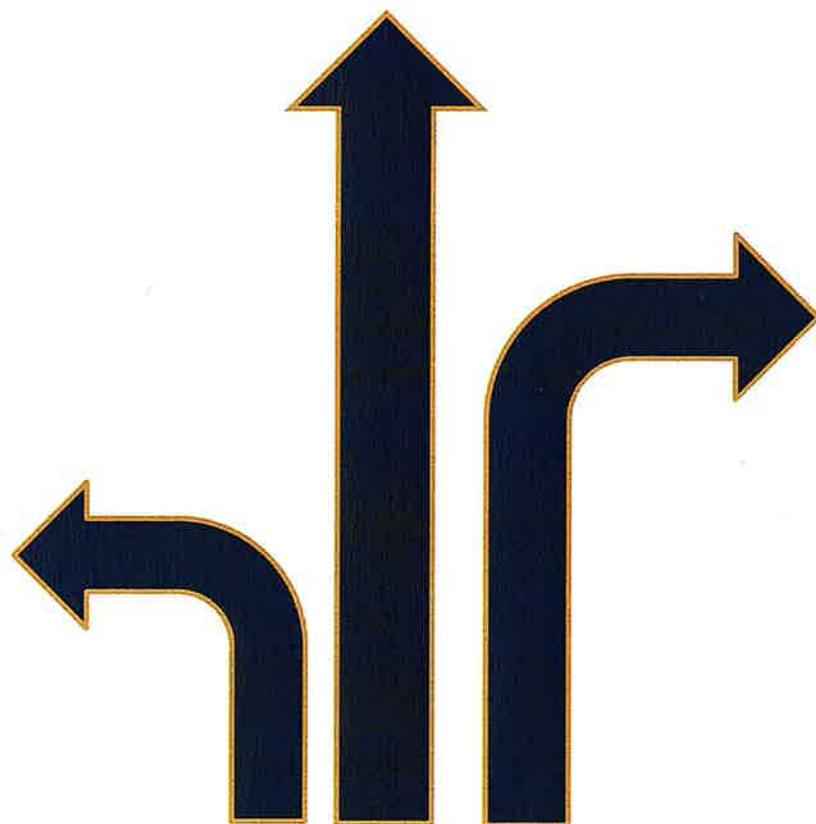




# ST. ANSELM'S COLLEGE



## GCSE CURRICULUM 2026 - 2028

Fides Quaerens Intellectum  
Faith | Seeking | Understanding

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” Malcolm X

“The future belongs to those who believe in the beauty of their dreams.” Eleanor Roosevelt

“Education is the most powerful weapon which you can use to change the world.” Nelson Mandela

“We can only be what we give ourselves the power to be.”  
Native American Proverb

There will be doubters, there will be obstacles, there will be mistakes. But, with hard work, there are no limits.”

Michael Phelps

“It is often the small steps, not the giant leaps, that bring about the most lasting change.” Queen Elizabeth II

“The beautiful thing about learning is that no one can take it away from you.” B.B. King



# Contents

<b>Introduction</b>	4
Making the Right Choices	4
How Many subjects can I choose?	5
What do I do now?	5
Careers Information, Advice & Guidance	6
 <b>Core Curriculum Subjects</b>	
Religious Education	8
English Language/English Literature	9
Mathematics	10
Combined Science Trilogy	11
Separate Sciences - Biology/Chemistry/Physics	12
French	13
German	14
Spanish	15
 <b>Option Subjects</b>	
Art & Design	17
Computer Science	18
Design Technology	19
Geography	20
History	21
Music	22
PE	23



## Introduction

Welcome to your GCSE Options booklet. Next year you will have some choice in the subjects you study. This booklet is designed to support you to make the right choices for you and to help guide you in choosing the subjects you will study in Year 10 and 11. It should not, however, be the only source of information about your options. You will have the opportunity to talk to your teachers, and to see some pieces of work to help you. You can also discuss your options with Dr Bakht (Careers Co-ordinator), your Form Tutor, Mrs Booth (Head of Year) or Mr Rumsby (Deputy Head-Curriculum). You must also discuss your choices with your parents.

## Making the Right Choices

The choices you make should be based on your interests and abilities, and not what your friends are doing, or whether you think the subject might be easy or hard.

It is important you make ***the right choices for the right reasons.***

Getting as much information as possible about the courses available is a good start. To help make the right decisions consider the following:

### What subjects do you enjoy and are you good at?

You are more likely to succeed if you enjoy the subject and have some ability in it.

### How do you like to learn?

How you like to learn is important in making the right choices. Essays, fieldwork, coursework, artwork, making things and investigations all vary from subject to subject.

### Do you have a career in mind?

What courses and qualifications would be useful for this career? Would certain qualifications be useful for A-Levels, University courses, Degree Apprenticeships and your future careers?

#### In Summary

- \* Do Think about your own abilities
- \* Do Ask around for advice
- \* Do Keep an open mind
- \* Don't Opt for a subject because your friend is
- \* Don't Opt for a subject because someone else told you to



<b>Which subject are compulsory?</b> The College follows the National Curriculum	<b>Which subjects are optional?</b> Subjects you may choose to study are:
<p>Religious Education</p> <p>Mathematics</p> <p>English Language</p> <p>English Literature</p> <p>Sciences</p> <p>A Modern Foreign Language</p> <p>PE and Games - not examined</p> <p>Personal Development, Careers and Citizenship - not examined</p>	<p>Art and Design</p> <p>GCSE Computer Science</p> <p>Design Technology</p> <p>Geography</p> <p>History</p> <p>Separate Sciences</p> <p>Music</p> <p>GCSE Physical Education</p>

### **How many subjects can I choose?**

In addition to the core curriculum you are invited to **choose 2 further subjects from the options group**. Some students may wish to study three sciences (Biology, Chemistry and Physics) separately, leading to three science GCSEs. This option is also available on your option sheet.

### **What do I do now?**

Read through the information that follows on the optional subjects.

You will also be able to discuss your child's options at the **Parents Evening/GCSE Options Evening at the College on Thursday 5<sup>th</sup> February**. The evening will begin with a **presentation on the options process at 6pm in the Hall**. Following the presentation you will then have an opportunity to speak to subject leaders, who will be best placed to answer any questions you may have regarding their subject at GCSE.

The deadline for completing and returning your option form to your Form Tutor is **Thursday 12<sup>th</sup> February 2026**.

Forms received by this deadline will help form the GCSE option blocks for next year.

Boys returning forms after this deadline may need to alter their options to fit the formed blocks.



## **Careers Information, Advice & Guidance**

Year 9 students can use the College Careers Library to research their options and the qualifications they may need for the future.

**The Careers Library is open at lunch time (Monday, Tuesday and Friday) and after College Monday to Thursday until 4.30pm.** Students will receive an introduction on how to use the library and ICT resources as part of the Careers Education and Guidance programme.

Students can discuss their option choices with Kim Dickson, our Career Connect Careers Adviser. Kim is available on Thursday for appointments and the lunch time drop in.

Guidance will also be available at the **Parents Evening/GCSE Options Evening on Thursday 5<sup>th</sup> February 2026.**

Entry requirements to higher education (e.g. university) vary enormously. Students should make sure they will hold suitable GCSE subjects and grades (or equivalent qualifications) to allow them to move on to the courses of their choice. Some opportunities in education and in employment are open to applicants with any combination of subjects while others are much more specific about which subjects they will accept. Entry requirements for apprenticeships also vary. Some opportunities do require specific subjects and grades, while others are more flexible.

We encourage students to use the Careers and Resource Library, and also access the careers information and programmes on the College network. Information, advice and guidance, and access to useful websites can be found in the drop down menu for students under 'Careers and Options' on the College website.

Pupils can contact their Form Tutor, Mrs Booth (Head of Year), Kim Dickson [kim.dickson@careerconnect.org.uk](mailto:kim.dickson@careerconnect.org.uk), Dr K Bakht ([kbakht@st-anselms.com](mailto:kbakht@st-anselms.com)) or in person if they require a supplementary interview. Information can be provided for those seeking to study at establishments other than St Anselm's, on Intermediate, Advanced and Higher Apprenticeships as well as a comprehensive range of College and University courses. Parents are welcome to make appointments on their son's behalf and to attend interviews if they wish to do so.

Information is also available on the Career Connect website which has links to other useful sites – [www.careerconnect.org.uk](http://www.careerconnect.org.uk)

## **Step By Step Guide**

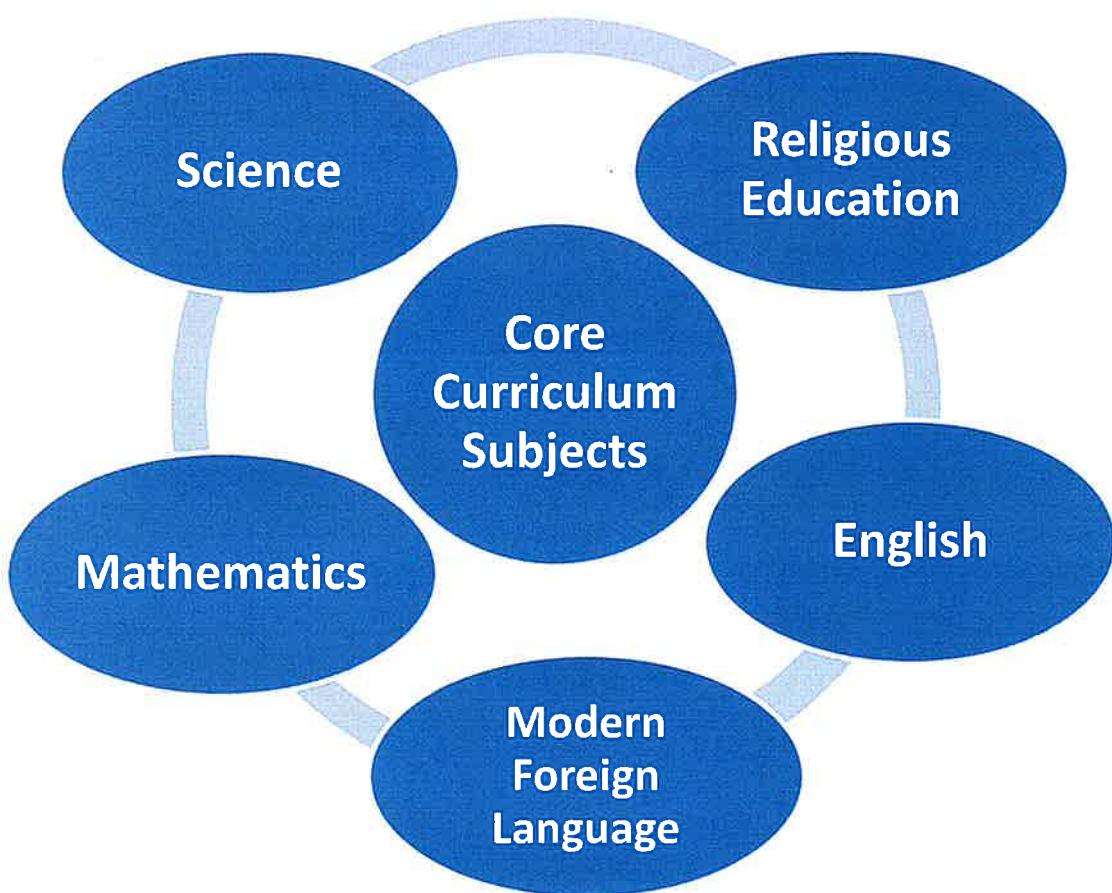
You may find the questions below helpful in generating ideas, and choosing the right courses at GCSE, and also in starting to consider what to do after Year 11.

1. What subjects do you enjoy and what are you good at?
2. What are your interests?
3. Do you have a career in mind? If so, what qualifications are needed?
4. What learning route will you take after Year 11?

Pupils will be introduced to the Unifrog careers program in February 2026.



# Core Subjects





# GCSE Religious Education

Edexcel

## Syllabus Information

The content of the course includes the study of the Catholic tradition, Ethical issues, Philosophical and the Jewish Faith.

Some of the topics are:

Does God exist? Catholic beliefs and teachings.

If God is good, why is there evil?

Is there an afterlife?



## Assessment

Students will sit three Terminal Examinations in Year 11

Paper One – 1 hour 45mins - Catholic Faith and Practice

Paper Two – 50mins – Judaism Faith and Practice

Paper Three – 50mins – Philosophy & Ethics

## Aptitudes Needed

The course builds upon the Theological study in Key Stage 3. Students need to develop analytical patterns of thought and feel confident in using the correct Theological vocabulary. There needs to be a willingness to confront challenging ideas and questions and to express themselves in both written and verbal debates.

## Career Information

It is vital that a Catholic College produces theologically literate students who are prepared for the challenges of modern life and can provide a confident defense of Catholic teaching. At the same time, the skills of writing and debating with respect for others makes this subject an excellent preparation for all careers; for example teaching medicine and law.



For more information visit:  
<https://qualifications.pearson.com>





# GCSE English Language/English Literature

Eduquas

## Syllabus Information

### Eduquas GCSE English Language (C700QS):

20<sup>th</sup> Century Literature Reading and Creative Prose Writing  
19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Reading and Transactional/Persuasive Writing

### Eduquas GCSE English Literature (C720QS):

Shakespeare and Poetry  
Post- 1914 Prose and Drama, 19<sup>th</sup> Century Prose and Unseen Poetry

## Assessment

Language Controlled Assessment Tasks: (Separate endorsement) (0% weighting of GCSE)  
Speaking and Listening by teacher assessment.  
Presenting; responding to questions and feedback; use of Standard English

Final Exams Language: 100% of final grade

Paper 1 written exam: 1 hour 45 minutes 40% of GCSE (Creative Reading and Writing)

Paper 2 written exam: 2 hours 60% of GCSE (Non-fiction Reading and Transactional/Persuasive Writing)

Final Exams Literature: 100% of final grade

Paper 1 written exam: 2 hours 40% of GCSE (Shakespeare and Poetry)

Paper 2 written exam: 2 hour 30 minutes 60% of GCSE (Post- 1914 Prose/Drama, 19<sup>th</sup> Century Prose and Unseen Poetry)

## Aptitudes Needed

Students will need to develop their interests in reading a variety of texts from the 19th, 20th and 21st centuries. The texts will include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online). In studying the set texts, students should have the opportunity to develop literal and inferential comprehension, critical reading and comparing texts.

They will need to show an ability to produce clear and coherent texts, writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue. They will need to write for impact: selecting, organising and emphasising facts, ideas and key points and use language creatively, imaginatively and persuasively.

## Career Information

English underpins a variety of subjects and can lead to a myriad of career opportunities.



For more information visit:  
<https://www.eduquas.co.uk>  
For free access to texts and Literature:  
'Macbeth': [www.shakespeare-online.com/plays/macbethscenes](http://www.shakespeare-online.com/plays/macbethscenes)  
'Dr Jekyll and Mr Hyde': <http://www.gutenberg.org/ebooks/42>  
'An Inspector Calls': [www.thehazeleyacademy.com/wp-content/uploads/2014/05/An-Inspector-Calls-Revision-Guides.pdf](http://www.thehazeleyacademy.com/wp-content/uploads/2014/05/An-Inspector-Calls-Revision-Guides.pdf)

# GCSE Mathematics

Edexcel

## Syllabus Information

Use and Apply Standard Techniques - 40% of content

Reason, interpret and communicate mathematically - 30% of content

Solve problems within mathematical and other contexts - 30% of content

Link for Content Guidance is below.

## Assessment

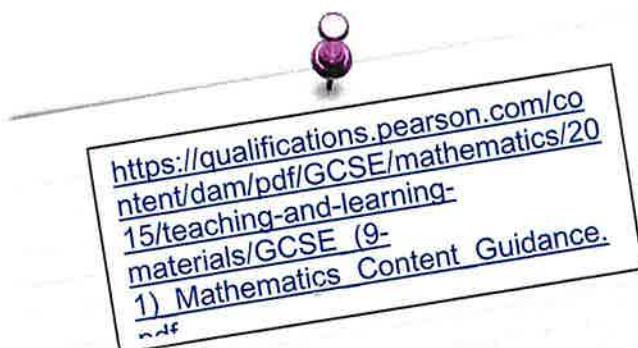
Final Exam 3 Exams - 100% 1½ hours each	<p>One is a non-calculator examination. Then a further two examinations in which calculators are allowed. GCSE requires fx-85GT CW A Level requirements are Casio FX-991CW Advanced. This can also be used for GCSE if you just want to make the one purchase.</p> <p>All topics may be tested on each exam. The majority of pupils will study the Higher tier GCSE course covering grades 9 to 4. Some students will study Foundation Tier covering grades 5-1. All students will take their exam in the summer of Year 11. Students in Set 1 also study a Level 2 Certificate in Further Mathematics which provides a bridge between GCSE and A level.</p>
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## Aptitudes Needed

An ability to think logically and sequentially is vital in Mathematics. There is great emphasis on solving problems and you will need to be patient and willing to see difficult questions through to the end. Learning Mathematics is only achieved by doing questions, not reading information, because answering Mathematics questions requires mastering skills.

## Career Information

Acceptance to most post 16 courses and Apprenticeships requires a Maths GCSE at least Grade 4, often a higher grade is required. To study A Level Maths at most Schools a Grade 7 in Maths GCSE is required.





# GCSE Combined Science Trilogy

AQA

## Syllabus Information

There are two different routes you can follow to study the sciences – Combined Science or separate sciences. Whichever route you choose to take you can go on to study sciences in the sixth form; the level of difficulty is similar in the content covered for both GCSE science routes, but topics are covered in greater depth and breadth in the separate sciences.

## Why choose Combined Science?

Combined Science is often considered by students who wish to study a mixture of sciences and humanities.

For GCSE Combined Science Trilogy you will have separate Biology, Chemistry and Physics lessons with specialist teachers, and you will spend two GCSE subjects' worth of time on them. You will therefore gain a "double number grade" worth two GCSEs.

## Summary of Content

### Biology:

Cell biology  
Organisation  
Infection and response  
Bioenergetics  
Homeostasis and response  
Inheritance, variation and evolution  
Ecology

### Chemistry:

Atomic structure and the periodic table  
Bonding, structure, and the properties of matter  
Quantitative chemistry  
Chemical changes  
Energy changes  
The rate and extent of chemical change  
Organic chemistry  
Chemical analysis  
Chemistry of the atmosphere  
Using resources

### Physics:

Forces  
Energy  
Waves  
Electricity  
Magnetism and electromagnetism  
Particle model of matter  
Atomic structure

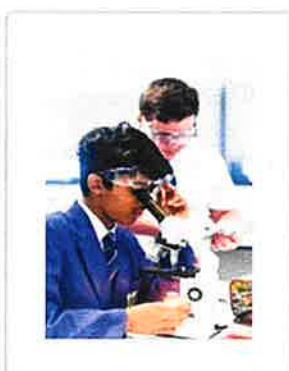
## Exams

**Six papers:** two biology, two chemistry and two physics. Each will assess different topics.

**Duration:** all the papers are 1 hour 15 minutes.

**Tiers:** Foundation and Higher

**Weighting:** the papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks. Question types: multiple choice, structured, closed, short answer and open response.



### Combined Science:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>  
**Biology:** <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>  
**Chemistry:** <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>  
**Physics:** <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>



Science courses, please visit:



# GCSE Biology, GCSE Chemistry, GCSE Physics

AQA

## Syllabus Information

There are two different routes you can follow to study the sciences – Combined Science or “separate sciences” (GCSE Biology, GCSE Chemistry and GCSE Physics). Whichever route you choose to take you can go on to study sciences in the sixth form. The level of difficulty is similar in the content covered for both GCSE science routes, but topics are covered in greater depth and breadth in the separate sciences, which increases the amount of learning required.

## Why choose separate sciences?

The separate sciences are recommended to students already considering a science-related career in fields such as dentistry, medicine or engineering. You may also wish to choose this route because you enjoy science and the challenge of applying your scientific knowledge, skills and understanding in complex situations.

You will spend three GCSE subjects’ worth of time studying the sciences and gain three separate GCSEs in Biology, Chemistry and Physics. You will cover the same topics as for Combined Science but in more depth; a Space Physics topic is also studied, which is not covered in Combined Science.

## Summary of Content

Biology:	Chemistry:	Physics:
Cell biology	Atomic structure and the periodic table	Forces
Organisation	Bonding, structure, and the properties of matter	Energy
Infection and response	Quantitative chemistry	Waves
Bioenergetics	Chemical changes	Electricity
Homeostasis and response	Energy changes	Magnetism and electromagnetism
Inheritance, variation and evolution	The rate and extent of chemical change	Particle model of matter
Ecology	Organic chemistry	Atomic structure
	Chemical analysis	Space Physics
	Chemistry of the atmosphere	
	Using resources	

## Exams

The exam structure for each science is:

**Two papers:** each paper will assess different topics.

**Duration:** both papers are 1 hour 45 minutes.

**Tiers:** Foundation and Higher.

**Weighting:** the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

**Question types:** multiple choice, structured, closed short answer and open response.



Combined Science: <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>  
Biology: <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>  
Chemistry: <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>  
Physics: <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>



Science courses, please visit:



# GCSE French

Edexcel

## Syllabus Information

You will study the following six thematic contexts and subjects on which the examination papers are based:

1. My personal world
2. Lifestyle and wellbeing
3. My neighbourhood
4. Media and technology
5. Studying and my future
6. Travel and tourism



## Assessment

GCSE French has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all the following four question papers at the same tier (higher or foundation). All question papers must be taken in the same series at the end of the course and we will aim to enter all students for Higher Tier.

Paper 1: Speaking in French - 25%	<p>This paper will assess your ability to communicate and interact effectively in speaking for a variety of purposes. There are three tasks which must be conducted in the following order:</p> <ul style="list-style-type: none"><li>• Read aloud</li><li>• Role play</li><li>• Picture task and Conversation</li></ul>
Paper 2: Listening and understanding in French - 25%	<p>This paper will assess your ability to understand and respond to different types of spoken French.</p>
Paper 3: Reading and understanding in French - 25%	<p>Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, e-mails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. A short passage will be translated from French into English.</p>
Paper 4: Writing in French - 25%	<p>Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students will be requested to translate short text from English into French.</p>

## Aptitudes Needed

- An interest in communication and French-speaking cultures.
- The ability to retain vocabulary, mimic sounds and manipulate grammatical structures.
- A developing ability to distinguish key language from additional details and draw conclusions.

## Career Information

Language experts enter all types of work including translation, interpreting, tourism, education, civil service, engineering, finance, business and law. People with language skills are increasingly in demand and having a good knowledge of, and a recognised qualification in French, will only improve your job prospects.

# GCSE German

Edexcel

## Syllabus Information

You will study the following six thematic contexts and subjects on which the examination papers are based:

1. My personal world
2. Lifestyle and wellbeing
3. My neighbourhood
4. Media and technology
5. Studying and my future
6. Travel and tourism



## Assessment

GCSE German has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all the following four question papers at the same tier (higher or foundation). All question papers must be taken in the same series at the end of the course and we will aim to enter all students for Higher Tier.

Paper 1: Speaking in German - 25%	<p>This paper will assess your ability to communicate and interact effectively in speaking for a variety of purposes. There are three tasks which must be conducted in the following order:</p> <ul style="list-style-type: none"> <li>• Read aloud</li> <li>• Role play</li> <li>• Picture task and Conversation</li> </ul>
Paper 2: Listening and understanding in German - 25%	<p>This paper will assess your ability to understand and respond to different types of spoken German.</p>
Paper 3: Reading and understanding in German - 25%	<p>Students are assessed on their understanding of written German across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. A short passage will be translated from German into English.</p>
Paper 4: Writing in German - 25%	<p>Students are assessed on their ability to communicate effectively through writing in German for different purposes and audiences. Students will be requested to translate a short text from English into German.</p>

*Subject to official accreditation by Ofqual*

## Aptitudes Needed

- An interest in communication and German-speaking cultures.
- The ability to retain vocabulary, mimic sounds and manipulate grammatical structures.
- A developing ability to distinguish key language from additional details and draw conclusions.

## Career Information

Language experts enter all types of work including translation, interpreting, tourism, education, civil service, engineering, finance, business and law. People with language skills are increasingly in demand and having a good knowledge of, and a recognised qualification in German, will only improve your job prospects.

# GCSE Spanish

Edexcel

## Syllabus Information

You will study the following six thematic contexts and subjects on which the examination papers are based:

1. My personal world
2. Lifestyle and wellbeing
3. My neighbourhood
4. Media and technology
5. Studying and my future
6. Travel and tourism



## Assessment

GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all the following four question papers at the same tier (higher or foundation). All question papers must be taken in the same series at the end of the course and we will aim to enter all students for Higher Tier.

Paper 1: Speaking in Spanish - 25%	<p>This paper will assess your ability to communicate and interact effectively in speaking for a variety of purposes. There are three tasks which must be conducted in the following order:</p> <ul style="list-style-type: none"> <li>• Read aloud</li> <li>• Role play</li> <li>• Picture task and Conversation</li> </ul>
Paper 2: Listening and understanding in Spanish - 25%	This paper will assess your ability to understand and respond to different types of spoken Spanish.
Paper 3: Reading and understanding in Spanish - 25%	Students are assessed on their understanding of written Spanish across a range of different types of texts, including advertisements, e-mails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. A short passage will be translated from Spanish into English.
Paper 4: Writing in Spanish - 25%	Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students will be requested to translate short text from English into Spanish.

*Subject to official accreditation by Ofqual*

## Aptitudes Needed

- An interest in communication and Spanish-speaking cultures.
- The ability to retain vocabulary, mimic sounds and manipulate grammatical structures.
- A developing ability to distinguish key language from additional details and draw conclusions.

## Career Information

Language experts enter all types of work including translation, interpreting, tourism, education, civil service, engineering, finance, business and law. People with language skills are increasingly in demand and having a good knowledge of, and a recognised qualification in Spanish, will only improve your job prospects.

# Subject Options



	Column A (Combined Science Route)	Column B (Separate Sciences Route)
Free Choice Option 1		
Free Choice Option 2		



# GCSE Art & Design

AQA

## Syllabus Information

During the two years of the course you will work in the following areas:

**Drawing** – for different purposes forms the basis for all the GCSE units of work and will be used a great deal during the course so you must feel comfortable with this skill.

**Painting** - various ways of painting will play a big part in all your coursework projects.

**Printmaking** – lino cut printmaking will be explored to produce a repeated image.

**Sculpture** - the second unit of work will allow you to develop a piece of sculpture based on your own interests.

**Photography** - Your own photographs will play a major role in the development of both traditional and digital art work you produce.

## Assessment

Component 1: Portfolio of work 60%	Your portfolio of coursework will consist of three projects which you will work on throughout Years 10 and 11. The portfolio is similar to work you have already done in the Lower School and requires you to research and develop set themes. The first Year 10 Unit of Work is based on initial work developed from a visit to a major exhibition or site of special interest. For your second and third projects look at different cultures, crafts people and designers and from this work we will develop a variety of 2D and 3D outcomes.
Component 2: Externally set Assignment 40%	This is the closest we get to a formal examination in Art & Design. In January of Year 11, you will be given seven starting points from which you have to select one to develop into a final piece of artwork. You will have several weeks to develop your ideas followed by 10 hours to complete the final piece. Both your Coursework and Externally Set Assignment are marked by your teacher and then moderated by an External Assessor.

## Aptitudes Needed

Students must be creative, enthusiastic and organised. The course builds on practices and processes studied at KS3, as well as introducing new techniques and ways of working.

## Career Information

It may come as a surprise that Art opens a lot of doors in further education and employment. We live in a very visually conscious world and take pleasure and comfort in well designed and innovative products - from the manufacture of fashionable clothes - we are the world leaders in this area - to well-designed cards, furniture and architecture - many of our students go on to study architecture at University. A structured GCSE Art & Design course will allow you the opportunity to get onto the first rung of the ladder to a career in Art & Design.





# GCSE Computer Science

OCR

## Syllabus Information

We live in a society in which technology plays a massive role. From work and school to home and leisure, Computing has become an essential element of our lives. The GCSE Computer Science qualification equips our students with the knowledge and skills necessary to thrive in a technological world. The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

## Aptitudes Needed

An interest in the subject would help as well as the ability to select and use digital applications appropriately to produce high quality outcomes.

The OCR GCSE is made up of 3 units:

Computer Systems (50% of total GCSE)	Computational Thinking, Algorithms and Programming (50% of total GCSE)	Programming project
1 hour 30 minutes Written paper	1 hour 30 minutes Written paper	Programming project Totaling 20 hours Non-Exam Assessment
This component will assess: <ul style="list-style-type: none"><li>• Systems architecture</li><li>• Memory and storage</li><li>• Computer networks, connections and protocols</li><li>• Network security</li><li>• Systems software</li><li>• Ethical, legal, cultural and environmental impacts of digital technology</li></ul>	Topics Areas: <ul style="list-style-type: none"><li>• Algorithms</li><li>• Programming fundamentals</li><li>• Producing robust programs</li><li>• Boolean logic</li><li>• Programming languages and Integrated Development Environment</li></ul>	Topics Areas: <ul style="list-style-type: none"><li>• Programming techniques</li><li>• Analysis</li><li>• Design</li><li>• Development</li><li>• Testing and evaluation and conclusions</li></ul>

## Benefits

- Gives learners a real, in-depth understanding of how computer technology works.
- Provides excellent preparations for higher study and employment in Computer Science.
- Develop critical thinking, analysis and problem-solving skills.

## Career Information

- In the games industry, difficulty recruiting programmers is by far the biggest skills challenge. Many games employers say these problems are holding back business growth.
- There are more advertised vacancies for IT professionals than candidates to fill them.
- Employment in the IT industry is forecast to grow 5 times faster than the UK average with over half a million new IT and Telecoms professionals needed over the next 5 years.
- IT and Telecoms professionals currently earn 41% more than the national average salary.





# GCSE Design and Technology

Edexcel

## Syllabus Information

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. The term 'prototype' refers to a functioning design outcome. A final prototype could be a highly-finished product, made as proof of concept before manufacture.

## Assessment

Component	Overview	Assessment
Component 1 Examination 50% of qualification	<p>The paper includes calculations, short-open and open-response questions as well as extended-writing questions focused on: analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others</p> <p>analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.</p> <p>The paper is split into Section A "core" and Section B "material" categories.</p>	<p>Written exam, externally assessed</p> <p><b>Exam</b> 1 hour 45 mins. (Total of 100 marks).</p> <p>Students must answer all questions in section A (40 marks).</p> <p>Students can choose one specialism in section B – either Metals, Papers and Boards, Polymers, Systems, or Timbers (60 marks).</p>
Component 2 Design & make Project 50% of qualification	<p>Three contextual challenges will be provided by the board on 1st June each year, from which students must choose one to respond to. Students will produce a project which consists of a portfolio and a prototype. There are four parts to the assessment:</p> <p>Part 1: Investigate • Part 2: Design</p> <p>Part 3: Make • Part 4: Evaluate.</p>	<p>Non-examined assessment or NEA, internally assessed and externally moderated.</p> <p>(Total of 100 marks).</p>

## What changes are in the new GCSE Specification?

- Maths skills must be 15% of the total qualification. Since Maths cannot be assessed in the NEA this will mean that the exam will need to include all of the Maths content.
- There are 4 AOs to allow for a better focus on analysis and evaluation.
- The NEA is worth 50%.

## Career Information

Students should develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important.



For more information visit:  
<https://qualifications.pearson.com/en/subjects>

# GCSE Geography

AQA

## Syllabus Information

**Geographical Skills** – OS map reading, photographic analysis, sketch maps, satellite images, cross sections and statistical data analysis.

**Living with the Physical Environment** – The Challenge of Natural Hazards, The Living World (Hot deserts) and Physical Landscapes in the UK (Rivers and Coasts).

**Challenges in the Human Environment** – Urban Issues and Challenges, The Changing Economic World and The Challenge of Resource Management (Water).

## Assessment

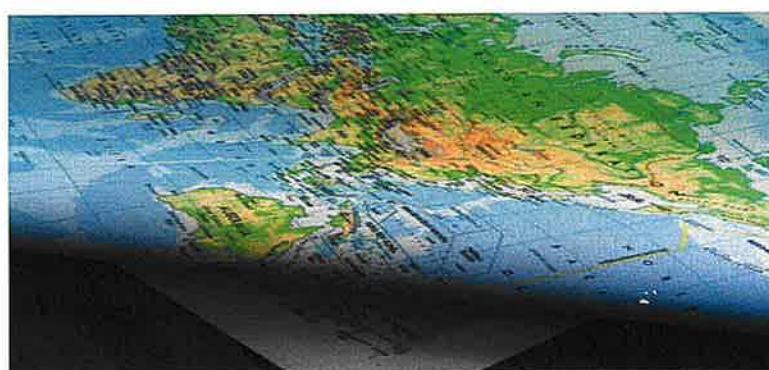
Final Exam 100%	Paper 1: Living with the Physical Environment (1½ hours) (35%) Paper 2: Challenges in the Human Environment (1½ hours) (35%) Paper 3: Geographical Applications (1½ hour) (30%) *Issue evaluation (pre-released resource booklet, made available from March 2027) *Fieldwork *Geographical Skills
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## Aptitudes Needed

You should have an interest in Geography and in the world around us and be able to handle data in a variety of forms. You will need to be organised, be capable of thinking independently and make decisions about different issues and express your ideas clearly. You will be expected to work independently throughout the course.

## Career Information

Statistics show that compared to other subjects, Geography graduates are among the most employable. The skills you use in your geographical studies are very important to a wide range of employers. Geographers are trained to be good decision makers who look at all aspects of a situation. Some jobs make direct use of geographical knowledge such as those in tourism, town planning and environmental management and teaching, but it is also useful for law, journalism, medicine and working in the media amongst others, because it combines the understanding of the facts of the sciences with the perception of the arts.





# GCSE History

Edexcel

## Syllabus Information

In GCSE History, students will study twentieth century international relations (the Cold War), a thematic study in British History (History of Medicine) and a British Depth Study (on Elizabeth I) and a non-British Depth Study (Nazi Germany).

Students will complete up to 3 examinations in History and these test knowledge and understanding of the periods studied, different interpretations of History, historical inquiry and the use of historical sources. There is no longer Controlled Assessment in History.

The breakdown of papers is below:

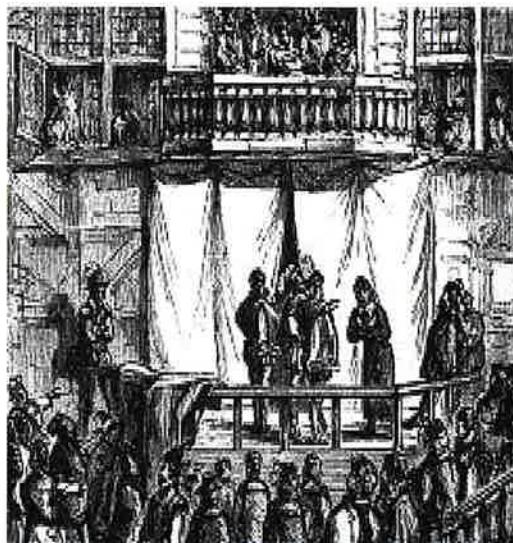
Paper 1	1 hour 15 mins	Medicine in Britain (1250 to present)
Paper 2	1 hour 45 mins	Early Elizabethan England (1558-80) Super power relations and the Cold war (1941-91)
Paper 3	1 hour 20 mins	Weimar and Nazi Germany (1918-39)

## Aptitudes Needed

An interest in the subject would help as well as a wider interest in twentieth century politics and warfare! The ability to understand and evaluate historical sources; both written and visual, would also be an advantage. A good command of English and the ability to organise your ideas in a structured way would also be useful.

## Career Information

Very few people gain employment as historians! However, History is valued as an A Level subject by both universities and employers as it requires a range of analytical and evaluative skills. Many History graduates pursue careers in Law, Accountancy, Financial Services and Teaching.





# GCSE Music

WJEC Eduqas

## Syllabus Information

### Performing:

Two assessed performances — one solo and one ensemble — totaling 4–6 minutes. Performances may be in any style or genre. At least one piece must link to one of the four Areas of Study. Technology-based options (e.g., sequencing/DJ) and improvisation are permitted where appropriate.

**Composing:** Two compositions (total 3–6 minutes): one in response to a brief set by Eduqas (released in September of the assessment year) and one free composition to a candidate's own brief. Music technology may be used as appropriate.

### Listening:

Study across four Areas of Study with analysis of set/prepared extracts and unfamiliar music:

Area of Study 1: Musical Forms and Devices

Area of Study 2: Music for Ensemble

Area of Study 3: Film Music

Area of Study 4: Popular Music

Coursework 60%	<b>Composing (30%)</b> – Two final compositions submitted. <b>Performing (30%)</b> – One solo performance (which may be accompanied); One ensemble performance (for 2–5 players including the candidate).
Final Exams 40%	One 1 hour 45 'listening' paper, in which the candidate will respond to questions about music on a pre-recorded CD.

### Aptitudes Needed

The subject requires a range of skills including academic work to learn about different styles of music and its international language; good physical co-ordination; aural awareness; a high level of self-discipline to practice regularly; co-operation with others when playing in ensembles; creative skills and artistic sensitivity; an understanding of technology.

### Career Information

As well as solo/band/orchestral performing careers, leisure activities and careers in the creative industries are both areas of rapid growth. A course in Music could well lead to a career in such areas as events management, sound engineering, theatre and studio work, composition, teaching or directing.





# GCSE PE

AQA

## Syllabus Information

The GCSE syllabus encourages a holistic understanding of Physical Education. Students will receive a well-rounded and full introduction to the world of Physical Education, studying: principles of training; adaptations to the human body; human biology; anatomy and physiology; energy systems; biomechanics; sport psychology; and socio-cultural issues in sport.

Component	Assessment	Content Overview
Paper 1: The human body and movement in physical activity and sport	Written exam 1 hour 15 minutes Total 78 marks 30% of Marks	Students explore the human body in depth, learning: major muscle groups; bones; the heart, cardiovascular system, and respiratory system. They also learn the adaptations of these systems to training methods, and the links between those adaptations on sporting performance, fitness and health. Students will also explore biomechanical principles, looking at the links between physics, maths and sport with a focus on levers, forces and limb kinesiology.
Paper 2: Socio-cultural issues and well-being in physical activity and sport	Written exam 1 hour 15 minutes Total 78 marks 30% of Marks	Students explore socio-cultural issues in sport, such as: barriers against participation and initiatives for increasing participation. Students learn current and active UK and global initiatives, analysing their relative successes. Students also learn about the impact of psychological processes on performance in sport, learn the links between mental and physical preparation.
Component 03: Performance in physical education	Non-exam assessment 3 sports  Coursework	Students are assessed as a mark/25 in their competitive performance across each of three different sports: 1 individual, 1 team, and either 1 team or 1 individual. Students also complete an extensive piece of coursework (/25) analysing their own performance in their main sport, both in terms of technical skill and physical fitness.

## Aptitude, Attitude and Academic Ability needed!

To be a member of at least one College team or be attending regular training. A positive attitude to school sport and training, with the ambition to be selected for a team. You **must** attend practice for College sports regularly; it's your coursework. Have a positive PE attainment and bfl grade, with a sustained participation in one of the competitive sports options in Games.

## Sports Assessed within College

Rugby, Hockey, Cricket, Cross-country/Athletics, Handball, Badminton, Tennis, Basketball.

## Career Information

GCSE PE is a Science subject, supporting applications for Medicine, Dentistry, Physiotherapy and Biomedical Sciences. It is a major subject for Psychology, Physiology and Sports Science Degrees. Career options include work within the sport, leisure and health industries, teaching and the Armed Forces. Recent old boys are currently working for UK Sport as a Doctor in Sports Medicine, Manchester United as a Sports Scientist and in the Football League as Physiotherapists, Teaching, Coaching and Sports Journalism.



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