Bradford Grammar School

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# GCSE Courses Guide

2026/27

## Contents

## Examination Boards

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

| | |
|---|---|
| AQA | www.aqa.org.uk |
| Cambridge International | www.cambridgeinternational.org |
| 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, certain choices need to be made; further decisions with regard to GCSE subjects come at the end of that year. You will find full details of our curriculum on page 5 of this booklet. 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 and Information 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 Hinchliffe**
**Headmaster**

# Introduction

## Subjects at GCSE

All pupils follow GCSE 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 5 for full details). Pupils take 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.

## 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 during which further advice concerning A Level choices is given.

For entry into the Sixth Form at Bradford Grammar School, we ask for an **average GCSE grade score of 6.0 or better** (so, if 10 GCSEs are taken, a total GCSE grade score of at least 60 points) and **grade 7 or better in the subjects the pupil wishes to study for A Level**. Some departments are happy to accept pupils with a high grade 6. If you would like further details now on our requirements for entry into the Sixth Form, do please get in touch.

If you have any questions about GCSEs, IGCSEs, or options choices for Years 9, 10 or 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.

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 and on SharePoint. If you feel you need further advice then speak to Ms Denby who can be found in her office in the Sixth Form Centre, or contacted by email on SLD@bradfordgrammar.com.

**Sarah Denby**
**Head of Higher Education and Careers**

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# 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:** Edexcel (GCSE)
**Specification Code:** 1CP2

**What is Computer Science?**

Computer Science is about problem-solving, coming up with creative ideas and then programming or coding solutions. 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. Algorithms
2. Programming
3. Data representation: binary, ASCII, sound and images
4. Computer Systems: hardware and software
5. Computer networks and the Internet
6. Cyber security: malware and encryption
7. Relational databases and SQL
8. Ethical, legal and environmental impact of digital technology on society

**How is it Assessed?**

Only two exams at the end of Year 11:

**Paper 1** - Principles of Computer Science – 1 hour and 30 mins (50%) paper exam

**Paper 2** - Application of Computational Thinking – 2 hours (50%) onscreen exam

**There is no Controlled Assessment or coursework** but you will get the chance to develop your own programs in lessons.

**Where will success take me?**

Students will complete this course equipped with the logical and computational skills necessary to succeed at any A Level, at University and beyond into the workplace. If you enjoy programming and want to develop your ability further you could continue to 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:**

Pupils must have studied Computer Science at Year 9 in order to study Computer Science for GCSE. In exceptional circumstances we may allow pupils to start in Year 10, but pupils should first speak to Mr Asghar to check their suitability for this.

# 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. Past students are enjoying exciting careers worldwide including work for Rolls Royce, Adidas and architecture firms.

# **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:** IGCSE Cambridge (GCSE)
**Specification code:** 0994

**Course Outline:** This course combines practical and theoretical understanding of Drama, exploring texts and the devising process. You have the opportunity to work in groups for practical exercises and will be assessed in the written paper on all design aspects of theatre, from lighting to sound, set and costume.

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

**Component 1 – Written Examination (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 two set play extracts 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 your own devising performance work. These skills are assessed through one exam, lasting two hours and thirty minutes, which is open book.

**Component 2 – Practical Coursework (60% 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 the exam board. The component also requires you to explore a play from a practical perspective, choosing a short extract from a play to perform in a group of two of three. 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. There is then a final practical coursework element of a monologue, in which you perform on your own to a small audience. All of these performances are performed to your class teacher, and externally moderated by the exam board.

# 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.

# Geography

**Awarding Body:** Edexcel
**Specification Code:** GBO

*"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 OUTLINE

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 skills and approaches.

## KEY CONTENT

### Global Geographical Issues

- **Hazardous Earth** Earthquakes, volcanic eruptions and hurricanes are just some of the deadly hazards we face on Earth. Climate change is considered by many to be the planet's greatest threat. Students develop an understanding of the key tectonic, climatic, and environmental threats affecting the world.
- **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 study of India focuses on interrelated factors affecting its development.
- **Challenges of an Urbanising World** Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. Studies focus upon Mumbai, examining the causes and consequences of urban development.

### UK Geographical Issues

- **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. A study of Leeds builds learners understanding of human environments.
- **Fieldtrips** Learners study quality of life in Leeds and a study of flooding in Haworth. Students learn to observe and record phenomena in the field, apply existing knowledge to analyse fieldwork findings and results in order to answer geographical questions.

# **Geography** (Continued)

**People and Environment Issues – Making Geographical Decisions**

- **People and the Biosphere** Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. Ecosystems will be examined in terms of their processes, cycles and their value to humans. Students explore the sustainable use and management of these bio-diverse ecosystems.
- **Energy Consumption** Energy supply is one of the most challenging issues we face. This topic investigates patterns of energy consumption, before taking the issue of energy security and considering the question 'can we supply nine billion people?'

**METHOD OF ASSESSMENT**

Pupils will sit three 90-minute exam papers.

# History

**Awarding Body:** Cambridge IGCSE (CIE)
**Specification Code**: 0977 – The Twentieth Century: International Relations Since 1919 (Option B)

## COURSE OUTLINE

The Cambridge IGCSE course is designed to give pupils a sound understanding of interesting key social, economical, cultural and political perspectives that will help them to make sense of their contemporary world, whilst building essential skills of analysis, evaluation and effective communication. The IGCSE course balances a thorough knowledge and understanding of History, with the skills that are strongly recommended as a foundation for History A Level and beyond.

## KEY CONTENT

### Paper 1: Depth Study – *The USA 1919-41:*

- *How far did the US economy boom in the 1920s?* (Including impact of WW1 and the consumer society)
- *How far did US society change in the 1920s?* (Including the 'Jazz Age', flappers and cinema, the experience of African Americans and the growth of the KKK, prejudice and the impact of Prohibition)
- *What were the causes and consequences of the Wall Street Crash?* (Including the devastation of the Great Depression and the reasons for Roosevelt's election victory in 1932)
- *How successful was the New Deal?* (Including Roosevelt's *New Deal* and its impact on US society and economy)

### Paper 1: Core Content - International Relations Since 1919:

International relations between the wars 1919-29

- Was the Treaty of Versailles Fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?

International relations after 1945 (some of the topics below will be studied)

- *Who was to blame for the Cold War?*
- *How effectively did the USA contain the spread of Communism?*
- *How secure was the USSR's control over Eastern Europe 1948-1989?*

### Paper 2: Sources Paper

A prescribed topic for the 2028 Paper 2 examination is chosen in advance from one of the Core Content options above.

# **History** (Continued)

**Paper 3: Coursework – *First World War 1914-18***

Students will complete one piece of extended writing (up to 2,000 words) that will be worth 40 marks. Written up over 3 weeks in November 2027, the question topic will focus on the study of *The First World War 1914-18:*

- *Why was the war not over by December 1914?*
- *Why was there stalemate on the Western Front?*
- *How important were other fronts?*
- *Why did Germany ask for an armistice in 1918?*

**METHOD OF ASSESSMENT**

**Exams:** Pupils will sit two exam papers totalling 2 hours and 45 minutes in May-June 2028. Combined, Paper 1 (40%) and Paper 2 (30%) make up 70% of the marks awarded at IGCSE.

**Coursework:** Pupils will write one piece of extended writing (up to 2,000 words) in the Autumn Term of 2027 and this constitutes 30% of the total marks awarded at IGCSE.

**THE BATTLEFIELDS TRIP**

To link with the First World War topic, the History Department runs a residential visit to the First World War battlefields of France and Belgium in the October half term of Year 11. Details of this are given in the second half of the Autumn term in Year 10.

# Latin

**Awarding Body:** OCR (GCSE)
**Specification Code:** J282

**Course outline**

Latin is an excellent GCSE choice if you intend to build a strong academic profile for yourself. You need to enjoy the study of the language and to be curious to read some of the great stories and poems composed two millennia ago.

***Year 9***
This year you will revisit the basics of the language and build on this knowledge, by beginning to follow the 'Latin to GCSE' course alongside fables and simple stories from Roman history.

***Years 10 and 11***
In Year 10 you will complete all the grammar requirements for Latin GCSE and consolidate your knowledge of the 450 words on the defined vocabulary list, many of which you have already met in Years 7-9. In Year 11, knowledge of vocabulary, grammar and syntax is further revised and translation skills developed. A prose set text, approximately 110 lines in length, is studied; you will learn to translate this text with accuracy and appreciate and comment on it as literature. You will also study Roman culture topics, building on knowledge gained in Years 7-9; these will be two topics taken from the following list: Romans in Britain; Entertainment; Myths and Beliefs.'

**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 comprehension and appreciation of excerpts from the prepared prose set text. For 2027 and 2028, the prose set text includes the option to study Apuleius' telling of the myth of Cupid and Psyche.

Literature and culture (J282/06) *Time Allowed:* 60 minutes *Total marks:* 50

This consists of questions requiring knowledge and appreciation of aspects of Roman history and culture.

# Mathematics

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

## Course outline

The IGCSE course aims to encourage candidates to develop:

- 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 patterns 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 mathematical study

Whilst pupils are set for mathematics, based on progress, all pupils follow the same Edexcel IGCSE mathematics syllabus. Settings are reviewed periodically to ensure that all pupils are appropriately challenged. Generally, each set will be taught by the same teacher throughout the two-year programme of study for continuity.

## Resources

Pupils will be issued with a home copy of a textbook, usually “CGP Mathematics for GCSE and IGCSE”, to be returned in June of Year 11. Additionally, they will have an online account with drfrost.org for homework, further revision and practice. Pupils are expected to provide their own scientific calculator and geometry equipment with suitable products sold in the Maths Department at competitive rates.

## Method of assessment

As with all GCSEs, pupils sit final examinations in the summer of Year 11. For mathematics, the examination is comprised of two, equally weighted two-hour papers. Both allow the use of a scientific calculator.

# Modern Languages - French, German and Spanish

**Awarding Body:** AQA (GCSE)
**Specification Code:** French 8652, German 8662, Spanish 8692

**Course outline**

The GCSE aims to enable pupils to speak and write the language confidently and accurately in a variety of situations, both familiar and new. Pupils will also be able to understand the spoken and written language at a high level, and learn to appreciate other cultures and societies.

**Subject content**

Assessment is set in the context of these three engaging themes and will test pupils' knowledge of a published list of vocabulary and grammar.

**Theme 1: People and lifestyle**

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

**Theme 2: Popular culture**

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

**Theme 3: Communication and the world around us**

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

**Assessment**

The language will be tested across 4 skills, each worth 25% of the marks:

Paper 1 Listening
Paper 2 Speaking
Paper 3 Reading
Paper 4 Writing

Pupils will be entered at either Foundation Level (grades 1-5) or Higher Level (grades 4-9), according to their performance throughout the course, including the Y11 mock exam, and in consultation with their Teachers and Parents.

# **French, German and Spanish** (Continued)

## Teaching & Learning

A wide variety of materials and resources are used, including a course-specific textbook. This is supplemented with additional resources such as specialist websites, songs and video clips. In order to practise the four key language skills there is plenty of repetition – and lots of fun & games! – to embed the required grammar and vocabulary. Regular vocabulary learning is essential and we use a number of methods to help with this, including apps and online sites. Grammar is taught in an accessible way to ensure pupils have the skills to manipulate the language and express themselves with sophistication and in a range of tenses. We make regular use of the Delius room language lab to practise listening skills and we are fortunate to have specialist Language Assistants who work with Y10 & 11 pupils in small groups to prepare for the speaking exam.

# 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 either Noteflight or Soundtrap to notate your compositions.

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

Over the course of the year you will study 4 topics and two set works:

Musical Forms and Devices (Baroque, Classical and Romantic music)
**Set work**: Badinerie J.S Bach https://www.youtube.com/watch?v=Kl6R4Ui9blc
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)
**Set work**: Africa by Toto https://www.youtube.com/watch?v=QAo_Ycocl1E

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 (GCSE)
**Specification Code:** 8582

**What is Physical Education?**

Physical Education aims to develop physical competence and knowledge of movement and safety; it enhances our ability to use this knowledge when 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 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 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 are assessed as a performer in one team activity, one individual activity and one team/individual activity. They also complete a written analysis and evaluation of performance in one activity (40% of GCSE)

**Where will success take me?**

By opting to study GCSE Physical Education, you will learn theory about how you perform in the way you do, whilst also exploring how you can improve performance. If you enjoy academic PE and want to develop your knowledge further, A Level Physical Education is a natural progression. 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 and 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. Candidates **must** represent school in a minimum of **two sports** throughout the year.

# 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):

- Relationships and Families is a fascinating topic, focusing on religious perspectives on love, human relationships, marriage, divorce and the family.
- 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.
- 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.

**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** (110 marks, 2 hour exam) and **extension, Paper 2** (70 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 for pupils to use at home to further enhance their understanding and acquisition of knowledge.

**Year 9** - all pupils will have completed Life processes, Biological Molecules, Enzymes, Cellular respiration, Movement into and out of cells, Breathing and gas exchange, Animal Reproduction and Plant Reproduction.

**Year 10** - Animal transport, Plant transport, Plant Nutrition, Co-ordination, Excretion, Plant co-ordination, Ecology and variety of life.

**Year 11** – Digestion, Cell Division and Protein Synthesis, Inheritance, Biotechnology and Cloning, Food production and Human Impact on the environment.

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 wherever possible.

# Science - Chemistry

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

In Years 7 and 8 pupils follow a bespoke programme of study that is specifically designed to provide a strong basis for, and introduction to, studying IGCSE in Year 9. There is a strong emphasis on developing practical skills and understanding of the purpose of practical work.

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

# **Chemistry** (Continued)

**Order of teaching Edexcel IGCSE Chemistry**

**Year 9**

1. Atomic structure & the Periodic Table
2. Kinetic theory, diffusion, solubility, equations, and formulae
3. Metals and the reactivity series including metal oxides and rusting
4. Acids, bases and salts
5. Crude oil and an introduction to organic chemistry
6. Tests for gases & water and the gases of the atmosphere

**Year 10**

1. Testing ions
2. Ionic, covalent & metallic bonding and structure
3. Moles, masses & gases
4. Further organic chemistry including the alkenes and polymers
5. Rates of reaction
6. The Periodic Table

**Year 11**

1. Volumetrics, moles & titrations
2. Energetics, energy level diagrams & bond energy calculations
3. Reversible reactions and equilibria
4. Electrolysis, redox & half equations
5. Alcohols, carboxylic acids, esters & condensation polymers plus revision of previous organic chemistry topics
6. Extensive revision and examination preparation

# Science - 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. This is a more traditional course compared to the conventional GCSE and we believe it is more suitable for pupils at an academic school. The IGCSE course is taught over 3 years and is 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 that are woven into 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 since there is no coursework.

**Course outline**

The course studies the following fundamental areas of Physics:

- *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 the above topics in each year to allow gradual progress and continual revision. Pupils are taught by the same member of staff for Years 10 and 11.

Examination is by two written papers taken in summer of Year 11:

**Paper 1:**

2 hour examination
110 marks
Covers all core aspects of the course through questions of increasing difficulty.

**Paper 2:**

1 hour and 15 minute examination
70 marks
Covers all aspects of the course, including additional content highlighted in **bold** in the syllabus document.

# Notes

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# Bradford Grammar School

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