GCSE Options Booklet

Hollygirt School

2017-19

Hollygirt SCHOOL

Contents

Foreword from the Headmistress

At this stage in Year 9 we are asking pupils to consider their futures. Which choices should they make for GCSE? What is deemed compulsory and which choices will provide them with a firm basis for their post 16 education / university choice / careers beyond? Should they choose their favourite subjects?

It is normal for many to have little idea of what sort of career they are wanting. Indeed, it seems that 'life-long' careers might be becoming a thing of the past so what young people need to thrive is a good broad education which keeps as many doors open as possible. They need to acquire transferable skills which will stand them in good stead for the future. Of course, not all the skills pupils need for life are taught through the formal curriculum. I would advocate that social learning, entrepreneurial skill, communication skills and confidence may be just as important.

This year we have a core curriculum of three examination subjects: English Language, English Literature and Mathematics. A further six choices must be made from the pattern presented within this booklet.

Most of our pupils study for nine GCSEs which is plenty. There is no kudos in having more choices for any future career. We want all pupils to achieve as highly as they can in their subjects and not to water down quality in favour of quantity. However GCSE Statistics may run as an extra-curricular subject for the most able mathematicians.

Some children may struggle with a curriculum of nine subjects. You will notice that in Option Group C there is Extra Maths and English (XME) listed. XME will provide a small group, specialist taught, but non-examined subject support.

Additionally (and by negotiation) it may be possible for pupils to opt out of one of the option groups for private study time. This is likely to be undirected and unsupervised study in the library and is intended to give additional time to focus on other subjects.

Our curriculum (depending on choices made) does not necessarily conform with that required to meet government targets. As an independent school we have the freedom to do this.

When making subject choices, it is wise to consider carefully what may be required for post 16 studies/university. Many universities will require one language and most at least one Science subject. Specific courses may also have entry requirements, for example, medicine and veterinary medicine are likely to prefer three Sciences at GCSE. For sixth form studies many schools and colleges require specific grades to fulfil their entry criteria. Please discuss likely choices with teachers and with our Careers Advisor if you are unsure of the best combinations. I recommend retaining a breadth of curriculum and believe a good starting point would be to select one subject from each of the four curriculum areas outlined on the following pages but the choice is yours. Make it wisely.

Pupils will also take part in compulsory Physical Education and a series of conference days which teach personal well-being, economic issues and study skills as well as preparing them for life after Hollygirt. We encourage all pupils to continue to participate in a range of extra-curricular activities at school or in their community and to take on positions of responsibility to broaden their school experience.

This year the Options Afternoon for parents and pupils is scheduled for **Monday 23rd January at 2.00pm.** At this event, each Head of Department will introduce the subject and assessment criteria and will have a display of previous pupils' work for you to look at to see if it might be a secure choice for your child. Also present during the afternoon will be our external Careers Advisor, Louise Jackson. She will be on hand to advise on subject choices.

Louise, previously a secondary school teacher in Nottinghamshire and Leicestershire, has much experience in the field and will be available to offer general advice on careers and subject choices. In Year 10, all pupils will also undertake Morrisby Careers profiling with her. This offers a detailed analysis of aptitudes, personality and ambitions in order to suggest relevant careers to consider. At that time, pupils receive a full written report of the profiling, access to a wealth of online information and an individual interview with Louise.

The following week at the Year 9 Parents' Evening, you will be able to have a fuller discussion with teachers about your child's potential for their subject.

The Options Form at the back of this booklet should be returned to Mr Dean by Wednesday 8th February.

Kind regards

Mrs P S Hutley
January 2017

Further information about all of the courses are found in this booklet.

Core Subjects
English Language
English Literature
Mathematics
XME

Scientific Subjects
Biology
Chemistry
Computer Science
Physics

Languages
French
Spanish

Humanities
Geography
History
Religious Studies

Creative and Practical Subjects
Fine Art
Food Preparation and Nutrition
Music
Three Dimensional Design

Extra-Curricular
Statistics

Curriculum Years 10 and 11

All pupils will study a full course GCSE in the following core subjects:

Core Subjects
English Language
English Literature
Mathematics

In addition, pupils must choose **six** subjects to study, one from each of the 6 groups shown below (Group A to Group F).

Group A	Biology	French	
Group B	Physics	Religious Studies	Fine Art or 3D Design
Group C	Chemistry	Music / Music BTEC	XME
Group D	Biology	Computer Science	
Group E	Spanish	Geography	
Group F	History	Food Preparation and Nutrition	
ECA	Statistics		

Core Subjects

English Language

English Literature

Mathematics

XME

English Language (IGCSE)

Examining Board: Edexcel ***Specification A: 4EA1***

Aims of the Course

For IGCSE English Language candidates should:

1. Read a wide range of texts fluently and with a good understanding;
2. Write effectively using correct grammar, punctuation and spelling;
3. Acquire and apply a wide vocabulary alongside a knowledge and understanding of linguistic terminology for reading, writing and spoken language;
4. Use spoken Standard English effectively.

Assessment Objectives

A01–3 Reading and understanding a wide range of texts to include exploring links and analysis of linguistic and structural features.
A04-5 Writing clearly and imaginatively. Adapting tone and form and using accurate spelling, grammar and punctuation.
A06 (optional) Speaking and listening skills. Demonstrate presentation skills in a formal setting.

Scheme of Assessment

Examination paper worth 60%
2 hours 15mins. Single tier entry.
Non-fiction Texts and Writing

Section A:
Study 10 texts from Part 1 of Anthology.
Answer a mixture of short and long answer questions related to a text from the Anthology and one previously unseen extract.

Section B:
Write for a given audience, form and purpose.

Written Coursework worth 40%
Poetry and Prose texts and Imaginative Writing

Assignment A:
One essay based on any two poetry or prose texts from Part 2 of the Anthology and a commentary on why these texts were selected.

Assignment B:
Imaginative writing.

Optional Spoken Language Endorsement
Pass, Merit or Distinction.

Homework

Up to two hours per week.

English Literature (IGCSE)

Examining Board: Edexcel ***Specification: 4ET1***

Aims of the Course

The course aims to give candidates opportunities to explore their literary interests and encourages them to develop:

1. The ability to read, understand and respond to a wide range of types of literary texts, to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study;
2. Awareness of social, historical and cultural contexts and influences in the study of literature;
3. The ability to construct and convey meaning in speech and writing, matching style to audience and purpose.

Assessment Objectives

A01 Demonstrate a close knowledge and understanding of texts.
A02 Analyse language structure and form to create meaning and effects.
A03 Explore links and connections between texts.
A04 Show understanding of the context in which the text was written.

Scheme of Assessment

Examination worth 60%
Poetry and Modern Prose. 2 hours. Single tier entry.
Closed book.

Section A:
Unseen Poetry.
One essay exploring the meaning of an unseen poem.

Section B:
Anthology Poetry.
Comparing two poems from Part 3 of the Anthology. 16 poems to study.

Section C:
Modern Prose.
One essay on 'Of Mice and Men' from a choice of two questions.

Coursework worth 40%
Modern Drama and Literary Heritage Texts.

Assignment A:
One essay on 'An Inspector Calls' or 'A View from the Bridge'.

Assignment B:
One essay on 'Romeo and Juliet'.

Homework

Up to two hours per week.

Usually candidates are automatically entered for both English Language and English Literature IGCSE. This leads to the award of two full GCSEs. However, if appropriate for the individual pupil, they will be entered for *English Language only* which is one full GCSE.

Mathematics (IGCSE)

Examining Board: Edexcel ***Specification A: 4MA1***

Aims of the Course

Encourages pupils to develop confidence in and a positive attitude towards Mathematics and to recognise the importance of Mathematics in their own lives and to society. Whether you plan to go on to work, AS and A levels or other further studies, a good understanding of Maths will be useful to you. Number skills are required in all sorts of everyday situations such as trying to work out phone bills. Thinking like a mathematician will help to improve your problem solving and decision making skills. The course requires pupils to develop knowledge, skills and understanding of Mathematical methods and concepts, including:

- Number
- Algebra
- Geometry
- Measures
- Statistics
- Probability

Assessment Objectives

In Year 10 and 11 pupils will continue to study:

- Number
- Shape and Space
- Algebra
- Data

Scheme of Assessment

The pupils are examined in the Summer Term of Year 11 when they are assessed by two equally weighted papers. The examination sat will be Edexcel Mathematics IGCSE. This examination allows the candidates to use a calculator in both papers. However pupils will be asked to 'show how' which means they will have to understand how the calculator works out the problem, but they can then use the calculator to check their method.

There are two different tiers of entry to ensure that the work is targeted to the ability of each pupil, however we hope that all pupils will sit the higher tier. The foundation tier leads to grades 5 to 1 and higher leads to grades 9 to 4.

The course is assessed by two written examinations each worth 50%. Pupils must take both examinations from the same tier. There is no coursework.

Homework

Two pieces of homework will be set each week to revision exercises and past papers in Year 11. Up to two hours per week.

Extra Mathematics and English (XME)

This option provides additional teaching in Mathematics and English to support pupils' individual learning needs in the two key subjects.

It will be taught either by subject specialists or by a special educational needs specialist and will run in conjunction with the curriculum followed in the timetabled Mathematics and English lessons. It will not be separately examined, but will be separately reported on.

It is suitable for those who find their key subjects a challenge and for whom a full curriculum of nine subjects may be too much.

This is a new option for 2017 and it will be devised and staffed to meet the very specific needs of those opting for the subject.

Scientific Subjects

Biology

Chemistry

Computer Science

Physics

Biology

Examining Board: AQA ***Specification:8461***

Pupils have free choice to select one, two or three Sciences to study during the course. One Science is recommended as this helps to provide a broad and balanced curriculum. This provides a firm foundation for further study of the Sciences at AS/A level. However pupils considering a career in medicine, veterinary science or dentistry would be advised to study the three separate Sciences.

Aims of the Course

The syllabus aims to give candidates opportunities to:

- Acquire a systematic body of scientific knowledge and develop an understanding of science including its power and limitations;
- Develop experimental and investigative abilities;
- Develop an understanding of the nature of scientific ideas and activity and the basis for scientific claims;
- To make judgement and produce hypotheses on the basis of scientific evidence;
- Develop their understanding of the technological and environmental applications of science and the economic, ethical and social implications of these.

Assessment Objectives

The examination will assess the ability of candidates to:

- Carry out experimental and investigative work in which they plan procedures, use precise and systematic ways of making measurements and observations, analyse and evaluate evidence, and relate this to scientific knowledge and understanding;
- Recall, understand, use and apply the knowledge of science set out in the syllabus;
- Communicate scientific observations, ideas and arguments using a range of scientific and technical vocabulary and appropriate scientific and mathematical conventions;
- Evaluate relevant scientific information and make informed judgements from it.

Over the course pupils will study topics including:

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

Scheme of Assessment

There will be two, 1 hour 45 minute papers in Biology of 100 marks, testing knowledge and application of facts. These are available at higher and foundation level. 10% of the questions involve mathematical concepts. During the course pupils will carry out 8 core experiments which assess practical skills and reasoning.

Homework

Up to two hours per week.

Chemistry

Examining Board: AQA ***Specification:8462***

Pupils have free choice to select one, two or three Sciences to study during the course. One Science is recommended as this helps to provide a broad and balanced curriculum. This provides a firm foundation for further study of the Sciences at AS/A level. However pupils considering a career in medicine, veterinary science or dentistry would benefit from studying the three separate Sciences.

Aims of the Course

The syllabus aims to give candidates opportunities to:

1. Acquire a systematic body of scientific knowledge and develop an understanding of science including its power and limitations;
2. Develop experimental and investigative abilities;
3. Develop an understanding of the nature of scientific ideas and activity and the basis for scientific claims;
4. To make judgement and produce hypotheses on the basis of scientific evidence.
5. Develop their understanding of the technological and environmental applications of science and the economic, ethical and social implications of these.

Assessment Objectives

The examination will assess the ability of candidates to:

1. Carry out experimental and investigative work in which they plan procedures, use precise and systematic ways of making measurements and observations, analyse and evaluate evidence, and relate this to scientific knowledge and understanding;
2. Recall, understand, use and apply the knowledge of science set out in the syllabus;
3. Communicate scientific observations, ideas and arguments using a range of scientific and technical vocabulary and appropriate scientific and mathematical conventions;
4. Evaluate relevant scientific information and make informed judgements from it.

Over the course pupils will study topics including:

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

Scheme of Assessment

There will be two, one hour 45 minute papers in Chemistry of 100 marks, testing knowledge and application of facts. These are available at higher and foundation level. 20% of the questions involve mathematical concepts. During the course the pupils will carry out 8 core experiments which assess practical skills and reasoning.

Homework

Up to two hours per week.

Computer Science

Examining Board: OCR ***Specification: J276***

This is an exciting new GCSE specification now accredited by Ofqual.

Aims of the Course

Pupils will be taught to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. They will analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. Pupils will be encouraged to think creatively, innovatively, analytically, logically and critically and understand the components that make up digital systems, and how they communicate with one another and with other systems. Pupils will study the impacts of digital technology to the individual and to wider society and apply mathematical skills relevant to Computer Science.

Pupils will also be taught how to program in Python for the Controlled Assessment element of the course and to demonstrate the theories covered. This GCSE is suitable for pupils who excel in Mathematics, are logical, methodical and enjoy problem solving or are interested in a career in engineering, computing or related technical areas. Pupils who program at home are more likely to achieve a higher grade in this GCSE although quality of written communication is assessed in both the exams and controlled assessment so good English skills are also desirable. Pupils will also be exposed to HTML, programming, binary and other computing principles in Year 9.

Assessment Objectives

There are three units:

Computer Systems – assessed in an exam of 1 hour 30 minutes and 80 marks, worth 40% of the GCSE.

Computational Thinking, Algorithms and Programming – in an exam of 1 hour 30 minutes and 80 marks, worth 40% of the GCSE.

Programming Project – a 20 hour practical 'making task' using a programming language to design, write, test and correct errors in a program. There are 40 marks worth 20% of the GCSE.

Scheme of Assessment

The scheme of assessment is un-tiered, covering all of the ability range from 1-9, with 9 being the highest.

Homework:

1 hour per week – either set tasks or revision.

Physics

Examining Board: AQA ***Specification:8463***

Pupils have free choice to select one, two or three sciences to study during the course. One Science is recommended as this helps to provide a broad and balanced curriculum. This provides a firm foundation for further study of the Sciences at AS/A level. However pupils considering a career in medicine, veterinary science or dentistry would benefit from studying the three separate Sciences.

Aims of the Course

The syllabus aims to give candidates opportunities to:

- Acquire a systematic body of scientific knowledge and develop an understanding of science including its power and limitations;
- Develop experimental and investigative abilities;
- Develop an understanding of the nature of scientific ideas and activity and the basis for scientific claims;
- To make judgement and produce hypotheses on the basis of scientific evidence.
- Develop their understanding of the technological and environmental applications of science and the economic, ethical and social implications of these.

Assessment Objectives

The examination will assess the ability of candidates to:

- Carry out experimental and investigative work in which they plan procedures, use precise and systematic ways of making measurements and observations, analyse and evaluate evidence, and relate this to scientific knowledge and understanding;
- Recall, understand, use and apply the knowledge of science set out in the syllabus;
- Communicate scientific observations, ideas and arguments using a range of scientific and technical vocabulary and appropriate scientific and mathematical conventions;
- Evaluate relevant scientific information and make informed judgements from it.

Over the course pupils will study topics including:

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

Scheme of Assessment

There will be two, 1 hour 45 minute papers in Physics, of 100 marks, testing knowledge and application of facts. These are available at higher and foundation level.30% of the questions involve mathematical concepts. During the course the pupils will carry out 8 core experiments which assess practical skills and reasoning.

Homework

Up to two hours per week.

Languages

French

Spanish

French

Examining Board: AQA ***Specification: 8658***

Aims of the Course

The aims of the course are to enable pupils to:

1. Develop their ability to communicate confidently with native speakers in speech and writing;
2. Express and develop thoughts and ideas spontaneously and fluently;
3. Listen to and understand clear speech at near normal speed;
4. Deepen their knowledge about how language works and enrich their vocabulary so they can increase their independent language;
5. Develop awareness and understanding of the culture of French speaking countries;
6. Acquire new knowledge, skills and ways of thinking through responding to a range of authentic spoken and written material;
7. Develop language learning skills both for immediate use and to prepare them for further language study in school, higher education and employment.

Course Content

- Identity and Culture
- Local Area, Holiday and Travel
- School
- Future Aspirations, Study and Work
- International and Global Dimension

Assessment Objectives

Listening: Pupils are assessed on their understanding of spoken French in a range of public and social settings from a recording.

Speaking: Pupils are assessed on their ability to communicate and interact effectively in spoken French for different purposes and in different settings.

Reading: Pupils are assessed on their understanding of written French across a range of different types of text including adverts, emails, letters, articles and authentic literary texts.

Writing: Pupils are assessed on their ability to communicate effectively through writing in French for different purposes. Responses are of varying length and type, expressing ideas and opinions in French.

Scheme of Assessment

Pupils take all four papers at one level, either Foundation or Higher.

Listening (25%): Foundation: 35 minutes Higher: 45 minutes
There are two sections in each tier with a mix of questions and instructions in both French and English. Multi response and short answer open response questions.
Controlled assessment marked by AQA, non-tiered. These are completed during Year 10 and 11.

Speaking (25%): Foundation: 7-9 minutes Higher 10-12 minutes, both with 12 minutes preparation time.
Conducted in school but assessed externally. Three tasks including an unseen role play, questions on an unseen picture and a conversation on two themes, one chosen in advance by the pupil.

Reading (25%): Foundation: 45 minutes Higher: 1 hour
There are two sections in each tier with a mix of questions and instructions in both French and English. A third section includes a translation from French to English. Multi response and short answer open response questions.

Writing (25%): Foundation: 1 hour 10 minutes Higher: 1 hour 20 minutes
Foundation has 3 extended responses and 1 translation into French. The responses include describing a photo in 20-30 words, a short task of 40-50 words and a longer task of 80-90 words.
Higher requires 2 extended responses and 1 translation into French. These responses are of 80-100 words and 130-150 words.

Homework

Up to two hours per week: written work, vocabulary learning and oral preparation.

Spanish

Examining Board: AQA ***Specification: 8698***

Aims of the Course

The aims of the course are to:

- Develop the ability to use Spanish effectively for purposes of practical communication;
- Develop the ability to use and understand Spanish both imaginatively and creatively;
- Develop an understanding of the grammar of Spanish;
- Develop an awareness of the nature of language and language learning;
- Promote independence in language learning and use;
- Offer insights into and a positive approach towards the culture and civilisation of Spanish-speaking countries and communities;
- Provide enjoyment and intellectual stimulation;
- Acquire the skills, language and attitude which will form a sound basis for further study, work and leisure;
- Promote learning skills of a more general application (e.g. analysis, memorising, drawing inference, using reference materials).

Course Content

Theme 1: Identity and Culture
Theme 2: Local, national, international and global areas of interest
Theme 3: Current and future study and employment

Assessment Objectives

All pupils will be required to demonstrate:

Listening: The ability to understand and respond to spoken language by means of announcements, messages, instructions, advertisements, interviews, dialogues, discussions, radio and television broadcasts.

Speaking: The ability to communicate and interact effectively in speech by means of role playing, discussion of a Photo card and general conversation.

Reading: The ability to read, understand and respond to different types of written language such as relevant personal communication, public information and factual and literary texts.

Writing: The ability to communicate in writing by expressing ideas and opinions whilst using a variety of vocabulary, tenses, and grammatical structures.
The ability to translate sentences and short texts from English into Spanish.

Scheme of Assessment

Linear qualification - examinations for all four skills (Listening, Speaking, Reading and Writing) will take place at the end of the Year 11 course. Each skill is worth 25% of the final Spanish GCSE grade.
Two tiers – Foundation (Grades 1-5) and Higher (Grades 4-9), marked by AQA.
Pupils take all four papers at one level, either Foundation or Higher.

Listening: Foundation: 35 minutes Higher: 45 minutes
There are two sections in each tier with a mix of questions and instructions in both Spanish and English. Multi response and short answer open response questions.

Speaking: Foundation: 7-9 minutes Higher 10-12 minutes, both with 12 minutes preparation time.
Conducted in school but assessed externally. Three tasks including an unseen role play, questions on an unseen photo and a conversation on two themes, one chosen in advance by the pupil.

Reading: Foundation: 45 minutes Higher: 1 hour
There are two sections in each tier with a mix of questions and instructions in both Spanish and English. A third section includes a translation from Spanish to English. Multi response and short answer open response questions.

Writing: Foundation: 1 hour Higher: 1 hour 15 minutes

The responses include making a list of 6 words, a short task of about 50-60 words, a translation of 5 sentences and a longer task of 80-90 words.
Higher requires 2 extended responses and 1 translation into Spanish.
These responses are of 80-90 words and 130-150 words.

Homework

Up to two hours per week. Demands will be varied and include written work, vocabulary learning and oral preparation.

Humanities

Geography

History

Religious Studies

Geography

Examining Board: OCR ***Specification: B***

Aims of the Course
The specification will engage learners through the exploration of a number of geographical topics encapsulating both the geography of the UK and the rest of the world. Learners will be encouraged to make links between topics and challenge their previous ideas developed in geography through an enquiring approach to the content.

Through the study of Our Natural World, learners will gain an appreciation of the natural world around them including tectonic and weather hazards, climate change, the UK's distinctive landscapes and the global ecosystems which support life on the planet.

Learners will explore the complexities of People and Society through studying why more than half of the world's population live in urban areas, the dynamic nature of development, the UK in the 21st century and human reliance on key resources for survival and economic gain.

Geographical skills and fieldwork studies are embedded throughout the content ensuring learners become both adaptable and resilient no matter their future pathway.

Assessment Objectives
Within the question papers for each of the three components there will be a combination of short answer questions which carry a low tariff, medium length questions of 6 marks and higher tariff extended response questions (maximum of 12 marks plus spelling, punctuation and grammar).

Content
The course comprises of three units and three exams

Our Natural World
Written paper
1 hour 15 minutes
70 marks
35% of qualification

People and Society
Written paper
1 hour 15 minutes
70 marks
35% of qualification

Geographical Exploration - Geographical Skills and Decision Making Exercise
1 hour 30 minutes
60 marks
30% of qualification

5% of marks across all papers are awarded for SPaG

Scheme of Assessment
Three exams as above.

Homework
Up to two hours per week.

History

Examining Board: ***Specification:***
1H10

Aims of the Course

To promote a love of learning and of History by:

- actively engaging you in the process of historical enquiry to develop you as an independent learner, and as a critical and reflective thinker with an enquiring mind
- developing your knowledge and coherent understanding of selected periods, societies and aspects of History
- developing your awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes
- developing your ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context
- enabling you to organise and communicate your historical knowledge and understanding in creative and different ways and reach substantiated judgements
- recognising that your historical knowledge, understanding and skills help you to understand the present and provide you with a basis for your role as a responsible citizen, as well as allowing further study of History

Content Summary

There are five units to this course:

1. Breadth Study – Medicine in Britain, c1250-present
2. Thematic Depth Study – Surgery and Healthcare on the Western Front
3. Period Study – The American West in the 19th Century
4. British Depth Study – The court of Henry VIII and the English Reformation, 1509-1540
5. Modern Depth Study – Weimar and Nazi Germany

The pupils will be examined in three separate exams.

Assessment Objectives

- Recall, select and communicate knowledge and understanding of History (34%)
- Demonstrate understanding of the past through explanation and analysis of:
  - key concepts: causation, consequence, continuity, change and significance within a historical context
  - key features and characteristics of the periods studied and the relationships between them (35%)
- Understand, analyse and evaluate:
  - a range of source material as part of an historical enquiry
  - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (31%)

Scheme of Assessment

All five units will be examined at the end of Year 11, in Summer 2019. There will be three separate papers.
There is one tier of entry. The full range of grades, from 1-9 are available.

Homework

Up to two hours per week.

Religious Studies

Examining Board: OCR Religious Studies ***Specification: J625***

Aims of the Course
GCSE Religious Studies aims to encourage pupils to be inspired, moved and challenged by following a broad, satisfying and worthwhile course of study that challenges young people and equips them to lead constructive lives in the modern world. The GCSE aims to bring the study of religion to life and promote knowledge and understanding of Christianity and Islam.

Content of the Course
Pupils must study **two** religions from Component Group 1 and **one** component from Component Group 2 to be awarded the OCR GCSE (9–1) in Religious Studies.

Content and Assessment Overview
Beliefs and teachings and Practices. Pupils are required to study **two** religions:

Christianity (J625/01)
Study of the following: Nature of God, Concept of God as a Trinity of persons, Biblical accounts of Creation, The problem of evil and suffering and a loving and righteous God, Jesus Christ, the concept of salvation and Eschatological beliefs and teachings. Christian practices including worship, sacraments, prayer, pilgrimage and celebrations, role of the church and the community, mission and the role of the church in the wider world.
1 hour written paper - 63 marks - 25% of total GCSE

Islam (J625/03)
Study of the following: Core beliefs, the six articles of faith in Sunni Islam, Five roots of 'Usul ad-Din' in Shi'a Islam, the nature of Allah, Shirk, Prophethood (Risalah), Sources of wisdom, Sahifah (scrolls). Injil (Gospel), Tawrat (Torah), Zabur (Psalms), Qur'an, Angels (Malaikah) and Eschatological beliefs. Muslim practices including Sunni Five Pillars of Islam, Ten Obligatory Acts of Shi'a Islam, Public acts of worship, Private acts of worship, Hajj and the role of pilgrimage, Zakah and Khums, Sawm and the role and significance of fasting in the month of Ramadan, Festivals and special days and Jihad.
1 hour written paper - 63 marks - 25% of total GCSE

Religion, philosophy and ethics in the modern world from a religious perspective
Pupils are required to study this component from the perspective of **one** religion:
- Christianity (J625/07)

2 hour written paper - 126 marks - 50% of total GCSE

Four themes are to be studied:
- **Relationships and families**: Roles of men and women, Christian understandings of equality, Gender and Christian teachings about equality and discrimination in relation to gender
- **The existence of God and the ultimate reality**: Philosophical views on the nature of reality and the reasons for belief, experiencing God
- **Religion, peace and conflict**: violence, terrorism, Holy War, Just War, Pacifism, forgiveness and reconciliation.
- **Dialogue between religious and non-religious beliefs and attitudes** : Challenges for Christianity today, dialogue within and between religious groups eg: Ecumenism and dialogue between religious and non-religious groups. Potential areas of disagreement and difference between

Christianity and:
- Atheism
- Agnosticism
- Humanism
- Secularism

There is no controlled assessment. All three exams are taken at the exam period at the end of Year 11.

Homework

Up to two hours per week, which normally is exam question practice.

Creative and Practical Subjects

Art and Design: Fine Art

Art and Design: Three Dimensional Design

Food Preparation and Nutrition

Music

Art and Design: Fine Art

Examining Board: AQA ***Specification: Fine Art 4200***

Aims of the Course

Art and Design is concerned with the visual world and how perceptions of it can be interpreted. The course is designed to enable pupils to explore, interpret and present observations, ideas and feelings through the skilled use of a wide range of media. Pupils will build upon knowledge of different kinds of art, both European and more ethnically diverse, to appraise critically the work of a range of significant artists, making constructive use of the approaches used by these artists in their own work.

The course follows the AQA Art and Design Fine Art endorsed certificate which offers the experience of areas of study including Drawing, Painting, Printmaking, Textiles, Relief Photography and Three-Dimensional work and, in relation to the development of any of these areas, an opportunity to make use of the computer graphics facilities in the department. The more modern way of using computer generated images, will provide resources in which to work from, along with direct observational sources.

GCSE Art and Design demands a considerable degree of personal involvement from candidates and should suit pupils with an interest in art and craft skills and those who wish to widen their experience of the possibilities offered in an art and design career. As the briefs are so open to interpretation, if a pupil has a particular interest such as Architecture or Graphic design, then this can be included in order to gain experience and a portfolio for further development in the future. The course widens pupil's perceptual abilities and innovation skills, which are transferrable skills to a multitude of future careers.

Assessment Objectives

Candidates must demonstrate their ability to:

- **AO1** Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding (theme research, artist research and photography)
- **AO2** Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes (experimentation).
- **AO3** Record ideas, observations and insights relevant to their intentions in visual and/or other forms (Produce good quality Art).
- **AO4** Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral and other elements (A piece which encompasses the project).

Scheme of Assessment

Examination Requirement

Candidate Portfolio (Coursework): 60%

This is started in September of Year 10 and must be completed before the commencement of the externally set task.

Externally Set Task: 40%

Papers will be issued in January of Year 11. Candidates have ten hours of supervised time (examination of two days) to respond to ONE of the questions on the paper preceded by several weeks of preparation and supporting studies.

Homework

Two hours per week consisting of photography, sketch book work, collecting ideas, research and process and producing multi-media samples.

Art and Design: Three Dimensional Design

Examining Board: AQA ***Specification: 4205***

Aims of the Course

There will be an option to study **Three Dimensional-Design** during the Art allocated time. Therefore, if choosing Art, the pupil can decide between 2 endorsements, which are Fine Art or 3D Design. There can be an area of experimentation in the first term, with a choice made in January for the focus area. Advice and guidance will be given on which area would most benefit the pupil. Three-dimensional design is defined as the design, prototyping and modelling or making of primarily ***functional*** and ***aesthetic*** products, objects, and environments, drawing upon intellectual, creative and practical skills. Pupils will build upon knowledge of different kinds of design, both European and more ethnically diverse, to appraise critically the work of a range of significant designers, making constructive use of these approaches in their own work.

The course follows the AQA Art and Design - Three Dimensional Design endorsed certificate, which offers the experience of areas of study including: Ceramics; Sculpture; Jewellery; Exhibition Design; Design for Television, Interior Design, Environmental/Garden Design, Architectural Design.

GCSE Three-dimensional design demands a considerable degree of personal involvement from candidates and should suit pupils with an interest in design skills and those who wish to widen their experience of the possibilities offered in a 3D design career. As the briefs are so open to interpretation, if a pupil has a particular interest such as Architecture Product Design or Sculpture, then this can be included in order to gain experience and a portfolio for further development in the future. The course widens pupil's perceptual abilities and innovation skills, which are transferrable skills to a multitude of future careers. Mind mapping, investigating, experimenting and inventing are all skills which are practiced weekly to enhance the pupil in all areas of their future.

Assessment Objectives

Candidates must demonstrate their ability to:

AO1 Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding (theme research, designer research and photography)

AO2 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes (experimentation).

AO3 Record ideas, observations and insights relevant to their intentions in visual and/or other forms (Work will focus on model making; constructing; surface treatment; assembling and modelling)

AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral and other elements (A piece which encompasses the project).

Scheme of Assessment

Examination Requirement

Candidate Portfolio (Coursework): 60%

This is started in September of Year 10 and must be completed before the commencement of the externally set task.

Externally Set Task: 40%

Papers will be issued in January of Year 11. Candidates have ten hours of supervised time (examination of two days) to respond to ONE of the questions on the paper preceded by several weeks of preparation and supporting studies.

Homework

At least two hours a week consisting of photography, sketch book work, collecting ideas, research and process and multi-media samples.

Food Preparation and Nutrition

Examining Board: OCR ***Specification: J309***

The new GCSE in Food Preparation and Nutrition will be supported with resources produced by one of the world's most renowned chefs, Heston Blumenthal®. His natural curiosity and scientific approach to cooking is an ideal collaboration that will enthuse learners as they discover the essentials of food science, build strong practical cookery skills and a good understanding of nutrition.

Aims of the Course

The course is exciting and contemporary:
It is designed to motivate pupils to develop the high level of knowledge; understanding and skills to cook and apply the principles of food science, nutrition and healthy eating.

Keeps the subject meaningful:
Pupils learn about improving lives through better knowledge of food, where it comes from and how it affects our bodies.

Inspiration from around the world:
Explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Skills for the future:
Progression into higher education through general or vocational qualifications and into a career.

Assessment Objectives

There are four assessment objectives in this course.

AO1 Demonstrate knowledge and understanding of nutrition, food,cooking and preparation.
AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation.
AO3 Plan, prepare,cook and present dishes combining appropriate techniques.
AO4 Analyse and evaluate different aspects of nutrition, food cooking and preparation, including food made by themselves and others.

Scheme of Assessment

Food Investigation Task:	15%
Food Preparation Task:	35%
1 hour 30 minutes Written Paper:	50%

Homework

Up to two hours per week.

Music

Examining Board: Edexcel ***Specification: 2MU01***

Aims of the Course

Pupils will learn how to:

- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used;
- develop composing skills to organise musical ideas and make use of appropriate resources;
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music;
- broaden musical experience and interests, develop imagination and foster creativity;
- develop awareness of a variety of instruments, styles and approaches to performing and composing;
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology;
- reflect upon and evaluate their own and others' music;
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

Assessment Objectives

1. Perform with technical control, expression and interpretation.
2. Compose and develop musical ideas with technical control and coherence.
3. Demonstrate and apply musical knowledge.
4. Use appraising skills to make evaluative and critical judgments about music.

Scheme of Assessment

Performing - 30%

Non-examined assessment

Pupils perform two pieces, one solo and one ensemble performance, with a combined duration of at least 4 minutes.

Composing - 30%

Non-examined assessment

Pupils compose two pieces, one to a set brief and one as a free composition, with a combined duration of at least 3 minutes.

Appraising - 40%

Written examination, 1 hour 45 minutes.

The paper examines responses to eight set works as well as unfamiliar music in two sections:

Section A: areas of study, dictation and unfamiliar music (68 marks)
Section B: extended response comparison between a set work and one unfamiliar piece (12 marks)

Homework

Up to two hours per week.

Music (BTEC First Award)

Level 1/2

Examining Board: Pearson Edexcel ***Specification: 600/6818/8***

Aims of the Course

The course aims to:

- inspire and enthuse learners to consider a career in the music industry;
- give learners the opportunity to develop skills in music industry areas such as live sound, performance, music promotion and publishing;
- give learners the potential opportunity to enter employment within a wide range of junior job roles across the music industry, for example music producer, runner, stage crew, venue staff, music promotion, and retail and sales roles;
- develop skills that are essential for the modern-day workplace, including teamwork, working from a prescribed brief, working to deadlines, presenting information effectively and accurately completing administrative tasks.

Assessment Objectives

1. Understand the different types of organisations that make up the music industry.
2. Understand the different job roles in the music industry.
3. Plan, develop, promote and review the management of a music product.
4. Complete other unit-dependent objectives.

Scheme of Assessment

Pupils complete two core units and two optional specialist units.

Unit	Core Units	Assessment Method	Weighting
1	The Music Industry	Written examination (1 hour)	25%
2	Managing a Music Product	Internally assessed	25%
Unit	**Optional Specialist Units**	**Assessment Method**	**Weighting**
3	Introducing Live Sound	Internally assessed	25%
4	Introducing Music Composition	Internally assessed	25%
5	Introducing Music Performance	Internally assessed	25%
6	Introducing Music Recording	Internally assessed	25%
7	Introducing Music Sequencing	Internally assessed	25%

Homework

Up to two hours per week.

Extra-Curricular

Statistics

Statistics

Examining Board: AQA ***Specification: 8382***

GCSE Statistics will provide pupils with a critical appreciation of Statistics and its place in everyday life. It encourages pupils to develop enquiring minds and become effective and independent learners. With a focus on handling data and probability, pupils acquire skills in and understanding of statistical concepts and methods. GCSE Statistics helps pupils develop a knowledge and understanding of statistical thinking and practice and how to use statistics in the real world.

Aims of the Course

Pupils will:

- get involved and learn through engaging work;
- use their knowledge to understand how statistics works in everyday life and to understand their benefits and limitations;
- come up with a hypothesis and investigate it, then analyse and present the results;
- acquire skills that are relevant in a wide variety of other subjects such as the sciences, geography and social sciences;

Content Summary

This specification comprises the following areas of subject content:

- Planning a Strategy: hypothesis, planning an investigation, experiments/surveys, appreciation of constraints;
- Data Collection: types of data, obtaining data, census data, sampling, conducting a survey/experiment;
- Tabulation and Representation;
- Data Analysis: measures of location, measures of spread, other summary statistics, time series, quality assurance, correlation and regression, estimation;
- Probability;
- Data Interpretation: limitations analysis, inferential statistics, deductions, conclusions.

Assessment

GCSE Statistics has a foundation tier (grades 1-5) and a higher tier (grade 4-9). Pupils must take two question papers at the same tier at the end of the two year course. All question papers must be taken in the same series. There is no controlled assessment, if the pupil doesn't get a 4 on the higher tier, there is an allowance for a 3.

Written Examination 1: 50%
Written Examination 2: 50%
Both examinations are 1 hour, 45 minutes.
Higher and foundation tiers
Each paper is worth 80 marks

The questions of each examination paper have the same format – multiple choice questions, short answer and a Statistical Enquiry Cycle (SEC) question.

Homework

Up to two hours per week.

Please note this course will only run as an extra-curricular activity for the most able pupils.

Curriculum Option Choices Form

Name:		Form:	

All pupils will study a full course GCSE in the following subjects:

✓ English Language ✓ English Literature ✓ Mathematics

In addition, pupils must select **one** subject from each of the **six** groups below. Please tick **one** box from each group to indicate your subject preferences:

Group A

Biology ☐ French ☐

Group B

Physics ☐ Religious Studies ☐ Fine Art or 3D Design ☐

Group C

Chemistry ☐ Music ☐ Music BTEC ☐ XME ☐

Group D

Biology ☐ Computer Science ☐

Group E

Spanish ☐ Geography ☐

Group F

History ☐ Food Preparation and Nutrition ☐

Extra-Curricular

Statistics ☐

All courses are GCSE unless otherwise stated. Pupils requiring a slightly reduced curriculum may opt for private study instead of **one** subject by negotiation.

Pupil Signature:		Date:	
Parent Signature:		Date:	

Please remove this form from the booklet and return to Mr Dean by Wednesday 8th February 2017