
GCSE Options Booklet

Hollygirt School

2020-22

Hollygirt

SCHOOL

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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.

Pupils will also choose a Language (or XME) as part of an extended core.

A further five choices must then 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 ablest mathematicians. This typically runs at lunchtimes, so pupils must be committed to attending these sessions each week.

Some children may struggle with a curriculum of nine GCSE subjects. To ensure that all are prepared for education and skills for life beyond Hollygirt, pupils may select Extra Maths and English instead of Languages in the extended core, particularly if they already elected for this in Year 9. This will be taught by subject specialists and will follow a carefully tailored programme of support for those targeting the core GCSEs. In the other option groups there are more practical based GCSEs which may suit the needs of some to focus on their specific talents. We aspire that all will choose courses according to their different abilities and in which they will find success in preparing for their futures.

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, if not two, Science subjects. 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 hope you will agree that our option groups facilitate such an approach.

Pupils will also take part in compulsory Physical Education (non-examined), weekly Issues lessons 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 **Thursday 5th December 2019 at 2.00pm**. At this event, each Head of Department will present on their subject. 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 Curriculum Option Choices Form at the back of this booklet should be returned to Mr Dean by **Friday 10th January 2020**.

Kind regards

A handwritten signature in black ink that reads "Pam Hutley". The signature is written in a cursive style with a large, looping 'H'.

Mrs P S Hutley
November 2019

Curriculum in Years 10 and 11

Core Subjects

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

English Language
English Literature
Mathematics

Extended Core

Pupils must choose **one** of the following Language subjects:

Languages	French	Spanish	XME
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Option Groups

In addition, pupils must choose **five** subjects to study, **one** from each of the five groups A – E.

Group A	Biology	Textiles
Group B	Creative iMedia	Religious Studies
Group C	Chemistry	Geography
Group D	History	Music
Group E	Art	Physics

Extra-Curricular Activities

Pupils may also optionally choose to study the following subjects:

Statistics

Core Subjects

English Language

English Literature

Mathematics

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'.

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

The course aims to encourage 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.

Assessment Objectives

Demonstrate knowledge, understanding and skills in number and algebra:

- Numbers and the numbering system
- Calculations
- Solving numerical problems
- Equations, formulae and identities
- Sequences, functions and graphs

Demonstrate knowledge, understanding and skills in shape, space and measures:

- Geometry and trigonometry
- Vectors and transformation geometry

Demonstrate knowledge, understanding and skills in handling data:

- Statistics
- Probability

Scheme of Assessment

There are two different tiers of entry to ensure that the work is targeted to the ability of each pupil. The foundation tier targets grades 5-1, and the higher tier grades 9-4.

The course is assessed by two 2-hour examination papers. Pupils are allowed 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. Pupils must take both examinations from the same tier. There is no coursework.

Homework

Up to two hours per week.

Extended Core

French

Spanish

Extra Mathematics and English (XME)

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

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

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 either Foundation (Grades 5-1) or Higher (Grades 9-4) level.

Listening: Foundation: 35 minutes Higher: 45 minutes
25% 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: Foundation: 7-9 minutes Higher 10-12 minutes, both with 12 minutes preparation time.
25% 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: Foundation: 45 minutes Higher: 1 hour
25% 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: Foundation: 1 hour Higher: 1 hour 15 minutes
25% 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 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 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 Spanish 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

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

Listening: Pupils are assessed on their understanding of spoken Spanish 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 Spanish for different purposes and in different settings.

Reading: Pupils are assessed on their understanding of written Spanish 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 Spanish for different purposes. Responses are of varying length and type, expressing ideas and opinions in Spanish.

Scheme of Assessment

Pupils take all four papers at either Foundation (Grades 5-1) or Higher (Grades 9-4) level.

Listening: Foundation: 35 minutes Higher: 45 minutes
25% 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.

Controlled assessment marked by AQA, non-tiered. These are completed during Year 10 and 11.

Speaking: Foundation: 7-9 minutes Higher 10-12 minutes, both with 12 minutes preparation time.
25% 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: Foundation: 45 minutes Higher: 1 hour
25% 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
25% Foundation has 3 extended responses and 1 translation into Spanish. 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 Spanish. These responses are of 80-100 and 130-150 words.

Homework

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

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 be separately reported on.

The course will be devised to meet the very specific needs of those opting for the subject. 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.

Group A

Biology

Art and Design: Textile Design

Biology

Examining Board: AQA

Specification: 8461

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 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.

Art and Design: Textile Design

Examining Board: AQA

Specification: 8204

Aims of the Course

Art and Design: Textile Design is a creative design subject explored predominantly through textiles techniques like those experienced in year 9 but with far greater variety and depth. During this course you will progressively learn new skills, including printing, multimedia work, constructed textiles through fabric, yarn, fibre and fabric manipulation and experiment with dye work and surface decoration techniques. These experiments are assembled in sketch books in a creative manner alongside work that investigates textiles artists, other artists and crafts people and the theme set or chosen. This then leads to pupils making connections with the artist and theme using the techniques learnt to produce ideas for a final composition or piece and then producing it.

Skills for the future

The obvious progressions could be A level Textiles, and a degree in Textiles Design or Fashion. You could also use it to follow a path in Theatre Design and Interior Design. Alternatively you could use the skills you learn to create for yourself and others or make money from a creative enterprise producing quantities of textile items to sell to others.

Assessment Objectives

There are four assessment objectives in this course. **Each coursework piece and your exam response must each show the coverage of all of these sections.**

- AO1 Creative exploration of artists connected to the theme of each project.
- AO2 Use of materials and Textiles techniques to develop ideas and explore the theme.
- AO3 Recording of observations and ideas with written communication about the ideas and developments.
- AO4 Produce a personal response to the theme or exam question, making connections with the artists or crafts people you have investigated, the observations, techniques and experiments you have produced.

Scheme of Assessment

Candidate Portfolio (Coursework): 60% (between 2 or 3 projects)

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

Externally Set Task (Exam): 40%

Papers are issued in the January of Year 11. Students prepare in class and for homework a personal response to the chosen question. Candidates have ten hours of supervised time (examination of two days). All the previous preparation work is then submitted alongside the exam response for their final controlled assessment marks.

Homework

Up to two hours per week, which may include finishing new techniques and skills, producing sketch book work, collecting ideas, researching themes, artists and crafts people and developing ideas.

Group B

Creative iMedia
Religious Studies

Level 1/2 Cambridge National Certificate in Creative iMedia

Examining Board: OCR

Specification: J817

Aims of the Course

This qualification comprises several units that are a mixture of external assessment and coursework. This is an opportunity to explore areas such as graphics and multimedia. This is a project-based qualification with tasks including manipulating images to create a multimedia product. In relation to using ICT you must also demonstrate knowledge of the importance of e-safety and Health and Safety when using computers. You must also develop a working knowledge of the laws related to ICT & Computing, such as Copyright, the Computer Misuse Act and the Data Protection Act.

Assessment Objectives

Mandatory Units:

- **Pre-production Skills:** students will develop their pre-production skills to plan digital media. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process
- **Creating Digital Graphics:** students will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

Optional Units (these may vary from those shown below):

- **Creating a Multipage Website:** students can demonstrate their creativity to create a functional, easy to use and visually pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.
- **Creating Interactive Multimedia Products:** students will interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

Scheme of Assessment

There are two components:

1. Examined component worth 25% of the qualification.
2. 3 coursework units each worth 25% of the qualification.

This is currently being reviewed by the exam board and the examined component may be a higher percentage of the final qualification for the 2020-2022 exam series.

Homework

Up to two hours per week.

Religious Studies

Examining Board: OCR

Specification: J625

Aims of the Course

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

Homework

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

Group C

Chemistry

Geography

Chemistry

Examining Board: AQA

Specification: 8462

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 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.

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.

Group D

History

Music

History

Examining Board: Edexcel

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

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. 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.

Music

Examining Board: Eduqas

Specification: C660QS

Aims of the Course

Pupils will learn how to:

- engage actively in the process of music study;
- 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 knowledge, understanding and skills needed to communicate effectively as musicians;
- develop awareness of a variety of instruments, styles and approaches to performing and composing;
- develop awareness of music technologies and their use in the creation and presentation of music;
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology;
- develop as effective and independent learners with enquiring minds;
- 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: Non-examined assessment
30% Pupils perform a minimum of two pieces, one of which must be an ensemble, with a combined duration of 4-6 minutes.

Composing: Non-examined assessment
30% Pupils compose two pieces, one to a set brief and one as a free composition, with a combined duration of 3-6 minutes.

Appraising: Written examination, 1 hour 15 minutes (approx.)
40% Eight questions in total, two on each of the four areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

Two questions will be based on the following set works:

- J.S. Bach: *Orchestral Suite No. 2 in B minor*, final movt. 'Badinerie', BWV 1067
- Toto: 'Africa' from *Toto IV*

Homework

Up to two hours per week.

Group E

Art and Design: Fine Art

Art and Design: Three-Dimensional Design

Physics

Art and Design: Fine Art

Examining Board: AQA

Specification: 8202

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: 8205

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:

- A01** Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding (theme research, designer research and photography)
- A02** Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes (experimentation).
- A03** 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)
- A04** 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.

Physics

Examining Board: AQA

Specification: 8463

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 10 core experiments which assess practical skills and reasoning.

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

Two 1 hour, 45 minute papers. Each paper involves the use of a calculator. Please note there is no controlled assessment.

GCSE Statistics has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take two question papers at the same tier at the end of the two-year course.

Written Paper 1 and 2:

Worth 50% each - each paper is worth 80 marks.

1hr 45 mins in duration.

The questions of each 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:	
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All pupils will study a full-course IGCSE in the following core subjects:

- ✓ English Language ✓ English Literature ✓ Mathematics

Pupils must choose one subject from the following:

- French Spanish XME

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

Group A

- Biology Textiles

Group B

- Creative iMedia Religious Studies

Group C

- Chemistry Geography

Group D

- History Music

Group E

- Art Physics

Extra-Curricular (optional)

- 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 Friday 10th January 2020