



GCSE Options

*Making the right choices
and growing your future*



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Introduction and Guidelines

In Years 10 and 11 pupils study nine* GCSE subjects.

* Students in Mathematics Group X will also have the opportunity to enter for a Level 2 Certificate in Further Mathematics.

Pupils will also follow non-examination courses in both Physical Wellbeing and Personal, Social and Health Education (PSHE).

The Year 10 and 11 curriculum consists of two components:

1. The Core Curriculum includes three GCSE subjects: English Language, English Literature, Mathematics. Please see pages 6 to 10.
2. The Optional Curriculum includes 18 GCSE subjects, from which pupils select 6 choices. Please see pages 12 to 32.

Please note:

- Pupils must select at least one Science
- Pupils can select Biology, Chemistry and Physics
- We recommend that pupils select at least one language.

All the optional subjects lead to a GCSE or iGCSE qualification.

Making Choices

At The Grange School, we construct our timetable around the GCSE subject choices made by students. To facilitate this flexible approach, we must start planning at the start of the Spring Term of Year 9.

Please note:

- Although it is rarely an issue, certain GCSE subject combinations might prove impossible to timetable. Therefore, we ask all pupils to select a reserve GCSE option.
- We allow pupils to request a change of GCSE options (up to the first few weeks of the Autumn Term in Year 10). We will facilitate such requests provided the new combination fits the timetable. The majority of requests to change GCSE options are possible.

When deciding upon which subjects to select, please consider the following:

1. There are no easy options. In all GCSE subjects hard work is essential for success.
2. Try to create a balanced portfolio of GCSE subject choices. Look to include options from the Arts, Social Sciences, Languages and Sciences.
3. If you enjoy a subject, that is very good reason for selecting it as a GCSE. You will work harder when you enjoy what you are doing. Therefore, you will achieve better outcomes.
4. In choosing your subjects, you should play to your strengths. Select GCSE subjects that you are good at. Ask your subject teachers what your prospects are in their subject.
5. Some GCSE subjects will lend themselves to your strengths more than others. Consider your skills in: practical work, essay writing, learning facts, reading and analysing information, creativity, current affairs, IT, number work etc. If you are unsure, ask your teachers which skills matter in their GCSE subject.
6. Consider the methods of assessment used in each GCSE subject. Aim for a balance of examinations, coursework and practical work that matches your strengths.

7. If you already have a particular degree course or career in mind, check to see if there are any GCSE subjects that you must do. For example, any student interested in a career in Medicine should consider selecting Biology, Chemistry and Physics at GCSE. Please talk to Mr Kenyon (Careers Lead) if you have specific questions about your own aspirations.

8. Make your OWN decision. Do not be influenced by your friends.

9. Do not be distracted as to whether a subject is GCSE or iGCSE – the final qualification is the same.

10. Ask for guidance, and talk to the right people:

- Your parents
- Your Form Tutor
- Your subject teachers
- Form Prefects
- Miss Swift (Head of Middle School)
- Dr Pritchard (Year 9 Pastoral Lead)
- Students in Years 10 and 11
- Mr Kenyon (Careers Lead)
- Miss Burrows (Medicine, Dentistry, Veterinary Science)
- Mr Walker (Deputy Head - Academic)

Finally

GCSE options must be submitted by 4pm on Thursday 5th February 2026.
Please use the link below.

[GCSE Options Form - Spring 2026](#)

Thank you,

Mr J Walker, Deputy Head (Academic)

Core Curriculum

English is a core subject at GCSE. All students will study two iGCSEs in English: English Language and English Literature, and will be awarded two separate iGCSE qualifications. Students will study both courses concurrently.

Students will follow Pearson Edexcel iGCSE English Language A and Pearson Edexcel iGCSE English Literature specifications.

iGCSE English Language (Pearson Edexcel)

The Pearson Edexcel iGCSE (9–1) English Language qualification aims to develop students' ability to:

- read and respond to materials from a variety of sources.
- make comparisons between texts and analyse the ways in which writers achieve their effects.
- construct and convey meaning in written language, matching style to audience and purpose.

The course is 100% examination and culminates in two written examinations:

Paper 1: Non-fiction texts and transactional writing

External assessment (2hrs 15 mins).

60% of total marks.

- 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.
- Section B Transactional writing – one writing task, from a choice of two, involving a given audience, form or purpose.

Paper 2: Poetry and prose texts and imaginative writing

External assessment (1 hour 30 mins).

40% of total marks.

- Section A Reading – one essay on a poetry or prose text from Part 2 of the Anthology.
- Section B Imaginative writing – one imaginative response from a choice of three.

Non – Examined Assessment: Spoken Language

During the two- year course, students will also complete a Spoken Language assessment. This will be assessed in school and will appear on students' certificates as a separately reported grade. For this assessment, students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.

iGCSE English Literature (Pearson Edexcel)

The Pearson Edexcel iGCSE (9–1) English Literature qualification aims to develop students' ability to:

- engage with and develop the ability to read and respond to a wide range of literary texts from around the world.
- develop an appreciation of the ways in which writers use literary effects.

The course is 60% written examination and 40% coursework:

Written Examination - Paper 1: Poetry and Modern Prose

Externally assessed: 2 hour, 60% of total marks

- Section A: Unseen Poetry - one essay question exploring the meaning and effects created in an unseen poem.
- Section B: Anthology - one 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 essay question from a choice of two on the set text which is *To Kill A Mockingbird* by Harper Lee.

Coursework - Modern Drama and Literary Heritage

Internally assessed and externally moderated by Pearson, 40% of total marks

- Assignment A – Modern Drama: one essay response to a teacher-devised assignment on *A View from the Bridge* by Arthur Miller or *An Inspector Calls* by JB Priestley.
- Assignment B – Literary Heritage Texts: one essay response to a teacher-devised assignment on *Romeo and Juliet* by William Shakespeare.

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

Miss J Stockton, Head of English

iGCSE Mathematics (Pearson Edexcel)

Mathematics is a core subject at GCSE and is therefore compulsory for all pupils. The course taught in Years 10 and 11 builds on what you have learned in Years 7, 8 and 9, with a continuing emphasis on giving you the depth of mathematical understanding and algebraic fluency which will equip you to study mathematics successfully beyond GCSE should you wish.

The syllabus covers the following areas:

- Number, including calculations involving upper and lower bounds; irrationals and surds; proportionality
- Algebra, including set theory; quadratic equations; graphs; inequalities; the equation of a straight line; differentiation; simultaneous equations; functions; algebraic fractions
- Shape and space, including compound measures; spheres, cones and pyramids; circle theorems; sine and cosine rules; vectors; transformations; similar shapes
- Data handling, including averages; cumulative frequency; histograms; probability.

The qualification taken at the end of the course is the 9-1 Edexcel International GCSE Mathematics (Specification A), which provides a very strong foundation for studying Mathematics at A level. Our expectation is that all pupils at The Grange will be entered for the Higher Tier (grades 9-4). The examination will consist of two 2 hour written papers, taken at the end of Year 11. Calculators are permitted in both papers. There is no controlled assessment.

If you are in next year's top set (we review setting decisions from scratch after the Year 9 summer examinations), you will have the opportunity to work towards an additional qualification, the AQA Level 2 Certificate in Further Mathematics, which will be taken at the same time as the iGCSE examinations. Details of this course will be provided early in the Summer Term.

In addition to your iGCSE studies, we offer opportunities to take part in a range of non-curricular mathematical activities, for example the annual UKMT Intermediate Mathematical Challenge and the Senior Maths Problem-Solvers Club.

Mr A Rymer, Head of Mathematics

Physical Wellbeing

In Years 10 and 11 pupils are offered a wide variety of activities:

Football, Netball, Rugby, Athletics, Hockey, Cricket, Tennis, Badminton, Fitness, Rockitball, Rounders, Softball, Table Tennis, Outdoor & Adventurous Activities and Zumba

High Performance rowers have the opportunity to receive coaching from the Head of Rowing after Christmas in Years 10 and 11. Our overall vision is to create a learning environment where every pupil has the knowledge and understanding of how physical activity has a positive influence on life choices they make in relation to life-long physical activity, health, confidence and well-being.

The Physical Wellbeing programme is designed to enable pupils to experience and develop a range of abilities within and beyond the school day, to include physical, social, personal, cognitive and creative elements. The aim is to promote not only the physical fitness and development of the pupil but also the building of character and cooperative team work. We teach the importance of having both a healthy body and healthy attitude to life, in order for them to be capable of meeting many of the physical and mental demands of the modern world.

Mrs K Maw, Head of Physical Wellbeing

Personal, Social and Health Education

Personal, Social and Health Education (PSHE) is included as a core part of the curriculum in Year 10 and Year 11. Its aims are to:



Resilience in both personal and academic life.

Key areas addressed by the course are:

- Sex and Relationships Education (statutory)
- Health Education (statutory)
- Financial wellbeing
- Good mental health and strategies for maintaining it
- Personal safety, risk management and emergency first aid
- Planning for a future beyond GCSE

Mrs A Dostalova, Head of PSHE

Optional Curriculum

Optional Curriculum: Social Sciences

GCSE Business (Pearson Edexcel)

What do I need to know or be able to do before taking this course?

Business will be new to all students and so no prior knowledge of the subject is assumed or required. What is important is that you have a lively and enquiring mind, an interest in finding out about business and finance and an ability to communicate your ideas effectively.

What will I learn on this GCSE course?

Business is a subject that can help students to acquire the understanding, knowledge and skills relevant to the changing world of work. The course aims to develop a critical understanding of all aspects of business and how it operates, addressing questions such as:

- How are businesses owned, organised and controlled?
- What are, or should be, the aims and objectives of business?
- How can people in business best be managed, developed and motivated?
- How can products be made most efficiently and sold most effectively?
- What are the essential components of successful financial management?
- How can products be successfully marketed and sold to consumers?

What key themes will I study?

1. Managing a Business. The impact of management styles and methods of motivating employees is investigated here. It will include different ways a business can pay its workers as well as recruitment, training and retention of employees.
2. Marketing How do firms persuade consumers to buy their products and services? We look at market research, the marketing mix and the legal constraints placed on marketing activities e.g. rule relating to advertising to children.
3. Operations Management. How do Businesses organise production? We look at the impact of scale on production costs, methods of stock control and issues surrounding quality. Where should a business locate its operations?
4. Accounting & Finance. The numbers bit! Where does the money that Businesses receive come from? How do businesses control and manage their finances? What happens if Businesses get their financial management wrong? We will also look at how to analyse financial data, such as calculating profit margins and the break-even point.
5. Ownership and control of Business. Who owns and business and what are the legal impacts? We look at the advantages and disadvantages of different forms of ownership e.g. sole trader, private limited company and public limited corporations.
6. External environment. How do external factors impact a business? We look at the impact exchange rates; interest rates and the environment have on business decision making.

How will I be assessed?

The course is assessed through two 1 hour 45 minute written examinations with a mixture of multiple choice, short answer and extended writing questions.

Module 1: Investigating small business

Module 2: Building a business

For what kind of student is this course suitable?

This course will appeal to you if you:

- Like doing a subject that is real, relevant and often practical.
- Enjoy keeping up with what is going on in the world of business and finance.
- Appreciate the importance of being a responsible consumer, citizen and employee.
- Wish to develop your skills of communication, numeracy, ICT and self-organisation.
- Want to broaden your options, as well as having a useful qualification for the future.
- Want to develop as a commercially minded and enterprising individual, helping you to succeed in your chosen pathway.

Mr H Williams

Head of Economics and Business

GCSE Geography Eduqas (WJEC) Specification A

"Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant" - Michael Palin

Geography concerns itself with how humans influence the environment and how in turn the environment influences us. The subject acts as a vehicle by which one is better able to understand the similarities and differences within our world, and hopefully provoke thought as to how best to ensure a better future.

Component One: Changing Physical and Human Landscapes

Written examination: 1 hour 30 minutes

35% of qualification

Theme 1: Landscapes and Physical Processes (Core)

Theme 2: Rural and Urban Links (Core)

Theme 3: Tectonic Landscapes and Hazards (Optional choice by the department)

Component Two: Environmental and Development Issues

Written examination: 1 hour 30 minutes

35% of qualification

Theme 5: Weather, Climate and Ecosystems (Core)

Theme 6: Development and Resource Issues (Core)

Theme 8: Environmental Challenges (Optional choice by the department)

Component Three: Applied Fieldwork Enquiry

Written examination: 1 hour 30 minutes

30% of qualification

A written examination in three parts using a variety of structured data response questions, some of which will require extended responses.

Part A will assess approaches to fieldwork methodology, representation and analysis.

Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.

Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

In order to prepare for this Component, learners are expected to undertake two fieldwork enquiries outside the classroom and school grounds, each in a contrasting environment. The fieldwork will involve day visit(s) as well as a possible residential trip in the summer term of Year 10 which is likely to cost in the region of £300. Geography is a modern, practically-oriented subject. It lies in the middle of the spectrum, between the "Arts" and the "Sciences", and thus is of great value as a "bridging" subject. The numeric, literary and analytical skills developed throughout the course are highly valued by employers.

Mrs H Parry, Head of Geography

GCSE History (Pearson Edexcel)

GCSE History at The Grange develops from the Lower School course by analysing key areas of British and World History. Pupils are already studying Superpower Relations in Year 9 so have an idea of what part of the course involves.

At GCSE level, knowledge of events is only the starting point. Pupils are encouraged to question the motives of historical personalities, to assess the causes and consequences of events and to assess critically a wide variety of source material. As well as providing a very useful qualification, the GCSE History course aims to develop in all pupils the ability to understand the origins of many contemporary political, economic and social issues and to encourage an enquiring mind.

The Edexcel GCSE syllabus is as follows:

Paper 1: Thematic study and historic environment

This comprises a thematic study (Crime and punishment in Britain, c1000–present) and a study of a historical environment (Whitechapel, c1870–c1900: crime and policing).

Written examination: 1 hour 20 minutes

30% of the qualification

Paper 2: Period study and British depth study

Pupils study the Cold War, 1941 – 1991 for the Period study (this is what they have been taught in year 9). The British depth study sees pupils study Anglo-Saxon and Norman England c.1060 – 88.

Written examination: 1 hour 50 minutes

40% of the qualification

Paper 3: Modern depth study

Pupils study The USA, 1954–75: conflict at home and abroad. This comprises the civil rights movement and America's war in Vietnam.

Written examination: 1 hour 30 minutes

30% of the qualification

If you require further information on the course then please see your subject teacher who will happily give you details.

Mr A P Boardman, Head of History

iGCSE Religious Studies (Philosophy, Ethics and Religion) (Pearson Edexcel)

The Edexcel IGCSE Religious Studies recognises that students today live in a diverse world of change and ever more challenging ethical issues. The differing perspectives of world religions, together with non-religious views, enable people to address aspects of living in our world. This specification not only gives students the opportunity to develop their understanding of religious and philosophical beliefs, it facilitates students in reflecting upon their own thoughts and beliefs about the world around them.

Students are provided with the opportunity to develop their knowledge, skills and understanding of religion by exploring the impact of belief on behaviour, both in the specific context of the faith community and in the broader implications that faith (and atheism) have for ethical decision making. They are encouraged to express their personal views and to offer informed insights on fundamental questions and issues. Skills of analysis, reasoning and evaluation are promoted within study areas such as war, animal rights, abortion, euthanasia, prejudice and discrimination.

The specification is directed towards developing a critical understanding of the moral and spiritual dimension of human experience and towards an evaluative perspective based upon an analysis of evidence provided and coherent reasoning. Both components of the course provide a foundation for further study at A Level. It provides a worthwhile course for anyone interested in the human condition and does not require any faith standpoint, only a desire to question, explore and succeed.

Paper 1: Beliefs and Values
1 Hour 45
60% of your final grade

4 topic areas:

- The Universe, Creation and the Place of Human Beings
- Life and Death
- Peace and Conflict
- Rights, Equality and Social Justice

Religions/belief systems considered:

- Christianity
- Buddhism
- Humanism

While you do not have to cover more than one religion the make-up of the topics means its advantageous to cover Christianity and Humanism in addition to Buddhist teachings.

Paper 2: The Religious Community
1 Hour 30
40% of your final grade

3 topic areas:

- Origins and their impact on the Community
- Celebrating and Pilgrimage
- Worship and Practice
- Religion: Buddhism

You will only be required to answer from the perspective of one religion on this paper.

Miss A Gardiner
Head of Philosophy, Ethics and Religion

Option Curriculum: Languages

GCSE French, GCSE German, GCSE Spanish (AQA)

A GCSE in a Modern Foreign Language with the ability to converse in a language other than your own is a useful life skill and most students are expected to take one or more foreign languages for GCSE.

The new Modern Foreign Languages GCSE has been redesigned to enable you to develop your communication skills on a variety of topics in French, German or Spanish, whilst exploring the culture of the countries that speak your chosen language.

Our emphasis in lessons is on oral fluency and aural comprehension, without neglecting the important skills of reading comprehension and written production in the foreign language. You will build on your knowledge and skills, and all the vocabulary and grammar that you have learned will help towards studying the language at GCSE level. Our interactive textbooks and large range of online resources also help with independent study.

You will study a variety of topics, such as food and drink, festivals, travel and tourism, the media, healthy living, the world of work and the environment. All four language skill areas of listening, reading, speaking and writing are tested in the final examination and the emphasis throughout is on practical communication.

During the GCSE, you will attend lunchtime sessions in year 11 to improve your fluency in speaking. There are many extra-curricular clubs and opportunities in all three languages, including watching films in the foreign language, entering national competitions and exchanging emails with students in the target language.

Why not participate in a trip abroad to hone your listening and speaking skills – and read lots of signs to improve your reading?! The French department will be running a trip to Paris in April 2026 and again in 2028. For those doing German, a German and History trip to Berlin in October 2027. If you do Spanish, a trip is planned for 2027.

Fluency in a modern foreign language is definitely advantageous in the world of work. There is a great need for employees with a sound knowledge of at least one foreign language in the international job market. At university, you can often combine study of a language with subjects like law, accountancy, engineering, medicine, history and many others and even spend time abroad as part of your course.

Mrs Moore, Head of MFL

Option Curriculum: Arts

GCSE Art and Design (EDUQAS)

Art and Design at The Grange equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. The subject is the overarching course for all art and design courses, meaning that we can explore any discipline from the 6 specialist subject titles including 3D, photography and fine art.

Studying Art as an option will give students the chance to discover all areas of creativity, ranging from the more traditional skills sets such as painting, drawing and printmaking through to sculpture and 3D construction, digital media, film and photography. No areas of creativity are precluded in students' learning and, should an individual have a strong bias in any particular methodology or process, we can support them on their creative journey. There is always a strong emphasis on personal expression, and we expect all students to develop an independent approach as the course progresses.

The breakdown at GCSE is as follows:

1. Coursework Portfolio 60% of GCSE
2. Externally Set Assignment 40% of GCSE

COURSEWORK PORTFOLIO

The coursework portfolio is devised through a series of long and short units where pupils explore a variety starting points, methodologies, concept and contexts. The themes of the portfolio will differ from year to year. Some recent examples include work based on the historic site Victoria Baths, Alternative Still Life and Narrative and Assemblage. Students will work on their portfolio from the start of Year 10 until the Christmas of Year 11 when the work is assessed by the Art and Textiles team.

EXTERNALLY SET ASSIGNMENT

From the start of the spring term pupils will be involved with the research for, and completion of, a body of work based on a starting point set by the exam board. This is called the externally set assignment. A starting point set by the exam board in the form of a word or a sentence or a piece of literature from which the pupil must collect and make a body of research that explores a variety of aspects. This research culminates in a 10 hour exam (over 2 days) where pupils demonstrate their learning in a final outcome: a painting, a drawing, a print or a combination of media.

Both the coursework portfolio and the externally set assignment have to meet the four assessment criteria for pupils to achieve success.

Homework will be set to support coursework when it is needed. Most homework tasks will be either observational drawing or research into the work of other Artists and Designers. All homeworks are expected to be completed.

Each pupil is assigned a teacher for the whole of the two-year course and it is the teacher's responsibility to guide and support the pupil throughout. It is also important for the pupil to understand that their tutor is also their examiner; acceptance of advice is essential.

GCSE Textile Design (EDUQAS)

Belonging to the Art Department, our GCSE in Textile Design offers you an outstanding, commercially relevant and innovative insight into the field of contemporary Textiles. We are an outstanding department consistently achieving impressive results, which are supported by excellent facilities and technical expertise.

Textile Design is a subject title within Art and Design; its versatile practice involves the creation, selection, manipulation and application of a range of processes including embroidery, embellishment, weaving and surface printing to create designs and products. Textile designers also play an important role in the world of fashion, interiors, design, performance and retail. We aim to give all students an exciting insight into this ever-progressive industry.

You will also get the opportunity to follow live brief-based projects, where you will get the exciting opportunity to gain a great insight into the textiles industry and provide work for a real client. Past collaborations have included the Victoria Baths (Manchester), Junkyard Golf (Manchester), Story House (Chester) and, in 2023, 'Visit Blackpool' (Blackpool Council).

The breakdown at GCSE mirrors that of Art and Design:

- Component 1: Personal Portfolio (internally set) 60%
- Component 2: Externally Set Assignment 40%*

**Component 2 also includes a 10-hour examination (set over 2 days).*

Both the coursework portfolio and the externally set assignment have to meet the four assessment criteria for pupils to achieve success.

Homework will be set to support coursework when it is needed. Most homework tasks will be either drawing or research into the work of other Artists and Designers. All homeworks are expected to be completed.

Each pupil is assigned a teacher for the whole of the two-year course and it is the teacher's responsibility to guide and support the pupil throughout. It is also important for the pupil to understand that their tutor is also their examiner; acceptance of advice is essential.

Mrs Naish, Head of Art

GCSE Drama (Edexcel)

GCSE Drama engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. It offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.

Students will:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices.

Students will also develop the following core skills:

- the ability to recognise and understand the roles and responsibilities of performer, designer and director
- the study and exploration of texts and extracts must include the relevant social, historical and cultural contexts
- the ability to analyse and evaluate their own work and the work of others
- the ability to understand how performance texts can be interpreted and performed.

The subject content for Drama is divided into 3 components:

<p>Component 1: Devising - 40% of the qualification – 60 marks</p> <ul style="list-style-type: none">• Content overview• Create and develop a devised piece from a stimulus• Perform the devised piece in front of a live audience• Analyse and evaluate the devising process and performance - coursework. <p>Assessment Overview There are two parts to the assessment: 1) a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks) 2) a devised performance/design realisation (15 marks)</p>
<p>Component 2: Performance from Text - 20% of the qualification – 48 marks</p> <p>Content overview</p> <ul style="list-style-type: none">• Students will perform in two key extracts from a performance text in front of a visiting examiner. <p>Assessment overview</p> <ul style="list-style-type: none">• Externally assessed either by visiting examiner• Performance covering both key extracts is worth 48 marks.
<p>Component 3: Theatre Makers in Practice - Written examination: 1 hour 45 minutes 40% of the qualification – 60 marks</p> <p>Content overview</p> <ul style="list-style-type: none">• Practical exploration and study of one complete performance text.• Live theatre evaluation.

GCSE Drama students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Mrs B Moulding – Head of Academic Drama

GCSE Graphic Communication (AQA)

The Graphic Communication course employs a range of technologies and techniques and draws upon a wide variety of subject matter for its inspiration, source material and inquiry. The subject marries creativity with the design discipline of addressing a set of specifications. At its core are problem solving, lateral thought, analysis and the communication of information using appropriate media.

All areas of society, from leisure to commerce, rely upon visual communication and its practitioners are increasingly in demand as new and emerging methods of visual language are developed. Covering areas such as; communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics – the subject is diverse. For pupils looking to choose a balanced suite of subjects at GCSE, Graphic Communication offers a range of transferable skills and provides them with a wide range of creative, stimulating and exciting opportunities to explore their interest in design in ways that are personally relevant and developmental in nature.

It is a demanding course and pupils will be expected to work hard and engage with all aspects of the Assessment Objectives – listed below. It is a course full of opportunity but one that is assessed, through coursework, from the very beginning of Year 10. There is no more volume of work than any other GCSE but a failure to meet deadlines will undermine the Portfolio mark and create a backlog, whereas a consistent work rate will make for a very manageable, enjoyable and rewarding course.

GCSE 3D Design (AQA)

This course focusses on designing and making. It is aimed at students who would like to design and create physical objects, structures or artefacts through the study of materials and processes ranging from mould-making and casting to 3D printing. Students will develop their intellectual, creative and practical skills in design, prototyping and modelling and the making of functional and aesthetic products, objects, and environments. Projects cover such areas as sculpture, product design jewellery, interior & architectural design, environmental/ landscape/garden design, exhibition design, 3D digital design and set designs for theatre, film and television. The course shares the core features of the Art & Design syllabus, including the marking criteria outlined below.

Both courses are divided into two sections; a Portfolio and an Externally Set Assignment.

Portfolio

This section accounts for 60% of the GCSE mark and is covered during Year 10 and the first term of Year 11. The portfolio consists of three distinct units of work, each responding to a specific theme or design brief; they are designed by staff to prompt and encourage pupils to structure their work in a way that inspires and interests them personally. There are also a series of short focused tasks aimed at building analytical, creative and technical skills. Pupils will work in with digital media, traditional paper based techniques, Film, Animation, Photography, Three Dimensional Design and Illustration. The work selected for the final

portfolio can be presented in wide range of appropriate formats, including:

Mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations.

Externally Set Assignment:

This unit accounts for 40% of the GCSE mark, it is worked on during the Spring Term of Year 11 and completed shortly after the Easter break. The assignment is set by the AQA Examination Board; pupils will choose one of seven design briefs and must then develop their personal response to that starting point using appropriate skills and techniques developed as part of the Portfolio work. As with the Portfolio, this assignment is marked against all four assessment objectives and can be presented in any appropriate format.

Each of the four Assessment Objectives is weighted equally at 24 marks giving a total raw mark of 96. The Assessment Objectives for all work are as follows:

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. This assesses pupils' ability to study the work of other designers, including the wider cultural context within which they work or worked, and use this analysis to make informed connections with their own work whether it is through style, technique or concept.

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. In order to create successful pieces it is important that pupils understand and engage fully with the design process; searching out and experimenting with any techniques or media that may best articulate their concepts.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses. Whether it is simply doodling initial ideas or, as is increasingly the case, filming or photographing imagery that is useful to the design being developed, pupils must comprehensively record and present material they generate.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Producing pieces of work that successfully communicate their ideas and reflect the process with which they have engaged.

Miss N Beardsall, Head of Design

GCSE Music (EDUQAS)

Eduqas' GCSE music course is, most certainly, very broad and full of appeal to a wide range of young musicians, irrespective of their background. Gone are the days of spending two years focusing solely on a particular symphony by a famous composer or sitting through a double lesson per week of theory. The 9-1 Music courses aim to involve as many different 'types' of musicians as possible, from Grade-8 classically trained musician to the self-taught guitarist or the music technology enthusiast. Whatever branch of music interests you, there will be a part of the Eduqas GCSE 9-1 course that will really suit you.

The three core elements of Performing, Composing and Listening & Appraising remain, and are weighted as follows:

Section 1: Performing – 30%

Section 2: Composing – 30%

Section 3: Listening and Appraising – 40%

One of the two questions most often asked with respect to GCSE music is “what grade do I need to be?”. Whilst there is no clear answer here, most students should be expecting to be performing at least to a very good Grade 3 standard by the spring term of year 11 if they wish to succeed highly in the performing element of the course. Many students often exceed this. Students will record two performances, which are then internally assessed before being externally moderated.

For both performances, assessment is scaled according to difficulty, and so students are rewarded with an ‘upscaler’ if they choose to perform a piece that is more technically and expressively challenging. Performing tends to be a GCSE music student’s trump card, and you should consider whether you will have the motivation and regular playing opportunities to maintain a good level in this part of the course.

Composing is often the most exciting part of the GCSE for students, in that it allows them to pursue their own creative avenues whilst exploring and applying newly taught and more advanced compositional techniques. After an introductory skills course, students will then be required to compose two pieces during their GCSE: one free composition, entirely led by the candidate, and one in response to a brief set by the exam board.

Traditionally, students will compose for instruments with which they are most familiar, but there are opportunities for more adventurous writing, or for those wishing to explore aspects of production in music technology. If music production is a strong reason for electing to take GCSE music, a discussion with Mr Chew or Miss Farrell would be beneficial before committing to the choice to ensure you have an option for the performance element of the course.

The second of the two most asked questions for GCSE music is “is it all theory?”. To set the record completely straight, “No, it is not all theory”. The WJEC-Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing

and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.

1. Area of Study 1 - The Western Classical Tradition
2. Area of Study 2 - Music for Ensemble
3. Area of Study 3 - Film Music
4. Area of Study 4 - Popular Music

The final exam in June of Year 11 will then assess candidates both on their understanding of these, and on the application of their analytical skills to unseen pieces of music in genres resembling those prescribed on the course. It is a relatively short exam – just over an hour – with short-form answers throughout.

So, why do it?

GCSE Music is fun – it allows you to explore playing and making music to achieve your GCSE, in whatever style(s) interest you. The course offers a good return on top grades and a wealth of transferable, high-order skills, ranging from presentation to creativity, analysis and appraisal. GCSE music is not simply a precursor to A Level, and there is no expectation that students that opt for music in year 10 are career-aspirational musicians.

I strongly recommend this course, which has been designed to engage the most widely ranging group of musicians. There is tremendous scope for the candidates to pursue their individual interests in music, whilst exploring avenues that might have, otherwise, seemed unlikely. If you have any questions as a prospective candidate, I would be happy to discuss them with you as you consider your options.

Mr A Chew, Director of Music

Option Curriculum: Sciences

GCSE Computer Science (EDEXCEL)

If you want to create the next YouTube, make amazing mobile apps, design video games, work on a scientific model or use your new-found coding skills to solve mathematical problems then this course will suit you well. Computer programming is a vital skill in almost every walk of life, with many disciplines have computer coding embedded into their core skills and a solid understanding of computer programming can help you excel in a wide range of subjects.

The EDEXCEL Computer Science GCSE course (ICP2) has been designed to introduce you to computer programming and the technical aspects of computer hardware. We start with a course with looking at one of the fundamentals of computer science – problem solving! From here the course delves into the world of data representation and binary numbers, how computers are organised in terms of their hardware and software, how does data travel around the world using a series of networks and what are the legal, moral and ethical considerations of computing? The second half of the course fully focusses on programming. The course is taught using the Python programming language where you will handle user inputs, manipulate data structures and make robust user driven programs. The course also explores the world of cyber security and artificial intelligence. On top of your regular homework, you will also need to spend a significant amount of time developing your coding skills outside of your lessons.

Written Exam (Paper 1):

A mix of multiple choice, short-answer and longer-answer questions assessing a student's knowledge of the principles of Computer Science.

Time: 90 Mins

Percentage: 50%

Practical Programming Exam (Paper2):

Students are set 6 questions to answer using Python on screen. The questions are all scenario based and are presented in increasing difficulty. Questions range from identifying lines of code, completing part written programs and creating whole new programs to solve a given scenario.

Time: 2 hours

Percentage: 50%

Like many courses, Computer Science has many transferable skills but those students wishing to study Mathematics or Science (especially Physics), Business or Engineering, Media or Graphics and even Archaeology will find this course invaluable. We offer a Computing A Level for extending your skills even further.

Who should apply?

Computer Science is a technical course which complements Mathematics as well as various scientific disciplines. We would expect students applying for the course to be strong mathematicians in order to cope with some of the theoretical components of the GCSE.

Mr S Phillips, Head of Computing

GCSE Physical Education (Academic PE) (AQA)

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and wellbeing

Assessments

Paper 1: The human body and movement in physical activity and sport:

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

How it's assessed:

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport:

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

How it's assessed:

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Non-exam assessment: Practical performance in physical activity and sport:

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed:

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

Questions

- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Mrs K Maw, Head of Academic PE

Pupils are required to study one of the three science GCSEs available but clearly, you may opt to study two or all three.

GCSE Biology (AQA)

What is Biology?

Biology is the study of living things and how they work. Particular importance is placed on the study of humans and how our knowledge of living things can be used for the benefit of humankind. One of the most important problems facing biologists at the moment is how we can get the most out of our environment without damaging it.

Biology is essentially a practical subject, both in the laboratory and in the field, and great emphasis is placed on this during GCSE lessons at The Grange. The practical work will involve carrying out experimental investigations in the laboratory, and field studies in the local environment.

Why Study Biology?

Would you like to make a necklace containing your own DNA? Would you enjoy fishing in the school pond for ferocious dragonfly larvae? Are you the sort of person that would enjoy cloning a cauliflower? How would you like to genetically fingerprint a fish finger to find out what type of fish it contained? If you have an inquisitive mind and enjoy finding out how living organisms work, then Biology might well be the subject for you!

Successful study will open up a whole world of careers; Animal Scientist, Conservationist, Dentist, Dietician, Diver, Ecologist, Forensic Scientist, Marine Biologist, Medic, Patent Lawyer, Pharmacologist, Psychologist, Psychiatrist, Science Journalist, Research Scientist, Veterinary Scientist, Zookeeper or even Teacher!

Please also note that a good grade in Biology is recommended for A Level Physical Education.

The GCSE Course

The AQA GCSE Biology (8461) course is to be studied. This will lead to final assessment by 2 written papers, each 1 hour and 45 minutes long, and each worth 50% of the total marks. There is no coursework or centre assessed unit, but practical skills and competencies will be tested in the two written papers. There are 10 'Required Practicals' that are not assessed, but which must be completed by all students.

Topics Studied During the GCSE Course

Pupils in Year 9 have already been following a syllabus that covers material outlined in the GCSE specification. The Year 10 and Year 11 curriculum will build on this material and pupils can gain a good overview of the topics that have not yet been studied by scanning through their Biology text book.

The following will be taught in Year 10 and Year 11;

- Diet and Exercise
- Genetic Variation
- Immune System
- Reproduction
- Animal Hormones
- Evolution
- Plant Hormones
- Movement across Membranes
- Drugs
- Enzymes
- Environmental Change
- Inheritance
- The Nervous System
- Speciation
- Gaseous Exchange
- Homeostasis

Mr J Taylor, Head of Biology

iGCSE Chemistry (Pearson Edexcel)

Chemistry forms an integral part of our lives. While we may not always be aware of the impact chemistry has on our lives, we would undoubtedly notice the changes if chemistry disappeared. It is through chemistry that advances such as synthetic fibers and plastics, pharmaceuticals and fertilisers have been developed.

Why study Chemistry?

Apart from the obvious answer that Chemistry is an interesting and challenging subject and so many pupils study Chemistry because they enjoy it, a GCSE in Chemistry is essential for entry into a large number of career areas. You probably already know that you must study GCSE Chemistry if you want to study Veterinary Science; Biological sciences; Medical science or, of course, Chemical Sciences. However, Chemistry is also essential if you are considering the following career areas: Brewing; some types of Engineering; Geology; Materials Science; Dentistry; Pharmacy; Optometry.

Chemistry is also useful for entry in other career areas - if you are not sure whether or not you need to study Chemistry - then ask!

The Course

We will be studying the Edexcel International GCSE (IGCSE) course. This is designed to give pupils a sound knowledge of Chemistry from the basic ideas of atomic structure, periodic table work and simple group Chemistry through to the Chemistry of metals, acids, organic Chemistry (chemicals from oil) and the applications of Chemistry. It is a rigorous course and provides a good foundation which will enable pupils to understand the chemistry they see happening around them and also to continue their study of Chemistry onto A level.

Chemistry is a practically-based subject and is taught through practical work. Approximately 20% of the marks available in each of the two examinations will be focused on practical Chemistry and the obtaining and handling data and drawing conclusions.

There is no coursework element in the assessment. This gives us more time in which to develop practical skills during the teaching of the course.

Topics studied during the GCSE course

Many of the topics taught in Years 7 to 9 will be developed further during the GCSE course. These include: air; identification; metals; reactivity and redox reactions; atomic structure; The Periodic Table; oil and polymer chemistry; electrochemistry; organic chemistry.

The course is also aimed at providing an academic basis for the study of Chemistry to A Level. Pupils should be aware that the course is rigorous and that a committed approach will be expected.

Miss A Jackson, Head of Chemistry

iGCSE Physics (Pearson Edexcel)

Physics is the study of matter and energy. It looks at the fundamental laws of nature, moving forward by a combination of theory and experiment. Physics gives you a broad appreciation of these laws and teaches you how this knowledge is used in the everyday world.

Why choose Physics?

You may want to study Physics to satisfy your own curiosity about how the world works. Or you may want to tackle a subject that is practical if you enjoy demonstrations and experiments. Alternatively, you may see Physics as a key part of your plans for A Levels and higher education.

After GCSE

Physics is very useful for a wide range of A Level courses and beyond, especially any of a Medical, Technological or Mathematical nature. Many pupils who take GCSE and A Level Physics then go on to study Engineering, Physics or Medicine. The strong creative, numerical and practical skills that Physics gives you are highly valued by employers – and they open doors to a huge variety of possible careers.

The Course

Pupils will follow the Edexcel IGCSE (9-1) course.

- Forces
- Electricity
- Waves
- Energy: Resources and Transfers
- Solids, Liquids and Gases
- Magnetism and Electromagnetism
- Radioactivity
- Astrophysics

The course gives pupils a secure grounding in all the main areas of the subject, providing a good basis from which to embark on A Level Physics. Assessment is by two written papers, of duration 2 hours and 1 hour 15 mins. These papers assess pupils' understanding of both the theoretical and practical aspects of the subject. There is no practical coursework, but pupils undertake a series of practicals stipulated by Edexcel, in addition to numerous other practicals.

Mr N Grisedale, Head of Physics

GCSE Assessment Summary

PE = Pearson Edexcel

	Subject	Exam Board	Written Examinations	Coursework	Performance	Oral
	English Language	PE	2 papers, 60% & 40%	40%		
	English Literature	PE	1 paper, 60%			
	Mathematics	PE	2 papers, 50% each			
Social Sciences	Business	PE	2 papers, 50% each			
	Geography	Eduqas	3 papers, 35%, 35%, 30%			
	History	PE	3 papers, 30%, 40%, 30%			
	Religious Studies	PE	2 papers, 60% & 40%			
MFL	French	AQA	3 papers, 75%			25%
	German	AQA	3 papers, 75%			25%
	Spanish	AQA	3 papers, 75%			25%
Visual Arts	Art & Design and Textiles	EDUQAS	Practical Exam 40%	60%		
	Graphic Comms and 3D Design	AQA	Practical Exam 40%	60%		
P.E.		AQA	2 papers, 30% each		40%	
Performing Arts	Drama	Edexcel	1 paper, 40%	30%	30%	
	Music	EDUQAS	1 paper, 40%	30%	30%	
Sciences	Biology	AQA	2 papers, 50% each			
	Chemistry	PE	1 paper, 61% 1 paper, 39%			
	Physics	PE	1 paper, 61% 1 paper, 39%			
	Computer Science	EDEXCEL	2 papers, 50% each			