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Examination Boards

The examination boards used at Bradford Grammar School for GCSE and IGCSE examinations are:

- AQA  www.aqa.org.uk
- Cambridge International  www.cie.org.uk
- Edexcel  www.edexcel.com
- OCR  www.ocr.org.uk
- WJEC Eduqas  www.eduqas.co.uk

Foreword

At Bradford Grammar School, students develop confidence in their own abilities, learning to question, assess and think independently. These are skills which will help them throughout their lives. We inspire them to have the curiosity, ambition and sense of adventure to define their own goals and to live life to the full.

For their first two years in the senior school at Bradford Grammar School, all students follow the same curriculum. On entry to Year 9, new subjects become available and certain choices need to be made; further decisions come at the end of that year. At the end of this booklet (on page 29) you will find full details of our curriculum. By preparing pupils for ten GCSEs, we feel there is time for well-paced and in-depth study and the prospect of high quality results in a broad spectrum of subjects.

Choosing subjects can be difficult and the aim of this Guide is to assist students and their families in making well-informed choices. Subject teachers will be pleased to give advice to students and their parents, not only at Parents’ Consultation Evenings but also at other times. Form Tutors naturally have an overview of the performance and potential of students within their form and families are encouraged to discuss matters of a broader nature with them or the Head of Year. Mr Woods as Assistant Head (Curriculum) has oversight of academic matters and can provide advice too. In choosing GCSEs students need to be confident that they are making decisions which reflect their interests and strengths and keep future options open.

Simon Hinchcliffe
Headmaster
Introduction

Subjects at GCSE or IGCSE

All pupils follow GCSE or IGCSE courses in English Language, English Literature, Mathematics, Biology, Chemistry and Physics. In addition, pupils must study at least one modern language from French, German or Spanish. Three option subjects are also taken (see page 28 for full details). Pupils take (I)GCSE examinations in 10 subjects, therefore.

Some departments at Bradford Grammar School follow International GCSE (IGCSE) courses. These courses and the examinations at the end of the course are very well regarded and entirely comparable to GCSE courses. They are seen as excellent preparation for A Level study and are widely used in many leading independent schools in the UK.

The government has now completed a programme of GCSE exam change and the GCSE and IGCSE courses that we will be offering from September 2019 have all been reformed. The changes are minor in some subjects but more significant in others. There is less Coursework or Controlled Assessment than in previous GCSE specifications, and only some subjects (e.g. Art, DT, Music and History) retain this form of assessment. The biggest change is the move from the A* - G grading scale to a 9 - 1 grading scale, with grade 9 the highest grade and grade 1 the lowest grade. The following chart shows how the old A* - G grades can be converted into the new 9 - 1 grades.

<table>
<thead>
<tr>
<th>New Grades (9 – 1)</th>
<th>Old Grades (A* - G)</th>
<th>Broadly the same proportion of students will achieve a grade 7 and above as used to achieve a grade A and above. In broad terms, 7 = A</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A*</td>
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<tr>
<td>8</td>
<td>A</td>
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</tr>
<tr>
<td>7</td>
<td>A</td>
<td>Broadly the same proportion of students will achieve a grade 4 and above as used to achieve a grade C and above. In broad terms, 4 = C</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
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<td>5</td>
<td>C</td>
<td></td>
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<tr>
<td>4</td>
<td>C</td>
<td>The bottom of grade 1 will be aligned with bottom of grade G.</td>
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After GCSE or IGCSE - studying in the Sixth Form at Bradford Grammar School

We hope that pupils here enjoy their (I)GCSE courses and make excellent progress. At the start of Year 11 they will be given the companion to this booklet, A Guide to Sixth Form Courses. They will also have a Sixth Form Transition Interview during the Autumn Term of Year 11 at which further advice concerning A Level choices is given. We prefer pupils to obtain (I)GCSE grades 7, 8 or 9 in those subjects that they want to study for A Level, but some departments are happy to accept pupils with a grade 6.

If you have any questions about GCSEs, IGCSEs, or Options choices for Years 9, 10 and 11, please do not hesitate to contact me by email (GPW@bradfordgrammar.com).

Gary Woods
Assistant Head (Curriculum)
Choosing (I)GCSE Options

The Higher Education and Careers Department can help you if you are in doubt about what to choose.

Before you see a member of the department, however, you should research the question thoroughly yourself. Start by reading this booklet carefully.

Ask yourself the following questions:

- Will I enjoy the subject?
- Will I be any good at the subject?
- Does it offer the prospect of interesting and challenging post-GCSE study?
- If I don’t take this subject, how will that affect my Sixth Form choices?
- Will this subject enhance my Higher Education and Career ambitions?

Some of these may be hard to answer, as most of you may not know what career you would like. Therefore it is best to think in general terms. For example, would languages help in a career in business and so broaden your longer term employability? Could design and technology be of use in engineering? Could art and design be of use in architecture or advertising? Try not to narrow down your options too much and keep a range of subjects.

Your teachers may be able to advise you on which subject suits you. Your French or German teacher will have a fair idea of how you might cope with Spanish, for instance, and your Latin teacher may know how you would manage with Greek.

Think about possible A Level subject combinations. For example, History develops your essay writing skills, and at A Level can be studied in combination with almost any subject. Geography sits comfortably with both the arts and the sciences.

Finally, further information is available in the Higher Education and Careers section of the library. If you feel you need further advice then speak to Mrs Flaherty who can be found in her office in the Sixth Form Centre, or contacted by email on sjf@bradfordgrammar.com.

Sarah Flaherty
Head of Higher Education and Careers
Art and Design

Awarding Body: OCR (GCSE)
Specification Code: J171

Course outline

Art and Design is both a form of communication and a means of expression of ideas and feelings, which complements those of the literary, mathematical, scientific and factually based subjects. It is especially concerned with the development of those complex mental processes involved in visual perception and aesthetic experiences.

Art and Design fosters and encourages creativity through direct personal expression, imagination, sensitivity, conceptual thinking, powers of observation, analytical abilities and practical attitudes. The course content reflects these aims through the use of mixed media: painting, drawing, textiles, ICT, 3-dimensional work and critical/historical studies.

Method of assessment

- Coursework portfolio - (60%)
- Externally set task portfolio - 10 hour controlled test accompanied by appropriate research work (40%)

The coursework portfolio and externally set task portfolio must contain all four assessment objectives listed below to show the candidate’s overall abilities. Sketchpads and notebooks produced over two years must also be presented.

Assessment objectives

1. Developing ideas through investigations informed by critical and historical investigations.
2. Refining and exploring ideas through experimentation with materials and techniques.
3. Recording ideas through observational drawing and other visual forms of communication.
4. Personal informed response leading to final pieces/outcomes of individual research.
Computer Science

Awarding Body: CIE (IGCSE)
Specification Code: 0984

What is Computer Science?
Computer Science is about problem-solving, creating solutions and programming or coding. It is a highly academic subject that is perfect for logical thinkers and problem solvers, such as Mathematicians or Scientists.

What topics will I study?
1. Programming in Python 3
2. Algorithms and Problem Solving techniques: pseudocode and flowcharts
3. Data representation: binary, hexadecimal, ASCII, sound and images
4. Computer Hardware: Boolean Algebra and Logic gates; processors and memory
5. Computer Software: OS, high and low level languages and translators
6. Computer networks and communications: including the Internet
7. Cyber security and encryption
8. Ethical, legal and environmental impact of the use of computers
9. Databases

How is it Assessed?
• **Theory Paper** – written exam 1hr 45 mins (60%)
• **Problem Solving and Programming Paper** – written exam 1hr 45 mins (40%)

N.B. There is NO Controlled Assessment or Coursework

Where will success take me?
By opting to study GCSE Computer Science you will learn how to program, which is a valuable skill to have for your future in Higher Education or in your career. If you enjoy programming and want to develop your ability further you could then take A-level Computer Science. The A-level is listed by leading Russell Group Universities as a ‘Useful A-level’ for over 25 different degree courses, including: Medicine; Engineering; Mathematics; Economics; and Psychology.

Previous Knowledge:
There is no need to know how to program as you will be taught to do this as part of the IGCSE. Pupils that have taken Computing in Year 9 will be at a slight advantage, but it is not necessary to have taken Computing in Year 9 to opt for IGCSE Computer Science.
**Design Technology – Product Design (3D Design)**

**Awarding Body:** AQA (GCSE)
**Specification Code:** 8552

Design and Technology is a pupil-focused, interdisciplinary subject with a specification both academically and creatively demanding.

The GCSE course provides the opportunity for pupils to develop their **creative, problem solving** and **entrepreneurial** skills. Through a range of creative and technological activities, pupils will learn to apply knowledge and understanding to a given situation and develop their **critical and creative thinking, collaborative** and **communication** skills.

GCSE Design and Technology is intended to give pupils an insight into wide-ranging creative activities and to develop key skills appropriate to a variety of creative fields. However, many of the skills developed provide pupils with a platform of transferable skills much sought after in many other disciplines and can be utilised to enhance other aspects of a pupil’s education, working and personal life. These transferable skills include:

- Problem analysis
- Creative problem solving (thinking outside the box)
- Evaluating products/systems/environments/performance
- Visual/verbal communication
- Project management
- Information technologies
- Psychology issues
- Social issues
- Environmental issues
- Aesthetics
- Increased discernment and perceptivity
- Team building/working
- Leadership skills
- Increased self confidence

**Planning Ahead - Subject combinations**

The multidisciplinary nature of Design and Technology positions it to straddle the boundaries between Art and the Sciences. At A Level subject combinations of Design & Technology (Product Design) in conjunction with Mathematics and Physics are a popular selection. However, combined with Art, English, Geography, Economics, History etc. it can provide a variety of degree/ career opportunities.

As well as degrees in any design discipline e.g. Product, Fashion, Industrial, Furniture, Interior etc. Design and Technology is also a relevant subject for pupils intending to pursue degrees in Engineering, Architecture, Ergonomics, Management/Business, Medicine, Dentistry and many other fields.
Design Technology (continued)

Course Summary

GCSE Design & Technology is designed to encourage candidates to:
• Participate confidently and successfully in an increasingly technological world
• Gain awareness and learn from wider influences, including historical, social, cultural, environmental and economic factors
• Work creatively when designing and making, applying technical and practical expertise
• Appreciate the complex relations between design, materials and manufacture

Students will study:
• Core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.
• Specialist technical principles in a greater depth

Assessment for the GCSE course involves an examination and Non-exam Assessment

Non - Exam Assessment - 50% of the overall GCSE Grade
This is a time-limited practical assignment completed wholly in school over approximately one year. This consists of an electronic portfolio of evidence (maximum 25 slides), alongside a high quality product that students manufacture in line with a pre-determined contextual challenge set by the exam board. This drastically reduces the workload on pupils of previous years. The pupil’s project builds on the skills in designing and making acquired in the earlier part of the course.

This element of the course is assessed internally and then externally moderated by AQA.

Written Paper - 50% of the overall GCSE Grade
This is a 2 hour theory paper.

It is based on the principles covered throughout the course and specific topics covered during the non-exam assessment. Topics include new and emerging technologies, developments in new materials, systems approach to designing, mechanical devices, ecological and social footprint and scales of production.
Drama

Awarding Body: AQA (GCSE)
Specification code: 8261

Course Outline: This course combines practical and theoretical understanding of Drama, exploring texts, live productions and the devising process. You have the opportunity to work in groups for practical exercises and can choose to be assessed for your preferred skillset when contributing to productions: performer, lighting designer, sound designer, set designer or puppet designer.

Students taking GCSE Drama will be developing their analytical skills and applied creativity, while also developing confidence and imagination.

Component 1 – Understanding Drama (40% of GCSE)

For this component you will study the practicalities of the theatre, building your knowledge and understanding of what it takes to make a production. You will study a set play in great detail, both academically and practically, in preparation for the exam, where you will answer a selection of questions on your interpretation of a given extract. You will also learn how to analyse and evaluate the work of live theatre-makers, necessitating trips to local theatres to watch productions, organised by the Drama Department. These skills are assessed through one exam, lasting one hour and forty five minutes, which is open book.

Component 2 – Devising Drama (40% of GCSE)

Over the course of the two years, you will study the process of devising drama: how to take a stimulus and build a performance from the ideas it provokes. This is smaller groups within your class and culminates in a final performance that is marked by the teacher and moderated by AQA. Accompanying this, you will produce a Devising Log, which functions as a journal, detailing your processes, analysis and evaluation of your own work.

Component 3 – Texts in Practice (20% of GCSE)

This component requires you to explore a play from a practical perspective, before selecting two extracts and performing them for a visiting examiner in the final year of your GCSE. You will be guided through the rehearsal process and develop your performance/design skills as you explore different plays before settling on your preferred option. You may choose to perform solo or as a group.
English Language and English Literature

**Awarding Body:** CIE (IGCSE)

**Specification Code:** 0990 (Language); 0992 (Literature)

**Course outline**

IGCSE English Language and IGCSE English Literature are subjects that are part of the core curriculum at Bradford Grammar School. At the end of Year 11, you will gain two full IGCSE certificates, but the two courses are integrated so that some activities will help you with both examinations. IGCSE English Language and English Literature are recognised as a gold standard in education across the world.

Working hard in English will raise your achievement in other subjects, because all academic subjects require successful readers, writers, listeners, speakers and thinkers. IGCSE English in Year 10 and Year 11 will build upon the skills you have developed lower down the school and develop your ability to:

- enjoy the experience of reading literature in different forms (drama, poetry and prose) from different periods and cultures
- appreciate how Literature contributes to aesthetic, imaginative and intellectual growth
- read, interpret and analyse texts, explaining how writers deliberately use language to create effects when communicating meaning
- enjoy and appreciate a variety of non-fiction texts both in printed form and from digital sources
- understand, explain and collate both explicit and implicit meanings and identify main and subordinate topics
- scan to locate and retrieve specific information
- summarise, paraphrase, and re-express information in a new style
- convey both simple and detailed information
- understand and present facts, ideas and opinions in an orderly sequence
- communicate an informed personal response appropriately and effectively
- express thoughts, feelings and opinions in order to interest, inform or convince the reader
- complement your ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- write in a variety of styles according to context, purpose and audience
- write using a variety of sentence structures and recognize the need for paragraphing
- demonstrate a strong control of vocabulary, syntax (word order) and grammar
- demonstrate a strong control of punctuation and spelling
- articulate experience and express intelligibly what is thought, felt and imagined
- where necessary use precise, vivid and ambitious vocabulary
- use language and register appropriate to audience and context
- speak with confidence and precision
- listen with care and attention and respond appropriately to the contributions of others
- promote your own personal development and an understanding of yourself and others

The IGCSE Noticeboard outside J3 contains updates and helpful information about the examinations and assessments that take place through Year 10 and Year 11.
French

Awarding Body: AQA (GCSE)
Specification Code: 8658

Course outline

The GCSE in French aims to enable pupils to speak and write French confidently and accurately in a variety of situations, both familiar and new. Pupils will also be able to understand spoken and written French at a high level, and learn to appreciate the culture and society of France and French-speaking countries.

Themes

The GCSE course will cover a range of topics, some of which will be familiar to pupils from work covered in Years 7 - 9, but pupils will learn to deal with more advanced vocabulary and structures when speaking, writing, reading or listening to French that deals with these themes. The themes are presented in relevant contexts and in a way which encourages pupils to make practical use of their language skills. Pupils will also be taught the grammar needed to express themselves clearly and accurately in French and which will allow them to access the highest marks at GCSE.

Method of Assessment

The GCSE is made up of four components: Listening, Reading, Speaking and Writing. Speaking is assessed in a short test (10 minutes) with the class teacher after Easter of Year 11 but before the start of study leave. The other skills are tested by examination in the main examination period. Each component is weighted so as to be worth 25% of the final grade.

Course books and materials

Pupils will be issued with a course book that has been specially written to match the new GCSE specification. This course book will build on the skills and knowledge acquired in Years 7 - 9 and deal with the themes mentioned above in a lively and stimulating fashion. The course book will also systematically improve pupils’ understanding of how the language works and provide the necessary vocabulary for pupils to express themselves clearly and effectively, as well as guide them in preparation for the writing and speaking components of the examination. Other course books, newspapers and videos/DVDs will be used when necessary to supplement this material. The department also makes extensive use of the language laboratory in the Delius Room, using listening materials and websites that are tailored to GCSE candidates. Extensive examination practice will be provided in Year 11, and there may be the opportunity for pupils to have small group tuition with our native-speaker French Assistant in Years 10 & 11.

Trips

Pupils are strongly encouraged to participate in the French Exchange to the Auvergne. This normally runs around Easter in either Year 10 or Year 11.
Geography

Awarding Body: Edexcel (GCSE)
Specification Code: 1GB0

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose. So many of the world’s current issues – at a global scale and locally - boil down to geography, and need the geographers of the future to help us understand them.” Michael Palin

Course content

Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. GCSE Geography provides the opportunity for students to understand more about the world, the challenges it faces and their place within it. The GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students’ competence in using a wide range of geographical investigative skills and approaches. The course offered is the Edexcel specification B GCSE.

The GCSE level course covers a balance of physical and human geography. The key areas covered by the course are outlined below.

Hazardous Earth

Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact on humans but they also shape our land. An understanding of tectonic hazards is developed, exploring the causes, consequences and responses to recent tectonic events.

Development Dynamics

We live in an unequal world where the gap between prosperity and poverty is widening. Students explore the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. A country case study focuses on a number of interrelated factors affecting its economic development.
Geography (continued)

The UK’s Physical and Human Landscapes

The UK has a very distinct natural landscape which has been shaped over millions of years. Students develop their understanding of the physical geography of the UK, its key landscapes and the geomorphic processes which have driven the changes to UK landscapes. Learners study examples of how climate, geology and human activity work in combination with geomorphic processes to shape two landscapes in the UK.

Challenges of an Urbanising World

Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. Rapid urbanisation presents both opportunities and challenges. Studies focus upon major cities in both economically advanced countries and in a recently emerging economy, examining the causes and consequences of urban development. Places are dynamic, multi-layered and the history and culture of a nation can be found in the buildings and public spaces of its towns and cities.

Changing weather and climate

Climate change is considered by many to be the planet’s greatest threat. We know several of the likely consequences of climate change, most of which we are beginning to experience now. Students develop an understanding of the key environmental threats affecting countries and the world as a whole. An introduction to the global circulation of the atmosphere leads to a study of extreme weather conditions and subsequent flood or drought conditions which can impact both people and the environment at a range of scales.

Global ecosystems and biodiversity

Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth’s ecological wonders. Ecosystems will be examined in terms of their abiotic and biotic components, processes, cycles and their value to humans. Students explore the sustainable use and management of these bio-diverse ecosystems.

Continued/
Resources and their management

Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of energy security and considering the question ‘can we supply nine billion people?’ Learners will investigate what it means to be energy secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase energy security.

Geographical Investigations

Fieldwork is an essential requirement for GCSE Geography. Students learn to ask appropriate field research questions, observe and record phenomena in the field, apply existing knowledge and concepts to understand field observations and show the ability to analyse fieldwork findings and results in order to answer a geographical question. In undertaking fieldwork, students practise a range of skills, gain geographical insights and begin to appreciate different perspectives on the world around them.

Assessment

<table>
<thead>
<tr>
<th>Paper title</th>
<th>Paper length and weighting</th>
<th>Topics covered in the paper</th>
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</thead>
<tbody>
<tr>
<td>Paper One: Global Geographical Issues</td>
<td>1 hour and 30 minutes 37.5% of the qualification</td>
<td>Hazardous Earth, development dynamics and challenges of an urbanising world</td>
</tr>
<tr>
<td>Paper Two: UK Geographical Issues</td>
<td>1 hour and 30 minutes 37.5% of the qualification</td>
<td>The UK’s physical and human landscapes, and geographical investigations</td>
</tr>
<tr>
<td>Paper Three: People and Environment Issues – Making Geographical Decisions</td>
<td>1 hour and 30 minutes 25% of the qualification</td>
<td>Resources and their management, and global ecosystems and biodiversity</td>
</tr>
</tbody>
</table>
German

Awarding Body: AQA (GCSE)
Specification Code: 8668

Course outline

The GCSE in German aims to enable pupils to speak and write German confidently and accurately in a variety of situations, both familiar and new. Pupils will also be able to understand spoken and written German at a high level, and learn to appreciate the culture and society of Germany and German-speaking countries.

Themes

The GCSE course will cover a range of topics, some of which will be familiar to pupils from work covered in Years 7 - 9, but pupils will learn to deal with more advanced vocabulary and structures when speaking, writing, reading or listening to German that deals with these themes. The themes are presented in relevant contexts and in a way which encourages pupils to make practical use of their language skills. Pupils will also be taught the grammar needed to express themselves clearly and accurately in German and which will allow them to access the highest marks at GCSE.

Method of Assessment

The GCSE is made up of four components: Listening, Reading, Speaking and Writing. Speaking is assessed in a short test (10 minutes) with the class teacher after Easter of Year 11 but before the start of study leave. The other skills are tested by examination in the main examination period. Each component is weighted so as to be worth 25% of the final grade.

Course books and materials

Pupils will be issued with a course book that has been specially written to match the new GCSE specification. This course book will build on the skills and knowledge acquired in Years 7 - 9 and deal with the themes mentioned above in a lively and stimulating fashion. The course book will also systematically improve pupils’ understanding of how the language works and provide the necessary vocabulary for pupils to express themselves clearly and effectively, as well as guide them in preparation for the writing and speaking components of the examination. Other course books, newspapers and DVDs will be used when necessary to supplement this material. The department also makes extensive use of the language laboratory in the Delius Room, using listening materials and websites that are tailored to GCSE candidates. Extensive examination practice will be provided in Year 11, and there may be the opportunity for pupils to have small group tuition with our native-speaker German Assistant in Years 10 & 11.

Trips

The department organises a study visit to Cologne exclusively for GCSE Germanists. Students are strongly encouraged to participate in this visit in February of either Year 10 or Year 11.
Greek

Awarding Body: OCR (GCSE)
Specification Code: J292

Course outline

Year 9
After their taster course in Classical Greek during Year 8 the fun of decoding the Greek alphabet continues. Pupils now begin their study of Greek afresh following John Taylor’s Greek to GCSE Part 1, encountering not only Greek noun and verb formations but also stories drawn from Greek history and mythology.

Years 10 and 11
In Year 10, pupils cover most of the grammatical requirements for GCSE Greek, completing John Taylor’s Greek to GCSE Part 1 and moving on to Part 2. They also begin to assimilate the 400-word defined vocabulary list. In Year 11, knowledge of vocabulary, grammar and syntax is consolidated and two set texts are studied in depth: one prose, one verse, each approximately 110 lines in length. Pupils need to be able to translate these texts with accuracy, but also to appreciate them and comment on them as literature.

Method of Assessment

Three exam papers are sat, with equal weighting given to Greek language on the one hand (one 90-minute paper) and set texts on the other (two one-hour papers).

Language paper (J292/01) Time Allowed: 90 minutes Total marks: 100

Section A (30 marks) consists of comprehension (including derivation) questions on a Greek story from mythology or domestic life, with 10 marks set aside for the candidate’s choice of either (a) questions on grammatical forms that appear in the story, or (b) translation into Greek of three simple English sentences using limited vocabulary.

Section B (70 marks) consists of comprehension questions and a longer translation question on a Greek story from history.

Prose set text paper (J292/02) Time Allowed: 60 minutes Total marks: 50

This consists of questions requiring pupils to show comprehension and appreciation of excerpts from their prepared prose set text. For 2021 the prose set text consists of either tales from Greek story-teller and ‘father of history’ Herodotus, or extracts from Lucian’s “True Histories”.

Verse set text paper (J292/04) Time Allowed: 60 minutes Total marks: 50

This consists of questions requiring pupils to show comprehension and appreciation of excerpts from their prepared verse set text. For 2021 the verse set text is taken from Homer’s Iliad Book 3, in which Paris and Melelaus propose to fight in single combat over Helen.
History

Awarding Body: CIE (IGCSE)
Specification Code: 0977

Course Outline

The History GCSE course focuses on twentieth century international relations, with a special study of the USA in the 1920s and 1930s, and a coursework essay on the ‘First World War’ that ties into our long-established residential trip to the Battlefields of Northern France/Belgium in the October of Year 11.

History GCSE gives pupils a good understanding of key political and economic concepts that will help them to make sense of the contemporary world, and builds skills of analysis, evaluation and effective communication. Whilst not essential for studying A level History, it is strongly recommended.

Key content

International Relations since 1919
Pupils will study at least 4 of the following topics, with one of them chosen as the theme for the source paper:
  • The Peace Treaties of 1919-23
  • The successes and failures of the League of Nations
  • The collapse of international peace in 1939
  • The origins of the Cold War
  • The USA’s reaction to Communism: including Cuba, Vietnam
  • The USSR’s control over Eastern Europe 1948 to the fall of the Berlin Wall
  • The events in the Gulf c1970 – 2000

The USA c.1919 – 1941
The economic boom of the ‘Roaring Twenties’; the Jazz Age, Prohibition and changing roles of women. The causes and consequences of the Wall Street Crash, the Great Depression & Franklin D Roosevelt and the New Deal.

The First World War
Why the war quickly turned to stalemate, the fighting on the Western Front, key battles and developing technology, the reputation of the generals particularly Haig, the impact of war on the Home Front and why the war came to an end in 1918.

Method of Assessment

Pupils will sit two exam papers (one short answer/short essay questions and one which focuses on source analysis) and write a coursework essay of approximately 2000 words (worth 26% of the final mark).
Latin

Awarding Body: OCR (GCSE)
Specification Code: J282

Course outline

Year 9
Pupils now begin the study of Latin grammar afresh, following Nicholas Oulton’s “So You Really Want to Learn Latin” course alongside fables and simple stories from Roman history.

Years 10 and 11
In Year 10 pupils complete the second and move onto the third and final volume of “So You Really Want to Learn Latin”, covering all the grammar requirements for Latin GCSE and encountering the great majority of the 450 words on the defined vocabulary list.

In Year 11, knowledge of vocabulary, grammar and syntax is consolidated and two set texts are studied in depth: one prose, one verse, each approximately 110 lines in length. Pupils need to be able to translate these texts with accuracy, but also to appreciate them and comment on them as literature.

Method of Assessment

Three exam papers are sat, with equal weighting given to Latin language on the one hand (one 90-minute paper) and set texts on the other (two one-hour papers).

Language paper (J282/01)  Time Allowed: 90 minutes  Total marks: 100

Section A (30 marks) consists of comprehension (including derivation) questions on a Latin story from mythology or Roman domestic life, with 10 marks set aside for the candidate’s choice of either (a) questions on grammatical forms that appear in the story, or (b) translation into Latin of three simple English sentences using limited vocabulary.

Section B (70 marks) consists of comprehension questions and a longer translation question on a Latin story from history.

Prose set text paper (J282/03)  Time Allowed: 60 minutes  Total marks: 50

This consists of questions requiring pupils to show comprehension and appreciation of excerpts from their prepared prose set text. For 2021 the prose set text includes adapted passages from Tacitus.

Verse set text paper (J282/05)  Time Allowed: 60 minutes  Total marks: 50

This consists of questions requiring pupils to show comprehension and appreciation of excerpts from their prepared verse set text. For 2021 the verse set text consists of extracts from Book 2 of Virgil’s Aeneid in which Aeneas describes the fall of Troy.
Mathematics

Awarding Body: Edexcel (IGCSE)
Specification Code: 4MA1

Course outline

The IGCSE course aims to encourage candidates to develop the following:

- A positive attitude to mathematics, including confidence, enjoyment and perseverance.
- An appreciation of the place and use of mathematics in society, including historical and cultural influences.
- An ability to think and communicate precisely, logically, and creatively.
- An ability to apply mathematical knowledge and understanding to solve problems and to present solutions clearly, interpreting and checking results.
- An appreciation of pattern and relationships in mathematics.
- An ability to classify, generalise and justify or prove statements.
- An understanding of the inter-dependence of different branches of mathematics.
- An ability to use mathematics across the curriculum.
- A firm foundation for future study.

Pupils are taught in sets, chosen by ability, but all follow the same Edexcel IGCSE mathematics syllabus, although naturally there is a difference in pace. Unless pupils change set, they will generally be taught by the same teacher for two years for continuity.

Method of assessment

All pupils are entered for the Higher Tier examination, covering grades 4 to 9, and sit two written 2 hour papers at the end of year 11. Both papers are equally weighted and both allow the use of a scientific calculator.
Music

Awarding Body: Eduqas (GCSE)
Specification code: C660QS

Is this the right subject for me?

Yes, if you enjoy:
• composing and performing music
• learning an instrument or singing
• creating music on your instrument, on computers or in a recording studio
• and have a desire to learn about all types of music, including classical, popular and world music

Component 1 Performing (30% of total GCSE)

For this unit, you must perform two pieces, total time length 4-6 minutes. One must be a solo and the other must be as an ensemble (a duet or trio for example). You will record your pieces and they are assessed by your music teachers. In order to do well in this unit, you must be attending weekly instrumental lessons on the instrument you will be assessed on. These lessons could take place in school as part of peripatetic lessons or outside school. We will work closely and carefully with your instrumental teachers so you can access the highest marks for this unit and feel supported. You can perform to a backing track or use our school accompanist. As a guide, you should be working at approximately grade 3 level by year 11 to access the higher marks in this unit. We also advise that in addition to instrumental lessons, you participate in at least one school ensemble. The skills gained in these groups will be invaluable to the GCSE course.

Unit 2 Composing (30% of total GCSE)

Over the course of the two years, you must compose two pieces (total playing time 3-6 minutes) one of which must link to a brief set by the exam board. For example, you could choose to compose a song from a musical, a blues piece, a more classically inspired work or music for film or TV. The second composition is a free composition. You can compose in any style you want, for any number of instruments and this is your chance to develop your own style. You will use the professional composition software Sibelius 7.5 to notate your compositions.

Unit 3 Listening and Appraising (40% of total GCSE)

Over the course of the year you will study 4 topics:

• Musical Forms and Devices (Baroque, Classical and Romantic music)
• Music for Ensemble (e.g jazz and blues, musical theatre and chamber music)
• Film Music (how film music is created, developed and performed)
• Popular Music (rock and pop, bhangra and fusion)

You will sit an exam of 1hr 15 mins in length and have to answer 8 questions on the topics above. This is the only exam of the music GCSE course - the rest is coursework.
Physical Education

Awarding Body: AQA
Specification Code: 8582

What is Physical Education?

Physical Education aims to develop physical competence and knowledge of movement and safety, enhancing our ability to use this knowledge in performing activities associated with developing an active, healthy lifestyle. It encourages analytical thinking about how and why our bodies perform in a variety of ways.

What topics will I study for the GCSE?

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Sport psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

How is the GCSE Assessed?

- **Paper 1** – students will sit a written exam 1 hour and 15 minutes in length, with multiple choice, short-answer and extended writing on the topics; applied anatomy and physiology; movement analysis and physical training (30% of GCSE).
- **Paper 2** – students will sit a written exam 1 hour and 15 minutes in length, with multiple choice, short-answer and extended writing on the topics; sport psychology; socio-cultural influences and health, fitness and well-being (30% of GCSE).
- **Non-exam assessment** – Students assessed as a performer in one team activity, one individual activity and one team/individual activity. Plus: written analysis and evaluation of performance to bring about improvement in one activity (40% of GCSE)

Where will success take me?

By opting to study GCSE Physical Education, you will learn all of the theory about how you perform in the way you do and delve into detail about how you can make performance better. If you enjoy PE and want to develop your knowledge further you could then take A-level Physical Education. Some Russell Group Universities now accept Physical Education as a Science and it can aid University courses such as: Physiotherapy, Sport and Exercise Science, Sport Psychology, Sport Nutrition, Performance Analysis.

Previous Knowledge

Prior knowledge is not necessary. However, it is vital that candidates are performing on a regular basis in competitive sports and games.
Religious Studies (Philosophy, Ethics and Theology)

Awarding body: AQA (GCSE)
Specification Code: 8062A

Course outline

GCSE Religious Studies follows the new AQA Specification A (the study of two religions and the thematic study of philosophy and ethics). This course is studied over two years. Two units are studied:

Thematic studies

Students will explore the following philosophical and ethical issues (there are four topics which comprise this section of the syllabus):

- Religion and Life explores issues to do with the origins of the universe (including the relationship between scientific and religious claims); issues that relate to the conservation and preservation of the environment; issues that relate to abortion and euthanasia and beliefs about life after death.

- Philosophical arguments for and against the existence of God will explore the design and cosmological arguments for God’s existence as well as a study of miracles (and how this may support God’s existence); evil and suffering as challenges to God’s existence as well as a study of scientific arguments (and how these challenge belief in the existence of God); revelation and claims about God.

- Religion, Peace and Conflict will explore ethical issues that deal with Holy War and Just War (as well as exploring examples of recent conflicts); the exploration of peace and pacifism; issues that relate to weapons of mass destruction and terrorism; forgiveness, justice and reconciliation.

- Religion, Crime and Punishment will explore issues that relate to beliefs about human nature; the causes of crime and the aims of punishment; issues relating to how criminals are punished; suffering and forgiveness; issues relating to the death penalty.

This unit encourages students to think critically and creatively about many of the key issues which face society today. It raises awareness of events, points of view, debates and responses to these issues and students are given opportunities to explore and express their own perspectives as well as the perspectives of the world religions that they will study.

The study of religion: beliefs, teachings and practices

This section of the syllabus requires students to study two religions (Christianity and Islam). Students will explore (for both religions):

Key beliefs (including holy books and issues relating to authority and revelation)
Practices (including duties, worship, festivals and pilgrimage)
The work of the religion in the local community and worldwide.
Religious Studies (Continued)

GCSE Religious Studies students in Year 11 will have the opportunity to attend a residential revision visit to Holy Island, Alnmouth and Alnwick, led by the Department in preparation for their final GCSE Religious Studies examinations.

Method of Assessment

Each unit accounts for 50% of the total award for the GCSE Course (100% external / written papers). There is no coursework component; the assessment comprises of two examinations (for each unit). Both papers will also be assessed for spelling, punctuation and grammar. Each examination paper is 1 hour and 45 minutes in duration.

If you require any further information then please speak with Mr Skelton, Mrs Reeves or Dr Gustafsson.
Science

Biology

Awarding Body: Edexcel (IGCSE)
Specification Code: 4BI1

All pupils study Edexcel IGCSE over three years beginning in Year 9 and work towards the terminal exam papers in the summer of Year 11. It is assumed that all candidates will prepare for both the core, Paper 1 (120 marks, 2 hour exam) and extension, Paper 2 (60 marks, 1 hour exam) papers giving them access to the highest grades in Biology.

The IGCSE course follows a traditional Biology syllabus. There is an emphasis on academic content and rigour combined with the development of good practical skills. Teaching is supported by a course-specific and Edexcel endorsed text book, which includes a CD for pupils to use at home to further enhance their understanding and acquisition of knowledge.

Year 9 - all pupils will have completed Life processes, Enzymes, Cellular respiration, Movement into and out of cells, Breathing and gas exchange, Human Impact on the Environment, before the summer exams.

Year 10 - Animal transport, Plant transport, Plants and food, Co-ordination, Excretion, Plant co-ordination, Ecology and variety of life; this will include an educational visit to Yorkshire Wildlife Park.

Year 11 – Digestion, Reproduction in plants, Reproduction in humans, Inheritance, Biotechnology, Food production.

The course is assessed at regular intervals by ‘short’ topic-based tests and module tests, plus the school summer exams in June (Year 9 and 10) and the mock exams in February (Year 11).

Practical work is used throughout the course wherever possible, to aid understanding of the material covered. The written exam papers will test the pupil’s ability to understand the principles behind performing successful scientific investigations. Application of knowledge and practical procedures will be assessed, together with graphing and simple data and manipulation skills.

To ensure continuity, pupils will be taught by the same member of staff for both Years 10 and 11.
Chemistry

Awarding Body: Edexcel (IGCSE)
Specification Code: 4CH1

In Years 7 and 8 pupils follow a programme of study that is specifically designed to provide a strong basis for and introduction to studying IGCSE in Year 9.

The IGCSE course is taught over 3 years, Years 9 to 11, and is an excellent preparation for any pupil interested in taking the AQA A-level course in the Sixth Form.

The Edexcel IGCSE course (4CH1) is one of the most up-to-date international qualifications available in the UK for 14-16 year olds. Studying the IGCSE course will provide pupils with an exceptional standard of chemical education which is both modern and relevant. It is ideal preparation for pupils who may be planning to study more advanced courses in chemistry. It blends traditional chemistry content with the freedom to adopt real chemistry in practical sessions and provides a rigorous grounding in all the key and essential skills and theory required to take the subject to a higher level. The course is not restricted by the need to do assessed practical assessments or continuous module assessments that eat into teaching time.

The course is examined via two examinations taken at the end of Year 11.

The first is a 2 hour examination worth 110 marks and covers all core aspects of the syllabus in order of increasing difficulty of concept taught (worth 61.1% of total marks).

The second paper is a 1.15 hour examination worth 70 marks that can ask questions on any aspect of the course but also only includes the extra content specified by the board signified in the syllabus in bold type (worth 38.9% of total marks).

16 key practicals are covered in the teaching scheme about which pupils can expect to be asked via investigative skill type questions on the main paper. An outline of the main 4 subject areas and outline scheme of work can be found below.

The specification content is divided into four areas:

1 Principles of Chemistry
2 Inorganic Chemistry
3 Organic Chemistry
4 Physical Chemistry

Continued/
Science (continued)

Chemistry (continued)

Order of teaching Edexcel IGCSE Chemistry

Year 9
1. Kinetic theory and diffusion and methods of separating and analysing, salts and solubility curves
2. Atomic structure and the Periodic Table
3. Tests for gases and water
4. Formulae and chemical equations
5. Metals and the reactivity series
6. Metals and metal extraction
7. Acids, bases and soluble salts
8. Oxygen and oxides
9. Crude oil and fuels

Year 10
1. Ionic bonding and structure
2. The Periodic Table
3. Moles and masses
4. Rates of reactions
5. Making salts and tests for ions
6. Covalent bonding and structure
7. Alkanes, alkenes, alcohols and addition polymers
8. Reversible reactions and equilibria
9. The Haber Process and the Contact Process

Year 11
1. Moles and volumes, types of acid, titrations and calculations
2. Electrolysis and calculations and the Chlor-alkali industry
3. Energetics, energy level diagrams and bond energy calculations
4. Metallic bonding and structure, Group 2 and Transition metals
5. Redox, half equations and electrons
6. Condensation polymers
Science (continued)

Physics

Awarding Body: Edexcel (IGCSE)
Specification Code: 4PH1

We follow the Edexcel International GCSE in Physics which is one of the most up-to-date international qualifications available in the UK for 14-16 year olds. This is a more traditional course compared to the conventional GCSE and we believe it is much more suitable for pupils at an academic school. The IGCSE course is taught over 3 years and is an excellent preparation for any pupil interested in taking the AQA A-level Physics course in the Sixth Form.

Studying the IGCSE course will provide pupils with an excellent education in Physics, which is both modern and relevant. It blends traditional Physics concepts with the freedom to adopt real Physics in practical tasks which are woven into the course in every topic. The course provides a rigorous grounding in all the key skills and theory required to take the subject to a higher level. Teaching time is maximised due to the fact that the course requires no on-going assessment in either theory or practical work.

Course outline

The course consists of three years of study of the fundamentals of Physics, centred around the topics of:

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfer
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

The IGCSE course begins in Year 9. We teach elements from all topics in each year to allow gradual progress and revision.

To ensure continuity, pupils are taught by the same member of staff for both Years 10 and 11.

Examination is by two written papers taken in the June of Year 11.

The first is a 2 hour examination worth 120 marks and covers all core aspects of the syllabus in order of increasing difficulty of concept taught (worth 66.7% of total marks).

The second paper is a 1 hour examination worth 60 marks that can ask questions on any aspect of the course but also only includes the extra content specified by the board signified in the syllabus in bold type (worth 33.3% of total marks).
Spanish

Awarding Body: AQA (GCSE)
Specification Code: 8698

Course outline

The GCSE in Spanish aims to enable pupils to speak and write Spanish confidently and accurately in a variety of situations, both familiar and new. Pupils will also be able to understand spoken and written Spanish at a high level, and learn to appreciate the culture and society of Spain and Spanish-speaking countries.

Themes

The GCSE course will cover a range of topics, some of which will be familiar to pupils from work covered in Year 9, but pupils will learn to deal with more advanced vocabulary and structures when speaking, writing, reading or listening to Spanish that deals with these themes. The themes are presented in relevant contexts and in a way which encourages pupils to make practical use of their language skills. Pupils will also be taught the grammar needed to express themselves clearly and accurately in Spanish and which will allow them to access the highest marks at GCSE.

Method of Assessment

The GCSE is made up of four components: Listening, Reading, Speaking and Writing. Speaking is assessed in a short test (10 minutes) with the class teacher after Easter of Year 11 but before the start of study leave. The other skills are tested by examination in the main examination period. Each component is weighted so as to be worth 25% of the final grade.

Course books and materials

Pupils will be issued with a course book that has been specially written to match the new GCSE specification. This course book will build on the skills and knowledge acquired in Year 9 and deal with the themes mentioned above in a lively and stimulating fashion. The course book will also systematically improve pupils’ understanding of how the language works and provide the necessary vocabulary for pupils to express themselves clearly and effectively, as well as guide them in preparation for the writing and speaking components of the examination. Other course books, newspapers and videos/DVDs will be used when necessary to supplement this material. The department also makes extensive use of the language laboratory in the Delius Room, using listening materials and websites that are tailored to GCSE candidates. Extensive examination practice will be provided in Year 11, and there may be the opportunity for pupils to have small group tuition with our native-speaker Spanish Assistant in Year 11.

Trips

The department organises a study trip to Spain offered to Year 10, 11 and Sixth Form pupils.
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