



The London Oratory School

GCSE Information Booklet
2025-26

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ART

Outline of Syllabus

The aim of the course is to develop understanding and enjoyment of art and design through the practice of fine art:

- Painting and related media
- Sculpture
- Printmaking

This exciting course will enhance a pupil's ability to make an observed response to a theme, through drawing and photography, and then to develop the theme in an imaginative and personal way using some or all of the above practices. Pupils will be guided through the use of a wide variety of materials and disciplines, including oil paint and dry point etching, and will be given plenty of opportunity to produce work that is of personal interest to them. Digital programmes such as Photoshop will also be taught and used during the course. They will be encouraged to reflect upon their work as it progresses in order to develop as effective and independent learners.

Projects are theme-based. The starting point might include working from the local environment, such as North End Road Market, Putney or Kew Gardens, or the study of another culture and their art, such as that of Japan or Africa. Contextual grounding to projects will also be strengthened through visits to museums and galleries.

Pupils will also be taught to develop an understanding of the history and traditions of art and design through the study of the work of other artists and designers, often using this experience as a stimulus for their own work. They will be taught how to analyse and interpret works of art, sculpture and architecture and establish a sound understanding of technical vocab which they will use in discussion.

Scheme of Assessment

Art and Design Portfolio/Coursework 60%

Pupils produce a portfolio of work developed from a given theme. This portfolio will comprise of two projects which will run from September 2025 until December 2026.

Externally Set Assignment 40%

In January 2022, pupils will be provided with a broad theme / topic by the exam board, from which they will develop a personalised project and create an outcome/final piece during a 10 hour period of sustained focus, which takes place over two days near to the Easter break. Pupils have plenty of time to prepare for this, making it a rewarding two days in the art department.

The final exhibition (Coursework, the Externally Set Assignment and preparatory work) will be marked by the art teachers and moderated by a visiting examiner.

Awarding Body: **Edexcel**

Specification: **GCSE Art & Design – Fine Art**

COMPUTER SCIENCE

Outline of Syllabus

GCSE Computer Science is a practical subject in which pupils can apply the knowledge and skills learned in the classroom to real-world problems. It is a creative subject that involves invention and will utilise computational thinking to help pupils develop the skills to solve problems and design computer systems. Pupils will find it particularly useful if they have a computer of their own that runs Windows and Microsoft Office. Also, pupils opting for this subject should have good mathematical / logic skills and preferably some experience with basic programming.

The course is split into three main areas:

Component 01; Computer Systems

This component will introduce pupils to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that pupils will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Component 02; Computational Thinking, Algorithms and Programming

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging pupils to apply this knowledge and understanding using computational thinking. Pupils will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Pupils will become familiar with computing related mathematics.

Practical Programming

Pupils will be given the opportunity to undertake a number of programming tasks during the course which allow them to develop skills to write, test and refine programs using a high-level programming language such as Python. Pupils will be assessed on these skills in the written examinations, in particular component 02.

Scheme of Assessment

No	Description	Description	Assessment	
J277/ 01	Computer Systems	This includes a mixture of short and medium length questions, as well as one extended response question.	50% (80 marks)	1½ hr exam.
J277/ 02	Computational Thinking, Algorithms and Programming	This paper is in two sections. Section A, worth 50 marks, will assess knowledge and understanding of concepts of Computer Science which pupils will then apply in computational terms. Section B, worth 30 marks, will assess practical programming skills and the ability to write, test and refine programs.	50% (80 marks)	1½ hr exam.

DESIGN AND TECHNOLOGY

Outline of Syllabus

The new Design & Technology GCSE is a demanding course which will prepare pupils to participate confidently and successfully in an increasingly technological world, as well as laying the foundations for a future in a wide range of design based courses such as Engineering, Architecture & Industrial Design.

A significant proportion of lesson time is dedicated to the teaching of practical (tool and machine) and CAD/CAM (computer) skills. Pupils use a wide range of materials and manufacturing processes, combining core scientific & mathematic skills to realise challenging and innovative design ideas.

An equal part of the course is focused on related theory; providing an opportunity for pupils to understand the mechanical and working properties of materials, the economic, social & environmental factors in design and manufacture, and to engage with contemporary & historical influences on the man-made world. It allows pupils to study core technical, designing & making principles, as well as having the opportunity to choose their own specialist technical principles in greater depth.

Scheme of Assessment

Unit 1: Written Paper

The two hour written paper contributes 50% of the GCSE grade and comprises three parts:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Unit 2: Non examined assessment (NEA)

This 35 hour, 100 mark, controlled assessment contributes 50% of the overall grade.

Controlled means that constraints are placed on time, guidance and access to the workshop.

The NEA comprises two parts:

- A substantial design and manufacture activity derived from a set of contextual themes supplied by the examination board. The coursework is submitted in the form of a prototype.
- An electronic portfolio containing proof and evidence of designed work (approx. 20xA3 sheets). The evidence must contain:
 - Identifying and investigating design possibilities
 - Producing a design brief and specification
 - Generating design ideas
 - Developing design ideas
 - Realising design ideas
 - Analysing and evaluating

Pupils are allocated 30-35 hours of lesson time to complete this activity which is marked and moderated by teachers and externally. The allocation of time and depth of knowledge needed for the NEA should not be underestimated.

Awarding Body: **AQA**

Specification: **GCSE Design & Technology 8552**

ENGLISH LANGUAGE

Outline of syllabus

GCSE English Language allows pupils to demonstrate their ability to use English in real life contexts and uses an investigative and analytical approach to language topics drawing on personal experience. The course covers the new requirement for functional English.

Scheme of assessment

Assessment is by two written examinations.

Unit 1: Explorations in Creative Reading and Writing

A: Pupils read a literary fiction text and consider how writers use narrative and descriptive techniques to engage readers.

B: Pupils write their own creative text, demonstrating narrative and descriptive skills.

Unit 2: Writers' Viewpoints and Perspectives

A: Pupils read two linked sources from different time periods and genres and consider how each presents a viewpoint to influence the reader. Texts may include high-quality journalism, articles, reports, travel writing, letters, diaries, autobiography, biography etc. and may be fictional or non-fictional.

B: Pupils produce a written text to a specified audience, purpose and form.

Speaking and Listening is also assessed but this is certified separately from the written exams, and does not count towards a GCSE grade.

Awarding body: **AQA**

Specification: **GCSE English Language A**

ENGLISH LITERATURE

Outline of syllabus

GCSE English Literature requires pupils to explore texts from a personal perspective and offers an experience of:

- literature today;
- literature globally;
- the literary heritage.

Scheme of assessment

Assessment is by two external examinations of equal weighting.

Unit 1: Shakespeare and the Nineteenth Century Novel. Pupils will study a play by Shakespeare and a novel written during the nineteenth century and they will answer one question on each text in the examination.

Unit 2: Modern Texts and Poetry. Pupils will study one prose or drama text written during the twentieth or twenty first centuries and they will be examined by answering one question on it. Pupils will study poems from an anthology of poetry. They will be examined by one essay which compares two of these poems, and one essay in which a piece of unseen poetry is analysed.

Awarding body: **AQA**

Specification: **GCSE English Literature A**

GEOGRAPHY

Outline of Syllabus

The course is based on a balanced framework of physical and human geography. It allows pupils to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

The course comprises three key units:

Paper 1: Living with the physical environment

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

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

Paper 2: Challenges in the human environment

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

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

Unit 3: Geographical applications

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

Fieldwork and geographical skills will be running throughout the course.

As part of unit 3 pupils will complete two day fieldtrips.

1. Juniper Hall to study River Landscapes
2. Stratford Olympic Park Village to study Regeneration

Scheme of Assessment

The examination comprises three written papers:

Paper 1: 1 hour 30 minutes

Paper 2: 1 hour 30 minutes

Paper 3: 1 hour 30 minutes

Awarding Body: **AQA**

Specification: **GCSE Geography 8035**

HISTORY

The emphasis in GCSE has moved from the study of a relatively short period of time to a substantial and broader study of content drawn from medieval, early modern and modern history. An interesting range of content gives pupils the opportunity to learn about and investigate the past in a wide and varied study designed to inform and stretch GCSE candidates. Through learning how to interpret historical sources, construct written arguments and justify their opinions, they will be encouraged to discuss, analyse and think critically about them. Our aim is for pupils to leave us with the ability to evaluate more effectively both their own lives and modern societies through reference to those of the past.

Outline of syllabus

British Thematic study--*Power: monarchy and Democracy in Britain c.1000 to c.2010.*

Pupils will understand change and continuity across British history, including the most significant characteristics of different ages looked at through the perspective of who holds power at different times and when and how control changes. This includes a broad sweep of time in which Britain is ruled by monarchs and which then develops into constitutional monarchies and finally parliamentary democracy.

A British depth study--*The English Reformation c.1520—c.1550*

This depth study focuses on the English Reformation from religious, social and economic perspectives as well as the impact of religious change on the ordinary people of England.

Non-British depth study--*Germany 1925—1955: the People and the State.*

Pupils will focus on the relationship between the German people and the Nazi regime that ruled Germany from 1933—1945. The depth study ranges from 1925—1955 in order to provide the context for the Nazi period in Germany.

Period Study--*International relations: the changing international order 1918—1975.*

Pupils will understand the unfolding narrative of substantial developments and issues associated with the twentieth century, from the aftermath of World War I to the period of the Vietnam War. As part of this study pupils will look at how and why interpretations of two key events – Appeasement and the beginnings of the Cold War – have changed over time and have consequently lead historians to reach different views of these significant events.

A study of an historic environment--*Castles: Form and Function c.1000—1750.*

Pupils will study the changing role of the castle from defensive fortress to stately home. The study is focused on Kenilworth Castle and allows pupils to practise and develop the ability to use evidence effectively.

Assessment

Assessment is entirely by examination through three written papers taken at the end of the course. There is no coursework.

Wider opportunities

A journey to the Battlefields of WW1 is offered in the fourth form. Pupils studying history GCSE are also encouraged to attend the History Society talks, given by visiting academics, writers and other professionals from the field of history.

LATIN

The law, civilisation and literature of Rome have exercised a profound influence on modern society and upon the English language. Learning about Rome is not only fascinating; it is invaluable for anyone who hopes to possess a sound understanding of the modern world. At university it is an advantage for undergraduates in law, English, history and modern languages.

It is a subject which is held in very high esteem by employers in a wide range of professions.

Pupils who opt for Latin will also get the chance to study Classical Greek.

Outline of Syllabus

The syllabus covers two areas: the language itself and Latin Literature through a selection of prose and verse texts.

Language: Candidates are expected to translate two passages of Latin into English, as well answering comprehension questions on these passages.

Literature: Candidates are expected to answer questions showing understanding of prose and verse texts studied during the course. The prose authors include Caesar, Cicero and Tacitus and the verse authors Horace, Catullus, Virgil and Ovid.

Scheme of Assessment

There are three written papers covering the following elements:

Language (Translation and Comprehension)	50 %
Prose Literature	25 %
Verse Literature	25 %

MATHEMATICS

Outline of Syllabus

There are two tiers of study, Foundation (covering grades 1 – 5) and Higher (covering grades 4 – 9).

Each tier requires knowledge of the following aspects of mathematics in varying depth:

Numbers and calculations	Constructions and loci
Percentages and ratio	Pythagoras' theorem
Direct and indirect proportion	Trigonometry in right angled triangles
Standard form	Vectors
Formulae	Coordinates
Algebraic manipulation	Graphs
Linear and quadratic equations	Symmetry and transformations
Sequences	Statistics
Geometrical figures and their properties	Probability
Mensuration, including area and volume	

In addition the following are studied at the Higher tier:

The equation of a circle	Functions
Gradients of curves and areas under graphs	Surds
Geometric progressions and quadratic series	3-dimensional applications
Trigonometry in non-right angled triangles	

Scheme of Assessment

Assessment is through three equally-weighted papers, each of which must be from the same tier of entry. Candidates for the Foundation tier will take Papers 1F, 2F and 3F, and candidates for the Higher tier Papers 1H, 2H and 3H. Each paper covers the entire specification assessed across three objectives:

- use and apply standard techniques;
- reason, interpret and communicate mathematically;
- solve problems within mathematics and in other contexts.

Calculators may not be used in the first paper in each tier, i.e. in either paper 1F or 1H. There is no controlled assessment.

It is essential that pupils be entered for the tier appropriate to their ability and likely performance in the examination since those who fail to achieve the lowest grade awarded in the tier will not have their achievement recorded.

All pupils will be expected to have a scientific calculator with the following functions as a minimum in addition to the basic functions of adding, subtracting, dividing and multiplying: $\sin x$, $\cos x$, $\tan x$ and their inverses in degrees; powers and roots, standard form (scientific notation). Calculators with any of the following facilities are prohibited from any examination: databanks, retrieval of text or formulae, QWERTY keyboards, symbolic manipulation, symbolic differentiation or integration. Mathematical equipment such as rulers, compasses and protractors will also be needed throughout the course.

Awarding Body: **Edexcel**

Specification: **GCSE Mathematics 1MA1**

MODERN FOREIGN LANGUAGES:

FRENCH AND GERMAN

All pupils will continue with the study of their first foreign language in the fourth and fifth forms and will take the GCSE examination at the end of the course.

Outline of Syllabus

The course is designed to build on and extend the work covered in the first three years. The overall aim is to equip pupils with the ability to communicate effectively in the foreign language in practical, everyday situations. There are six broad thematic contexts that provide a focus for the teaching and learning of the vocabulary and grammar:

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

In the classroom the emphasis will continue to be on using the foreign language as the normal means of communication. The importance of a sound grasp of the grammatical structure of the language cannot be overemphasised and the study of grammar forms an integral part of the course.

Scheme of Assessment

GCSE German and French have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Pupils must take all four question papers at the same tier. All question papers must be taken in the same series.

- Speaking (25%) – Paper 1
Tasks include: A reading aloud task, a transactional role play and a picture description and follow on conversation. In addition to the silent preparation time, pupils have a minute before the exam starts to practice the reading aloud task. The role plays are all transactional like booking hotels, buying clothes and going to the doctors. For the picture description and follow on conversation pupils have a choice of two thematic contexts a few weeks in advance.
- Listening and Understanding (25%) – Paper 2
There are two sections to this assessment. Section A: Listening – multiple-choice, multiple-response and short-answer open response questions. All questions are set in English. Section B: Dictation
- Reading and Understanding (25%) – Paper 3
Section A: Reading – multiple-choice, multiple-response and short-answer open response questions. All questions are in English.
- Writing (25%) – Paper 4
Picture description task (Foundation only).
Two open response writing tasks (Foundation = 40-50 words and 80-90 words. Higher = 80-90 words and 130-150 words) with a choice of two for each one. There is also a translation into French/German – 5 sentences for Foundation and a short paragraph for Higher.

Awarding Body: **Edexcel**

Specification: **GCSE French
GCSE German**

Fourth Form Courses 2024

MODERN FOREIGN LANGUAGES:

SPANISH

Spanish is offered in the fourth form as an additional language to those pupils who are placed in the top set in their first language and who showed promise in the Spanish offered as a beginners' course in third form. The course is highly rewarding and a sound basis for continuing with Spanish in the sixth form.

Outline of Syllabus

The overall aim is to equip pupils with the ability to communicate effectively in the foreign language in practical, everyday situations. There are six broad thematic contexts that provide a focus for the teaching and learning of the vocabulary and grammar:

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

In the classroom the emphasis will continue to be on using the foreign language as the normal means of communication. The importance of a sound grasp of the grammatical structure of the language cannot be overemphasised and the study of grammar forms an integral part of the course.

Scheme of Assessment

GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Pupils must take all four question papers at the same tier. All question papers must be taken in the same series.

- Speaking (25%) – Paper 1
Tasks include: A reading aloud task, a transactional role play and a picture description and follow on conversation. In addition to the silent preparation time, pupils have a minute before the exam starts to practice the reading aloud task. The role plays are all transactional like booking hotels, buying clothes and going to the doctors. For the picture description and follow on conversation pupils have a choice of two thematic contexts a few weeks in advance.
- Listening and Understanding (25%) – Paper 2
There are two sections to this assessment. Section A: Listening – multiple-choice, multiple-response and short-answer open response questions. All questions are set in English. Section B: Dictation
- Reading and Understanding (25%) – Paper 3
Section A: Reading – multiple-choice, multiple-response and short-answer open response questions. All questions are in English.
- Writing (25%) – Paper 4
Picture description task (Foundation only).
Two open response writing tasks (Foundation = 40-50 words and 80-90 words. Higher = 80-90 words and 130-150 words) with a choice of two for each one. There is also a translation into Spanish – 5 sentences for Foundation and a short paragraph for Higher.

Awarding Body: **Edexcel**

Specification: **GCSE Spanish**

Fourth Form Courses 2024

MUSIC

Outline of Specification

The specification for the GCSE Music course is based upon three aspects of music: performing, composing and appraising. The course is a natural extension of the work studied in first to third form. All pupils receive subsidised instrumental lessons on one instrument. The principal instrument study is a crucial part of the course and pupils are expected to attend all lessons and to practise and prepare thoroughly between lessons. Pupils are required to be a member of one or more school ensembles and will be expected to attend a number of concerts and performance opportunities, both in and out of school.

The course is designed to:

- Develop the understanding and appreciation of a range of different kinds of music;
- Extend current musical interests and increase the ability to make judgements about musical quality;
- Develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity and emotional and cultural development.

There are four areas of study, with two set works in each area:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions

Assessment

Unit 1 Performance (30%)

Pupils perform for **at least four minutes'** combined duration (each out of 30 marks).

- Solo performance: this must be at least one minute in duration
- Ensemble performance: this must be of at least one minute in duration

Unit 2 Composition (30%)

Pupils compose two compositions, of **at least three minutes'** combined duration (each out of 30 marks).

- One composition to a brief set by exam board: this must be at least one minute in duration.
- One free composition agreed with the course teacher: this must be at least one minute in duration.

Unit 3 Written examination (40%)

Section A: Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on the musical elements, context and musical language.

Section B: Comparison between a set work and one unfamiliar piece (12 marks)

- One question that asks pupils to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.

PHYSICAL EDUCATION

Outline of Syllabus

Pupils will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity. Pupils will study a range of topics such as Anatomy and Physiology, Sports Psychology and Socio Cultural influences on sport.

Scheme of Assessment

Written Assessment 60% - the written examination will test the theoretical content of the course. It comprises of two exam papers of 1 hour 15 minutes and both assessments accounting for 30% each.

Non-Examined Assessment (NEA) is worth 40% of the total marks and comprises 3 practical performance (30%) and performance analysis and evaluation (10%), both of which will be internally assessed and externally moderated.

For the practical element candidates must be assessed in three activities: one team activity (for example, rugby), one individual activity (for example, table tennis) and another team or individual activity (for example, football) that is listed on the AQA website. Activities unable to be performed within PE supervision may require video footage to be acquired outside of lesson time.

The performance analysis and evaluation coursework requires pupils to analyse their strengths and weaknesses in one of their chosen activities and create a plan on how to improve their performance.

Suitable candidates should be regularly competing to a good standard in at least one of the practical assessment activities listed and will be expected to attend extra curricular training either in or outside of school. Please see the PE Department to view the list of approved activities.

RELIGIOUS STUDIES

Outline of Syllabus

The aim of Religious Studies in the fourth and fifth forms is to give pupils the opportunity to acquire a detailed and developed knowledge and understanding of the key elements of the Catholic faith and to attain an insight into the effect of the Catholic faith on individual and social moral behaviour, on attitudes to life's experiences, and on personal lifestyles. They should also be able, through following the course, to evaluate by critical analysis different responses (both religious and non-religious) to contemporary issues of religion and morality.

These aims are achieved through study of two units, one on *Catholic Christianity*, and the other on *Perspectives on Faith*. In the first of these two units we look at Catholic teaching on six key topics (listed below). In the second we look from a Catholic perspective on themes drawn from the areas of marriage and family life and questions of social harmony and justice. This paper also includes a study of Judaism.

Scheme of Assessment

Paper One (fourth form): Catholic Christianity

Catholic beliefs, teachings, practices, sources of authority and forms of expression in relation to six topics:

- Creation
- Incarnation
- The Triune God
- Redemption
- Church
- Eschatology

Paper Two (fifth form): Perspectives on Faith

Section A: Judaism

Section B: Themes (two from three)

- Theme A: Religion, Family & Relationships
- Theme B: Religion, Peace & Conflict
- Theme C: Religion, Human Rights & Social Justice

The examination is by two written papers, each 1 hour 45 minutes long and each worth 96 marks.

Awarding Body: **AQA**

Specification: **Religious Studies (B)**

SCIENCE

BIOLOGY - CHEMISTRY - PHYSICS

Pupils will either follow separate science courses in Biology, Chemistry and Physics, leading to three independent GCSEs, or if appropriate, and in their best interests, smaller groups of pupils may be entered for the Combined Science Award (worth two GCSEs or Double Award). This will be discussed with pupils and parents, but the final decision will rest with the School.

Aim of Syllabus

We hope that by the end of the course, boys will be able to:

- develop a critical approach to scientific evidence and methods;
- apply scientific skills, knowledge and understanding;
- appreciate how science works and understand its essential role in society;
- understand the main scientific models in Biology, Chemistry and Physics;
- develop their use of the mathematical content within the sciences.

In addition, it should help boys develop their interest and enthusiasm for science giving them the ability to progress further.

Scheme of Assessment Triple Award:

Written Papers **100%**

For each subject, there are 2 papers. Every paper is examined by a 1 hour 45 minute written examination, worth 50%. The papers will contain a mixture of question styles, including objective questions, short answer questions and extended writing questions. Pupils can be entered into Foundation or Higher for all the papers in each subject. A* to G grades will be replaced by 9 to 1 grades for Chemistry, Biology and Physics.

Or

Scheme of Assessment Combined Science Award:

Written Papers **100%**

The content for the Combined Science Award is a subset of the content from the Triple Award. It is worth two GCSEs (Double Award). The three science subjects will still be taught separately and there will be six papers: two biology, two chemistry and two physics. Each will assess different topics. All the papers are 1 hour 15 minutes. Foundation and Higher tiers are available. The papers are equally weighted. Each is worth 16.7% of the grade. The papers will contain a mixture of multiple choice, short answer questions and extended writing questions. The Combined Science Award will have a 17 point grading scale, from 9-9, 9-8 through to 2-1 and 1-1.

Awarding Body: **AQA**

Specification: AQA Sciences

GCSE Biology 8461

GCSE Chemistry 8462

GCSE Physics 8463

GCSE Combined Science 8464

SPORT

Pupils have a timetabled Games session each week during which they participate in their chosen activities.

Michaelmas and Lent terms:

Rugby
Swimming / Water polo
Soccer
Hockey
Fitness / Weight training

Trinity term:

Cricket
Athletics
Volleyball
Swimming / Water polo
Table tennis

Boys have the opportunity to represent the school in rugby, cricket, athletics, cross country, tennis and water polo and their house in rugby, cross country, cricket, swimming, soccer and athletics.