

# Battle Abbey School GCSE Programme

## September 2026



# HEADTEACHER'S WELCOME

Dear Parents, Carers and Pupils,

I hope you find this handbook helpful as you begin discussing, as a family, the important choices your son or daughter will soon be making. Choosing GCSE options is an exciting milestone, and we are keen to support and advise you throughout this process.

When talking to pupils about their options, I often share the following advice:

## **Pick your passions**

Choose subjects you genuinely enjoy and feel interested in. When learning feels meaningful, it is far more rewarding and motivating. Playing to your strengths, as well as your interests, will help you stay resilient when work becomes challenging.

## **Focus on your future**

Think broadly about possible career paths and the routes that could lead you there. Consider which GCSEs will keep your future options open and give you flexibility. Try not to base decisions on what friends are choosing or what others think you should take.

## **Own your options**

Take an active role in this process. Read this booklet carefully, speak to teachers and older students, and ask questions. While advice from parents and carers is invaluable, it is important that you take responsibility for your choices and submit them by the deadline.

I wish you every success as you discuss and decide on the options that are right for you.

The Battle Abbey Staff, guided by our values of belonging, aspiration and service, are here to support and encourage every pupil and family throughout this important stage. We look forward to seeing you at the Options Evening.

**Hannah Blake** – Battle Abbey School Headteacher



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# ACADEMIC RESULTS

## A Level results 2025

38% of grades at A\* – A  
62% of grades at A\*– B  
87% of grades at A\*- C

## EPQ (Extended Project Qualification) Results 2025

85% of grades were A\* or A  
100% of grades were A\* to C

**Recent University Destinations:** Cambridge, Oxford, Imperial, UCL, Warwick, Exeter, Lancaster, Reading, Durham, Southampton, Bath, Leeds, Manchester, Central St Martins, Edinburgh, Royal Holloway, Kings College London, Nottingham, Cardiff, Toronto and York among others.

**To study:** Architecture, International Relations, Costume and Performance Design, Law, Ancient History, Anthropology, Cyber Security, Urban Planning, Psychology, Economics, Midwifery, Aeronautical Engineering, Liberal Arts, Neuroscience, languages, Marine Biology, Physiotherapy, Environmental Geology, Medicine, Forensic Science and Astro-Physics among others.



# OUR GCSE PROGRAMME

This booklet sets out the structure of the curriculum that students can follow during Key Stage 4 and gives you detailed descriptions of the courses available.

We try to provide a broad and balanced programme for our pupils to follow, designed to ensure that each pupil has the opportunity to achieve their maximum potential.

All pupils study **English, Maths, French or Spanish & Science** (leading to 2 GCSE's - called "Combined Science"). In addition, they must choose 3 options from the following list:

- Art & Design - Fine Art**
- Art & Design - Textiles**
- Classical Civilisation**
- Computer Science**
- Drama**
- Geography**
- History**
- Music**
- Physical Education**
- Religious Studies**

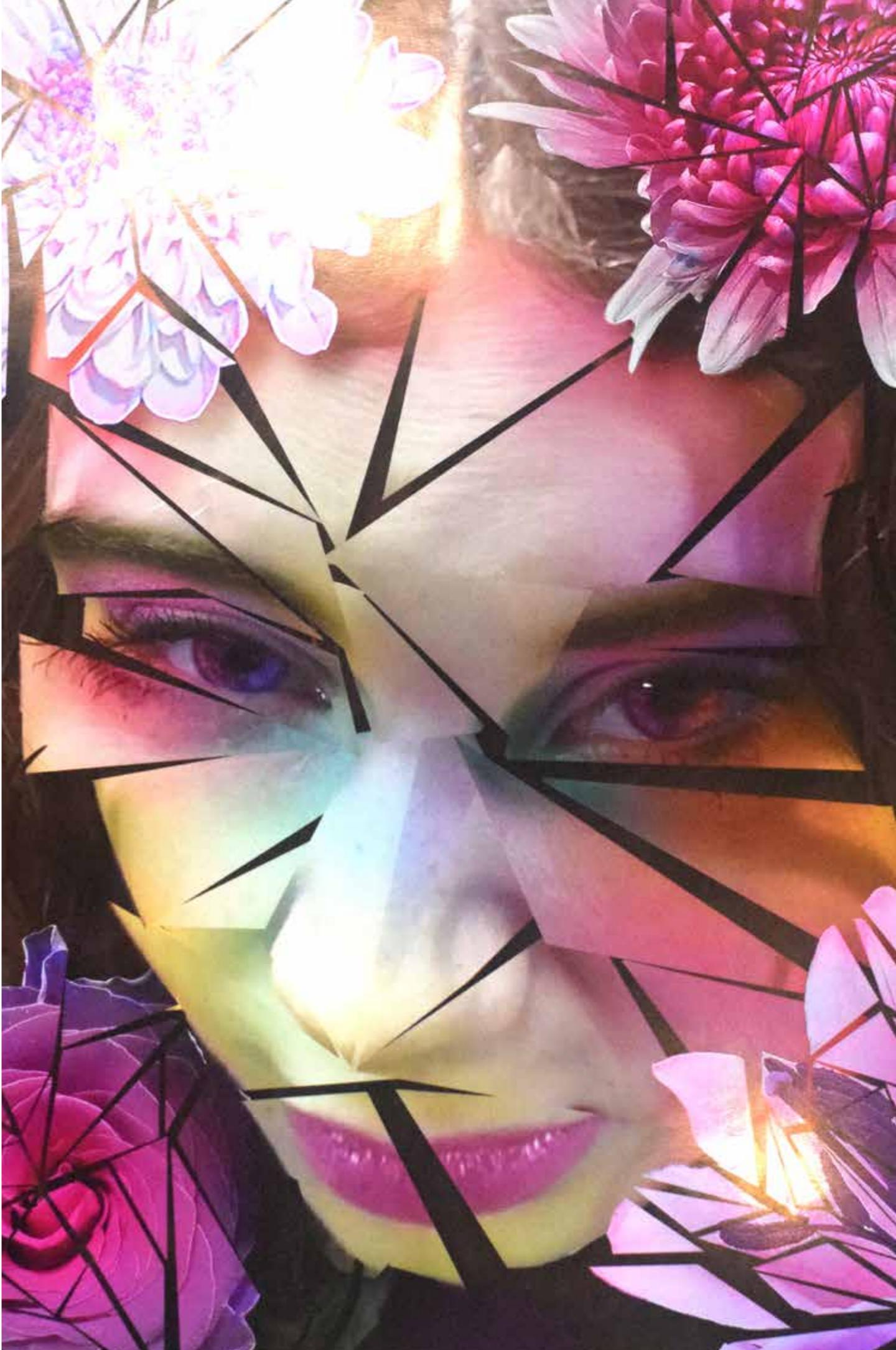
Some students will also be invited to take the **'Triple' Science** GCSE. This option is only available for able scientists as a tenth GCSE. The option blocks will be published in advance of the Options Process. The options have been carefully calibrated to ensure students can pursue the correct route for their individual areas of interest. **Latin GCSE** is offered as an off-timetable chargeable extra. Participation is by invitation.

We are always ready to consider the substitution of another subject if there is sufficient demand. Equally, we can only guarantee that a course will run if sufficient numbers sign up. Although we always try to accommodate all options, there will invariably be occasional clashes, so we are not able to guarantee all first choices.

Parents and guardians are advised that there are some additional costs associated with GCSE options which are not covered by the termly tuition fees. These costs include entry fees for GCSE and iGCSE exams (approx. £45 per exam, although this may be as high as £70 for Cambridge International Examination Board exams).

Some courses also involve trips, the costs of which may be disbursed.

Please contact Mrs Fraser, Deputy Head Academic, if you require further information on: [fraserf@battleabbeyschool.com](mailto:fraserf@battleabbeyschool.com)



# BEYOND THE CLASSROOM

Excellent academic results are only part of the story. What really sets Battle Abbey School apart is its attention to the whole pupil. The soft skills and confidence built by the access to opportunities, culture of success developed in the classroom, and the overarching ethos the Abbey provides, ensure that every pupil has, by the time they leave the Abbey, developed into a well-rounded global citizen.

It is possible to come in to Battle Abbey for 8.30am registration and leave by 4.15pm but the vast majority of our pupils are involved in a wide variety of clubs, leadership and organisation roles, peer mentoring schemes, event management, EPQ (Extended Project Qualification) work, or one of our over 50 free clubs weekly (both after school and at lunchtime). Still more stay on to complete their homework on site in supervised Prep, where the opportunity to work collaboratively in groups or just take advantage of the ready access to teaching staff is taken by many, and is always well attended. As a result, we find that on any given day, around half the pupil cohort stay on site at the Abbey until 5.45pm, which not only allows pupils to attend a variety of clubs or academic support sessions but also gives parents an opportunity to manage their lives beyond the Abbey walls without having to pay additional child care costs.

## SUPRA CURRICULUM AND SOCIETIES

The school structures a range of Societies based around our Academic Faculties. These are led by our student Bronzes in the Sixth Form who work with teachers to provide Supra Curricular opportunities that offer students the chance to develop what they have learned in timetabled lessons. During Societies period, students can take classes in a range of activities including World Literature, Maths Olympiads, Broadcasting, Ecology and more. All the activities allow students to take control of their learning and stretch themselves to go beyond the curriculum. Recent Supra Curricular achievements include our Lego Robot team, who won the First Lego League, our F1 in Schools Team, who made it to the National finals in Rotherham, our Public Speaking pupils who won a Senior award at the Cranmer competition, and several pupils who qualified for the UK Maths Olympiad finals.



# BEYOND THE CLASSROOM

## EXTRA CURRICULAR CLUBS AND ACTIVITIES

We encourage pupils to participate fully and to achieve their best, not only in the classroom but in all areas of school life. There are over 50 free Extra Curricular Clubs available in our rich and varied Extra Curricular programme weekly. Our programme helps to develop confidence, self-assurance and other essential soft skills highly valued in today's job market, and indeed more broadly in society.

Both Music and Drama exist as curriculum subjects and in the Extra Curricular schedule. There are productions and concerts on a regular basis, and most pupils will have the chance to be in a play, and all will be given the opportunity to learn a musical instrument. The school also regularly trains teams for public speaking and debating competitions. Performing before an audience and the preparation that lies behind it are life skills we consider to be very important.

We offer high-level and committed coaching in many sports, too. We have a first class indoor swimming pool, which we use extensively for both competitive and recreational swimming. Pupils in the Senior School are coached by qualified specialists in their chosen sport each term, so that all pupils, not just the talented, receive the benefit of top-quality instruction.

A wide variety of other options are available too, ranging from textiles to word games, from current affairs discussion groups to Chinese and Greek.

Please note: The Extra Curricular Activity schedule will be subject to change from term to term, particularly with regard to seasonal sports. This schedule is intended to give a flavour of what is on offer at Battle Abbey School, but the Extra Curricular schedule will depend on demand and current staff skill sets, and not all clubs listed here will run every term.



# EXAM READINESS

At Battle Abbey School, exam readiness is not a moment in time, it is a carefully designed journey. From the very start of Key Stage 4, students are supported to move confidently from the breadth of Key Stage 3 to a bespoke GCSE pathway shaped by their individual choices, passions, and aspirations. We recognise that this transition is pivotal, and we invest heavily in ensuring students feel prepared, supported, and motivated as they step into the demands of GCSE study.

Our teaching staff bring exceptional expertise in GCSE teaching, exam marking, and moderation. This depth of experience allows us to provide high-quality, personalised feedback that is precise, actionable, and forward-looking. Students are guided clearly in understanding not only what they need to improve, but how to take the next steps in their learning—building confidence, resilience, and independence over time.

To further support learning beyond the classroom, all GCSE students have access to carefully selected online academic platforms, including Century Learning, Sparx Maths, and Kerboodle. These platforms are aligned directly with exam board specifications and are embedded into lessons, homework, and intervention time, ensuring consistency between teaching, practice, and assessment.

Assessment at Battle Abbey is purposeful and balanced. We value both formative and summative assessment, and students complete a structured programme of baseline, diagnostic, and progress assessments throughout their GCSE journey. This enables teachers to identify strengths, address misconceptions early, and tailor teaching at both an individual and cohort level.

A key pillar of exam readiness is learning how to study effectively. As a school, we have collectively agreed upon four core study skills that are explicitly taught and consistently reinforced across all subjects. Students understand why these strategies work and how to apply them confidently:

- Reduce & Retain through Cornell Note-Taking
- Cue Cards for active recall
- Mind Mapping to organise and connect ideas
- Self-Quizzing to strengthen long-term memory

By embedding a shared language of learning, students experience coherence and clarity across the curriculum.

At the end of Year 10, students sit end-of-year examinations in all subjects. These provide an important opportunity to demonstrate cumulative understanding and to experience formal exam conditions. The resulting analysis directly informs future teaching, targeted support, and personalised guidance for each student as they move into Year 11.

In Year 11, students are stretched and challenged to reach and exceed their potential through a programme of personalised interventions led by subject teachers, Heads of Department, and the Director of Studies. Support is tailored, timely, and responsive.

Our Inclusion team plays a vital role in exam readiness, coordinating access arrangements and undertaking rigorous, ongoing data collection to ensure that every student receives the support they deserve and is able to perform at their best.

During Term 2 of Year 11, students complete Mock Examinations, experiencing a full week of exams using authentic papers set by the examination boards. This provides invaluable first-hand experience of GCSE demands—developing confidence in time management, organisation, wellbeing, revision planning, nutrition, sleep, and balance.

Mock examination results are shared with both students and parents, alongside target-based reports that clearly outline next steps. This ensures that independent study in the final months is purposeful, focused, and well supported as students prepare for their final GCSE examinations in May.

At Battle Abbey, exam success is the outcome of exceptional teaching, intelligent systems, and a deep understanding of each learner—preparing our students not only for GCSEs, but for the challenges and opportunities beyond them.



## SUBJECT CHOICES

# GCSE ART AND DESIGN FINE ART

## Art & Design: Fine Art

GCSE Fine Art is designed to bring Art and Design to life and to help pupils develop their artistic skills and expand their creativity, imagination and independence. What's more, the possibilities for personal expression are endless. The course is good preparation for progression to A Level in Art and Design, as well as enhancing other GCSE subjects. The course could lead towards a career in fine art, new media, games development, games technologies and more.

This is an inspiring GCSE that will encourage students to consider a wide range of approaches to expression through different materials, media and techniques. Pupils will work with sculpture, photography, collage, pastels, acrylic, watercolour, and gouache paint and mixed media. Students will work on three projects during the course and select the best work to present for their coursework element (60% of the total marks). There is also an externally Set Task that is worth 40% of the overall marks.

The GCSE course culminates in an exhibition that is internally marked and externally moderated. Once moderation has taken place, friends and family can come and enjoy the impressive displays.

## GCSE (9-1) Art and Design: AQA

Entry Requirements: Prospective students will have a real interest in Art & Design; they will enjoy drawing and painting. They will also be keen to experiment with new materials and have a desire to improve technical skills.

## Course Structure

Component	GCSE Art & Design: Fine Art 8201	Marks
1	Coursework Portfolio  A Portfolio of practical work showing their personal response to a starting point, brief or workshop devised by the centre.	96 marks - 60%  Non exam assessment - internally assessed and externally moderated.
2	Externally Set Task  The early release paper will be issued on January 2nd and will provide learners with five themes of written and visual starting points and stimuli.  A response will be made from one of these options.	96 marks – 40% Minimum of 6 week preparation and 10 hours of timed test.  Internally assessed and externally moderated.

For further information contact: Mr Patrick Tucker-Wall, Head of Art at: [tuckerwp@battleabbeyschool.com](mailto:tuckerwp@battleabbeyschool.com)



# GCSE ART AND DESIGN TEXTILES

Textile Design is a versatile practice that involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics and processes such as stitching, printing, weaving and dying, to name a few, to create designs and products. Pupils who opt for GCSE Textiles Design will work in multi-disciplinary ways to create ideas, materials and techniques for different applications. Textile designers play an important role in the world of fashion, theatre, performance and retail, so pupils will come to understand how to apply the skills they learn in Textile Design for commercial or artistic purposes.

During the course students will study three to four main textile techniques and experiment with different ways of applying these techniques through the design and making of a series of small projects which lead on to the selection of their most successful area of work, the discovery of their own style and the creation of a Personal Portfolio of coursework based on a theme set by the teacher. This makes up 60% of the mark. Near the end of the course, pupils will be set an externally set assignment by the exam board, upon which they will have a number of weeks to produce a sketchbook full of supporting studies, which leads to a ten-hour exam that makes up the final 40% of the overall mark.

**The exam board studied for Textile Design GCSE is Pearson Edexcel GCSE (9-1), Art and Design: (Textile Design).**

Visit [qualifications.pearson.com](https://qualifications.pearson.com).

Component	GCSE Art and Design: Textile Design (1TEO)	Marks
01 Personal Portfolio	A portfolio of practical work which demonstrates a response to a given theme or starting point. Work should include supporting studies and personal responses.	72 marks - 60% Internally assessed and externally moderated.
02 Externally Set Assignment	The paper will be released to students in the first week of January and will contain a theme as a starting point and some visual materials and written ideas as stimuli.	72 marks – 40% Six weeks preparation and 10 hours of timed sessions. Internally assessed and externally moderated.

**Entry Requirements:** Students will be keen to experiment with new materials and techniques, possess an open mind and will not be expected to have any previous experience in using textile techniques. An interest in the design process and in learning new practical and creative ways of making art and artefacts is all that is required.

**For further information, contact:**

Mrs Sue Townshend, Head of Textiles at: [townshends@battleabbeyschool.com](mailto:townshends@battleabbeyschool.com)



# GCSE CLASSICAL CIVILISATION

## Why choose GCSE Classical Civilisation?

The study of ancient civilisations (Athens, Sparta and Ancient Rome)

- broadens the mind
- promotes wide-ranging discussion
- deepens our appreciation of history, politics, beliefs and literature

## Entry Requirements

None. But an interest in History, Literature and lively debate will be useful.

## Syllabus

We follow the OCR syllabus.

### War and Warfare (Literature and Culture) Worth 50% of the total qualification.

Pupils will read extracts from Homer, Vergil, Horace and others.

They will learn about:

- military organization, military tactics
- and key battles (Thermopylae, Actium, etc)
- the interplay between war, politics and society.

These combine to make this a moving area of study with clear relevance to the modern world. The topic is of equal interest to girls and boys. The class will visit Hadrian's Wall (plus either York or Chester).

### Women in the Ancient World (Thematic Study) Worth 50% of the total qualification.

Pupils will study:-

- women with power (Cleopatra)
- women in the home and the 'ideal' wife
- education of young women
- marriage, adultery and divorce
- women's lack of a role in politics (The Assembly Women) #
- women warriors (Amazons, Camilla)
- improper women (Clodia and others)
- women who were feared (Medea)
- women in myth (Pandora, Lucretia)

The thematic study is of equal interest to boys and girls, since whatever we learn about women's roles tells us much about male attitudes, expectations and roles.

Pupils will read some great stories, including extracts from: Aristophanes, Euripides, Homer, Catullus, Cicero, Livy, Vergil inter alia, and will study artefacts depicting women (frescoes, ceramics, friezes).

Learners will examine the realities of life as a woman in ancient societies, fostering discussion of how women were perceived and ancient ideas about gender roles. This encourages contrasts with our own society, in which equality and political rights are so central.

We will visit the British Museum to see the Bassae Frieze, Cleopatra's mummy and much more.

## For further information contact:

Miss Nicky Bishop, Head of Classics at: [bishopn@battleabbeysschool.com](mailto:bishopn@battleabbeysschool.com)



# GCSE COMPUTER SCIENCE

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly, and the way that technology is consumed has also changed at a fast pace over recent years.

GCSE Computer Science is, above all else, relevant to the modern and changing world of technology. Computer Science is a practical subject where students can apply the knowledge and skills learned in the classroom to real world problems. It is an intensely creative subject that involves invention and excitement.

## **Aims of the course:**

This AQA GCSE Science computer course (2025) develops computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills are the best preparation for students who want a good grounding for other subject areas that require computational thinking and analytical skills.

## **How will I be assessed?**

The AQA GCSE in Computer Science will be graded using the 9-1 grading system and is a linear qualification with assessment at the end of Year 11. You will be required to take two written examinations.

## **Course Breakdown:**

- Computational Thinking and Programming skills: This is focused on programming, practical problem-solving and computational thinking skills.
- Computer Concepts: This is focused on the theoretical knowledge of computer concepts and assesses SQL programming skills.

## **Subject content:**

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

## **Entry Requirements:**

You will be expected to have shown progression in your Computing lessons and have a keen interest in Computer Science disciplines such as programming. This may mean that you have already written a computer program, set up a network at home, installed software on your PC, and are able to troubleshoot problems and fix issues that occur at home, for example. However, even if you have not done any of the above, but just enjoy Computing and have an inquisitive and investigative mind, then this course could be for you. You should also be competent in both Maths & Science (working towards a grade 6+)

## **Progression Routes:**

GCSE Computer Science supports all subjects both at Sixth Form level and beyond. Courses closely linked include A-Level Computer Science, Vocational ICT, and Business Studies. Computer Science is relevant to all jobs and careers, and employers are increasingly looking for candidates with high-level Computing skills and qualifications.

## **For further information contact:**

Mrs Fiona Usher, Head of Computing & ICT at: [usherf@battleabbeyschool.com](mailto:usherf@battleabbeyschool.com)



# GCSE DRAMA

GCSE Drama covers many of the skills that pupils will need for life and a successful career. Students who take drama develop dynamic presentation skills; can work well collaboratively in a group; evaluate work in progress and have developed creative thinking skills in an active and pragmatic way, a vital skill in modern industry and for entrepreneurs.

Students study, perform, analyse and evaluate the work of theatre makers. They need energy, enthusiasm and commitment. This is a challenging subject, but a very enjoyable one for those who love theatre and performing.

## Subject content

### Component 1

40% Practical assessment

Devising Theatre Non-exam assessment: internally assessed, externally moderated, 40% of the qualification. Students will be assessed on either acting or design. Students will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by Eduqas.

Students must produce:

- a realisation of their piece of devised theatre (10%)
- a portfolio of supporting evidence (20%)
- An evaluation of the final performance or design. (10%)

### Component 2

20% Practical assessment

Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of the qualification. Students will be assessed on either acting or design. Students study two extracts from the same performance text chosen by the centre. Students participate in one performance using sections of text from both extracts.

### Component 3

40% Written assessment

Interpreting Theatre Written examination: 1 hour 30 minutes 40% of the qualification Section A: Set Text - A series of questions on one set text.

Section B: Live Theatre Review. One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

For further information, contact: Mr Andy Godfrey, Head of Drama at: [godfreya@battleabbeyschool.com](mailto:godfreya@battleabbeyschool.com)



# GCSE ENGLISH

English lies at the heart of students' learning; it feeds into other subjects, and our driving aim, obviously, is to make sure students are confident practitioners of English. We also want students to love the subject as much as we, their teachers, do. Much of the teaching is through discussion or group work, and students are given opportunities to explore their own interpretations of novels such as *Frankenstein*. In addition, we build in practice of formal essay writing, with a focus on embedding skills needed for both the Literature and Language GCSEs. Several of the skills assessed for the GCSE in English Language are the same as those assessed for the Literature. For this reason, we teach the two courses in parallel. Students are encouraged to explore the connection between the literature that they read and their own writing, often responding to literary texts in a creative way through diaries or re-imagined scenes.

**We follow the AQA syllabus for both the Language and Literature GCSE.**

## GCSE ENGLISH LANGUAGE

**Students prepare for two equally weighted exams at the end of the course.**

### Paper 1 (50% of the GCSE) Explorations in Creative Reading and Writing

**Paper 1 comprises two sections.**

Section A The students will be assessed on their reading of a fiction extract. There will be one short question, two longer form questions and one essay style question in response to the text. The section is marked out of 40.

Section B For this, students complete a piece of descriptive or narrative writing. The question assesses both accuracy and content (16 and 24 marks respectively). The section is marked out of 40.

### Paper 2 (50% of the GCSE) Writers' Viewpoints and Perspectives

**Paper 2 comprises two sections.**

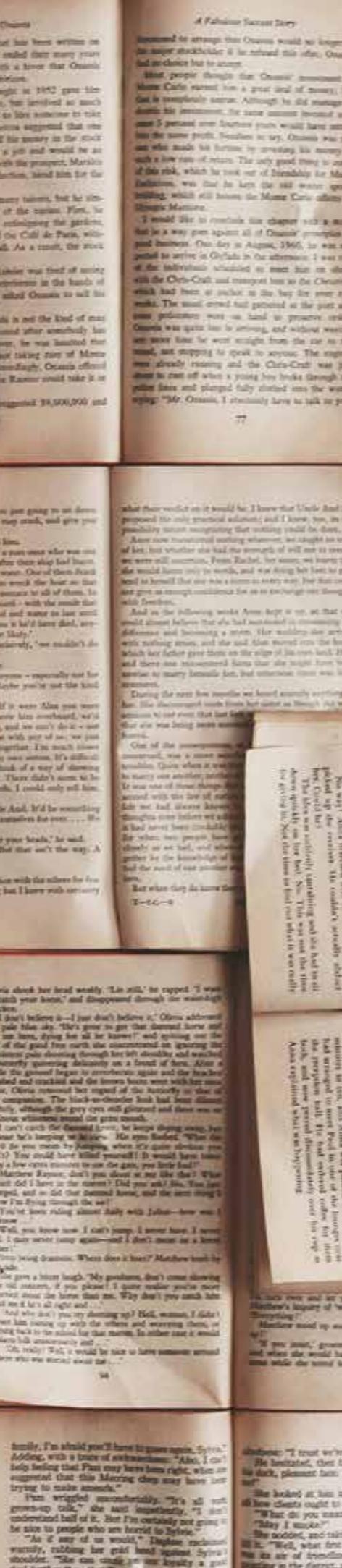
Section A Students will be given two non-fiction extracts – one pre-1900 and one post-1900 to read. Students will answer one short question, two longer questions and one essay style question based on a comparison of the two extracts. The section is marked out of 40.

Section B Students complete a piece of non-fiction writing in which they offer a viewpoint and use a given format, such as a speech. This question carries the same weighting as Section A and assesses accuracy as well as content (16 and 24 marks respectively). The section is marked out of 40.

In addition, students complete one oral task, which will be marked by the teacher and moderated by the examiner. Students will be assessed on the way they present ideas, their ability to respond to questions and their use of English. The oral does not contribute to the final GCSE grade but is given a separate endorsement.

For further information, contact:

Miss Joanna Simpson, Head of English at: [simpsonj@battleabbeyschool.com](mailto:simpsonj@battleabbeyschool.com)



# GCSE ENGLISH LITERATURE

Students are assessed through two exams at the end of Year 11. The exams are 'closed book', which means that students will not have their copies of the texts in the exam. In preparation for this, students will study a range of texts drawn from across the centuries and from different genres. Texts will be chosen to accommodate the abilities of different groups, and we will build in regular assessments to ensure that students are fully prepared for the exams.

## Paper 1: Shakespeare and the 19th-Century novel (40%)

Paper 1 will assess the students' understanding of a Shakespeare text and a 19th-Century novel.

Section A Students are required to answer one question on their chosen Shakespeare play, focusing on an extract first and then the play as a whole.

Section B follows the same format, but the question will be based on the 19th Century novel that they have studied.

Possible Shakespeare texts include: Macbeth, Romeo and Juliet, The Tempest and Much Ado about Nothing. Possible 19th-Century novels include: Frankenstein, Jane Eyre, The Strange Case of Dr Jeckyll and Mr Hyde and Great Expectations.

## Paper 2: Modern texts and poetry (60%)

Paper 2 is divided into three sections.

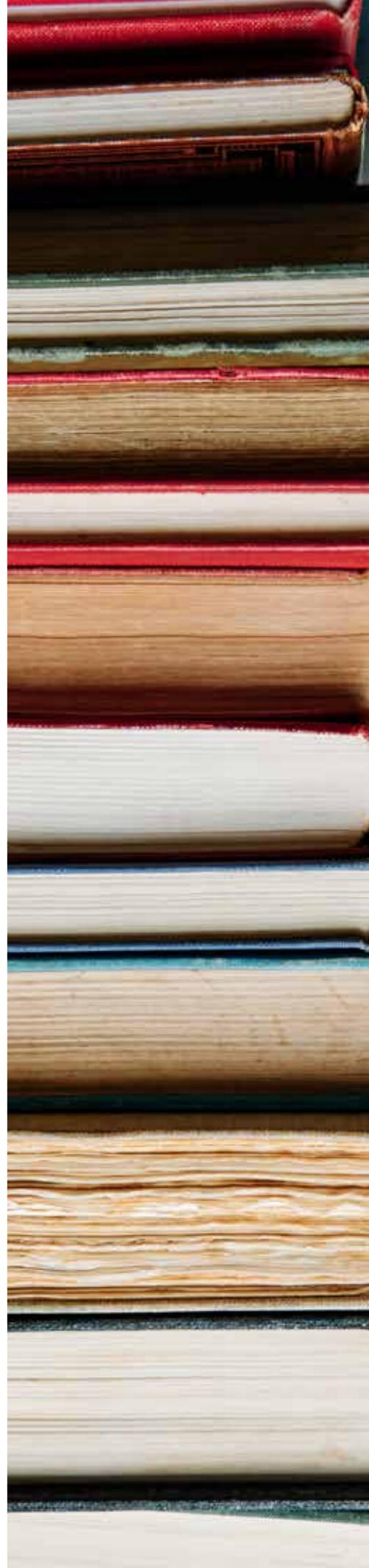
For Section A, students will study either a modern prose or a modern drama text. Students currently study either Lord of the Flies or An Inspector Calls for this unit. Students answer one essay question.

For Section B, students will study a range of poetry drawn from the AQA anthology. They will be asked to compare two poems that they have studied.

For Section C, students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### **For further information, contact:**

Miss Joanna Simpson, Head of English at: [simpsonj@battleabbeyschool.com](mailto:simpsonj@battleabbeyschool.com)



# iGCSE GEOGRAPHY

## **Cambridge iGCSE Geography (9-1) (0976)**

Students will develop a sense of place by studying the world on a local, regional, international and global scale. Students will study a comprehensive range of natural and human environments. Students will look at ways in which people interact with their environment, developing an awareness of the opportunities and challenges that affect humankind. Detailed specific examples support an increased awareness of the varied communities and cultures that exist on planet Earth.

### **Syllabus content at a glance**

Paper 1 Physical Geography

Changing river, coastal and ecosystems Tectonic Hazards and Climate Change

Paper 2 Human Geography

Changing population, towns and cities. Development. Changing economies and resource provision ( energy, farming, desertification)

Paper 3 Fieldwork paper Geographical investigation

Students use a variety of equipment and participate in a range of fieldwork during KS3 Geography and Year 10 to prepare them for this exam.

Skills will be examined across the exam papers.

Map, graph and photo analysis skills.

### **Beyond the Classroom**

We get out and about on a variety of local fieldwork projects as part of this course, including a trip to a weather station in Year 10 and various river locations.

For further information, contact: Mrs Ann Carey, Head of Geography at: [careya@battleabbeyschool.com](mailto:careya@battleabbeyschool.com)



# iGCSE HISTORY

History is an extremely important and well-respected academic subject, which can support a student's journey on a broad range of career options. Ultimately, it is a very interesting subject to study. Students develop both their powers of analysis and source evaluation, along with consideration of some of the most significant aspects of the recent past. We do understand that the areas of study are very important to inspire interest in the subject, so we have focused on modern world study. Anyone with an interest in people, the past or who likes to consider cause and consequence on the world stage should give History the chance to broaden their minds.

## **Examination: Cambridge iGCSE – History**

### **Study Units**

#### **Core Content Option B: The Twentieth Century: International Relations since 1919**

- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?

#### **Depth Study B: Germany, 1918–45**

- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?

#### **The Nazi regime**

- How effectively did the Nazis control Germany?
- What was it like to live in Nazi Germany?

#### **Assessment Paper 1 (2 hours, 40% weighting):**

Students answer two questions on the core content and one question on a depth study. All questions are in the form of structured essays, split into three parts: (a), (b) and (c).

#### **Paper 2 (1 hour 30mins, 30% weighting):**

Students will answer six questions on one prescribed topic taken from the core content. Students will be questioned on a range of source materials.

#### **Component 3 (Coursework, 30% weighting):**

Pupils produce one piece of extended writing based on Germany.

#### **Co-curricular BAS History support club**

Each week, the History Department provides a weekly drop-in session which helps review the material covered in the iGCSE course and offers tailored help where needed.

#### **For further information, contact:**

Mr Carl Trimby, Head of History at: [trimbyc@battleabbeyschool.com](mailto:trimbyc@battleabbeyschool.com)



# GCSE LATIN

## Why do GCSE Latin?

- Latin provides a great mental workout, which the most able pupils often need.
- The possession of a grade 8 or 9 in this most challenging subject will help to differentiate candidates for university applications in any subject area.
- Latin trains the mind in the systematic thinking necessary for maths, engineering and the sciences.
- Latin improves your English and provides the root words for much of the specialised vocabulary of law, government and medicine.
- The study of Latin is the best preparation for learning any language, especially Spanish.
- The study of Latin literature broadens the mind and deepens our appreciation of history, politics, beliefs and literature in English.

## Entry Requirements

Pupils must enjoy a tough challenge! They will need logical, problem-solving minds, coupled with great attention to detail. High ability in maths and foreign languages is often a predictor of achievement in Latin. Enjoyment of literature and history is also helpful. Latin is widely regarded as the most difficult GCSE subject, with very high grade-boundaries reflecting the skew in the ability profile of candidates.

## Syllabus

We follow the Eduqas syllabus. If we believe that pupils are unlikely to achieve a grade 7 or better in Latin GCSE, they will be entered for the WJEC Level 1 Certificate in Latin Language instead.

## Latin Language

Worth 50% of the total qualification. The exam consists of (a) comprehension of a Latin text on a gradient of difficulty (b) translation into English of a Latin text, (c) the translation of a handful of short, simple sentences from English into Latin. There are no speaking or listening components (but this doesn't mean that Latin is an easy option!) Latin Language papers are marked punitively (i.e. marks are deducted for each mistake) so accurate recognition of noun and verb endings, along with a careful approach to work, is essential for a high grade.

## Latin Literature

Worth 50% of the total qualification. It is split across two papers. For the Theme & Sources paper (30%), pupils will study approximately 120 lines of Latin prose and poetry extracts by a range of classical Roman authors, along with related archaeological evidence and socio-historical background on the topic. The theme for examination in 2027 will be either 'Heroes and Villains' or 'Food, Drink and Dinner Parties'. For the Narrative paper (20%), the text for examination in 2027 will be Hannibal Crosses the Alps, with elephants.

## Teaching & Prep

Latin is taught 3 times a week, before or after school. Class sizes are small (2 to 6 students in a class). At least two prep tasks (one Language, one Literature) are set every week and must be completed on time.

## Trips

Pupils will visit the British Museum and Hadrian's Wall. From time to time, we run trips to Pompeii/the bay of Naples or Rome or other sites relevant to the literature set texts.

## For further information, contact:

Miss Nicky Bishop, Head of Classics at: [bishopn@battleabbeyschool.com](mailto:bishopn@battleabbeyschool.com)



# GCSE MODERN LANGUAGES

## FRENCH/SPANISH

GCSE (9-1) Modern Foreign Languages (French and Spanish) The new GCSE (9-1) for Modern Foreign Languages focuses on a skills-based approach to teaching and learning. The aim is to create confident linguists who can employ strategies to extract information from written and spoken language and who can express themselves in written and spoken contexts. The GCSE course focuses on the four skills of Listening, Speaking, Reading and Writing. Our pupils in Year 8 have already started to develop a set of language-learning skills which will enable them to start their new GCSE course in Year 9 with confidence.

The content of the Modern Languages course in French and Spanish can be defined in terms of three broad Topic Areas: Identity and Culture; Local, national, international and global areas of interest; current and future study and employment. In preparation for the examination in Year 11, pupils will follow a course book together with authentic and creative resources such as extracts from relevant abridged or adapted literary texts or short passages of contemporary and cultural themes which can be translated.

### Content Overview (Examination: AQA)

Foundation Tier - grades 1 to 5	Task	Weighting
Component Listening (Foundation Tier)	Written paper 40 marks 35 minutes (including 5 minutes reading time)	25% or total GCSE
Component Speaking (Foundation Tier)	Non - exam assessment (speaking test) 40 marks 7-9 minutes + 10-12 minutes preparation time	25% of total GCSE
Component Reading (Foundation Tier)	Written paper 50 marks 1 hour	25% of total GCSE
Component Writing (Foundation Tier)	Written paper 37 marks 1 hour	25% of total GCSE



<b>Higher Tier – grades 4 to 9</b>	<b>Task</b>	<b>Weighting</b>
Component Listening (Higher Tier)	Written paper 40 marks 45 minutes (including 5 minutes reading time)	25% of total GCSE
Component Speaking (Higher Tier)	Non-exam assessment (speaking test) 40 marks 10-12 minutes + 10-12 preparation time	25% of total GCSE
Component Reading (Higher Tier)	Written paper 50 marks 1 hour 15 minutes	25% of total GCSE
Component Writing (Higher Tier)	Written paper 50 marks 1 hour 15 minutes	25% of total GCSE

Over the three-year course, and in consultation with their teachers, pupils will enter for Foundation or Higher tier assessment in all four skills during the June examination series. Foundation Tier assessments target grades 1-5, Higher Tier assessments target Grades 4-9. Pupils will receive four periods of teaching per week.

In the listening and reading tests, pupils must show that they can understand and respond to multiple choice questions in the target language, both spoken and written. Students will be assessed on their ability to recognize relationships between past, present and future events and are required to translate a passage of words from the target language into English.

The speaking assessment is conducted entirely in the target language by the teacher. Candidates must complete three tasks, which include a role play, a short conversation and a mini presentation on a pre-prepared topic of their choice, followed by a conversation expanding on the topic of their presentation.

Students' ability to communicate in writing is assessed in three different tasks in which they are required to write simple messages in the style of an electronic message, followed by a writing task (between 9 and 200 words long and a translation (35-55 words long).

If pupils are part of the LDD/EAL department, they will be able to join a practical and user friendly 'Entry Level' course in Spanish, which is teacher assessed and externally moderated by OCR. They will receive two lessons of Spanish and two lessons of LDD/EAL.

GCSEs in German, Russian, Cantonese, Mandarin, Turkish, Greek, Arabic and Italian are also available to mother tongue speakers or near-fluent speakers.

**For further information, contact:**

Mrs Laurence Alff, Head of MFL at: [alffl@battleabbeyschool.com](mailto:alffl@battleabbeyschool.com)



# iGCSE MATHEMATICS

All students sit the Edexcel International GCSE in Mathematics (Specification A) early in Year 11. This exam focuses on four key areas: Number, Algebra, Geometry and Statistics.

Students also have the option of studying for a second qualification in Year 11 – the AQA Further Mathematics GCSE or EDEXCEL GCSE Statistics, both of which provide a good stepping stone for students wishing to study Mathematics beyond GCSE.

Battle Abbey uses the IGCSE because it has a much broader syllabus than GCSE, including topics that allow for a much smoother transition to A Level.

**Structure:** The IGCSE consists of two 2-hour examinations available at Foundation and Higher Tier. Both examinations must be taken in the same series at the end of the course of study, and both allow for the use of calculators.

**Content:** Relevant, engaging, up-to-date and of equivalent standard to the regulated GCSE in Mathematics, but with additional content – such as differential calculus. Battle Abbey also makes great use of Sparx Mathematics so that students can enjoy video content and immediate feedback on questions.

**Assessment:** The two examination papers consist of tiers of entry that allow students to be entered for the appropriate level, with questions designed to be accessible to students of all abilities in that tier and papers that are balanced for topics and difficulty.

**Approach:** The IGCSE provides a solid basis for students wishing to progress to Edexcel AS and Advanced GCE Level, or equivalent qualifications:-

The Pearson Edexcel International GCSE in Mathematics (Specification A) qualification enables students 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 concepts
- become confident in using mathematics to solve problems
- appreciate the importance of mathematics in society, employment and study

**Equipment:** All students will need to have a Casio calculator and a geometry set.

The Mathematics Department run intensive revision programmes in the run-up to public examinations. The expectation is that all students will be entered for the Higher examination. The entry requirement for A Level Mathematics is for students to have attained a Level 8 and a Level 9 for entry to the Further Mathematics A Level.

The Department also offers help with University entry MAT, STEP, TMUA and UKMT examinations and test, as well as offering interview practice for Oxbridge candidates.

**For further information, contact:**

Lawrence Smallman, Head of Maths, [smallmanl@battleabbeyschool.com](mailto:smallmanl@battleabbeyschool.com)



# GCSE MUSIC

## GCSE Music – Course Overview

The study of music has been proven time and again to increase brain function in children, and the earlier the study, the greater the gain. This applies equally to the three main elements of the subject - Performing, Composing and Analysing. It helps solve difficulties that some children have with mathematics, and by placing the pieces studied in their historical context, it goes hand in hand with history. Performing music develops powers of concentration and self-discipline and, when involved in an ensemble or choir, teamwork.

Let's leave the last word to Plato:

'Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.'

### Exam Board: Edexcel

There are 3 components to the GCSE specification:

#### Performing:

Students will present one solo and one ensemble performance. The minimum duration for either is one minute, but the combined minimum must be at least four minutes.

Internally marked and externally moderated – 30% of GCSE.

#### Composition:

Students compose two pieces of music with a combined total of three minutes duration. One will be a brief set by the exam board, and the other will be a free composition. Students are expected to develop musical ideas using compositional techniques combined with technical control and coherence.

Internally marked and externally moderated – 30% of GCSE.

#### Appraising:

Students will study musical elements, contexts and language via four areas of study –

Instrumental Music 1700 – 1820

Vocal Music

Music for Stage and Screen Fusions

The eight set works include Beethoven's Pathétique Sonata, the title music from Star Wars and Killer Queen.

Assessment is through a 1-hour 45-minute written exam, in two parts.

Section A consists of eight questions relating to six of the set works, plus one melody completion exercise and one unfamiliar piece. Section B is an essay comparing an extract from a set work with one from an unfamiliar piece. Externally marked – 40% of GCSE.

#### For further information, contact:

Mrs Lucinda Sheppard, Head of Music at: [sheppardl@battleabbeyschool.com](mailto:sheppardl@battleabbeyschool.com)



# GCSE PHYSICAL EDUCATION

## AQA GCSE Physical Education 8582

### Why choose GCSE PE?

Candidates should choose GCSE PE if they love being active and want to find out more about what goes into sports performance and exercise. The course will look at the effects of exercise and training on the body and investigate factors that can affect sporting performances, such as psychological or socio-cultural influences.

### What can I do with GCSE PE?

GCSE PE will prepare pupils for further study in the subject at A Level as well as for other vocational courses such as BTEC Nationals. The physiological aspect of the course supports learning in the sciences and in particular Biology, whilst the psychological aspects can logically lead into A Level Psychology.

### GCSE PE at Battle Abbey

The PE Department will be following the AQA GCSE curriculum as our chosen examining body. The activity list and weighting of 60% theory and 40% practical will be the same across all exam boards. With AQA, the course is broken down into three areas: theory paper 1, theory paper 2 and non-exam assessment. Below is an overview of each section.

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

##### What's assessed

- Applied anatomy and physiology
- Movement analysis
- Physical training

##### How it's assessed

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

##### Questions

- Answer all questions
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions



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

### What's assessed

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

### How it's assessed

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

### Questions

Answer all questions: A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. Non-exam assessment: Practical performance in physical activity and sport

### What's assessed

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

### How it's assessed

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

### Questions

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full game (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

### Prerequisites

Whilst there are no specific prerequisites for entry to the course, due to the nature of the practical assessment, we would strongly advise that students have a reasonable sporting ability in a few areas. The expectation is that the pupil will have represented the school in fixtures in more than one sport. It is also an advantage if students play at least one sport at club level outside of school. The list of physical activities is as follows: activities marked with an asterisk can be assessed as either a team sport or an individual sport, but not both.

### Team Sports

- Acrobatic gymnastics
- Association football
- Badminton
- Basketball
- Camogie
- Cricket
- Dance
- Figure skating
- Futsal
- Gaelic football
- Handball
- Hockey
- Hurling
- Ice Hockey
- Inline roller hockey
- Lacrosse
- Netball
- Rowing
- Rugby League
- Rugby Union
- Sailing
- Sculling
- Squash
- Table Tennis
- Tennis
- Volleyball
- Water Polo

### Individual Sports

- Amateur boxing
- Badminton
- Canoeing/kayaking (salom)
- Canoeing/kayaking (sprint)
- Cycling
- Dance
- Diving
- Equestrian
- Figure skating
- Golf
- Gymnastics
- Rock climbing
- Sailing
- Sculling
- Skiing
- Snowboarding
- Squash
- Swimming
- Table Tennis
- Trampolining
- Windsurfing



# GCSE RS

GCSE Religious Studies is perfect for those interested in the big questions and who possess an active and enquiring mind! RS pupils study a range of Religious, Philosophical and Ethical questions, such as:

- How can we be happy?
- Is there life after death?
- Can the use of violence ever be justified?
- Should we have the death penalty?

This is just a snapshot of the varied topics we will discuss and debate throughout the course.

At Battle Abbey School, we study Christianity and Buddhism following the AQA Religious Studies syllabus.

## **Component 1: The study of religions: beliefs, teachings and practices**

### **What's assessed**

- Beliefs: Teachings and Practices of: Buddhism and Christianity

### **How it's assessed:**

- Written exam: 1 hour 45 minutes

## **Component 2: Thematic studies (Philosophy and Ethics)**

### **What's assessed**

Theme A: Relationships and families. We look at topical issues such as marriage, divorce and homosexuality.

Theme B: Religion and life. This includes issues such as abortion and life after death.

Theme C: Religion, peace and conflict. We look at issues including pacifism and whether there is such a thing as a just war.

Theme D: Religion, crime and punishment. Issues include the purpose of punishment, the death penalty and torture.

### **How it's assessed**

Written exam: 1 hour 45 minutes.

Religious Studies suits those who like to debate and think deeply about life's ultimate questions. It develops skills that are highly sought after, such as the ability to analyse and evaluate, to empathise and be adaptable, as well as being able to construct arguments and defend them. It can lead to a wide range of careers such as medicine, journalism, the armed forces, education, and the Civil Service.

### **For further information contact:**

Mrs Hannah Blake, Head of RS at: [headteacher@battleabbeyschool.com](mailto:headteacher@battleabbeyschool.com)



# GCSE SCIENCE

Battle Abbey School has a long history of achieving success in Science, with the choice of two routes to follow at GCSE

## GCSE COMBINED SCIENCE TRILOGY

At Key Stage 4, you will study GCSE Combined Science, attaining 2 GCSE grades at the end of Year 11. Science is taught in separate Biology, Chemistry and Physics lessons by subject specialists. In place of practical coursework, GCSE Science includes examination questions based on specific required practical assessments. GCSE Combined Science provides knowledge and understanding that is relevant to your everyday life. It aims to engage you and to stimulate excitement and intrigue about how Science works and its benefits to society.

Following the Combined Science course will also allow you to progress onto 'A' Level study.

**Available to:** All Students

**Qualification:** Combined Science (2 GCSEs)

**Awarding Body:** AQA

**Assessment Method:** Terminal exams - 6 x 1hr 15min papers. (2 for each subject)



# GCSE BIOLOGY, CHEMISTRY AND PHYSICS (separate Sciences)

For those students who excel in their GCSE Science in Year 9, the Separate Science route may be offered. The number of students taking Triple Science has increased over the last few years, and it has become a very popular option for many. Pupils taking this route will be keen scientists, often with scientific aspirations for A Level and University. Triple Science contains the work covered in GCSE Combined Science, plus further in-depth studies to extend this core content. Triple scientists are expected to have not only a keen interest but an independence and enthusiasm for their work.

Students will study the individual Sciences with specialist teachers, completing an extended range of required practicals which will make up part of the final GCSE exam.

**Available to:** Students expected to achieve a GCSE grade 7 in Science

**Qualification:** Separate GCSE qualifications in Biology, Chemistry and Physics

**Awarding Body:** AQA

**Assessment method:** Terminal Exams - 6 x 1h 45min papers (2 for each subject)

For further information, contact:

**Mr Guy Turnbull, Head of Physics at:** [turnbullg@battleabbeyschool.com](mailto:turnbullg@battleabbeyschool.com)

**Mrs Michelle Turner, Head of Biology at:** [turnerm@battleabbeyschool.com](mailto:turnerm@battleabbeyschool.com)

**Dr Sarah Huggins, Head of Chemistry at:** [hugginss@battleabbeyschool.com](mailto:hugginss@battleabbeyschool.com)

**Mr Matt Woodward, Director of STEAM at:** [woodwardm@battleabbeyschool.com](mailto:woodwardm@battleabbeyschool.com)

Component	Content	Assessment	Weighting
1	Media Products, Industries and Audiences	Written exam (2h15)	35%
2	Media Forms and Products in Depth	Written exam (2h30)	35%
3	Cross-Media Production	Non-exam assessment (coursework)	30%



# READY TO TAKE THE NEXT STEP?

We'd love to welcome you for a tour and show you what makes our School so special. Whether you're a current student looking to transition from Key Stage 3 or new to our school for Year 10, there's a place here for you to grow, achieve, and belong. Contact us today to find out more. Your future starts here.





# Battle Abbey School

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