learnt through a range of different contexts and the impact it has on everyday lives. Pupils will learn the reasons why we do things and why some people out perform others, mentally and physically. Pupils will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

**Component one: The human body and movement in physical activity and sport.**

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

**Component two: Socio-cultural influences and well-being in physical activity and sport.**

- Sport psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

| Unit            | Paper                                                                   | Percentage of Final Mark |
|-----------------|-------------------------------------------------------------------------|--------------------------|
| Component one   | The human body and movement in physical activity and sport              | 30% of the total IGCSE   |
| Component two   | Socio-cultural influences and well-being in physical activity and sport | 30% of the total IGCSE   |
| Component three | Practical Performance in Physical Education                             | 40% of the total IGCSE   |

**3.1** Performance of three activities. One from the 'individual' list, one from the 'team' list and one more from either list

### 3.2 Analysing and Evaluating Performance (AEP)

Component one and component two will be assessed using a mixture of objective response and multiple choice questions, short answers and extended response items. Component three will be assessed via non-exam assessment and will include both performance and performance analysis.

GCSE Physical Education opens up the options for further study of Physical Education at A Level. It is recommended to take GCSE Physical Education to study at A Level, however it is not necessary. Beyond A Level, the study of Physical Education can lead to university degrees in Sports Science, Sports Management or Exercise and Health.

Physical Education can also complement further study in Biology, Human Biology, Physics, Psychology, Nutrition, Teacher Training and many more.

The transferable skills pupils learn through study of Physical Education, such as decision-making and independent thinking are also useful in any career.

# RELIGIOUS STUDIES

Awarding Body / Full Course Code:  
AQA 8062



## WHY STUDY RELIGIOUS STUDIES?

Pupils will be challenged with questions about belief, values, meaning, purpose and truth enabling them to develop their own attitudes towards religious, ethical and philosophical issues. Pupils will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

## COURSE CONTENT

Two components are studied:

### Component one: The study of religions

Two religions must be chosen

- Beliefs and Teachings
- Practices

### Component two: Thematic studies

Four chosen:

- Theme A: Relationships and families
- Theme B: Religion and life
- 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

## ASSESSMENT

Religious Studies GCSE is assessed at the end of Year 11 with two examinations of 1 hour 45 minutes each.

## PROGRESSION

The skills necessary to do well at GCSE level include analytical reasoning, ability to construct a coherent line of argument and the ability to reason. All of these are valuable skills necessary in a variety of further education options.

A Level Philosophy and Ethics would be a natural progression for anyone taking this course.

## ADDITIONAL COSTS

### Textbooks\*

£23.99 - AQA Religious Studies, Islam

£21.99 - AQA Religious Studies, Christianity

£10.99 - AQA Religious Studies, A Revision Guide - Christianity and Islam

\*subject to change

*“developing analytical, critical thinking and leadership skills”*

## COURSE STRUCTURE

| Unit | Specific Code | Paper              | Percentage of Final Mark |
|------|---------------|--------------------|--------------------------|
| One  | AQA Spec A    | Study of Religions | 50% of the total GCSE    |
| Two  | AQA Spec A    | Thematic Studies   | 50% of the total GCSE    |

## NOTES:

[illegible]



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