



St Peter's School  
YORK

# GCSE

Curriculum Booklet  
Commencing study September 2026





# Introduction

Choosing your GCSE options is an exciting step in shaping your future. These subjects will form the foundation of your studies over the next two years, so it's important to think carefully about what you enjoy, what you're good at and what you might want to study afterwards. Some subjects are compulsory, while others are optional.

From January, teachers of optional subjects will start to talk to you about what the study of their subject to GCSE level entails. Please read the summaries in this booklet carefully and discuss with relevant teachers in lessons and with your parents at parents' evening. Heads of Department, Houseparents and the Careers Department would be valuable sources of further advice.

The core (compulsory) subjects are Mathematics, English, at least one Modern Foreign Language, Religious Studies and Biology, Chemistry and Physics (which are taught and examined separately, leading to the Edexcel International GCSE Double Award qualification).

You must choose three additional subjects, details of which can be found in this booklet. You will also have timetabled PE and *Lessons for Life*, which offers opportunities to explore, clarify and challenge your own and others' values, attitudes, beliefs, rights and responsibilities. The course aims to equip you with skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

**Will my choices limit my future options?** Most combinations keep all options open, but some courses—like Art, Design and Technology, Music and Languages—may require GCSE-level experience. **For more information on combinations of options, please see page 4.**

**When and how do I select my options?** February 2026 (after February half term). A link to an electronic form will be provided after parents' evening in early February.

**What if I change my mind?** You can request a subject change by contacting the Academic Deputy, but changes aren't always possible because of limited availability and timetable constraints. It's therefore important to research and choose carefully the first time.



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# GCSE Subject Choices

The Curriculum is taught within a 40 Lesson teaching week, comprising a combination of courses which are devised to ensure that all pupils receive a balanced education and keep open a wide range of Sixth Form and University options.

Compulsory Subjects  These are the core subjects which each pupil must study	Teaching Periods Per Week	
	Year 10	Year 11
English (leading to English Language and English Literature qualifications)	5	6
Mathematics	5	5
Modern Foreign Language	4	4
Biology, Chemistry and Physics, taught separately but leading to the International GCSE Double Award qualification	3 per science	3 per science
Religious Studies	2	2
PE (not examined)	2	2
Lessons for Life (not examined)	2	1



Optional Subjects	Teaching Periods Per Week	
	Year 10	Year 11
Pupils must then opt to study three additional subjects from the list below		
Art and Design	Each of the three additional subjects will be taught for 4 periods per week throughout Years 10 and 11	
Classical Civilisation		
Computer Science		
Design and Technology		
Drama		
French		
Geography		
German		
History		
Latin		
Gratin (Latin and Greek)		
Music		
Spanish		

### Course Combinations

**Will my choices limit my future options?** While it's possible to start Art, Design and Technology or Music in Sixth Form, having a GCSE foundation is beneficial. If you're considering Art, Design, or Architecture after school, speak to the Careers department for tailored advice.

Modern and Classical Languages must be studied at GCSE if they are to be continued to A level. While universities have *ab initio* courses in modern and classical languages, an interest in languages at school will usually be expected.

**Can I choose any combination of options?** The timetable will be built once the options have been selected. While most combinations can be accommodated, if a problem arises, you'll be contacted promptly to explore alternatives. **There are some restrictions:**

- Only two Modern Languages in total may be taken, one in the compulsory core and one within the options
- You may choose Latin or Latin with Greek (Gratin) but not both.

# Art and Design (Fine Art)

## Course

The GCSE Fine Art course of study is a broad-based investigation into the creative process. Pupils are encouraged to explore a range of approaches within their study including drawing, painting, printmaking, ceramics, sculpture, and photography. Enjoyment of the subject and the energy to work hard are the main requirements for anyone wishing to take this course.

### Unit 1 - Portfolio

Pupils work from a themed starting point and develop a portfolio of work. Each project is a visual journey on which they will acquire skills, explore materials, experience processes, and learn techniques in order to develop and express their ideas in a visual manner.

### Unit 2 - Externally Set Task

In January of the second year, pupils will be issued with a question paper set by OCR and will be required to respond to one of the themes from the paper. They will produce a final realisation as a culmination of their preparatory work during a period of ten hours, which will be divided into three or four sessions. During this time, they must work independently, under examination conditions and without guidance. The timescale for the creation of a visual journey is shorter than that of Portfolio, from the beginning to the end of the Spring Term.

Both units are internally assessed and externally moderated.



Assessment			
OCR GCSE			
42011	Unit 1	Portfolio	60%
42012	Unit 2	Externally Set Task (preparatory studies + 10h controlled test).	40%

### Additional Notes

Teaching is largely on a one-to-one basis, and pupils will benefit from the expertise of all members of the department.

All units are internally assessed and externally moderated.



# Classical Civilisation

## Course

Gladiatorial games, chariot racing, the excesses of the Roman dinner party and the day-to-day life of the wealthy and the poor are all explored as part of the Roman City Life module. Studying both literature in translation and the archaeological remains of the ancient world, pupils are actively encouraged to seek out and examine ancient and modern literary, social and cultural parallels. As such, the biennial Classics Trip to Rome and Pompeii supports the course very well.

Our second module, Women in the Ancient World, offers a chance to look at the way myth, legend and history has portrayed women, by studying such characters as Helen of Troy, the legendary Amazons and historical figures like Cleopatra and the charming but ruthless Clodia.

Classical Civilisation offers the chance to understand the Greek and Roman worlds from texts read in English with no previous experience of Classical Civilisation, Latin or the Classical world required. The subject works well in conjunction with all option subjects, adding either valuable depth of perspective and experience, or a welcome variety.

GCSE Classical Civilisation offers the opportunity to understand some of the elements of Greek and Roman civilisation which have had a profound cultural and social influence throughout history to the modern day. This course aims to fire the imagination and to deepen and develop personal experience by considering a wide range of perennial issues, including the analysis of ethical, political, religious and social questions.

Assessment	
OCR GCSE	
Thematic Study: Woman in the Ancient World	50%
Literature & Culture: Roman City Life	50%

## Additional Notes

The Department offers regular overseas trips to the Mediterranean countries with a visit to Rome, Pompeii and the Bay of Naples. These are always popular trips and are of great benefit to pupils, placing their studies into geographical and historical contexts.



# Computer Science

## Course

The GCSE Computer Science course will develop in pupils a fundamental understanding of the principles of computer systems and practical programming. By the end of the course pupils will not only be able to design and write programmes but will have an understanding of both the computational logic which underpins good programming and a wide range of other areas including, cyber security, data types and storage, systems architecture, network topology, and legal and ethical issues.

Emphasis is placed on developing strong analytical skills, computational thinking and creative problem solving which will ultimately lead to elegant and efficient programming solutions. While there are no specific prerequisites for the course, pupils should be comfortable with the mathematics they have studied in Year 9, enjoy applying logical thought to problems, and have the mental tenacity to see small setbacks as opportunities for developing their own understanding and looking for creative ways forward.

Beyond its application to computing, this course will equip pupils with the skills to analyse issues, manage projects, develop logical solutions in a range of fields as diverse as the law, medicine, ethics, linguistics, business, politics and engineering. As such it develops a rigorous intellectual skill set with wide application.

The course is assessed through two 90 minute papers in which pupils respond to questions on theory and practical applications. There is also a programming project which is a requirement of the course but does not contribute directly to the final grade.

Assessment		
OCR GCSE		
Paper 1	Computer Systems	50%
Paper 2	Computation thinking, algorithms and programming	50%
Programming Project	20 timetabled hours	Compulsory element

# Design and Technology

## Course

The teaching of Design and Technology (D&T) prepares pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The course allows pupils to apply core technical and design and making principles, including a broad range of design processes, materials techniques and equipment. Pupils will have the opportunity to study specialist technical principles at greater depth.

There are strong cross-curricular links with Art, Computing, Mathematics and Science, though the course draws from the whole curriculum to provide context for the design problems the pupils are asked to solve. All design work is underpinned by a foundation of research, analysis and ongoing evaluation.

Pupils will showcase their prototypes at an end of year exhibition and have the opportunity to enter their coursework into national design competitions such as the Manufacturing and Technologies Association's Technology Design and Innovation Challenge.

## Written Paper

One paper with three sections tests the pupil's knowledge and understanding with approx. 15% applied mathematical content throughout.

### Section A: Core technical principles (20marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

### Section B: Specialist technical principles (30marks)

Several short answer questions (2-5 marks) and one extended response to assess a more in-depth knowledge of technical principles of pupils chosen material specialism.

### Section C: Designing and making principles (50marks)

A mixture of short answers and extended response questions.

## Controlled Assessment

A single design-and-make activity selected from a choice of set tasks, covering research, design development, planning of manufacture, practical and analysis of the final prototype through a concise digital portfolio of evidence.

Assessment		
AQA GCSE		
Paper 1	2hr Written Paper	50%
NEA	Non-Examined Assessment	50%



# Drama

## Course

GCSE Drama offers pupils the opportunity to experience theatre from a practical, analytical, and critical perspective. The course focuses on two key areas – the performance of plays in groups (both scripted and original devised work) and theatre criticism of their own and others' performance work. The course will develop pupils' communication and ensemble skills, increase self-confidence and expose them to a wide range of theatrical styles and genres through practical experience and visits to experience professional theatre. It gets pupils up on their feet, rehearsing and exploring plays and new ideas as part of a theatrical team.

<b>Assessment</b>		
<b>Edexcel GCSE</b>		
Devising – Practical & Coursework	Pupils respond to stimuli to devise and perform an original piece of theatre. They also produce a 2000-word portfolio which charts the process of development.	40%
Text in Performance - Practical Examination	Pupils perform two key extracts from one published play.	20%
Theatre Makers in Practice – Written Examination	Pupils study a complete set text and answer questions as a performer, director and designer. They also review a live performance.	40%

## Additional Notes

There is the option to create a design realisation for Component 1 and 2

It is a course requirement that candidates experience a variety of live theatre performances; the department offers theatre visits and trips throughout the course.



# English Language & English Literature

## Course

At the end of two years' study with the English department, pupils will have two exam results: one for Language and one for Literature. Although generally English Language examines non-fiction material and encourages pupils to experiment with forms in their own writing (stories, diaries, journals, letters and speeches to name but a few), both Language and Literature rely heavily upon the ability to read closely and analyse a range of texts. Pupils will be encouraged to improve their accuracy in writing, read collaboratively and independently, and above all we will ask them to speak their minds. Personal response is at the heart of the course and pupils must learn to think and respond for themselves. Clear written and verbal communication is central to nearly all subjects at GCSE. Work with the English department will help with accuracy in other disciplines when pupils try to justify an answer they have formulated or analyse a piece of complicated data and have to explain it in their own words.

Pupils will take reading and writing exams for English Language. The reading paper tests the understanding of non-fiction material, demanding a knowledge of audience, purpose, analysis and summary. The writing paper tests directed writing and composition (the construction of a debate, then a story or description).

English Literature requires pupils to explore a variety of texts. The terminal exams are based on poetry, prose, drama and unseen literature.

<b>Assessment</b>		
<b>CIE IGCSE</b>		
<b>English Language (0990)</b>		
Paper 1 (Reading) 2hr written paper		50%
<b>AND</b>		
Paper 2 (Directed Writing and Composition) 2hr written paper		50%
<b>English Literature (0992)</b>		
Paper 1 Poetry and Prose	1hr 30m written paper (closed book)	50%
Paper 3 Drama	45m written paper (open book)	25%
Paper 4 Unseen	1hr 15m written paper	25%

# Geography

## Course

The Pearson Edexcel Geography IGCSE course allows pupils to travel the world from their classroom, exploring important topics including climate change, urban living, global shifts in economic power and the challenge of sustainable resource use. This exciting and relevant course studies geography through a combination of physical and human topics and investigates the link between them. Pupils will investigate case studies from across the globe including developed, emerging and developing economies.

The course allows pupils to develop lifelong skills including the ability to understand and use a variety of data sources, make judgements and decisions and communicate clearly. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Pupils will also experience the subject first hand with two days of fieldwork integrated into the course – one in a river environment and another in an urban environment.

The course is divided into three components:

1. Physical geography and people's interactions with their environment – developing an understanding of the work of rivers, the need for sustainable management of water sources and the challenge of living with natural hazards.
2. Human and economic geography - developing an understanding of urban issues and challenges, our changing economic world and the challenges of sustainable resource management in the 21st century.
3. Global issues – developing an understanding of fragile environments including the threats of climate change, desertification and deforestation.

Components 1 and 2 include fieldwork, allowing pupils to develop an understanding of geographical enquiry including how to think critically, solve problems and evaluate findings. Pupils will undertake two fieldwork enquiries beyond the school grounds learning how to investigate real world issues.

Upon completion of this course, pupils will have the skills and experience to progress onto A level and beyond.

## Assessment –Edexcel IGCSE Geography

Paper 1	Physical Geography (including fieldwork)	Written exam 1 hour 10 minutes	40% of grade
Paper 2	Human Geography (including global issues and fieldwork)	Written exam 1 hour 45 minutes	60% of grade

## Additional Notes

Fieldwork is an exciting and essential part of the course. The cost of fieldwork is met by the school.

# History

## Course

The course focuses exclusively on twentieth century history. At present, we study Germany 1918 – 1945, Russia 1914 – 1953, and changes in medicine c.1848 - 1948. There is no longer any controlled assessment or coursework.

Assessment			
Edexcel iGCSE			
Paper 1	90 minute written paper	Development of dictatorship: Germany, 1918 – 45 Dictatorship and conflict in Russia, 1924 - 53	50%
Paper 2	90 minute written paper	Russia in revolution, 1914 - 24 Changes in medicine, c.1848 - 1948	50%

## Additional Notes

The department, where possible, offers trips to GCSE pupils.



# Latin

## Course

The study of Latin offers a unique and valuable opportunity to develop language awareness, whereby pupils can develop a sensitive and analytical approach to language and learn the considerable influence that Latin has had on a range of modern European languages. Pupils who study Latin demonstrate systematic and logical thought processes and attention to detail which, coupled to the research and analysis that the subject demands, remains widely valued.

Our course combines a traditional grammatical approach with a range of readings from Roman History, Legends and Myths. The set texts include extracts from Virgil, dramatic scenes from high profile courts cases as seen through the prism of Cicero's speeches and comments on contemporary Roman life from political figures such as Pliny and Tacitus.

Much of the necessary language work is covered by the end of year 9, and is completed in year 10. The focus of year 11 is reading Latin literature and developing further linguistic confidence.

The Department offers a biennial trip to Italy with tours of Rome, Pompeii and the Bay of Naples. These opportunities provide an excellent chance to contextualise classroom studies and to extend pupils' appreciation of Classical heritage.

Assessment			
OCR GCSE			
01	1h 30 minute written paper	Latin Language	50%
02 or 03	1h written paper	Prose Literature	25%
04 or 05	1h written paper	Verse Literature	25%

## Additional Notes

Language papers include a mix of translation, comprehension, grammatical analysis and derivation work.

Set texts encompass a variety of authors and poets, with work focusing on translation, comprehension and critical analysis. Examinations involve both short and longer written responses.

There is no Controlled Assessment.



# Greek with Latin: 'Gratin'

## Course

Whilst keeping the unique and valuable skills offered by the study of Latin, studying Greek as well presents a fresh challenge to the most aspirational and committed pupils. As a language, Greek shares much of the structure of Latin, and so study can be swift. Pupils are rewarded by a unique and powerful experience of the literature and culture of Greece which lies at the heart of so much of modern Western society. Both GCSEs allow pupils to develop language awareness, whereby pupils can develop a sensitive and analytical approach to language and learn the considerable influence that both languages have had on a range of modern European languages. Pupils who study Latin and Greek demonstrate systematic and logical thought processes and attention to detail which, coupled to the research and analysis that the languages demand, remains widely valued.

Much of the necessary language work in both subjects is completed in the year 10, so leaving ample time for revision, consolidation and literature/society and culture work before the GCSE at the end of year 11.

Pupils will gain GCSE grades in both subjects.

There are regular trips to Mediterranean countries, with a tour of Pompeii and the Bay of Naples regularly running in October Half Term. These opportunities provide an excellent chance to contextualise classroom studies and to extend pupils' appreciation of Classical heritage.

Assessment			
OCR GCSE			
01	1h 30 minute written paper	Latin/Greek Language	50%
02 or 03	1h written paper	Prose Literature	25%
04 or 05	1h written paper	Verse Literature	25%

### Additional Notes

Language papers include a mix of translation, comprehension, grammatical analysis and derivation work.

Set texts encompass a variety of authors and poets, with work focusing on translation, comprehension and critical analysis. Examinations involve both short and longer written responses.

Pupils who have made this option will be introduced to Greek during the summer term of year 9.

Success at either GCSE would allow pupils to progress to a full A level in that language.



# Mathematics

## Course

The iGCSE Mathematics qualification enables pupils to:

- Develop their knowledge and understanding of mathematical concepts and techniques.
- Acquire a foundation of mathematical skills for further study in the subject or related areas.
- Enjoy using and applying mathematical techniques and become confident in the use of mathematics and mathematical concepts in problem solving.
- Appreciate the importance of mathematics in society, employment and study.

Pupils are required to demonstrate application and understanding of the following:

- Numbers and the number system.
- Equations, formulae and identities
- Sequences, functions and graphs.
- Shape, space and measure
- Vectors and transformation geometry.
- Graphical representation of data.
- Statistical measure.
- Probability.

Assessment		
Edexcel iGCSE		
4MA1	2h written paper	Paper 1H
4MA1	2h written paper	Paper 2H

### Additional Notes

There is no coursework for IGCSE Mathematics. The specification is assessed by two examinations at the end of year 11, in which calculators can be used.

The specifications have two tiers of entry, with grades available as shown in the table below:

Tier	Highest Grade Awarded
Foundation	5
Higher	9

It is expected that the vast majority of pupils will be entered at the Higher Level, but for some of those pupils who find mathematics difficult, it may be more appropriate for them to be entered for the Foundation Tier.

A small number of pupils may be offered the opportunity of a Level 2 Further Mathematics, provided they are achieving at a top level across all of their subjects. There are no additional classes for this. Pupils for whom this is appropriate will be given this option after the Trial examinations in the January of Year 11.





# Modern Languages (French, German and Spanish)

## Course

The GCSE courses in French, German and Spanish promote the value of language learning and have a strong cultural element, preparing pupils to become global citizens in our competitive international marketplace.

Pupils grow by developing their linguistic skills through the ability to understand and respond to a range of spoken, written and authentic material in the classroom, in which target language is promoted. We provide opportunities for pupils to be able to communicate for practical purposes as well as laying a foundation for further study and work. Languages are a skill for life and something that pupils here find enjoyable and rewarding.

The courses are taught and examined on the following themes:

AQA (French and Spanish): People and Lifestyle (inc. School, Leisure, Well-being); Popular Culture (inc. Celebrity Culture and Festivals); Communication and The World Around Us (inc. Travel and the Environment)

Edexcel (German): Identity and Culture; Local Area, Holiday and Travel; School; Future Aspirations, Study and Work; International and Global Dimension

The style of teaching and scheme of assessment is the same for all three languages.

<b>Assessment</b>		
<b>AQA (French and Spanish), Edexcel (German)</b>		
Paper 1	25%	Listening
Paper 2	25%	Speaking
Paper 3	25%	Reading
Paper 4	25%	Writing
All papers are equally weighted		

## Additional Notes

We strive to create an enriching and nurturing language experience that broadens cultural horizons and builds independent, resilient and successful linguists for life. We have a culture of 'Languages for All' at St Peter's and studying two languages at GCSE level is a popular choice.

The GCSE French, German and Spanish courses build a strong foundation for A level, alongside any other subject combination and for future study of these, or other languages.

In order to develop cultural understanding and especially to improve confidence in the spoken language, our pupils benefit from our Foreign Language Assistants who are native speakers for the target language, who work with our KS3 and KS4 classes.

# Music

## Course

We use the GCSE specification offered by AQA, which is a two-year course in three parts.

**Component 1** will be Listening and Contextual understanding, which is examined at the end of the course through a written paper of 1 hour 30 minutes. The pupils study four areas of study for the listening section, these are:

The Western Classical Tradition 1650-1910

Popular Music

Traditional Music (folk music in traditional form or as arranged in a more popular style)

The Western Classical Tradition since 1910

Pupils must be able to listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements and use musical language (including staff notation). The pupils will also need to take on a more in-depth study of The Western Classical Tradition 1650- 1910 and one of the other three areas of study above. For the Western Classical Tradition 1650- 1910 there is a study piece. Currently this is Beethoven's Symphony No. 1 (1st movement). We choose option 2 (Popular Music) alongside this, and the set works are three songs by Queen. The pupils study these and then answer questions in the examination, showing that they can critically appraise the music using knowledge and understanding of:

- the effect of audience, time and place on how the study pieces were created, developed and performed
- how and why the music across the selected areas of study has changed over time.
- how the composer's purpose and intention for the study pieces is reflected in their use of musical elements

**Component 2** will be performance. There is a range of options but our pupils normally perform a solo with accompaniment on an acoustic instrument/voice with a level of demand of Grade 5 and an ensemble piece at the same level of demand, which is often a duet with their instrumental/singing teacher. The combined duration of the two performances will need to be a minimum of four minutes. The ensemble part of this programme must last at least one minute. The repertoire for both performances will therefore be carefully chosen and timed to produce an effective, contrasting programme and this will be taught in their individual music lessons.

**Component 3** will be composition. This will be in two parts, composition to a set brief and free composition. The set briefs are broad and the free composition allows pupils to write in any style, which is a wonderful opportunity to explore a particular genre or style that may be of interest to them as an individual. The combined composition time has been set at a minimum of 3 minutes.

<b>Assessment</b>			
<b>AQA GCSE</b>			
Component 1	1h 30m written exam	Listening and Analysis	40%
Component 2	Performance	Solo and Ensemble Piece	30%
Component 3	Composition	Composition 1 Composition 2	30%



# Religious Studies

## Course

We follow the AQA (Spec A) Religious Studies Specification. This includes the study of Christian and Buddhist beliefs and practices for paper 1. Paper 2 explores themes of morality and philosophy. There is no coursework.

This curriculum aims to encourage pupils to be inspired, moved and changed by following a broad, satisfying and worthwhile study of religion and ethics. It is a critical approach that will challenge and equip them to lead constructive lives in the wider modern world.

Religious Studies helps pupils to reflect on and develop their own values, opinions and attitudes in light of their learning and enhance their spiritual and moral development, as well as contribute to their health and wellbeing.

It is very much an academic subject and develops important skills. These analytic and evaluation skills can be transferred to many other subjects and areas of personal enquiry. By its nature the subject explores what it means to be human and what it means to be happy.

Assessment		
AQA Specification A		
Paper 1	The Study of religions: beliefs, teachings and practices (Christianity and Buddhism)	50%
Paper 2	Thematic Studies <ul style="list-style-type: none"> <li>• Religion and Life</li> <li>• Crime and Punishment</li> <li>• War and Peace</li> <li>• Philosophical arguments for and against God's Existence</li> </ul>	50%

# Science

## Course

All pupils at St Peter's will follow Edexcel's International GCSE specification for Science (Double Award). The separate areas of Biology, Chemistry and Physics are taught by specialist teachers in the relevant departments. The specifications encourage close co-operation between the three disciplines. Each department has its own scheme of work which extends the requirements of the specification in a direction which we believe stretches each pupil appropriately and thoroughly prepares pupils for further study of the sciences at A level. Practical work plays an important role in a scientific education and significant time will be devoted to this.

## Key subject aims

- To impart a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns
- To further pupils' appreciation of the practical nature of science, developing experimental skills based on correct and safe laboratory techniques
- To develop an appreciation of the importance of accurate experimental work to scientific method and reporting
- To develop pupils' ability to form hypotheses and design experiments to test them
- To sustain and develop an enjoyment of, and interest in, the scientific world
- To foster an appreciation of the significance of science in wider personal, social, environmental, economic and technological contexts, with a consideration of ethical issues
- To enable pupils to select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- To prepare pupils for more advanced courses in each of the three scientific disciplines that comprise this specification.

Assessment			
Edexcel iGCSE			
4SCo/1B	2h written paper	Biology Paper 1	33.3%
4SCO/1C	2h written paper	Chemistry Paper 1	33.3%
4SCo/1P	2h written paper	Physics Paper 1	33.3%

## Additional Notes

The written papers are single tier papers meaning that pupils are not entered for a Higher or Lower tier. The marks from the three papers are then combined and the pupils are awarded a double grade, 9,9 to 1,1. Practical work is assessed within the three separate papers.



# Careers

## The Careers Department's Role

From the beginning of Year 9 the Careers Department provides individually tailored support to pupils helping them prepare themselves for not only their educational life, but work beyond their time at St Peter's. This support takes the form of information and guidance about careers in general as well as specific advice and assistance relating to progression to Higher Education, a school leaver scheme, apprenticeship or employment.

Guidance is provided in a planned and coordinated manner throughout pupils' time at school – both through the PSHE programme and in combination with topics and activities organised to coincide with critical periods in pupils' academic careers when important decisions need to be made. Pupils are encouraged to develop their self-awareness, understanding and knowledge: not only their own abilities, skills and potential but also opportunities in education and employment to enable them to make informed choices. As much as possible, parents are involved in the process.

Decisions on subject choices and possible career options are never easy. Pupils need to recognise that their views can change as their understanding and knowledge of subjects, as well as specific careers, develop.

## Specific support by academic year

### Year 9

- Personal Profiles are used as a tool to track pupil aspirations and interests throughout their time at St Peter's.
- Pupils are given an introduction to the Careers Department and information on how to use and access resources.

Pupils are given training in the use of a Careers software programme, in the ICT Room.

Individual advice is provided on choice of GCSE subjects.

- A one day off-timetable Employability Skills Day.

### Year 10

- All pupils undertake the Morrisby psychometric tests which give an indication of individual strengths, interests and abilities.
- A one day off-timetable course is held to develop team building and communication skills.

### Year 11

- One-to-one interviews are held with pupils to discuss their Morrisby Reports as well as possible career options and subject choices for the sixth form.
- Each pupil is encouraged to identify work experience placements which may be relevant to any A level studies being considered alongside any future areas of interest for Higher Education, a school leaver scheme, apprenticeship or employment.
- A Careers Convention takes place when representatives from a range of professions are available to talk to pupils on a one-to-one basis.

### Lower Sixth

- A Careers evening is held for parents and pupils providing advice on choosing courses and universities.
- One-to-one interviews are held with pupils to discuss the way forward after St. Peter's including Higher Education course and university options, as well as discussing alternative routes.
- Preliminary information is provided to pupils and parents on completing university applications and writing personal statements.
- Presentations are organised on a range of topics related to careers in general as well as Higher Education choices, as well as alternative routes, including feedback from recent past pupils and techniques and skills that will assist pupils in their choices and applications

### Upper Sixth

- Individual guidance is given to pupils on completing applications to universities as well as alternative opportunities.  
Coordination of the school's input and overall quality assurance is provided to the pupils' university applications.
- Tailored interview preparation is provided, including tips on techniques and mock interviews by external experts where appropriate.  
Support and advice is provided to pupils as required on Results Day and beyond.

### Further Support Available

- A comprehensive programme of activities and events at key transition stages. For instance: visits from outside visitors and speakers on a range of topics including specific careers, Higher Education choices and admissions processes; Careers Convention where representatives from a variety of professions are available to discuss career options in one focused forum; as well as external visits.

- One-to-one discussions and advice e.g. on personal options and choices; Morrisby Profiling (specialist psychometric tests which are taken at the end of Year 10) and one-to-one feedback sessions.
- Investigation into Post-18 opportunities: ultimately leading to individual guidance and quality assurance checks on higher education or alternative applications, including Personal Statements; mock interviews; post exam results advice and guidance.
- Specialist advice, for instance on specific courses, such as Medicine and Veterinary Medicine, and applications to Oxbridge and international universities.
- Guidance on the importance, and securing, of work experience placements for pupils. We encourage all pupils to undertake work experience at the end of Year 11, enabling them to acquire a vital range of skills which can be used as essential evidence for increasingly competitive university applications. We have an in-house co-ordinator who can arrange self or school-sought placements through NYBEP (Business and Education Partnership for York and North Yorkshire).
- A dedicated Careers Library with open access to a comprehensive, up-to-date range of careers information including:
  - books, journals;
  - pre-university career experience courses e.g. for Medicine and Law; University prospectuses;
  - guides to alternative routes;
  - information on Gap year opportunities;
  - computer software that enables pupils to examine their own strengths, interests, ambitions and career options;
  - internet access to web sites which can assist with career and Higher Education choices.

The school has been awarded the **Career Mark 6 Quality Award** for high quality Careers Education, Information, Advice and Guidance.

The school is a member of ISCO (Independent Schools Careers Organisation) and CRAC (The Careers Research and Advisory Centre).

# Dates for the Diary

## w/b 2<sup>nd</sup> February 2026

Parents' Evening to discuss GCSE options. Date, time and further details to follow.  
Options choice form will open shortly after the parents' evening.

## Tuesday 24<sup>th</sup> February 2026

Options choice form submission deadline (5 pm).





