



**FIDELIS**  
— COLLEGE —

# **GCSE COURSE GUIDE**

**ACADEMIC YEAR - 2025/2026**



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# The GCSE Core Syllabus and Option System

## INTRODUCTION

At Fidelis College we aim to provide a broad curriculum which goes beyond the boundaries of the National Curriculum. However, this booklet will concentrate on the subjects which we are offering for study at GCSE level.

In Year 9 you will start to encounter material which will form part of your GCSE courses. You will, therefore, have some important decisions to make over the next few weeks about which GCSEs you would like to study. Most of your time will still be spent on 'core' subjects which are studied by everyone, but you will be able to choose *three* subjects to study in addition to the core subjects. These choices may have implications for future courses and employment opportunities. Very few people have a clear idea of what career to follow at your age and, even if they do, plans often change! For this reason, it is wise to keep your options open as far as possible.

When deciding on your choices, you should take account of what you are good at, what you are interested in and what you think may help you in the future. Try not to be influenced by what your friends are doing or whether or not you 'like' the teacher of a particular subject. It is important to think through your choices carefully and discuss them at home and with your teachers.

## THE COMPULSORY CORE SYLLABUS

The following subjects are compulsory and are, therefore, studied by all pupils:

- ENGLISH LANGUAGE
- ENGLISH LITERATURE
- MATHEMATICS
- RELIGIOUS STUDIES
- SCIENCE (*All three separate sciences – Biology, Chemistry and Physics – are studied*)

## THE OPTION COLUMNS

There will be three option columns which will contain a mixture of subjects to provide as wide a range of choice as possible. Each pupil must choose three option subjects which will subsequently be converted into option blocks. Fidelis College will do its best to ensure that each pupil is able to pursue the subjects of their choice.

English	Maths	Theology, Philosophy & Ethics	Science	Option A	Option B	Option C
Sets 1,2&3	Sets 1,2&3	Sets 1,2&3	Sets 1,2&3	Not set	Not set	Not set
4 periods per week	4 periods per week	3 periods per week	6 periods per week	3 periods per week	3 periods per week	3 periods per week
Language			Triple Award	Subject combinations to be determined by pupil choices at a later date		
Literature			Combined			

## IMPORTANT CAVEATS

Some subjects dropped at the end of Year 9 may be picked up again at A Level. If a pupil drops a subject at GCSE but is deemed to have the necessary aptitude for the subject, absence of the GCSE may not necessarily preclude them taking it at A Level. The choices made at the end of Year 8 need not, therefore, prevent some change in direction later on.

National guidance insists on the importance of handwriting, spelling, punctuation and grammar in ALL subjects. Pupils must, therefore, give even greater attention than hitherto to these essential elements, regardless of the subjects chosen.

The syllabus of any of the subjects given overleaf may change under Government or Examination Board regulations.

The school reserves the right to withdraw any pupil from any optional GCSE examination for whom it feels a pass grade is very unlikely.

## Subject Details

### ENGLISH

We will be preparing students for the Edexcel GCSEs in English Language and English Literature. All examinations will be taken at the end of Year 11. There are no tiers: all candidates take the same examination. There is no coursework component. Speaking and listening is awarded a separate grade of pass, merit or distinction, which does not contribute towards the main English Language grade and is assessed through a short formal presentation on a topic of the candidate's choice.

### ENGLISH LANGUAGE

#### **Paper 1: Fiction and Imaginative Writing**

Overview of content:

Study selections from a range of prose fiction.

Develop skills to analyse and evaluate 19th-century fiction extracts.

Develop imaginative writing skills to engage the reader.

Use spelling, punctuation and grammar accurately.

#### **Overview of assessment**

Section A – Reading: questions on an unseen 19th-century fiction extract.

Section B – Writing: a choice of two writing tasks.

Assessment duration: 1 hour and 45 minutes.

#### **Paper 2: Non-fiction and Transactional Writing**

Overview of content:

Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction).

Develop skills to analyse, evaluate and compare non-fiction extracts.

Develop transactional writing skills for a variety of forms, purposes and audiences.

Use spelling, punctuation and grammar accurately.

#### **Overview of assessment**

Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.

Section B – Writing: a choice of two writing tasks.

Assessment duration: 2 hours and 5 minutes.

The purpose of GCSE English Language is to ensure students can read fluently and write effectively.

The aim is to enable pupils to demonstrate a confident control of Standard English, to write grammatically correct sentences, deploy figurative language and analyse texts.

### **Summary**

- Examination Board: Edexcel
- Subject name: English Language
- Syllabus: 1ENO
- Coursework/NEA: None
- Examination: Paper 1 – Fiction and Imaginative writing 40%  
Paper 2 – Non-fiction and Translational Writing 60%

## **ENGLISH LITERATURE**

### **Paper 1: Shakespeare and Post-1914 Literature**

Overview of content:

Study "Macbeth" and post-1914 British play, "An Inspector Calls".

Assessment duration: 1 hour and 45 minutes.

Closed book (texts are not allowed in the examination).

### **Paper 2: 19th-century Novel and Poetry since 1789**

Overview of content:

Study "A Christmas Carol" and a poetry collection of 15 poems ("Time and Place") from the Pearson Poetry Anthology.

Assessment duration: 2 hours and 15 minutes.

Closed book (texts are not allowed in the examination).

Both English Literature papers seek to develop skills to analyse how the language, form, structure and context of texts can create meanings and effects and develop skills to maintain a critical style and informed personal response.

The purpose of GCSE English Literature is to ensure students develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature aims to encourage our pupils to read widely for pleasure.

### **Summary**

- Examination Board: Edexcel
- Subject name: English Literature
- Syllabus: 1ETO
- Coursework/NEA : None
- Examination %: Paper 1 – Shakespeare and Post 1914 Literature 50%  
Paper 2 – 19<sup>th</sup> Century Novel and Poetry since 1789 50%

## **MATHEMATICS**

Mathematics is one of the first subjects that prospective employers or universities look at when they receive an application. This is true beyond Maths-based careers or university courses because the logical processing and problem-solving skills that Mathematics fosters, very much helps us in turn to be successful in all areas of our lives. Being able to analyse a problem, to dissect it and then to devise methods to solve it effectively have implications far beyond the classroom.

We use numbers in our lives every day. Having a solid understanding of how they work and being comfortable using them is of great importance. It is perhaps obvious that this leads to greater financial literacy, yet, further, numeracy has a surprising number of uses in many different careers and, indeed, in life experiences.

These are just two of the many reasons that Mathematics is compulsory for all students up to GCSE. Gaining a solid understanding of mathematical principles opens many doors for future careers and opportunities.

In most sciences one generation tears down what another has built and what one has established another undoes. In Mathematics alone, each generation adds a new story to the abiding structure.

The Mathematics GCSE course is broken up into six broad strands: Number, Geometry, Algebra and Statistics. As the students progress through the course, there is greater focus on algebra which enables us to generalise and powerfully make predictions about how objects behave.

At Fidelis College, virtually all of our students are entered for the Higher Tier (Edexcel) Mathematics and meet with success commensurate to their abilities and effort over both course and an exam which consists of three 90 minute papers. The students are permitted to use calculators in the second and third papers.

Set 1 also sit the AQA Further Mathematics Level 2 Certificate, which is excellent preparation for A-Level and stretches students beyond the demands of the normal GCSE course.

### **Summary**

- Examination Board: Edexcel
- Subject name: Mathematics
- Syllabus: 1MA1
- Coursework/NEA %: None
- Exam: Three 90 minute papers, one non-calculator paper and two calculator papers (80 marks each)

## RELIGIOUS STUDIES

The Religious Studies GCSE focuses on Catholic Christianity (50%), Judaism (25%) and Themes (25%). The latter includes many of the topics that the school teaches as part of its Relationship, Sex, Education programme (RSE). The units dealing more specifically with RSE are Religion, Family & Relationships (Theme A) and Religion, Human Rights & Social Justice (Theme C).

### **Aims and objectives:**

- To develop pupils' intellectual and analytical skills, to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject and to help them become more effective communicators. To evaluate by critical analysis different responses (both religious and non-religious) to contemporary issues of religion and morality.
- To develop learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- To provide opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life; and to challenge learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.
- To encourage pupils to think more deeply and become more respectful of other world views and perspectives
- To equip students with opportunities for discourse, reflection, and introspection, also as part of a wider school aim of helping pupils to become the best versions of themselves, both academically, for example, as critical thinkers, but also spiritually, socially, and morally as thoughtful, respectful, tolerant, and virtuous citizens.
- RSE-related aims and objectives: To live happy and productive lives, to form positive relationships with others and to contribute to wider society. As stated by the DfE in its RSE aims, it is for 'children and young people 'to develop their knowledge and understanding of themselves as sexual beings, about what it means to be fully human, called to live in right relationships with self and others and to make moral decisions in conscience.' Key aims include raising pupils' self-esteem, recognising the value of all persons and to develop caring and sensitive attitudes. It is in this context that, in partnership with parents, Fidelis College whole school RSE commits itself to provide pupils with a 'positive and prudent sexual education' which is compatible with their physical, cognitive, psychological, and spiritual maturity, and, as a school with a Catholic Christian foundation, it is rooted in a Catholic vision of education and the human person. This entails developing the following attitudes and virtues: reverence for the gift of human sexuality and fertility; respect for the dignity of every human being – in their own person and in the person of others; joy in the goodness of the created world and their own bodily natures; responsibility for their own actions and a recognition of the impact of these on others; recognising and valuing their own sexual identity and that of others.

**Paper 1: Catholic Christianity:** Catholic beliefs, teachings, practices, sources of authority and forms of expression in relation to any four of the following six topics determined by the AQA examination board:

· Creation · Incarnation · The Triune God · Redemption · Church and the Kingdom of God · Eschatology.

**Paper 2: Perspectives on Faith** Section A: Judaism: beliefs and practices and Section B: Themes (two from three)

· Theme A: Religion, Family & Relationships · (not Theme B: Religion, Peace & Conflict) · Theme C: Religion, Human Rights & Social Justice.

### **Summary**

- Examination Board: AQA
- Subject name: Religious Studies Route B
- Syllabus: 8063
- Coursework/NEA: None
- Examination: Paper 1 – Catholic Christianity; 1 hour 45 minutes (50%)  
Paper 2 – Judaism and Themes; 1 hour 45 minutes (50%)

## **SCIENCES**

Fidelis College has a strong Science department with excellent academic attainment and numerous opportunities for involvement in STEM activities both at school and those organised by outside institutions.

We follow two GCSE Science curriculum pathways at Fidelis College where some students follow the Combined Science curriculum, and others follow the "Triple Science" curriculum. Students who follow either curriculum can progress to A-Level courses in any Science subject if they achieve a high enough grade – usually grade 7 and above.

All pupils begin year 9 following the "Triple Science" curriculum. This course provides a good preparation for further study at Advanced Level. Each discipline of Science will be taught by a subject specialist teacher and each is worth 1 GCSE.

Combined Science is an examination pathway that provides an alternative route for some students. The transition to this pathway is a departmental decision made by teachers at the beginning of Year 10 based on a students' attainment and academic trajectory. We consistently review each student's progress every half term throughout Year 10 and 11 to ensure they remain on the path best suited to their needs. In Combined Science, students still study all three Sciences (Biology, Chemistry and Physics) but students are awarded two GCSE grades based on their overall performance across all three Science subjects. The Combined Science specification covers approximately two thirds of the content covered by separate GCSEs in Biology, Chemistry and Physics. Each scientific discipline is still taught by a specialist teacher with the same contact time as those students studying Triple Science. This allows more time to cover less content which we believe will lead to better results for some students. It is important to emphasise that pupils who follow the Combined Science curriculum can still progress to A Level Science.

Each of the science specifications have core required practicals which are examined in the written papers. Chemistry has 8 core practicals while Biology and Physics both have 10 core practicals each. Combined Science has a total of 21 required practicals split across the three Science disciplines. Our curriculum is not limited to this. We incorporate additional practical experiments throughout the year whenever possible, to enhance hands-on learning and scientific discovery. These practicals allow students to investigate a range of experimental work in depth, while devoting more time to theory in some instances. This gives excellent and thorough preparation for the study of Sciences at A Level, Ideal for those who may wish to pursue a Science course at degree level.

Further information on the science specifications can be found at: <http://www.aqa.org.uk/subjects/science/gcse>

## **BIOLOGY**

1. Cellular biology
2. Living tissue systems and organisation
3. Infection and immune responses
4. Energy transfers and bioenergetics
5. Homeostasis – nervous and hormonal systems
6. Inheritance, genetic variation and evolution
7. Ecology and the environment.

## **Summary**

- Examination Board: AQA
- Subject name: Biology
- Syllabus: 8461(F), 8461(H)
- Coursework/NEA : None
- Examination: Two 1 hour 45 minute papers

## CHEMISTRY

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources.

### Summary

- Examination Board: AQA
- Subject name: Chemistry
- Syllabus: 8462(F), 8462(H)
- Coursework/NEA: None
- Examination: Two 1 hour 45 minute papers

## PHYSICS

1. Energy transfers and resources
2. Electricity – circuits, domestic and static
3. Particle model of matter
4. Atomic structure
5. Forces – effects, motion and momentum
6. Waves – properties, electromagnetic (transverse), lenses, longitudinal.
7. Magnetism and electromagnetism
8. Physics of Outer space

### Summary

- Examination Board: AQA
- Subject name: Physics
- Syllabus: 8463(F), 8463(H)
- Coursework/NEA: None
- Examination: Two 1 hour 45 minute papers

## COMBINED SCIENCE

Biology:

1. Cellular biology
2. Living tissue systems and organisation
3. Infection and immune responses

4. Energy transfers and bioenergetics
5. Homeostasis – nervous and hormonal systems
6. Inheritance, genetic variation and evolution
7. Ecology and the environment.

Chemistry:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources.

Physics:

1. Energy transfers and resources
2. Electricity – circuits, domestic and static
3. Particle model of matter
4. Atomic structure
5. Forces – effects, motion and momentum
6. Waves – properties, electromagnetic spectrum
7. Magnetism and electromagnetism

**Summary**

- Examination Board: AQA
- Subject name: Combined Science: Trilogy
- Syllabus: 8464(F), 8464(H)
- Coursework/NEA : None
- Examination: Six 1 hour 15 minute papers, 2 x Biology, 2 x Chemistry 2 x Physics

## **Non-Examination Subjects**

### **GAMES**

In Years 9 to 11, pupils continue their involvement in sport in a range of different competitive and recreational activities. Games options in Year 10 include rugby, football and cricket. In Year 10 teams are entered in the National Rugby Competition, National Football Tournament, ISA Rugby 7's and Croydon Schools Athletics. In Year 11 pupils join the Sixth Form to compete in rugby, football and cricket at senior level.

### **CAREERS EDUCATION AND GUIDANCE**

Careers education and advice is delivered by visiting speakers, work experience and resources in the library.

## Option Choices

### **ART AND DESIGN - Fine Art**

Students choosing to study Art and Design will enjoy engaging in making and creating both in school and at home. This will enable them to enjoy the Fine Art specification that will provide them with a wide range of creative and stimulating opportunities to explore their interests through Art practice, to develop creative ideas and explore issues relevant to their lives. The breadth of course, allows them to follow personal lines of inquiry as they acquire and refine traditional and contemporary Art skills, ideas and processes. Projects are devised to actively engage our students in the creative process, in order to develop critical and reflective thinkers with enquiring minds who become effective and independent learners. In addition, they will become confident creative risk takers and learn from experience when exploring and experimenting with ideas and processes.

Unit 1: Portfolio 80 marks – 60%

Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. This aspect of the course runs from the start of Y10 to January Y11 and includes sketchbooks, mounted sheets, maquettes, prototypes, scale models, sculptures and illustrated written work. The range of projects ensure that each student can confidently explore and express their ideas through drawing, paint, print, Lens-based media and 3D work.

The portfolio must provide evidence that the student has met all four assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Unit 2: Externally Set Task (EST) 80 marks – 40%

10-hour formal assessment normally run after the Easter:

The exam board sets an EST paper containing a selection of themes and tasks and our students devise a project in response to the question paper to produce a skilful and highly personal exhibition of work. Papers are issued to candidates in early January of Year 11. Preparation time for this part of the course is unlimited with students working in school at lunchtimes and at home. In Late March or April students will produce a 10hr piece of artwork under exam conditions in school.

Assessment Objective (AO 1-4) marks are allocated for both units by the following assessment objectives as shown above, each objective has equal weighting.

### **Summary**

- Examination Board: AQA
- Subject name: Art and Design (Fine Art)
- Syllabus: 8202/C
- Coursework/NEA: Portfolio 60%
- Externally set task 40%

## **COMPUTER SCIENCE**

This is comprised of two exams, one programming based and one theoretical. In addition, students learn/improve their programming skills before spending 20 hours going through the software development cycle. Students study the following:-

### **Component 01: Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### **Component 02: Computational thinking, algorithms and programming**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

### **New Developments**

Computer Science is a fast-paced, constantly evolving and forward looking subject with potentially far reaching implications. Throughout the course, students develop a broad understanding of current technological developments which may go on to affect future career choices or life paths. At The Cedars we ensure that each student is prepared for the digital economy by including up to date developments and topical issues within the syllabus. Examples include Artificial Intelligence, Machine Learning, Quantum Computers, Robotics, Cambridge Analytica, Augmented Reality, Job Automation and Driverless Cars.

### **Why Study Computer Science?**

- Studying Computer Science improves logical reasoning, analysis and problem solving skills
- Computer Science is an excellent choice for further and higher education
- Many future scientific discoveries are likely to be made using computers
- Computer Science graduates have excellent career prospects
- Computer scientists are in huge demand
- Once you have a job in Computer Science, movement into new areas of interest are usually possible
- Computer Science is a growth area with more jobs being created every day. The highest paid jobs of the next decade probably do not exist yet.
- Many jobs will become automated in the future; there will always be jobs in Computer Science
- Computer Scientists are needed in every type of industry
- Computer Scientists can travel the world with their job

## Life

- Computers are all around us and play a significant role in our lives.
- Having Digital Literacy is becoming more and more important. It gives access to a lot of products and services that are unavailable, or much harder to access without basic computer literacy.
- The digital age requires Computer Scientists.

## Further Study and Employment

There are lots of opportunities for further study in Computer Science and related subjects beyond GCSE and A Level. With new branches of the subject regularly emerging, there are lots of courses to choose from. Some are practical based, with emphasis on employment, such as a BTEC in Media, Games and Computing, whilst others are academic such as a BSc in Artificial Intelligence and Robotics. In addition, there are many apprenticeship opportunities that offer 'on the job' training leading to certification and employment. A few of the possible fields of study and employment include AI, Robotics, Machine Learning, Augmented Reality, Cyber Security, Network Engineering, Games Design, Computer Animation, Web and App Development, Visual Effects, Software Development, Data Management, Hardware Engineering, Research, Systems Analysis and Project Management.

## Summary

- Examination Board: OCR
- Subject name: Computer Science
- Syllabus: J277
- Coursework/NEA: None
- Examination: Two x 1½ hour written papers.

## **DESIGN & TECHNOLOGY**

**Imagine it. Design it. Make it. Change the world.**

Design & Technology (D&T) is the basis of the 'T' and 'E' in STEM - with Technology developments & Engineering principles at its core. A subject for thinkers, creators and problem-solvers. It gives you the chance to turn ideas into real products while learning how technology shapes the world around us. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. They will also get the opportunity to work creatively when designing and making and apply technical and practical expertise. Perfect for aspiring Engineers, Entrepreneurs and Creatives.

### **Why Choose Design and Technology?**

- Be creative and imaginative
- Learn practical skills for life
- Become a problem-solver
- Think about the future
- Develop skills employers love

### **What will you learn?**

The content of this new curriculum has been split into three different areas as follows:

#### **1. Core Technical Principles:**

New and emerging technologies  
Energy and power  
Materials and their properties  
Modern materials  
Mechanical and electronic systems

#### **2. Specialist Technical Principles:**

Timber  
Metals  
Polymers (plastics)  
Textiles  
Electronic and mechanical systems  
Manufacturing processes and sustainability

#### **3. Designing & Making Principles:**

Design for real users  
Create prototypes  
Test and evaluate ideas  
Work in real-life contexts

### **Summary**

- Examination Board: AQA
- Subject name: Design and Technology
- Syllabus: 8552
- NEA: 30-35 hour project based upon context set by the examination board 50%

· Examination: One 2 hour written paper 50%

## **DRAMA**

GCSE Drama is an excellent choice for those who want to explore their creativity, develop acting skills, and gain a deeper understanding of the theatrical arts.

In GCSE Drama, your lessons will be practical and engaging. You will explore a wide range of activities, from acting and directing to devising and design. A variety of theatre practitioners and styles are studied, helping to build confidence and develop creative abilities. Lessons will be a mix of practical work, discussions, written evaluations and critical analysis of plays and performances watched.

### **Why Choose GCSE Drama?**

**Enhance Communication Skills:** Develop confidence in public speaking, active listening, and effective communication, which are valuable skills for any career.

**Boost Creativity:** Unleash your creative side as you write, direct, and perform in your own pieces of drama.

**Teamwork:** Collaborate with your peers to create exciting and memorable theatrical pieces.

**Assessment:** Assessment includes practical performances, written coursework, and a final written exam.

### **Course Structure**

Component 1: Devising (40% - 60 marks)

In this unit, you will work as part of a group to create a unique piece of theatre. You will develop and perform your own devised piece (10% of your final grade), documenting the process along the way in an assessed written portfolio (30% of your final grade).

Component 2: Performance from Text (20% - 48 marks)

In this unit, you will have the opportunity to perform extracts from a published play. You will explore character development, interpretation, and staging techniques. This unit includes:

- Selecting and rehearsing scenes from a play.
- Performing your scenes for assessment.

Component 3: Theatre Makers in Practice (40% - 60 marks)

In this written examination, you will analyse a set text ("An Inspector Calls"), applying your understanding of the themes, plot and characters to your acting, directorial and design choices for an unseen extract. You will also review a live theatre production, critically evaluating and analysing the success of the work you have seen.

### **Assessment points**

#### **Component 1 - Devising**

Assessment overview

- Devised performance and corresponding coursework.

- Internally assessed and externally moderated.

- 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 staged devised performance or design realisation (15 marks)

## **Component 2 - Performance from Text**

Assessment overview

- Scripted performance to an examiner.

- Externally assessed either by visiting examiner or by examiner assessing the recorded live performance.

- Performance or design realisation covering two key extracts of a set-text (48 marks).

## **Component 3 - Theatre Makers in Practice**

Assessment overview

- Written exam paper (1 paper)

Section A: Bringing Texts to Life (45marks).

- This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from "An Inspector Calls" (our chosen set text).

- Performance texts are not allowed in the examination as the extracts will be provided.

Section B: Live Theatre Evaluation (15 marks)

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.

- Students are allowed to bring in theatre evaluation notes (maximum of 500 words).

## **Career Pathways**

Studying GCSE Drama opens up a multitude of exciting career pathways. While it's an excellent foundation for pursuing a career in the performing arts, such as acting, directing, or theatre production, its benefits extend far beyond the stage. The communication, teamwork, and creativity skills developed in GCSE Drama are invaluable in a wide range of professions. Many Drama graduates go on to explore careers in teaching, event management, marketing, public relations, and arts administration. Additionally, the self-confidence and presentation skills gained through drama can give you a competitive edge in any field, making GCSE Drama a versatile and enriching choice that can shape your future in countless ways.

## **Summary**

- Examination Board: Edexcel
- Subject name: Drama
- Syllabus: 1DR0
- Component 1: Devising (40% - 60 marks)
  
- Component 2: Performance from Text (20% - 48 marks)
  
- Component 3: Theatre Makers in Practice (40% - 60 marks). Written exam paper (1 paper).
  
- Examination: 1 hour 45 minute written paper 40%
  - Section A: Bringing Texts to Life (45marks).
  - Section B: Live Theatre Evaluation (15 marks)

## **FOOD PREPARATION & NUTRITION**

GCSE Food Preparation & Nutrition is more than just cooking. It is about understanding the science of food, nutrition and health, and how what we eat affects our bodies, performance and wellbeing.

### **Why Choose Food Preparation & Nutrition?**

- Understand the science behind food and nutrition
- Learn how diet affects health and wellbeing
- Develop analytical and scientific thinking skills
- Make informed, healthy food choices for life
- Gain valuable skills for future study and careers

### **What will you learn?**

#### **Food & Nutrition Science:**

Macronutrients and micronutrients  
Balanced diets and dietary needs  
Nutrition across different life stages  
Links between diet and health

#### **The Science of Food:**

Chemical and physical changes in food  
Functional properties of ingredients  
Food safety, hygiene and microbiology

#### **Food Provenance & Culture:**

Where food comes from  
Sustainability and ethical issues  
Cultural and global food influences

#### **Practical Application:**

Planning and preparing food safely  
Evaluating sensory qualities  
Modifying recipes to improve nutrition

### **Summary**

- Examination Board: WJEC Eduqas
- Subject name: Food Preparation and Nutrition (FPN)
- Syllabus: C560
- Written Examination (1 hour 45 minutes): 50%
- Non-Exam Assessment (Food Investigation & Food Preparation Tasks): 50%

## GEOGRAPHY

Geography is a broad-ranging subject that spans both the sciences and the humanities and is ideally suited to those who are interested in current affairs, political decision-making, globalisation, urbanisation, resource management, climate change and, of course, the natural environment.

Highly regarded as a well-balanced, all-round academic discipline, Geography is perfect for the curious; for those who want to explore and understand the world around them: its peoples and its landscapes, its politics and its power, its patterns and its vulnerabilities. The ultimate blend between the natural and the social sciences, Geography at GCSE level imparts 'knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes' (National Curriculum).

The OCR B syllabus that we study at Fidelis College explores key Human Geography topics (such as urbanisation, resource management and international development) alongside key Physical Geography topics (such as rivers, coasts, ecosystems and plate tectonics), interwoven between the two critical Economic Geography topics (such as energy and water consumption, food shortage, changing UK economy and globalisation), making it the ideal platform from which to engage with contemporary social, political and environmental issues - to see how they interconnect and, crucially, how they can be managed.

Unique to Geography are the core skills in data collection, data analysis and extensive fieldwork that are essential components of our course. These give our students an excellent base for a career in business, science or politics as well as Geography-related fields.

### **OCR B GCSE Geography overview of content:**

#### **Paper 1 (Component 1): Our natural world**

- Global hazards
- Changing climate
- Distinctive landscapes
- Sustaining ecosystems.
- Physical Geography Fieldwork

#### **Paper 2: (Component 2): People and society**

- Urban futures
- Dynamic development
- UK in the 21st century
- Resource reliance.
- Human Geography Fieldwork

**Paper 3 (Component 3): Geographical exploration** : A synoptic, skills-based assessment including a decision-making exercise on content covered in Paper 1 and Paper 2, focusing on the connections between the different elements of the subject.

Geographical skills include:

- Cartographic
- Graphical
- Numerical
- Statistical
- Critical Thinking

**Assessment Structure:**

	Number of marks	Length of Exam	Weighting to overall grade
Paper 1 (Physical)	70	1 hour 30 mins	35%
Paper 2 (Human)	70	1 hour 30 mins	35%
Paper 3 (Geographic skills)	69	1 hour 30 mins	30%

Please note that there is a compulsory field work element to Geography GCSE that entails two days of field work in Year 10 at an approximate cost of £75-£100 per student.

Full details of the syllabus can be found here:

<https://www.ocr.org.uk/Images/737448-specification-accredited-gcse-geography-b-j384.pdf>

## HISTORY

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been given historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historic

GCSE History Course Content	GCSE History Assessment
Thematic study (Option 10): <i>Crime and Punishment in Britain, c.1000-Present</i>	<b>Paper 1</b> – 1 hour 15 minutes <b>30%</b> Section A (3 questions: 16 marks) <i>Whitechapel</i>
Historic environment: <i>Whitechapel, c.1870-c.1900: Crime &amp; Policing</i>	Section B (2 essay questions: 36 marks) <i>Crime &amp; Punishment since c. 1000</i>
Period study (Option 26/27): <i>Superpower relations &amp; the Cold War, 1941–91</i>	<b>Paper 2</b> – 1 hour 45 minutes <b>40%</b> Section A (3 questions: 32 marks) <i>Superpower Relations &amp; the Cold War</i> Section B (3 questions: 32 marks) <i>Henry VIII and his ministers</i>
British depth study (Option B3): <i>Henry VIII and his ministers</i>	
Modern depth study (Option 33): <i>USA c.1954-1975: conflict at home &amp; abroad</i> <i>Civil Rights in the USA</i> <i>Vietnam War</i>	<b>Paper 3</b> – 1 hour 20 minutes <b>30%</b> Section A (2 questions: 16 marks) Section B (4 questions: 36 marks)

GCSE History is an exciting course as it will help students to have a broader understanding of History. In addition, the examinations will be placing greater emphasis on students being able to recall knowledge, and their ability to demonstrate understanding of key historical processes and characters.

### Summary

- Examination Board: Edexcel
- Subject name: History
- Syllabus: 1HIOD7
- Coursework/NEA: None
- Examination: Paper 1 - Crime and Punishment in Britain; 1 Hour 15 Mins (30%);

Paper 2 - Henry VIII and his ministers (20%); and Superpower Relations and the Cold War (20%); 1 Hour 45 Mins

Paper 3 - The USA 1954-75; 1 Hour 20 Mins (30%)

## LATIN

### **Why Study Latin?**

After two years of Latin you will already have some good answers to this question. If you enjoy a challenge and desire to enhance your reading and thinking skills then Latin is for you.

Through your knowledge of a classical language you are better able to understand history. It will deepen your knowledge of the development of Europe and of the emergence and shaping of a number of our near modern (Romance) languages: Italian, French, Spanish, Portuguese and Romanian. Latin will help you immensely with your study of your modern foreign language; you will become both stronger readers and writers. Latin is the biggest contributor to the English language, and, of course, for centuries Latin has been the liturgical language of the church.

Latin is an academically rigorous subject that continues to be highly regarded by universities and employers. It readily provides the key to understanding many terms commonly used in law, medicine, science, technology and other fields to this day.

There are many famous and successful people who have studied Latin and Classics: ITV Breakfast presenter Susanna Reid, lead singer of Cold Play Chris Martin, Harry Potter author JK Rowling, Facebook founder Mark Zuckerberg, Prime Minister Boris Johnson... the list goes on, all of whom believe that Latin (and Greek) have helped them succeed. Tim Skeet, former CEO of Royal Bank of Scotland now senior adviser to Bank of China, says classicists have the training to answer tough questions.

### **What is the Course like?**

Towards GCSE Latin you will make use of a variety of Latin stories plus grammar exercises to study John Taylor's Latin to GCSE. The (OCR board) exam includes a momentum test (short questions), grammar questions, comprehension and translation. The lessons will not merely concentrate on Latin vocabulary, grammar and constructions but also will enable you to learn about the classical world and develop important analytical skills for employment.

In addition to the Language paper there are optional papers which include Prose literature (history, biography, letter writing) Verse literature (lyric, epic and epigrams) and Literature and Culture. The Literature options enable you to learn about style and the poetical and rhythmical quality of Latin. You will also become confident in many rhetorical techniques that are still most useful today in your appreciation of English. The Literature and Culture option allows you to study sources in translation. There are no speaking or listening examinations in Latin.

### **Summary**

- Examination Board: OCR
- Subject name: Latin
- Syllabus: J282
- Coursework/NEA: None
- Examination: Latin Language Paper; 1 hour 30 minutes (50%)  
Prose Literature; 1 hour (25%), Verse Literature; 1 hour (25%) and Literature & Culture; 1 hour (25%) - two are selected.

## MODERN FOREIGN LANGUAGES (French and Spanish)

The study of a modern foreign language at GCSE level aims:

- To develop pupils' knowledge and understanding of countries and communities where the language is spoken;
- To develop positive attitudes to the learning of the language;
- To develop the ability to communicate effectively in the chosen language through both the spoken and written word, using a range of vocabulary and structures;
- To develop a good knowledge and understanding of the grammar and vocabulary and the ability to apply it in a variety of relevant contexts;
- To provide a suitable foundation to enable pupils to further study at AS and A2 levels and/or practical, professional use of the language.

The GCSE course combines an emphasis on communication skills with reward for practical knowledge and understanding of language structures and grammar. Rather than develop language within numerous topic areas, students will be encouraged to adapt and apply the language to different contexts and situations. The GCSE course has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. All candidates will be required to demonstrate their ability to communicate in speech and writing, making accurate use of the grammar prescribed in the specification.

Ofqual announced the results of their consultation which started taking effect from September 2016. The specifications in French and Spanish will be tiered but the requirement to enter all skills at the same tier is new.

## Summary

· Examination Board: Cambridge IGCSE	· Examination Board: Cambridge IGCSE
· Subject name: French	· Subject name: Spanish
· Syllabus: 7156	· Syllabus: 7160
· NEA %: 25% Speaking	
· Examination %: Listening 50 mins.	
Reading 60 mins.	
Writing 60 mins.	
Speaking 20 mins.	

## MUSIC

### **MUSIC IS EVERYWHERE. THIS IS WHERE YOU BECOME A MUSICIAN.**

Music is an integral part of modern life, and pupils are exposed daily to a wide range of musical styles and cultures, all of which have the capacity to affect us deeply. GCSE Music

builds on this experience by enabling pupils to perform, compose and understand music at a higher level, while developing confidence, creativity and musicianship.

The course is well suited to pupils who enjoy making music and who wish to develop their skills as performers, composers and listeners. Through practical work, live performance and creative composition, pupils establish a personal and informed relationship with music.

## **WHAT WILL I STUDY?**

GCSE Music focuses on three core musical disciplines: performing, composing and appraising. These are explored through a broad range of styles and genres, allowing pupils to develop a secure understanding of how music is constructed and how it communicates meaning.

## **AREAS OF STUDY**

Instrumental Music 1700–1820 focuses on Baroque and Classical instrumental music, with particular emphasis on musical form, harmony, texture and structure. Vocal Music examines the use of the voice in both classical and popular traditions, considering melody, harmony, texture and word setting. Music for Stage and Screen explores how music is used in musical theatre and film to support mood, atmosphere and dramatic intention. Fusions investigates how musical styles and cultures combine to create new genres, including rock, pop, jazz and world music.

## **ASSESSMENT**

GCSE Music is a practical subject, with 60% of the qualification assessed through coursework.

### **Performing (30%)**

Pupils prepare one solo performance and one ensemble performance, with a combined duration of at least four minutes. Performances may be on any instrument or voice and in any musical style. Pupils taking GCSE Music are expected to receive regular instrumental or vocal tuition, attend at least one school ensemble each week, and take part in concerts and other musical events.

### **Composing (30%)**

Pupils complete two original compositions: one free composition in a style of their choice and one composition written in response to a set brief released by Pearson Edexcel. The combined duration of the two compositions must be at least three minutes. Composition work is supported through the use of music technology, including MuseScore, GarageBand and other digital audio workstations.

### **Listening and Appraising (40%)**

This component is assessed through a written examination lasting approximately one hour and forty-five minutes. Pupils listen to musical extracts linked to the Areas of Study and

answer questions assessing their understanding of musical elements and devices, musical styles and genres, and the structure and use of music in different contexts.

## **TEACHING & LEARNING**

GCSE Music lessons are active, practical and intellectually rigorous, with a balance of performing, composing and listening and appraising. Pupils are expected to practise regularly on their instrument or voice and to develop confidence as both solo and ensemble performers.

## **WHO IS GCSE MUSIC FOR?**

The course is suitable for pupils who enjoy performing on an instrument or singing, are willing to commit to regular practice, and enjoy working collaboratively as part of an ensemble. Pupils working towards approximately Grade 3 standard by Year 11 are well placed to access the highest marks for performance.

## **CO-CURRICULAR COMMITMENT**

Pupils taking GCSE Music are required to attend at least one co-curricular music activity each week and to take part in concerts and other musical events. Active involvement in the musical life of the school is an essential element of the course.

## **PROGRESSION AFTER GCSE MUSIC**

GCSE Music provides a strong foundation for progression to AS and A Level Music and other creative pathways. It also develops transferable skills including confidence, creativity, critical thinking, teamwork, self-discipline and independence, all of which are valuable across a wide range of academic and professional contexts.

## **COURSE SUMMARY**

Examination Board: Pearson Edexcel  
Qualification: GCSE Music (9–1)  
Specification Code: 1MU0

Assessment Overview:

Performing – 30%

Composing – 30%

Listening & Appraising Examination (approximately 1 hour 45 minutes) – 40%

## **SPORTS SCIENCE**

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

## Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and well-being
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

## Qualification Summary

	Title:	Overview:	% of Final Grade
<b>Component 1</b>	EXAM 1 - Fitness and Body System: <i>(Written examination: 1 hour and 45 minutes)</i>	Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data	36%
<b>Component 2</b>	EXAM 2 - Health and Performance: <i>(Written examination: 1 hour and 15 minutes)</i>	Topic 1: Health, fitness and well-being Topic 2: Sport psychology Topic 3: Socio-cultural influences Topic 4: Use of data	24%
<b>Component 3</b>	Practical Performance (assessment of practical ability across three sports of their choice)	Selection of 3 sports: - One Team Sport (10%) - One Individual Sport (10%) - One Choice (Team or Individual) (10%)	30%
<b>Component 4</b>	Personal Exercise Programme (P.E.P)	The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.	10%

## COMPONENT 1: FITNESS AND BODY SYSTEMS

This component assesses students' knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

## **COMPONENT 2: HEALTH AND PERFORMANCE**

This component assesses students' knowledge and understanding of the factors underpinning participation and performance in physical activity and sport. Students will develop their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and well-being and how these can impact on their own performance. Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance. Key socio-cultural influences that can affect people's involvement in physical activity and sport will also be considered.

## **COMPONENT 3: PRACTICAL PERFORMANCE**

The purpose of this component is to test students' skills in a range of practical performances. Students will be required to perform in three different physical activities in the role of player/performer. They will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a formal/competitive situation while under pressure. Students must choose and perform three different physical activities:

- one team activity
- one individual activity
- one activity of their choice, either a team or individual activity.

## **COMPONENT 4: PERSONAL EXERCISE PROGRAMME**

The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity. Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice.

### **Summary**

- Examination Board: Edexcel
- Subject name: Physical Education
- Syllabus: 1PE0
- Coursework/NEA %: Personal exercise plan (10%); Practical performance in 3 activities (30%)
- Examination: Component 1: Fitness & Body Systems 1hour 45mins.(36%)  
Component 2: Health & Performance 1hour 15m. (24%)

## Online Option Return Form

Please use the Google options return form to make your selection of subjects by **Wednesday 14th May**.

**I need to update this link**

<https://docs.google.com/forms/d/e/1FAIpQLSfUS1CTVhB4X2lxzzqr-iIXvZFjtbxxlGeMBMxwdVeOZqy6qg/viewform>

N.B. Option choices, once made, may not be changed without the written consent of parents. All teaching and tutoring staff involved in the change must be consulted beforehand.