

GCSE / IGCSE  
*Courses Guide*  
*2026-2028*



Please note: This symbol alongside a subject indicates that further video information is available to current boys on Pupil Link.

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## INTRODUCTION

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

We aim to 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 Modern 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). This course aims to develop critical thinking and research skills and leads to an independent project submission. All boys also have one lesson of timetabled PE (Physical Education).

As part of an enhanced curriculum, boys also follow an enrichment course which affords them the opportunity to develop in number of important, but non-examined, areas. This starts with IT skills and effective, research backed, learning strategies. These strategies link to the book *Learning Walkthrus* by Tom Sherrington and Oliver Caviglioli. Your son has received a copy of this book which should accompany him through the school. As they progress through the Remove year, they will have the chance to develop skills in and understanding of entrepreneurship, careers and artificial intelligence through a series of mini units. These areas are covered during timetabled lessons which take place once a week for all boys.

### GCSE and IGCSE

As a school, we are keen to 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 are able to select appropriate courses for the boys from a wider choice. IGCSEs are offered in English, Science, French, Spanish, German, Mandarin, 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.

Although the number grades do not map evenly onto to the old letter grades, 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	
	5	
C	4	
	3	
E	2	
F		
G		
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 the Spring Term half term. 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 hope to be able to meet all choices, but that is subject to staffing and timetable restraints.

## 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 and Housemasters as well as department teachers. Heads of Department are also always available for consultation.

Pupils may also speak to one of our experienced careers team if they require advice about the subjects needed for various careers, either by visiting the careers office (B10) or emailing any questions they have ([careers@bedfordschool.org.uk](mailto:careers@bedfordschool.org.uk)). UNIFROG, our careers platform, has a very informative webinar that you can access with your son through his personalised account, on how to choose GCSEs [here](#). UCAS has produced some good resources to support your son [here](#) and using these may inspire more research into post-16 options and where these may lead. These can be useful alongside the Informed Choices website produced by the Russell Group of universities, a copy of which may be found [here](#). Although aimed primarily at post-16 subject choices, the information may be of assistance.

The Deputy Head (Academic) and Academic Year Head (Fourth Form) are 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, and Heads of 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 and all three Sciences. For their option subjects students must select one subject from each of the four option blocks below. This is expected to include at least one Language (French, German, Latin or Spanish) and at least one Humanities subject (Geography, History or Religious studies).

<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>
French	DT	Computer science	Art
German	French	Drama	Computer science
Latin	Geography	DT	Drama
Spanish	History	Geography	Geography
Mandarin	Music	History	History
	Religious studies	Music	Religious studies
	Spanish	Religious studies	

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 timetable restraints. We reserve the right to withdraw a course if there is insufficient demand.
2. At least one year's previous experience is expected for Spanish and German, and at least two years for French.
3. Native speakers of Mandarin may elect to follow a unique pathway developed by Bedford School in which they prepare for GCSE Mandarin (typically taking the GCSE at the end of the Remove Form) alongside specialist tuition from the EAL department.
4. Boys will be advised of English as a Second Language (ESL) requirements by their ESL teacher.

### A note on Science

All boys will be taught the three Sciences as separate subjects in the Fourth, Remove and Fifth form. However, at the start of the Remove form, boys are directed down two different pathways: Triple Award Science or Double Award Science. The recommended pathway will be communicated after the Fourth form assessments. The recommendation considers the students' curriculum as a whole and considers both their progress and future career ambitions. Both pathways provide a rigorous science education in the separate sciences, taught by subject specialists and allow the study of science subjects at sixth form and beyond.

Please see the Science section for the details of the two pathways.

## ENGLISH LANGUAGE A IGCSE

<b>Exam Board:</b>	Edexcel
<b>Syllabus Code:</b>	(Specification A) 4EA0
<b>Head of Department:</b>	Mrs R Quirighetti

### Introduction

The course includes a wide range of reading and writing, including written coursework which comprises 40% of the qualification. 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 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%).

#### 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.
  
- Assignment B: Imaginative writing – one 30-mark imaginative writing task. All students 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.

## ENGLISH LITERATURE IGCSE

<b>Exam Board:</b>	Edexcel
<b>Syllabus Code:</b>	4ET0
<b>Head of Department:</b>	Mrs R Quirighetti

### Introduction

The Edexcel International GCSE in English Literature is an engaging two-year course that introduces boys to the close study of a range of prose, drama and poetry from around the world. Boys are assessed through an examination (60% of the qualification) and two pieces of written coursework (40% of the qualification). Examination and coursework questions allow all students to make a personal, informed response to the texts studied, making the course a stimulating foundation for A Level.

### Syllabus Content

#### 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.

<i>To Kill a Mockingbird</i>	Harper Lee
<i>Of Mice and Men</i>	John Steinbeck
<i>The Whale Rider</i>	Witi Ihimaera
<i>The Joy Luck Club</i>	Amy Tan
<i>Things Fall Apart</i>	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).

## EAL PATHWAYS

### Overview

At Bedford School, we have a vibrant community including several pupils for whom English is not their first or only language. All EAL (English as an Additional Language) learners are assessed at the start of Remove form to determine their language level. This information, in conjunction with 4<sup>th</sup> form assessment results and reports (or reports and references from previous schools if joining in Remove form) is used to place EAL pupils into the most appropriate pathway, as follows:

- Pathway 1 – These pupils take the full curriculum including IGCSE English Language A and IGCSE English Literature. This is for EAL pupils who are fluent or approaching full fluency in English.
- Pathway 2 – These pupils take IGCSE English Language only. This is for EAL pupils who have demonstrated an intermediate (B1-B2) level of English. They will attend six lessons per week in small sets allowing them to focus on developing their language skills and range of vocabulary while also preparing for the assessment. This pathway includes the spoken endorsement, a non-examined component, which offers the opportunity to develop speaking and presentation skills.
- Pathway 3 – This is for EAL pupils who join us in 5<sup>th</sup> form with a B1 level of English and follows the Edexcel IGCSE ESL course (International General Certificate in Education, English as a Second Language). For more details on this course, please contact our Head of EAL David Dodgson ([ddodgson@bedfordschool.org.uk](mailto:ddodgson@bedfordschool.org.uk))

For Mandarin speakers, both Pathway 2 and Pathway 3 can be combined with the IGCSE Mandarin option.

If required, pupils on Pathway 2 and 3 may need to attend additional EAL support lessons.

# MATHEMATICS Specification A IGCSE

**Exam Board:** Pearson Edexcel International GCSE

**Syllabus Code:** 4 MAI

**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. The decision as to whether a boy will then take the exam is made after trial exams in the fifth form and considers a boy's progress, their wider curriculum and goals for sixth form study.

## 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-CG100 or Casio fx-CG50

## MODERN LANGUAGES GCSE



**Exam Board:** Pearson Edexcel GCSE

<b>Syllabus Codes:</b>	French	IFRI
	Spanish	ISPI
	German	IGNI

**Heads of Department:** French & German Mrs J May (Director of Languages)  
Spanish Mrs P Wright (Deputy Head of Languages)

We offer French, Spanish and German at GCSE. 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, two years for French.

### Introduction

The GCSE 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 GCSE. There is no coursework element. In the second year, small group sessions with the Language Assistant will bolster students' conversational confidence. We aim to offer trips to target-language speaking countries, 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 subjects such as Maths, Sciences and Economics.

### Syllabus Content

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

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

The GCSE is a 'linear' course culminating in four exams. The following is based on the higher tier of entry for each language:

- Paper 1 speaking (10-12 minutes plus 15 minutes preparation time, 25%)
- Paper 2 listening (60 minutes, including 5 minutes reading time, 25%)
- Paper 3 reading (60 minutes, 25%)
- Paper 4 writing (1 hour 20 minutes, 25%)

## LATIN GCSE

<b>Exam Board:</b>	Eduqas
<b>Syllabus Code:</b>	C990PB
<b>Head of Department:</b>	Mr A Melvill



### Introduction

The Classics department believes that the education of all pupils at Bedford School can be further 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 two broad areas: the fluent translation and comprehension of unprepared Latin passages and the study and appreciation of Latin literature in its original language. Students will develop vital transferable skills including problem-solving, logic and analysis, communicating ideas effectively, and setting targets to improve their own performance.

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

**Component 1: Language (50% of GCSE course):** A range of short comprehension questions testing understanding of the storyline. Translation of a passage from Latin into English, with a gradation of difficulty.

**Component 2: Themes (30% of GCSE course):** A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme. A choice of one of two themes is offered. This is an open-book assessment.

**Component 3: Roman Civilisation (20% of GCSE course):** pupils study a range of primary sources in English to further their understanding of the growth, significance, and key features of the city of ancient Rome. Boys visited Rome in October 2024 to develop their understanding for this module.

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 our 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.

## MANDARIN IGCSE

<b>Exam Board:</b>	Pearson Edexcel IGCSE
<b>Syllabus Code:</b>	4CNI
<b>Head of Department:</b>	Mrs J May (Director of languages)
<b>Teacher in Charge:</b>	Dr A Chen

### Introduction

We are now offering Chinese at IGCSE for native, or near-native, speakers in Remove form. This may include boys who speak Mandarin confidently but who are less secure in their written Chinese; boys who have grown up in a household where Chinese is spoken along with other languages, or boys from Chinese families who have predominantly lived in the UK.

We encourage all pupils to study at least one modern foreign language but recognise the difficulties faced by those who have moved from overseas or who have not previously studied European languages. Indeed, continued first language study aids wider academic development for EAL pupils across a range of GCSE subjects, and forms part of the UK Government Department for Education's [guidance for EAL pupils](#) and The Bell Foundation's [Five Principles to Guide EAL Pedagogy](#).

Boys may choose to study Chinese instead of, or as well as, French, German or Spanish.

Pupils who opt for this course will be tested within the first few weeks and will not be allowed to continue if they do not have a satisfactory existing knowledge of Mandarin, so must select a reserve option in this block.

This is a one-year course only and will run in a block together with EAL lessons and private study. Pupils will receive 4 lessons per week of curriculum time that will be divided between Chinese and EAL lessons, depending on the individual's need. Boys will sit the exam in the summer term of Remove form, allowing additional time in 5<sup>th</sup> form to concentrate on core subjects with the support of EAL.

The Edexcel IGCSE is designed for students wishing to progress to further study of Chinese at school or college.

### 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. 10 minutes, 25%)

## 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
	Chemistry	Mr S Knight
	Physics	Dr E Palmer (also Head of Science)

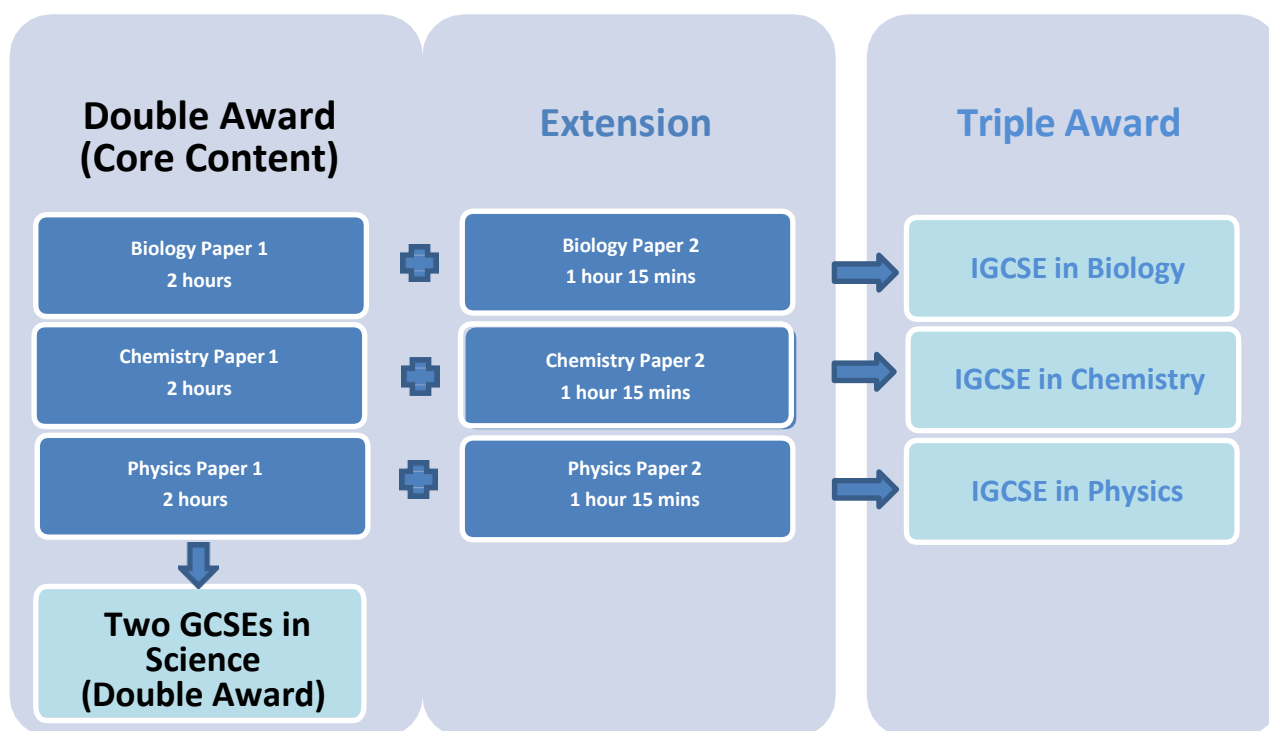
### Introduction

Every boy is taught Biology, Physics and Chemistry as separate subjects by teachers with extensive subject knowledge. As Science is an experimental subject, we believe the best way to learn is by practical experience; at every level lessons often involve an element of practical work and there are many opportunities to attend a wide variety of co-curricular activities. A very large proportion of students choose to continue with one or more sciences in the Sixth Form and we are very experienced in supporting successful post-sixth form applications in the Sciences.

### Double Award or Triple Award Pathway

- All boys will study Biology, Chemistry and Physics at IGCSE. However, at the start of the Remove form, boys are directed down two different pathways: Triple Science or Double Science. The recommended pathway will be communicated after the Fourth form assessments. The aim of the recommendation is to maximise the grade outcome for each student and the recommendation will be considered in collaboration with the Heads of Science, Academic Support and the Academic Year Head.
- Both pathways provide a rigorous science education in the separate sciences, taught by subject specialists and allow the study of science subjects at sixth form and beyond.
- From the start of the Remove form, students will be taught in separate double or triple bands by subject specialists. The sets will be mixed within each band and have the same number of lessons for each pathway, therefore the pace of Triple Award lessons is faster.
- Double Award students continue to have separate Biology, Chemistry and Physics lessons, but are taught slightly less content and sit one paper in each science (compared to two exams in each science at Triple award). The scores of these three papers are aggregated and the student receives a grade which is equivalent to two IGCSEs (from 9-9 to 1-1). Following the double pathway is still a demanding course and allows for study of Science at sixth form and will not put students at a disadvantage when making post sixth form applications (e.g. university applications).
- Students that do best on the triple pathway tend to have very secure maths and numerical problem-solving skills, while the double pathway may be a good option if a student has extensive co-curricular commitments.

This diagram below illustrates the two pathways:



### Assessment for double award Science

There is no coursework component for the IGCSE Sciences; 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 4BII/IB	Biology (2 hours, 110 marks)
Paper 1 code 4CHI/IC	Chemistry (2 hours, 110 marks)
Paper 1 code 4PHI/IP	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.). However, IGCSE sees a return to some of the topics dropped by other courses, including reproduction in plants and humans and human nephron anatomy and physiology, which affords students with a stronger foundation for Sixth Form Biology than we have seen in other GCSE courses.

## 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 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 for triple award Biology

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 course is assessed using two terminal 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 for triple award Chemistry

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 course is assessed using two terminal 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 for triple award Physics

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 course is assessed using two terminal 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>	Mrs F Burbridge



### 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 (Removeform) 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 spread over 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 workplace. 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. United States Bureau of Labor Statistics expects employment for software developers, quality assurance analysts and testers to grow by 25% from 2021 to 2031. This represents a significantly higher projected growth than the average for all occupations.

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 (Python)

#### 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 (Python)**

- 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

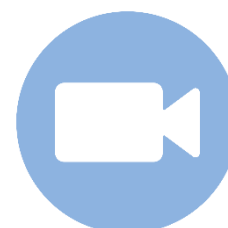
In Paper 1, the boys will be expected to write in a high-level programming language (Python). For this reason, the course focuses heavily on programming concepts and writing code.

## 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.

Boys should also expect to be complete some coursework tasks during the holidays.

## 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 (20 marks) and Extract 2 (20 marks)
- 40 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 M Payne

### 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, a focus on the economic changes undergone by a NEE and the economic changes that the UK has undergone.
- The Challenge of Resource Management – the study of the rising demand and management of food, water and energy resources within the UK and a focus on the management of one of these resources around the world.
- 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 30 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 ability to interpret data, 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:** Mr H Vann



### 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 O Druker (Head of Academic 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 A Finch

### 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.

## STUDY SKILLS

**Exam Board:** Not applicable – this is a non-examined course

**Head of Department:** Ms R Wainwright  
([rwainwright@bedfordschool.org.uk](mailto:rwainwright@bedfordschool.org.uk))

### Introduction

At Bedford School we offer a non-examined course to pupils to help develop their literacy, study skills and revision. Pupils, with the agreement of the Head of Academic Support, are invited to take this course as one of their GCSE options. There is no examination linked to the Study Skills and so the pupils will complete one less GCSE compared to their peers.

Traditionally the Study Skills course is offered to pupils who already have Academic Support lessons. Pupils and parents are welcome to discuss this as an option with the Head of Academic Support.

### Course Content

The purpose of the course is to support pupils with their study and revision skills as well as providing additional guidance on their other curriculum subjects through consolidation of topics pupils have found difficult or additional guidance with coursework tasks, for example in English Language and English Literature or Design and Technology.

Pupils also spend lesson time developing their literacy skills by additional academic study. This supports pupils with three strands – word study, grammar, and comprehension. Pupils also have a weekly library lesson and focus on one book per term. This is then discussed with the School Librarian affording pupils the opportunity to raise questions and discuss themes and messages from the book.

## 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 has been 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 Summer Term of the Remove Form all boys have individual careers meetings, in which the emphasis is on assessing personal strengths and interests in relation to the wide range of careers open to the boys. Further one-to-one meetings with a member of the Careers Team are held at the start of the Fifth Form and include discussion on Sixth Form options and decision making. There is also an annual Careers Convention held in conjunction with the OB Club in the Spring Term. Pupils may also speak to any member of the Careers Team ([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 Director of Careers and Higher Education, Mrs Mel Lincoln, our Careers and UCAS Coordinator (i/c Competitive Universities/Oxbridge), Mrs Emily Fox-Johnson and Mrs Iona Straw, Careers Adviser (i/c International Applications and Degree Apprenticeships). Competitive Applications and Oxbridge applicants are supported by specialist academic Coordinators, including Dr Arjan for Medicine/Dentistry and Veterinary Science. 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 the Careers Development Institute (CDI), Unifrog, and, of course, UCAS, the University and Colleges Admissions Service.

The logo for UCAS (University and Colleges Admissions Service) features the letters 'UCAS' in a bold, black, sans-serif font. The letter 'A' is stylized with a red triangle pointing upwards, forming the top of the letter.The logo for Unifrog features the word 'unifrog' in a lowercase, rounded, green sans-serif font.The logo for the Career Development Institute (CDI) features the letters 'CDI' in a large, blue, serif font. To the right of the letters, the words 'CAREER DEVELOPMENT INSTITUTE' are written in a smaller, blue, sans-serif font, stacked vertically.

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 outside of school hours, 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 Pupil Link: [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 future university and apprenticeship applications.

## 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, including the careers and destinations platform, Unifrog.

Bedford School has been using Unifrog for a number of years now. Boys have an account which enables 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 how to navigate the platform.

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.

# The Unifrog tools

Access all tools on Unifrog to learn what options are available, access good quality information, and search for opportunities to support your child.

Exploring pathways	Recording what you've done	Searching for opportunities	Drafting application materials	Making applications
Careers library	Activities	UK universities	UK Personal Statement	Post 18 Intentions
Subjects library	Competencies	US universities	Classes	Locker
Know-how library	Interactions	European universities	Subject References	Applications list
MOOC		Oxbridge	CV / Resumé	
Personality profile		Canadian universities	Writing tool	
Interests profile		Asian universities	Common App Essay	
Read, Watch, Listen		Australasian universities	US recommenders	
Webinars		ME and African universities	Notes for Reference writers	
		Irish universities		
		Special Opportunities		
		Events		

unifrog

## 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)**



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## CONTACTS

### For general advice on subject combinations:

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## NOTES

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