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# GCSE Options Booklet

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Hollygirt School

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2021-23

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# Hollygirt

SCHOOL

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# Curriculum in Years 10 and 11

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## 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 Science subjects:

<b>Science</b>	Biology	Physics
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## Option Groups

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

<b>Group A</b>	Biology	Food and Nutrition	Art
<b>Group B</b>	Chemistry	Religious Studies	Travel and Tourism
<b>Group C</b>	History	Creative iMedia	
<b>Group D</b>	Spanish	Music	Extra Maths and English (XME)/Self-study
<b>Group E</b>	Geography	French	

## Extra-Curricular Activities

Pupils may also optionally choose to study the following subjects:

Performing Arts

# **Core Subjects**

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English Language

English Literature

Mathematics

# English Language (IGCSE)

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*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.

## **Homework**

Up to two hours per week.

# English Literature (IGCSE)

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**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)

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**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 grade 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.

## **Notes**

Should a student be able to demonstrate a significant aptitude for IGCSE Maths then based on teacher recommendations alone they may be given the opportunity to study Further Maths if the teacher sees fit.

Functional Skills can also be considered a stepping stone towards the IGCSE Maths qualification.

# Extended Core

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Biology

Physics



# Biology

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**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.

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# Physics

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**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.

# Group A

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Biology

Art

Food Preparation and Nutrition

# Biology

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**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.

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# Art and Design: Fine Art

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**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

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**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:

- 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

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**Examining Board: OCR**

**Specification: J309**

The GCSE in Food Preparation and Nutrition is a qualification that is relevant to the world of food today. The qualification develops strong practical cookery skills and techniques as well as a good understanding of nutrition.

## Aims of the Course

- Develop an interest in the creative aspects and enjoyment of food.
- Develop confidence in using high level skills necessary in food preparation and cooking.
- Make connections between theory and practice.
- Motivate students to apply the principles of food science, nutrition and healthy eating.
- Learn about improving lives through better knowledge of food, where it comes from and how it affects our bodies.
- Take inspiration from around the world to 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 includes A Level and degree courses, vocational pathways and apprenticeships in Hospitality and Catering. Possible career pathways include the NHS, Dietetics, product development within the food industry, Environmental Health, Hospitality and Catering.

## 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

Two hours per week.

## **Group B**

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Chemistry

Religious Studies

Travel and Tourism



# Chemistry

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**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.

# Religious Studies

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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. There are 3 exam papers totalling 4 hours in all.

## Content and Assessment Overview

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

### 1. 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

### 2. 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

### 3. Religion, philosophy and ethics in the modern world from a religious perspective (J625/07)

Pupils are required to study this component from the perspective of **one** religion:

- Christianity

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 e.g.: Ecumenism and dialogue between religious and non-religious groups. Potential areas of disagreement and difference between Christianity and:

- Atheism
- Agnosticism
- Humanism
- Secularism

### 4. For all papers a detailed knowledge of key scriptural sources from the Bible and Qur'an is essential

## Homework

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

# BTEC Travel & Tourism

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**Examining Board:** Pearson's

Specification- (21056)

## Aims of the course

Travel and Tourism includes skills for customer service skills, destination geography, business awareness and employability or 'soft skills. This qualification seeks to address these skills gaps and has been structured to encourage the acquisition and development of these skills.

## Content Summary

This specification comprises the following areas of subject content:

Scheme of assessment

Unit: Understanding Customer Service in Travel and Tourism is part of the core for both the Extended Certificate and the Diploma; there are three units focusing on destination knowledge for the UK, Europe and worldwide, a unit dealing with business skills and two units that deal with employability skills.

Learners must achieve two mandatory units and one optional unit for a combined total value of 15 credits to achieve the qualification.

## Assessments

The assessment of BTEC International Level 2 qualifications is criterion referenced and the centre is required to assess learners' evidence against published outcomes of learning and assessment criteria. Each unit the qualification has specified assessment and grading criteria which are to be used for grading purposes.

A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria

A grading scale of pass, merit and distinction is applied to all units.

The assessment approach allows learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. Evidence for assessment may be generated through a range of diverse activities including written work, role play and oral presentation.

As BTEC International Level 2 qualifications are all internally assessed, it is important that learners are prepared for assessment. Learners:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to fully appreciate fully that all the work submitted for assessment must be their own.

## Homework

2 hours a week

Note: There is opportunity for students to submit further modules and gain the BTEC Level 2 Extended Certificate.



# Group C

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History

Creative iMedia

# History

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**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 19<sup>th</sup> 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.

# Level 1/2 Cambridge National Certificate in Creative iMedia

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**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.

The qualifications are recognised by Ofqual, DfE and 16–19 providers as a strong base for progression to Further Education, whether it is on to a Level 3 Technical course, A Levels, or to an apprenticeship or work.

## 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):

- **Storytelling with a comic strip:** from their beginnings as simple story strips, to complete genres, students will learn about the range and features of different comic strips. They will then create their own strips in response to a client brief.
- **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 2021-2023 exam series.

## Homework

Up to two hours per week.

## **Group D**

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Spanish

Music

Extra Maths and English (XME)



# Spanish

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**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.

# Music

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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.

## **Extra Mathematics and English (XME)**

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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 E**

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Geography

French

# Geography

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**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.

# French

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**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.

# Extra-Curricular

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Performing Arts

# Performing Arts

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**Examining Board:** Pearson BTEC Level 1/Level 2 Tech Award in QAN: 603/0406/6  
Performing Arts (120 GLH)

## Aims of the Course

Pupils will study acting, dance and/or musical theatre in a practical environment, giving you the opportunity to develop knowledge and technical skills in your chosen area.

## Content Summary

This specification comprises the following areas of subject content:

Examine the roles and responsibilities of different performance artists and practitioners such as actor, dancer, choreographer, director, writer and designer; as well as the different approaches and styles used, such as comedy, ballet or musical revues.

Develop key skills, such as being able to respond to and interpret different ideas given to you; and you will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance. The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about performing arts. It is a practical introduction to life and work in the performing arts industry, which will give you the opportunity to develop performing arts skills and techniques, and to analyse and evaluate your skills both independently and within a group.

## Assessment

You will carry out tasks or mini-projects throughout the course. Your teacher will mark these, which will give you an idea of how you are getting on. Towards the end of the course you will do one larger project in acting, dance or musical theatre, where you use the knowledge, skills and techniques you have learned to devise and deliver a workshop performance to a specific audience from a brief that will be given to you. All the work you do through the course prepares you for this larger project, which is sent away to be marked.

## **How does the course work?**

The course is made up of three components: two that are internally assessed and one that's externally assessed. There is a three-block structure,

**Explore:** Internally assessed, 30% of the total course Developing Skills and Techniques in the Performing Arts.

**Develop:** Internally assessed assignments, 30% of the total course

**Apply:** Externally assessed task, performing to a Brief, 40% of the total course

## Homework

Up to 2 hours per week.

***Please note this course will only run as an extra-curricular activity***