

GCSE / IGCSE  
*Courses Guide*  
*2023-2025*



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## INTRODUCTION

This booklet is designed to assist boys in selecting their GCSE/IGCSE courses. It includes an overview of the curriculum, the options that are available and course outlines for all subjects.

We offer a broad and challenging curriculum for all boys in the Remove and Fifth Forms. The wide range of subjects available is designed to give boys a well-balanced combination that will appeal to the majority and answer their scholastic and career needs.

## The Curriculum

All pupils study Mathematics, English Language and English Literature, the three Sciences and a Language. Three further subjects are to be chosen, one from each Option List, but one of Geography, History and Religious Studies must be included among the choices; boys may opt for more than one of these subjects. In addition, each boy will have one lesson of non-examined material in ToK (Theory of Knowledge) which leads to an independent project submission, and PE (Physical Education).

## GCSE and IGCSE

As a school, we ensure that the best qualification is pursued at this level and, for this reason, some subjects offer an IGCSE course. In terms of qualification for university entry both GCSE and IGCSE are treated equally, but by opting for the IGCSE in some subjects we can select appropriate courses for the boys from a wider choice. IGCSEs are offered in English, Mathematics, Science, French, Spanish, German, History, Design & Technology and English as a Second Language.

## Grading at GCSE and IGCSE

Government reforms to GCSE are now fully implemented, meaning that the grades boys currently in the Fourth Form will get in their GCSE subjects at the end of their two-year courses will be numbered 9 – 1, rather than A\* - G. IGCSEs are also graded by number not letter. Boys and parents need not be anxious about the change from letters to numbers; the new scale is already well embedded with universities and employers.

The current number grades do not map evenly onto the old letter grades, which you may be more familiar with. The chart below is designed to give an indication of how the number grades are awarded. Grade 9 is designed to differentiate even further between A\* candidates under the previous system, with Grade 5 considered to be a good pass.

The 'pairings' shown below between number and letter grades are not exact; but this chart is designed to give an indication of how the current structure fits with the old, for the purposes of comparison, tracking of attainment, and to aid the understanding of progress and attainment for boys and parents.

'Old' GCSE Grade	GCSE Grade	Notes
A*	9	The equivalent of a very top end A* under the 'old' system
A	8	
	7	
B	6	
C	5	The equivalent of a top end C under the 'old' system
	4	The equivalent of a bottom end C under the 'old' system
D	3	
E	2	
F		
G	1	
U	U	

## Pupil Groupings

The school keeps grouping and setting in subjects under regular review in the light of progress and attainment, and it may be that changes are made to boys' groups in some subjects as the GCSE/IGCSE course progresses.

## The Options Process

Options Forms are issued to boys and their parents in the Spring Term of the Fourth Form, and boys are asked to make their Options Choices by **Friday, 3 February**. An Options Evening for parents and boys also takes place in the Spring Term of the Fourth Form to assist with the selection process. We do everything we can to accommodate all choices, subject to staffing and timetable restraints.

Once option forms are submitted in February, the school begins work on the timetable for September 2023. It is worth noting that it becomes far more difficult to accommodate any changes to option requests once the timetabling process begins. This makes it very important that pupils and their families take time ahead of the deadline to consider their option choices carefully.

These general principles are a useful starting point:

- It is sensible to aim for a broad and balanced curriculum. We encourage boys to choose at least one subject from the three broad areas below, plus one additional choice:
  - Languages: French; German; Spanish; Latin
  - Humanities: Geography; History; Religious Studies
  - Creatives: Art; Computer Science; Design and Technology; Drama; Music
- We expect that pupils will choose at least one language, either ancient or modern, as one of their choices.
- We expect all students to choose at least one of Geography, History and Religious Studies.
- Consider the workload implications of the choices you make carefully. One of the biggest challenges of GCSE is managing the competing demands of a large number of subjects. It is very sensible to take a subject with a significant coursework element, because it reduces pressure in the final exam period. It is also worth considering the challenges you will create if you take several similar subjects: the workload demands of lots of essays, or learning vocabulary if you are studying multiple languages.
- The school is fortunate to be able to offer flexibility in the number of GCSEs our pupils study. Some pupils will study GCSE Further Mathematics or Mandarin; others will choose to pursue fewer option subjects, to allow them more time to develop study skills on our Study Skills programme.
- It is sensible to play to your strengths. Reflect carefully on your recent reports and ask your teachers for advice.
- Look carefully at what each course covers. What interests you? What will you enjoy studying? Remember that the curriculum covered at GCSE will be different from what you have studied this year.
- You should not pick your subject because your friend is doing it (we cannot guarantee which class you will be in) or because you like the teacher (we cannot guarantee who will teach you) or because your friend or family member enjoyed the course. The courses are very different now, and *you* are very different from your friend or family member! Listen carefully to all advice you are offered, but make sure you make the decision that is right for you.

## Academic Support: Study Skills programme

Delivered by the Academic Support department, this course (which pupils will study in place of an option subject) will help pupils to further develop a range of Study Skills, which are essential for GCSE and beyond. Pupils will have the opportunity to consolidate their literacy and numeracy as well as broader skills for success at GCSE including effective notetaking, time management, proof reading and independent research. Pupils will also be taught different approaches to revision to enable them to become independent and reflective learners. Class sizes will be very small, with frequent 1:1 contact; all sessions will be led by specialist teachers from the academic support department. Delivering the course in lieu of an option subject significantly increases the scope of what the school can offer pupils. Each year, some GCSE pupils at Bedford conclude that it is strategically sensible to pursue fewer than four optional subjects to ensure a manageable workload; this new course will help these pupils make the most of the freed time pursuing fewer than four optional subjects creates in their timetable.

Pupils will be invited to take Academic Support Study Skills through discussion with the Head of Academic Support and the Deputy Head, Academic.

## Additional Advice

We appreciate that whilst some boys may already have a very clear idea of the career path that they wish to take and the subjects to study, others may be unsure. We encourage all boys to read this booklet carefully with their families and to seek advice from their Tutors, Housemasters and Heads of Faculty and department teachers. Heads of Department are also always available for consultation.

Boys are also asked to consider the following questions:

1. Which subjects do you enjoy most, and which interest you?
2. In which subjects do you show the best ability and progress?
3. Are your chosen subjects a sensible combination (to ensure a broad education)?

Pupils may also speak to the Head of Careers ([careers@bedfordschool.org.uk](mailto:careers@bedfordschool.org.uk)) if they require advice about subjects needed for various careers. One resource that boys may also find helpful when considering options for GCSE is the Informed Choices website produced by the Russell Group of universities, a copy of which may be found here: [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk) Although this is aimed primarily at post-16 subject choices, the information may be of assistance.

The Deputy Head (Academic) is also always available to boys and parents who wish to discuss their options.

## Academic Advice and Support

Your son's tutor and Housemaster as well as the Academic Year Head, Heads of Faculty and Departments make every effort to provide academic support through the school year. The Head of Careers and UCAS, as well as the Deputy Head (Academic), are also always available to offer advice and support on academic issues, including options at GCSE/IGCSE.

## THE CURRICULUM

In the Remove Form (Year 10) a boy starts, in most subjects, his formal two-year course to the GCSE/IGCSE examinations.

All boys study a core of English Language and English Literature, Mathematics, a Modern Language and all three Sciences. The core Modern Language must be chosen from French, German or Spanish. In addition, a boy must choose one subject from each of these lists of subjects:

<b>List 1</b>	<b>List 2</b>	<b>List 3</b>
DT	Computer Science	Art
French	Drama	Computer Science
Geography	DT	Drama
History	Geography	Geography
Latin	Music	History
Music	Religious Studies	Religious Studies
		Spanish

Please note the following:

1. These lists indicate our curriculum approach but the detail may change to accommodate boys' choices. We hope to be able to meet all choices, but that is subject to demand, staffing and timetablerestrains. We reserve the right to withdraw a course if there is insufficient demand.
2. A boy must choose at least one of History or Geography or Religious Studies; they may choose more than one of these subjects.
3. At least one year's previous experience is expected for Spanish and German, and at least two years for French.
4. Boys will be advised of English as a Second Language (ESL) requirements by their ESL teacher.

### **A note on Science**

All GCSE pupils will pursue one of two Science courses:

**Triple Award Science** (sometimes known as 'Separate Sciences' or 'Single Sciences') is where students study all three sciences and end up with three GCSEs.

**Double Award Science** (also known as 'Combined Science' or 'Trilogy') is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs. The majority of GCSE students in England follow the Double Award course, which covers approximately two thirds of the content covered by Triple Award Science students. They are awarded two GCSE grades based on their overall performance across all three science subjects.

Further information about these Science pathways will be shared at the Options Evening. The decision about which Science pathway will be followed will be made later this academic year, ahead of pupils starting Remove (Year 10), in response to assessments taken over the course of the year.



## ENGLISH LANGUAGE A IGCSE

<b>Exam Board:</b>	Edexcel
<b>Syllabus Code:</b>	(Specification A) 4EA0
<b>Head of Department:</b>	Mr N Hopton

### Introduction

The course includes a wide range of reading and writing, and the possibility of both written and oral coursework. The reading requirements of the course are covered in the Edexcel Anthology for IGCSE English Language (Specification A) and IGCSE English Literature, for use throughout the course and in the examination.

The Edexcel IGCSE in English Language (Specification A) enables students to:

- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities
- develop the ability to read, understand and respond to material from a variety of sources, and to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

### Syllabus Content

At Bedford School the Edexcel IGCSE in English Language (Specification A) includes a written examination paper (60%) and internally assessed written coursework (40%). There is also a spoken language assessment which is endorsed separately.

#### Component 1: Examination

- Section A: Reading - a mixture of short- and long-answer questions related to a nonfiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract. Questions will test factual comprehension, inference and an understanding of how writers use linguistic and structural devices to achieve effects. This section is worth 45 marks.
- Section B: Transactional Writing - one 45-mark writing task from a choice of two involving a given audience, form or purpose.

The assessment duration is 2 hours 15 minutes. Students will be provided with the anthology text in the examination.

### Component 3: Coursework

- Assignment A: Poetry and prose texts – one 30-mark essay question based on any three poetry or prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology. All students will be required to demonstrate an ability to:
  - Read with insight and engagement, making appropriate reference to texts and developing and sustaining interpretations
  - Understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects
  - Consider the significance of various contexts
- Assignment B: Imaginative writing – one 30-mark imaginative writing task. All student will be required to demonstrate an ability to:
  - Communicate clearly and imaginatively, using and adapting forms for different readers and purposes
  - Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
  - Use a range of sentence structures effectively, with accurate punctuation and spelling.

### Spoken Language Endorsement

This does not contribute to the IGCSE grade but does receive a separate grade of Distinction, Meritor Pass. The single spoken language presentation may take a variety of forms, including:

- a speech or talk by a student, followed by questions from the audience.
- a formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience.

In all cases, the presentation should be prepared and last no longer than 10 minutes.

# ENGLISH LITERATURE IGCSE

<b>Exam Board:</b>	Edexcel
<b>Syllabus Code:</b>	4ET0
<b>Head of Department:</b>	Mr N Hopton

## Introduction

The Edexcel International GCSE in English Literature is designed as a two-year course. A selection of prose, drama and poetry from around the world allows teachers a wide choice of set texts. Boys are assessed through examination only. The examination questions allow all students to make a personal, informed response to the texts studied. The qualification offers an enjoyable and stimulating introduction to the texts studied.

## Syllabus Content

The Edexcel International GCSE in English Literature is a two-year course. A selection of prose, poetry and drama from around the world allows teachers a wide choice of texts. Boys are assessed through one examination paper (60%) and two pieces of written coursework (40%). The qualification offers a stimulating foundation for A Level or International Baccalaureate study.

### Paper 1: Poetry and Modern Prose Examination

- Section A: Unseen Poetry - one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper. Students should consider the following when planning their response:
  - imagery
  - descriptive skills
  - language choice
  - tone and mood
  - voice
  - structure and form
- Section B: Anthology Poetry – one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology.
- Section C: Modern Prose – one 40-mark essay question from a choice of two on each of the set texts.

To Kill a Mockingbird	Harper Lee
Of Mice and Men	John Steinbeck
The Whale Rider	Witi Ihimaera
The Joy Luck Club	Amy Tan
Things Fall Apart	Chinua Achebe

The assessment duration is 2 hours. Texts are not allowed in the examination. However, students will be provided with the anthology poems in the examination.

### Component 3: Modern Drama and Literary Heritage Texts Coursework

The assessment of this component is through two coursework assignments.

- Assignment A: Modern Drama – one essay response to a teacher-devised assignment on the studied text.

<i>A View from the Bridge</i>	Arthur Miller
<i>An Inspector Calls</i>	J B Priestley
<i>The Curious Incident of the Dog in the Nighttime</i>	Mark Haddon/Simon Stephens
<i>Kindertransport</i>	Diane Samuels
<i>Death and the King's Horseman</i>	Wole Soyinka

- Assignment B: Literary Heritage Texts – one essay response to a teacher-devised assignment on the studied text.

<i>Romeo and Juliet</i>	William Shakespeare
<i>Macbeth</i>	William Shakespeare
<i>The Merchant of Venice</i>	William Shakespeare
<i>Pride and Prejudice</i>	Jane Austen
<i>Great Expectations</i>	Charles Dickens
<i>The Scarlet Letter</i>	Nathaniel Hawthorne

The total number of marks available is 60 (30 marks for each assignment).

## ENGLISH AS A SECOND LANGUAGE (ESL) IGCSE

**Exam Board:** Cambridge International Examinations

**Syllabus Code:** 0511

**EAL Coordinator:** Mr D Dodgson

### Introduction

Some pupils follow the CIE IGCSE ESL course (International General Certificate in Education, English as a Second Language) in the Remove and Fifth Forms, instead of Edexcel IGCSE English Language and Literature.

IGCSE ESL provides pupils with an equivalent qualification to IGCSE English Language and is recognised by UK Universities as such.

Pupils attend six IGCSE lessons a week in small multinational English sets.

The syllabus:

- is suitable for learners whose first language is not English, but who study through English-medium instruction
- develops learners' ability to understand and use English in a range of situations
- builds learners' awareness of the nature of language and the four language-learning skills: reading, writing, listening and speaking
- develops transferable skills to complement other areas of the curriculum

### Syllabus Content

Reading skills are developed through a range of text types and topics relevant to the assessment. Independent reading of novels and articles of interest is also built into the course. Pupils are taught to do the following:

- understand and respond to information presented in a variety of forms
- select and organise material relevant to specific purposes
- recognise, understand and distinguish between facts, ideas and opinions
- infer information from texts

Pupils are encouraged to develop their writing skills by engaging with a range of topics to produce essays, articles, letters, reviews and reports. They are taught to:

- communicate clearly, accurately, and appropriately
- present information and express opinions effectively using a variety of grammatical structures and vocabulary
- observe conventions of paragraphing, punctuation, and spelling
- adapt register/style to the text type and context

Pupils are taught listening skills, including an awareness of phonology, so that they can comprehend conversation, radio interviews and most importantly, subject lessons and lectures. Pupils practise how to:

- understand and respond to information presented in a variety of forms
- identify information and justify why it is relevant
- analyse tasks and questions to ensure they can complete comprehension tasks successfully

Finally, pupils build confidence in speaking by engaging in pair work, role-play and class discussion. They are given every opportunity to practise speaking by using different strategies to express themselves. Teachers help pupils to extend their ability to

- communicate clearly, accurately, and appropriately
- convey information and express opinions effectively
- use a variety of language relevant and appropriate to the situation
- engage in and influence the direction of conversation
- use suitable pronunciation and stress patterns

## Assessment

From the May 2024 exam session onwards, pupils will take the following external assessments:

### **Paper 1 (Reading & Writing)**

This is a 2 hour assessment consisting of the following:

- 4 reading texts (usually a blog, article, or webpage) with short-answer questions, multi-choice questions, and note-completion tasks
- 2 writing tasks in response to given scenarios, the first of which is an informal email, and the second of which may be an article, essay, review, or report

The reading section is marked based on accuracy of the information given in the answer. 30 marks are available in total across the four tasks.

The written components are worth 15 marks each (30 marks in total) and are marked according to the following criteria:

- 6 marks for Content (task fulfilment and development of ideas)
- 9 marks for Language (range and accuracy of grammar and vocabulary, organisation of ideas)

In total, Paper 1 contains 60 marks and is worth 50% of the final grade.

### **Paper 2 (Listening)**

The listening assessment lasts for approximately 50 minutes and consists of the following:

- A series of audio texts across 5 different tasks. These recordings may take the form of conversations, interviews, presentations, announcements, news bulletins and extracts from radio programmes

- All recordings feature 1 or 2 speakers with a variety of native English accents
- Each recording is played twice
- All tasks are made up of multi-choice questions
- The time for the assessment includes 6 minutes at the end to transfer answers to the answer sheet

In total, the listening paper contains 40 marks and is worth 25% of the final grade.

### Speaking Test

The speaking test is conducted as an internal assessment, usually in April of the assessment year. All tests are recorded and sent to CIE for external moderation.

The test lasts for 10-14 minutes and is in a 1-1 format with the candidate and one of the ESL teachers.

- Introduction (2-3 minutes) Assessment instructions and warm up questions
- Part 1 (2-3 minutes) Then candidate answers questions about a given topic
- Part 2 (3-4 minutes) The candidate has 1 minute to prepare a short talk based on a topic card. They then talk on their own about the topic for 2-3 minutes.
- Part 3 (3-4 minutes) A discussion between the candidate and the teacher related to the topic from Part 2

The assessment is marked out of 40, with 10 marks awarded for each of the following:

- Grammar
- Vocabulary
- Development of ideas
- Pronunciation

The speaking assessment is worth 25% of the overall IGCSE ESL grade.

# MATHEMATICS Specification A IGCSE

**Exam Board:** Pearson Edexcel International GCSE

**Syllabus Code:** 4 MA1

**Head of Department:** Miss R Jackson

## Introduction

The aim of the Mathematics Department is for every pupil, whatever his ability, to fulfil his mathematical potential. In order to achieve this, we strive to make our teaching clear, positive and, where possible, inspiring. The course aims to develop understanding in a number of areas. Firstly, there is a body of basic mathematical language that needs to be taught and understood. Secondly, the need to think logically and to write solutions in a precise, accurate manner is encouraged. Thirdly, the ability to solve problems and apply mathematical knowledge in everyday situations runs through the course.

The GCSEs are treated as a three-year course with Fourth Form covering the Foundation Tier and some of the Higher Tier work. Remove and Fifth Form complete the remaining topics needed for the Higher Tier examinations. A decision on the level of GCSE entry is made as late as possible. In general, all classes will be preparing for Higher Tier with only a few students being entered for Foundation Tier.

The top band groups in the Fifth Form are also taught the AQA Level 2 Certificate in Further Mathematics course (code 8365). This is a unique qualification designed to stretch and challenge high achieving mathematicians who are expected to achieve the top grades at GCSE and are likely to progress to study IB or A-level Mathematics or Further Mathematics. Students are introduced to Sixth Form topics that will help them develop skills in algebra, calculus, matrices, trigonometry, functions and graphs. This qualification is not a GCSE and the examination is optional. A decision on whether boys decide to pursue this exam will be taken after the mock exams in the fifth form.

## Coursework

There is no coursework element.

## Calculators

Boys are expected to be able to use both calculator and non-calculator methods. Boys therefore must have a calculator – preferably the Casio fx-83GTX.



## MODERN LANGUAGES IGCSE

**Exam Board:** Edexcel IGCSE

**Syllabus Codes:**

French	4FR I
Spanish	4SP I
German	4GN I

**Heads of Department:**

French & German	Mr F Graeff (Head of Modern Languages)
Spanish	Mrs P Wright (Deputy Head of Languages)

We offer French, Spanish and German at IGCSE. It is possible to study one of our foreign languages, or to combine two of them in a boy's option choices. At least one year of prior study is required for Spanish and German, three years for French.

### Introduction

The IGCSE course aims to help learners become confident in working with information and ideas in the foreign language. We will explore aspects of the countries where the language is spoken, enable the students to discuss their experiences and aspirations and develop an appreciation of the cultural differences that is so important in an international world. The skills and knowledge gained will enable students to take their language learning beyond the Fifth Form and indeed beyond school.

Reading, listening, speaking and writing skills are weighted equally and all four are tested in the second year of IGCSE. There is no coursework element. In the second year, small group sessions with the Language Assistant will bolster students' conversational confidence. Regular clubs and societies provide further opportunities for cultural enrichment. A visit to the country is offered for each year group, bringing the classroom learning to life. Previous students have gone on to University study in Languages, Linguistics or combined studies such as Law, Business or Politics with French, German or Spanish. Languages are also excellent to combine with such as Maths, Sciences and Economics.

### Syllabus Content

The course is topic-based and contains the following five topics:

- Home and Abroad
- Education and Employment
- Personal Life and Relationships
- The world around us
- Social Activities, Fitness and Health

The IGCSE is a 'linear' course culminating in four exams:

- Paper 1 listening (35 minutes, 25%)
- Paper 2 reading and writing combined (1 hour 45 minutes, 25%+25%)
- Paper 3 speaking (approx. 12 minutes, 25%)

## LATIN GCSE

<b>Exam Board:</b>	OCR
<b>Syllabus Code:</b>	J282
<b>Head of Department:</b>	Mr A Melvill

### Introduction

The Classics department believes that the education of all pupils at Bedford School can be enhanced, supported and enriched by learning about the classical world, even in the most general sense. Classics is an ennobling, humane and multifaceted discipline. It consists in the scrutiny of all areas of human life in the ancient Mediterranean world, and how the ideas and practices of subsequent history - and indeed our own era and lives - are touched by this inheritance.

Classical languages are unique at GCSE in the fact that they offer boys the opportunity to study the literature of another culture in its original language. Roman literature at its best can be entertaining, vivid and exotic, and can provide invaluable insights into the customs and beliefs of the Romans.

This is a two-year course which equips candidates with expertise in three areas: the fluent translation and comprehension of unprepared Latin passages, the study and appreciation of Latin literature in its original language and an understanding of daily life in the Roman world. Students will develop vital transferable skills including problem-solving, logic and analysis, communicating ideas effectively, and interrogating the links that can be made between the classical and modern world.

Skills in translation are achieved by linguistic study using the Cambridge Latin Course in addition to a wide variety of unique teaching resources, including the use of ICT where appropriate. After this, boys move to tackle short excerpts from a wide range of Roman authors to develop fluency and accuracy of understanding.

### Syllabus Content

1. **J282/01 Latin Language** (50% of GCSE course): translation and comprehension of Latin passages based on mythology and Roman domestic life.
2. **J282/05 Verse Literature** (25% of GCSE course): pupils study excerpts from Virgil's epic poem, the Aeneid. Questions will test candidates' understanding of the set texts and their appreciation of what the authors are trying to achieve in their writing.
3. **J282/06 Literature and Culture** (25% of GCSE course): pupils study a range of primary sources in English relating to literature and culture in Roman society. Questions will test boys' understanding of these sources and how they relate to the classical world.

Classroom learning is supplemented by regular foreign and domestic trips and activities outside school which are designed to broaden pupils' understanding of the classical world. GCSE pupils are also welcome to attend the weekly Latin Clinic and fortnightly Classical Society. The desire to offer pupils these opportunities stems from a deep-held view that the learning of pupils can be both fostered and stretched by bringing the classical world more sharply into context.

## SCIENCE IGCSE

<b>Exam Board:</b>	Edexcel	
<b>Syllabus Codes:</b>	Science (Double Award)	4SD0 Biology 4BII
	Chemistry	4CHI
	Physics	4PHI
<b>Heads of Department:</b>	Biology	Mr M Beale (also Head of Science)
	Chemistry	Mr S Knight
	Physics	Dr E Palmer

### Introduction

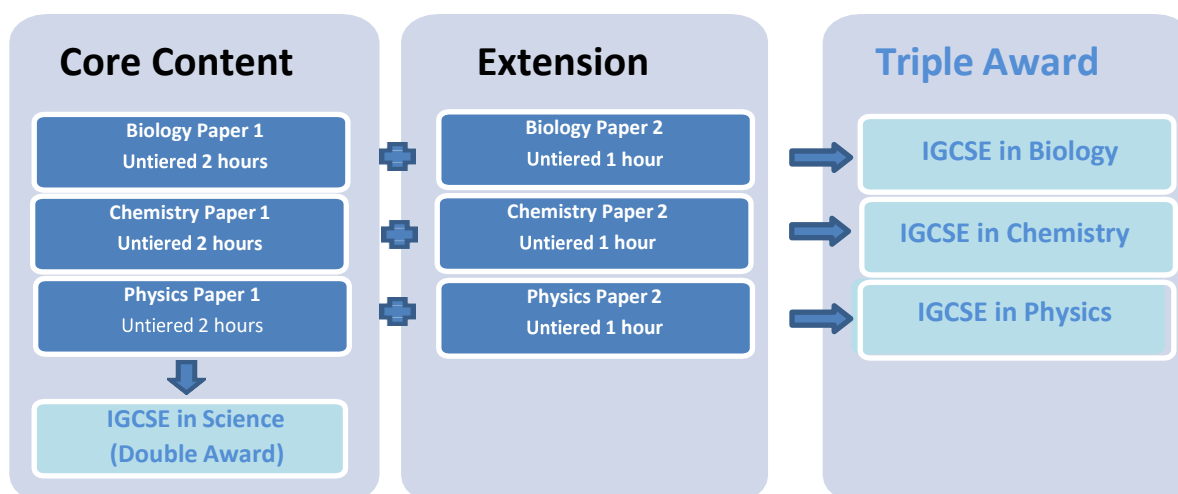
Biology, Physics and Chemistry are taught separately; every boy is taught all three subjects by specialists. Many pupils take IGCSE in all three sciences, whilst some take 'Double Award' Science. A very large proportion of IGCSE students choose to continue with one or more sciences in the Sixth Form. There are many opportunities to attend a wide variety of outside lectures and visits. Most boys who study Science A Level or IB Higher Level courses go on to university to read natural sciences, bioscience, medicine and dentistry, or one of the many branches of chemistry, engineering or physics.

All boys must take Biology, Chemistry and Physics up to IGCSE. However, boys are directed down two different pathways depending on the effort and ability shown in tests during the Fourth and Remove Forms.

In the Fourth and Remove Forms we teach all students the full course for all three sciences (including any 'Triple Award' extension material). At the end of Removes we assess the performance of the boys over the previous two years and make a decision regarding which boys will study 'Double Award' IGCSE Science and which boys will go on to sit the three sciences as separate 'Triple Award' IGCSE subjects.

We believe that science is an experimental subject and that the best way to learn is by practical experience; at every level lessons often involve an element of practical work.

This diagram illustrates the two options:



## SCIENCE (DOUBLE AWARD) IGCSE

### Introduction

The IGCSE 'Double Award' IGCSE Science course is taught as three separate sciences by subject specialists. Relative to the 'Triple Award', 'Double Award' students cover fewer topics and the materials are generally of an easier nature; they sit only one, two-hour paper in each science. The scores of these papers are aggregated and the student receives a grade which is equivalent to two IGCSEs (e.g. 8-7 or 7-7).

The content and approach of 'Double Award' IGCSE Science does provide a suitable preparation for A level and IB. However, the decision on which students should follow the 'Double Award' course is based on the overall aptitude of a student across the sciences. The 'Double Award' IGCSE Science course is designed to be an interesting specification which provides an opportunity for any student to gain a good grounding in Science.

### Syllabus Content

Subject	Section	Section Title
Biology	1	The nature and variety of living organisms
	2	Structures and functions in living organisms
	3	Reproduction and inheritance
	4	Ecology and the environment
	5	Use of biological resources
Chemistry	1	Principles of chemistry
	2	Inorganic chemistry
	3	Physical chemistry
	4	Organic chemistry
Physics	1	Forces and motion
	2	Electricity
	3	Waves
	4	Energy resources and energy transfer
	5	Solids, liquids and gases
	6	Magnetism and electromagnetism
	7	Radioactivity and particles
	8	Astrophysics

## Assessment

There is no coursework component for IGCSE Science; the practical component of the course is assessed in the terminal exams. Practical skills are developed during lessons and the ability to answer examination questions (e.g. knowledge of how to set up an experiment and critically appraise results or conclusions) is taught and assessed via lessons, prep and tests.

The 'Double Award' IGCSE Science course is assessed using three terminal exam papers (there are no tiers; all students sit the same exam).

Paper 1 code 4B11/1B	Biology (2 hours, 110 marks)
Paper 1 code 4CH1/1C	Chemistry (2 hours, 110 marks)
Paper 1 code 4PH1/1P	Physics (2 hours, 110 marks)

The total score (out of 360) is scaled by the exam board and these marks are then graded from 9/9 down to 1/1.

# BIOLOGY IGCSE

## Introduction

The IGCSE Biology course offers a thorough grounding in the majority of topics which are traditionally expected of Biologists (e.g. cells, osmosis, ecology, genetics, genetic engineering, health and disease etc.). The course also includes reproduction in plants and humans, the processes of protein synthesis and human nephron anatomy and physiology, which affords students with a strong foundation for Sixth Form Biology.

## Syllabus Content

These are the topic areas for the IGCSE Biology course (note: the topic headings for the 'Double Award' IGCSE Science course are the same, but there is additional material within each topic for 'Triple Award' Biology IGCSE):

Subject	Section	Section Title
Biology	1	The nature and variety of living organisms
	2	Structures and functions in living organisms
	3	Reproduction and inheritance
	4	Ecology and the environment
	5	Use of biological resources

## Assessment

There is no coursework component for IGCSE Biology; the practical component of the course is assessed in the terminal exams. Practical skills are developed during lessons and the ability to answer examination questions (e.g. knowledge of how to set up an experiment and critically appraise results or conclusions) is taught and assessed via lessons, prep and tests.

The assessment of this course is done purely on two exam papers (there are no tiers; all students sit the same exam).

Paper 1 code 4BI1/1B – Biology (2 hours, 110 Marks).

Paper 2 code 4BI1/2B – Biology (1 hour 15 mins, 70 marks)

The total score out of 180 is then scaled by the exam board and these marks are then graded from 9 to 1.

# CHEMISTRY IGCSE

## Introduction

The IGCSE Chemistry course is designed to be a modern qualification that gives students an insight into the unifying patterns and themes of Chemistry. It provides an understanding of the importance Chemistry has in the modern world, exploring its role in industry and technology. The foundations of molecular theory and reactions are explored with an emphasis on practical skills and the scientific method. Students are expected to carry out practical activities using correct and safe laboratory techniques. The course provides excellent preparation for higher level Chemistry courses.

## Syllabus Content

These are the topic areas for the IGCSE Chemistry course (note: the topic headings for the 'Double Award' IGCSE Science course are the same, but there is additional material within each topic for IGCSE Chemistry)

Subject	Section	Section Title
Chemistry	1	Principles of chemistry
	2	Inorganic chemistry
	3	Physical chemistry
	4	Organic chemistry

## Assessment

There is no coursework component for IGCSE Chemistry; the practical component of the course is assessed in the terminal exams. Practical skills are developed during lessons and the ability to answer examination questions (e.g. knowledge of how to set up an experiment and critically appraise results or conclusions) is taught and assessed via lessons, prep and tests.

The assessment of this course is done purely on two exam papers (there are no tiers; all students sit the same exam).

4CHI/1C – Chemistry (2 hours, 110 marks) 4CHI/2C – Chemistry (1 hour 15 mins, 70 marks)

The total score out of 180 is then scaled by the exam board and these marks are then graded from 9 to 1.

# PHYSICS IGCSE

## Introduction

The IGCSE Physics course is designed to be a modern qualification that gives students an insight into the unifying patterns and themes of Physics. It provides a solid foundation in the core topics of classical Physics (from Newtonian mechanics to radioactivity and atomic behaviour) and gives an underpinning of practical skills which helps students to understand how we can know the way in which the Universe works. Students are expected to learn to assess data critically and to handle it with appropriate care, whilst learning how to take a logical approach to solving Physics problems.

## Syllabus Content

These are the topic areas for the Science course (the topic headings for the 'Double Award' IGCSE Science course are the same, but there is additional material within each topic for IGCSE Physics):

Subject	Section	Section Title
Physics	1	Forces and motion
	2	Electricity
	3	Waves
	4	Energy resources and energy transfer
	5	Solids, liquids and gases
	6	Magnetism and electromagnetism
	7	Radioactivity and particles
	8	Astrophysics

## Assessment

There is no coursework component for IGCSE Physics; the practical component of the course is assessed in the terminal exams. Practical skills are developed during lessons and the ability to answer examination questions (e.g. knowledge of how to set up an experiment and critically appraise results or conclusions) is taught and assessed via lessons, prep and tests.

The assessment of this course is done purely on two exam papers (there are no tiers; all students sit the same exam).

Paper 1 code 4PH1/IP – (2 hours, 110 marks)

Paper 2 code 4PH1/2P – (1 hour 15 mins, 70 marks)

The total score out of 180 is then scaled by the exam board and these marks are then graded from 9 to 1.



## ART GCSE

<b>Exam Board:</b>	OCR
<b>Syllabus Code:</b>	(Fine Art) J171
<b>Head of Department:</b>	Mr M Croker

### Introduction

In this Art and Design course we aim to encourage and develop every student's visual perception and understanding by using their observational, creative, imaginative and practical skills. It is important and necessary to also develop their visual literacy and appreciation of cultural heritage by practical and critical responses to historical and contemporary achievements in Art and Design. Above all it is our aim to develop the individual's special aptitudes and interests and to foster and encourage confidence, enthusiasm and a sense of achievement.

### Syllabus Content

Our course is a broad-based one with emphasis on Fine Art. Pupils work in all three specialist areas of the department: Painting and Drawing, Sculpture/Ceramics and Printmaking. We are fortunate in that all staff are practising artists and teach within their specialist areas, but all have an interest and knowledge of all the techniques that we offer. Strengths are determined and are developed, particularly in the second year of the GCSE course. A range of skills will be developed so that hopefully an interest and knowledge of Art will remain throughout adult life. The emphasis we have on analytical and research skills compliment other subjects studied at this level. It will also provide a firm foundation for Sixth Form Art studies for those wanting to continue.

We believe that first hand exposure to art is essential. We use the local Higgins Museum and Art Gallery and the changing exhibitions in our Foyer Gallery as a teaching aid and stimulus for the students' work. Visits to London Galleries are also arranged along with optional annual European study tours. Recent destinations have included Rome, New York and Florence.

### Coursework (60%)

For the coursework, Unit 1 (60%), each candidate is required to produce a body of work from at least two areas of study from Painting, Sculpture and Printmaking. This takes the form of a sketchbook and stand-alone work which is produced under controlled conditions over 45 hours. Controlled Assessment takes place from the second half of the Autumn term in the first year of the course (Remove form) to the end of January in the Spring term of the Fifth Form. All work done in school during this period can therefore be submitted for assessment. Prep work related to the coursework is regularly set and can be done at home.

### **Set task (40%)**

For Unit 2 (40%), pupils select one question from an early release question paper. They are given a minimum of six weeks in which to plan and prepare in their strongest specialist area. This work is produced in a sketchbook and leads up to a ten-hour exam to produce a final piece to conclude the project. This exam usually takes place at the start of the Summer Term of the Fifth Form and is spreadover three sessions.

All coursework and examination work is internally marked using criteria set by the exam board and externally moderated.

### **A note regarding Art with D&T:**

It is possible to take both Art and D&T at GCSE. However, it is also the case, and boys should be aware, that both subjects have high expectations with regards to coursework and regular attendance of after-school opportunities is essential for this particular combination.

## COMPUTER SCIENCE GCSE

<b>Exam Board:</b>	AQA
<b>Syllabus Code:</b>	8525
<b>Head of Department:</b>	Mr D Forrester

### Introduction

Computer Science is becoming increasingly critical in the modern work place. Automated systems, robots and computer programs will become ubiquitous so the demand for workers who are able to program and maintain these is set to grow. There is a fundamental shortage of such jobs and in various independent studies, Computer Scientists, Programmers and Data Analysts feature heavily in the most 'in-demand' jobs internationally and in the UK. Software Development jobs will grow around 19% between now and 2024 according to the US Bureau of Labour Statistics; Computer Software Engineers, according to government sources, will grow by 34%.

Expertise in Computer Science enables students to make a positive difference in the world and can also lead to highly successful careers, even if your primary career is not directly related. If you have plans to do Computer Science A-Level (or even if you don't), having skills in Computer Programming, algorithms, data handling and software development are an increasingly important part of a well-rounded academic preparation for university or employment. Almost every science or engineering university course will have programming elements and/or will have data analysis at their heart.

The study of Computer Science at GCSE aims to prepare the boys for an increasingly digital world fostering in them the ability to think creatively, innovatively, analytically, logically, and critically to solve problems using digital technology. A key part of the delivery of this specification is the development of boys' programming skills. Throughout their course of study, boys will be given the opportunity to design, write, test, and refine programs using high-level programming languages. The course also looks to develop the skill sets of the boys by offering an opportunity for debate, discussion, and presentation on the impacts of digital technology. In addition, boys apply maths skills relevant to computer science.

### Syllabus Content

#### **Paper 1: Computational thinking and programming skills**

- Fundamentals of algorithms
- Programming

## **Paper 2: Computing concepts**

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Relational databases and SQL
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

## **Assessment**

There is no coursework component for GCSE Computer Science.

### **Paper 1: Computational thinking and programming skills**

- Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing, and refining of code.
- Written exam: 2 hours
- 90 marks
- 50% of GCSE

### **Paper 2: Computing concepts**

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

In Paper 1, the boys will be expected to write in a high-level programming language. For this reason, the course focuses heavily on programming concepts and writing code.

# DESIGN & TECHNOLOGY: RESISTANT MATERIALS IGCSE

**Exam Board:** Cambridge International Examinations

**Syllabus Code:** 0979

**Head of Department:** Mr I Armstrong

## Introduction

The Cambridge IGCSE Design and Technology syllabus enables boys to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools.

Boys gain technical and design awareness as a result, and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to design-making and evaluation.

Cambridge IGCSE Design and Technology provides an ideal basis for further study, and prepares students for their future within a rapidly changing technological society.

## Syllabus Content

The syllabus content consists of the following:

- knowledge with understanding of materials, components and manufacturing processes;
- problem-solving through the identification and analysis of a design problem. Research, generation and development of ideas, and the testing and evaluation of the effectiveness of the design solution;
- communication techniques, including the interpretation and analysis of information, representing details of form, shape, construction, movement, size and structure through graphical representation and three dimensional modelling;
- Realisation of a solution involving the planning of work procedures, selecting and using appropriate manipulative skills, learning a range of making skills, and evaluating the process and product in terms of aesthetic, functional and technical quality.

## Coursework

Coursework is a large component of the subject. All boys are given the opportunity to tackle a design problem of their own choice, together with enough time to explore and develop an effective solution to that problem. The range of projects are wide ranging and include: architecture, environmental, furniture, product and transport design.

Coursework is assessed against the following areas:

- identification and analysis of a need or opportunity;
- research into the design brief resulting in a specification;
- generation and exploration of design ideas;
- development of a proposed solution;
- planning for production;
- product realisation;
- testing & evaluation.

### Assessment

50% coursework

50% examination

In addition to the coursework project, there are two examinations: Papers 1 and 3. Paper 1 is a compulsory question paper where boys answer an open-ended question which assesses their ability to solve a design problem. Paper 3 has two sections and consists of questions which test knowledge of materials, components and methods of manufacture.

### A note regarding D&T with Art:

It is possible to take both Art and D&T at GCSE. However, it is also the case, and boys should be aware, that both subjects have high expectations with regards to coursework and regular attendance of after school opportunities is essential for this combination.

## DRAMA GCSE

<b>Exam Board:</b>	AQA
<b>Syllabus Code:</b>	8261
<b>Head of Department:</b>	Mrs A Keylock

### Introduction

This specification fosters candidates' creativity, personal growth, self-confidence, communication and analytical skills. Through the acquisition of theatrical knowledge as well as imaginative and collaborative skills, students develop a rounded appreciation of the subject. The specification promotes students' involvement in and enjoyment of drama as performers, devisers, directors and designers. It provides opportunities for students to attend professional dramatic performances in our own Quarry theatre, as well as local and regional venues. The course aims to develop students' acting/design skills, in addition to becoming informed and thoughtful audience members.

Through the study of this specification, pupils are given opportunities to participate in and interpret their own and others' drama. They will investigate the forms, styles, and contexts of Drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others' performances.

By studying this academically rigorous subject, pupils will learn how to structure essays and analyse texts effectively. In addition, pupils will understand theatre's contribution to a social and cultural commentary and will come to appreciate that Drama provides significant opportunities for expressing cultural and personal identity.

This GCSE specification in Drama aims to encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It aims to prepare learners to make informed decisions about further learning opportunities and career choices.

### Syllabus Content

The course requires students to:

- actively engage in the process of dramatic study in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds;
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas;
- devise authentic and innovative theatre;
- realise texts;
- understand the theory and practice of recognised practitioners and theatre styles;
- reflect on and evaluate their own work and the work of others;
- develop and demonstrate competence in a range of practical, creative and performance skills;

- explore a set text in preparation for the written examination;
- develop a basis for their future role as active citizens in employment and society in general as well as for the possible further study of Drama
- consider and explore the impact of social, historical and cultural influences on Drama texts and activities.

## Assessment

### Unit 1: 'Understanding drama'

- Study of one set play from a choice of six;
- Analysis and evaluation of the work of live theatre makers.

#### Assessment process:

- Written 'Open Book' exam: 1 hour and 45 minutes
- 80 marks (40% of GCSE Questions)
- Section A: multiple choice
- Section B: four questions on a given extract from the set play chosen
- Section C: one two-part question (from a choice) on the work of theatre makers in a single live theatre production

### Unit 2: 'Devising drama' (practical) Assessment process:

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer);
- Analysis and evaluation of own work

#### How it is assessed:

- Devising log (60 marks); devised performance (20 marks); 40% of GCSE
- This component is marked by teachers and moderated by AQA.

### Unit 3: 'Texts in practice' (practical) Assessment process:

- Performance of two extracts from one play (students may contribute as performer or designer)
- Free choice of play but it must contrast with the set play chosen for Component 1

#### How it is assessed:

- Performance of Extract 1 (25 marks) and Extract 2 (25 marks)
- 50 marks in total; 20% of GCSE
- This component is marked by AQA



## GEOGRAPHY GCSE

<b>Exam Board:</b>	AQA
<b>Syllabus Code:</b>	8035
<b>Head of Department:</b>	Mr T Rees

### Introduction

The study of Geography at GCSE aims to provide students with a clear understanding of the dynamic nature of the world as we move through the twenty first century. Units of study consider both Human and Physical Geography and look to examine current issues through the use of contemporary case studies. The course also looks to develop the skill sets of our pupils by offering opportunity for debate and discussion. In addition, pupils will work on aspects of literacy and numeracy as well as enhancing their presentation skills. Pupils will present regularly through the use of ICT, GIS and more traditional cartographic approaches.

Boys begin learning the required syllabus content from January in the 4<sup>th</sup> Form and will therefore be used to the style of learning and assessment. Boys are required to carry out fieldwork on two separate occasions, which will be assessed through the terminal examinations.

### Syllabus Content

#### Unit 1: Living with the Physical Environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.

The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Paper 1 is a written paper which is 1 hour and 30 minutes in length. It contributes to 35% of the overall GCSE and includes the following topics:

- The Challenge of Natural Hazards – the study of tectonic hazards, weather hazards and climate change
- The Living World – the study of ecosystems with a focus on tropical rainforest, desert and glacial environments
- Physical Landscapes in the UK – the study of UK coastal and river environments
- Geographical skills.

## Unit 2: Living with the Human Environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).

The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Paper 2 is a written paper which is 1 hour and 30 minutes in length. It contributes to 35% of the overall GCSE and includes the following topics:

- Urban Issues and Challenges – the study of urban growth in NEEs and urban change in HICs, including sustainable management
- The Changing Economic World – the study of the causes and impacts of increasing global inequalities and strategies to reduce the development gap on a number of scales
- The Challenge of Resource Management – the study of the rising demand and management of food, water and energy resources
- Geographical skills.

## Unit 3: Geographical Application

The Geographical applications unit is designed to be synoptic in that boys will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for boys to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Paper 3 is a written paper which is 1 hour and 15 minutes in length. It contributes to 30% of the overall GCSE and includes the following topics:

- An issues evaluation from a pre-released document (12 weeks before the exam), which is a decision-making exercise incorporating a problem solving element to the assessment, taken from one of the previously studied themes in unit 1 or 2.
- Fieldwork assessment, testing student's fieldwork related skills, experiences and findings from both human and physical fieldwork opportunities. Boys will experience two one-day fieldtrips through the GCSE to two contrasting environments to undertake research.
- Geographical skills.

## HISTORY IGCSE

**Exam Board:** Pearson (Edexcel)

**Syllabus Code:** 4HIO

**Head of Department:** Miss E Null

### Introduction

The IGCSE offers pupils the chance to study a broad range of modern history and learn valuable historical skills. It is designed to allow an easy transition to IB and A level studies. The topics chosen follow on from Fourth Form studies and the syllabus has been designed to give pupils an overall appreciation of the key historical events of the late 20th Century, including the origins and development of the Cold War and how that impacted on world politics in both the USA and Middle East. The Department aims to ensure that pupils emerge after two years with the ability to communicate effectively, to argue, to analyse and to have an appreciation of the importance of the subject, hopefully enabling them to study it, or Government and Politics, in the Sixth Form. They will be able to explain events of the past using precisely selected knowledge, and be able to analyse key issues of causation, consequence and change. Using source material, they will be able to interpret, cross-reference and evaluate interpretations of history.

### Syllabus Content

#### **Paper 1: Topic One – Superpower Relations, 1943-72**

This involves looking at the build up to the Cold War at the end of World War Two and key events which led to rising tensions after World War Two, such as the Berlin Airlift. Pupils will study the worsening relations between the USA and USSR, including flashpoints such as the Cuban Missile Crisis, the space race, the building of the Berlin Wall and Vietnam. Pupils will look at détente and the SALT discussions and the easing of tensions. The course fits perfectly with the US and Middle East options.

The examination requires pupils to answer three questions:

- Understanding interpretations (6 marks)
- Explanation of causation and consequence (8 marks)
- Using own knowledge to give an explanation (16 marks)

The examination lasts 45 minutes as part of a one hour 30 min examination taken at the end of two years. The topic accounts for 25% of the IGCSE grade.

### **Paper 1: Topic Two – A Divided Union: The USA 1945-74**

This part of Paper One ensures that pupils have an understanding of the key events which shaped American history after World War Two. It is taught after the Paper Two US paper to ensure that pupils have a proper sense of the chronology. Contents include the origins and development of the Red Scare, the civil rights movement 1945-62 (Martin Luther King, Little Rock High School, the Brown case, the Montgomery Bus Boycott, the sit-ins and freedom rides); changes in the civil rights movement 1963-70 (for example, Malcolm X, the Black Panthers, race riots); the backlash at the end the period, including changes made under Nixon.

The examination follows the same format as for the superpower relations paper and also lasts 45 minutes. The topic also accounts for 25% of the IGCSE.

### **Paper 2: Topic One – The USA 1918-41**

This course studies key events such as the legacy of the First World War in the USA, why the US did not join the League of Nations and the origins and nature of the economic boom. In addition, pupils will study prohibition, the Red Scare, the jazz age, the role of women and the origins of the civil rights movement, including the KKK and segregation in the southern states. They will investigate the cause of the Wall Street Crash and look at attempts to rescue the United States under Roosevelt – the ‘New Deal’.

This is a source paper and the examination will include the following questions:

- Key features (6 marks)
- Source cross-referencing (8 marks)
- Using sources and own knowledge to evaluate an interpretation (16 marks)

The examination lasts 45 minutes as part of a one hour 30 min examination taken at the end of two years. The topic accounts for 25% of the IGCSE grade.

### **Paper 2: Topic Two – Breadth Study: Conflict, Crisis and Change in the Middle East, 1919-2012**

The breadth study requires that pupils study a topic over a longer time frame in order to understand properly change and continuity. They will study the creation of Israel, the war of 1948-9 and the Suez Crisis of 1956. In addition, they will be look at the conflicts of 1967 and 1973 and attempts to find a lasting peace in a region which is still facing conflict today.

The examination requires pupils to answer three questions:

- Similarity and difference (6 marks)
- Causation (8 marks)
- Change over time (16 marks)

The examination lasts 45 minutes as part of a one hour 30 min examination taken at the end of two years.

The topic accounts for 25% of the IGCSE grade.

## MUSIC GCSE

<b>Exam Board:</b>	Edexcel
<b>Syllabus Code:</b>	1MU0
<b>Head of Department:</b>	Mr J Sanders (Director of Music)

### Entry Requirements

In terms of performing, we welcome both experienced instrumentalists/singers and intermediate boys who are prepared to work hard (upon entry boys should be at least Grade 3 standard). We also welcome boys who have a strong interest in Music Technology, and there are opportunities to develop interests in this area in the Composition lessons.

### Introduction

GCSE Music is for all those who enjoy listening to and playing music of any sort and are keen to learn more about music and how it works. During the course boys study a very wide variety of music from around the world, some of which will be familiar and some less so. The set works are a snapshot of music history from 1700 to the present day whose aim is to broaden boys' experience of the subject and feed their interest in it. Boys compose their own music as part of the course; this is an opportunity for them to develop their individual musical ideas and creative interests. The performing component allows the boys to use their instrumental skills as part of a GCSE qualification.

### Syllabus Content Performing (30%)

Instrumental performers/singers must perform one solo piece and one ensemble piece (i.e. perform as a member of a group of players).

Pieces must be around Grade 4 standard in order to be considered for top marking category.

### Composing (30%)

No prior experience of composition is required, and we start off in a very structured way with basic skills in the Remove Form. Boys compose two pieces for final submission, one of which is on a brief set by the exam board and one of which is a free composition. This is a very creative part of the course and it is possible to write these compositions in virtually any style.

The pieces are completed under controlled assessment conditions, and scores and recordings are submitted.

## **Appraising (40%)**

At the end of the course boys sit a 1hr 45m listening examination with CD. The questions are based on 8 set works. These range from J.S. Bach to Queen and Beethoven to John Williams, and fall under the following Areas of Study:

Area of Study 1 – Instrumental Music 1700-1820

Area of Study 2 – Vocal Music

Area of Study 3 – Music for Stage and Screen

Area of Study 4 – Fusion Music

The questions will focus on, for example, how musical elements (e.g. pitch, dynamics) have been used by the composer, how the instruments are used, and key musical features of the piece reflect the musical, social and historical context.

## **Coursework**

Performing: the two performances are recorded at specific points in the course, for example during lunchtime concerts. The best recordings for each boy are selected and marked internally on the basis of accuracy and interpretation.

Composition: two compositions are written under controlled conditions and marked internally according to various criteria.

## RELIGIOUS STUDIES GCSE

<b>Exam Board:</b>	OCR
<b>Syllabus Code:</b>	J625
<b>Head of Department:</b>	Mr B Rowland

### Introduction

Students follow the OCR Religious Studies Specification. Assessment is by final examination of two one-hour written papers in world religions and one two-hour written paper in philosophy and ethics. Exams are taken at the end of the Fifth Form. There is no coursework.

Homework tasks will include research projects as well as preparation for discussion and debates. There will be regular practice of exam questions.

### Syllabus Content

#### **Beliefs, teachings and practices of Christianity (25% of total GCSE)**

- The key concepts within Christianity and the common and divergent views within Christian traditions.
- Sources of authority in Christianity and how the religion influences communities, societies and individuals.

#### **Beliefs, teachings and practices of Judaism (25% of total GCSE)**

- The key concepts within Judaism and the common and divergent views within Jewish traditions.
- Sources of authority in Judaism and how the religion influences communities, societies and individuals.

#### **Religion, philosophy and ethics in the modern world from a Christian perspective (50% of total GCSE)**

- Relationships and families.
- The existence of God, gods and the ultimate reality.
- Religion, peace and conflict.
- Dialogue between religious and non-religious beliefs and attitudes.

Students will be expected to adopt a questioning, critical approach whilst respecting the views and beliefs of other pupils. In studying the course, students will develop knowledge and understanding of religious and non-religious beliefs such as atheism and humanism. They will learn to construct well-informed, balanced and evidenced arguments. Boys are given opportunity for reflection on and development of their own beliefs and attitudes in the light of what they have learnt, all helping to develop skills that provide excellent preparation for adult life in a pluralistic society and global community.

## Careers Advice

Careers advice at Bedford School regarding the important choices to be made as boys move through the School is infused throughout the curricular and extra-curricular life of the School, enabling them to access exceptional, tailored, professional experience and advice. The School was recently awarded the Quality in Careers National Career Mark Gold Standard.

The source of this advice ranges from specific Citizenship Mornings to individual Tutor advice, Heads of Department meetings and Housemaster input. Job-seeking skills, Curriculum Vitae and interview skills all help boys in their preparation for entry into Higher Education, Degree Apprenticeships, and the world of work. In the Remove Form all boys take part in Morrisby careers psychometric testing as part of their decision-making process for the transition to the Sixth Form. The emphasis is placed not on specific job titles but on assessing personal strengths and interests in relation to the wide range of careers open to the boys. The report it produces also helps to inform and support the boys in the Fifth Form, when they use the report as a basis for a one-to-one careers interview with an independent careers adviser to discuss, amongst other things, subjects to study in the Sixth Form. This all prior to an interview with a member of the Senior Leadership Team, Trial Examinations review and the A Level or IB choices procedure. There is also an annual Careers Convention held in conjunction with the OB Club in the Spring Term. Pupils may also speak to the Head of Careers ([careers@bedfordschool.org.uk](mailto:careers@bedfordschool.org.uk)) if they require advice about subjects needed for various careers.

In-house expertise at Bedford School involves a core team of staff, working in collaboration with the Head of Careers & UCAS, Mrs Mel Lincoln, and Careers and UCAS Coordinator, Mrs Emily Fox-Johnson. Oxbridge applicants are supported for Oxbridge applications by specialist Oxbridge Coordinators, and boys applying to international universities by Mr Adrian Finch, International Applications Coordinator. Appointments are made by email to [careers@bedfordschool.org.uk](mailto:careers@bedfordschool.org.uk).

Boys with a specific career path in mind MUST ensure they have spoken to the relevant academic staff to ensure their combination of subjects is appropriate for that vocation. Boys with less of a firm idea of what they want to do in the future, must choose subjects they feel they can excel in, that they enjoy and that crucially do not close any doors in the future.

The school engages with a number of key external organisations including MyFutureChoice, who assist with psychometric testing in the Lower Sixth, the Careers Development Institute (CDI), the National Citizen Service (NCS), for work experience and apprenticeships, and, of course, UCAS, the University and Colleges Admissions Service.

The logo for UCAS, consisting of the letters 'UCAS' in a bold, black, sans-serif font. The letter 'A' is stylized with a red triangle pointing upwards from its center.The logo for Unifrog, consisting of the word 'unifrog' in a lowercase, rounded, green sans-serif font.





Each year, a high percentage of Bedford School boys who apply through UCAS go to Russell Group and/or Times Top 30 universities, and a number of boys are successful securing degree apprenticeship positions with leading employers. Increasingly, boys are looking to study at universities abroad, and are successful in their endeavours.

## Work Experience

Universities and employers increasingly ask boys to demonstrate evidence of relevant work experience to support and enhance applications. Work experience can be organised at any point during a boy's School career, but the time after a boy's GCSE exams is an excellent opportunity for him to gain work experience in a career field of interest. We strongly encourage all our boys to take full advantage of this time to arrange some work experience, using either family or business contacts, or via companies' advertised work experience programmes, including virtual programmes, many of which are advertised on Firefly: <https://bedfordschool.fireflycloud.net/uscareers/work-experience>

If, having tried these initial contacts, any boy is still finding it difficult to arrange their own work experience placement, they may find placements with the help of the Careers Department. Boys who undertake work experience placements will be asked to write up a report to help with university application Personal Statements in due course.

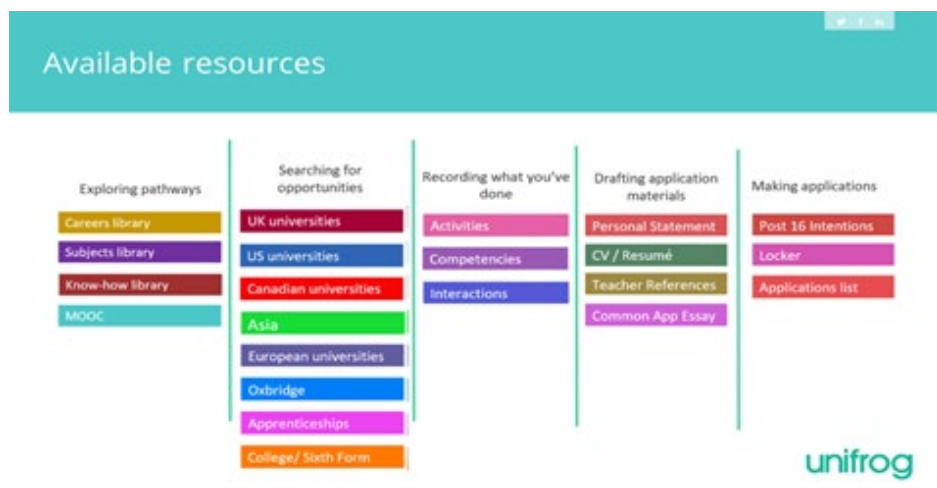
## Subject Choices and Possible Careers

You may not know what career you would like to do in the future, but option choices still need to be thought about carefully in case they restrict your course/career choice. There are many sources of information available to you – the closest is our own Firefly pages, found at: <https://bedfordschool.fireflycloud.net/uscareers/careers>



In addition, Bedford School has been using a platform called Unifrog for a number of years now. Boys can create an account which will enable them and us to work together on finding a pathway Beyond Bedford. Unifrog is a one-stop-shop where boys can easily explore their interests, then find and successfully apply for their next best step after school. The following information summarises how we use Unifrog – please ask your son to show you if he has already created an account. Boys new to the School can easily sign up.

Unifrog will help your son to explore their key interests and what career paths they can take to reach their goals. It allows boys to compare every university course and apprenticeship in the UK, as well as university courses in over 30 other countries across the world. It also provides access to Labour Market Information and advice on careers and subjects for all routes. Other features include a CV builder, personality quiz, and access to online courses. New features include degree apprenticeships search engines, a US Common App link and 'Read Watch Listen' which creates linked resources to books, podcasts, TED talks etc as soon as you put in a keyword.



**In summary**

- Unifrog can help you make decisions now about your college and sixth form choices and what you want to study.
- Later, it will help select the university or apprenticeship that's right for you.
- Be smart. Get ahead of the game!

**Sign in now at [unifrog.org/sign-in](https://unifrog.org/sign-in)**

unifrog

## CONTACTS

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### Careers Advice

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### Academic Support

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## Requirements for native German students taking GCSE and IGCSE

In order that GCSEs (or IGCSEs) taken at a British school are later recognised by German Sixth Forms and universities, German candidates need to pass at least five GCSEs in the following subjects:

- Mathematics
- two languages (usually German and English, but could also be German plus e.g. Latin, French or Spanish)  
*NB since Bedford School offers IGCSEs then both German and English must be taken as First Language qualifications*
- at least one single science (either Biology, Chemistry or Physics)
- at least one humanity (either Geography or History)  
*Other humanities such as Religious Studies are not recognised, i.e. they should only be taken in addition to one of the above subjects*

With passes (grade 4 or above\*) in at least these five subjects, German students will be granted the equivalent of the “Mittlere Reife”, the German secondary school leavers’ certificate.

For those students staying on to complete their A Levels in Britain, these five GCSE passes are mandatory in order to get into German universities later on. For those staying on to do the IB diploma, the rules are not quite as strict but we recommend adhering to these requirements.

## NOTES



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***[bedfordschool.org.uk](http://bedfordschool.org.uk)***

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