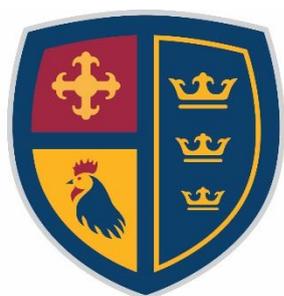


GCSE Curriculum

Option Choices 2018-2019

We provide outstanding teaching, first class facilities and individual care and guidance for our pupils, in an environment that brings out the best in everyone.



HULL COLLEGIATE SCHOOL

Senior School

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Introduction

In preparation for entering Year 10, you must select some of the subjects you are going to study up to GCSE standard. You will then follow a two-year course in these subjects, leading to GCSE examinations in May/June of Year 11. To allow sufficient time in each subject for you to reach the required standard, it will be necessary for you to follow fewer subjects than you are studying now. Everyone will study:

- English
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics
- Plus four other choices from this brochure.

All pupils will follow a 3-Science course; i.e. each pupil will study Physics, Chemistry and Biology just as in Key Stage 3, and will continue to be taught by subject specialists. The course will lead to three GCSE grades (Biology, Chemistry and Physics). In addition, everyone will have PE/Games lessons and follow a PSHCE course delivered on dedicated days throughout the year. This will cover self-awareness, health education, relationships and responsibilities.

Bear in mind that this is not necessarily a final choice and may be changed because:

- a) subject teachers or your Head of Year consider one or more of your choices unsuitable and advise you to reconsider.
- b) the combination of subjects you have chosen is unsuitable in view of your career aspirations and/or ability.
- c) the final option groups do not allow your combination of choices. Any changes that do occur will be made only after consultation with you and your parents.

Making your Choice

Generally, in making your choice you should choose:

- a) the subjects you are good at
- b) the subjects you enjoy and are therefore prepared to work hard at, even if you find them difficult
- c) the subjects that may be relevant to your future career, if known.

However, you need to be aware that in order to qualify for the EBacc qualification, your choices should include a language and either Geography or History. This is because the current requirement is for Grades 5-9 in English, Maths, Science, Modern Foreign Languages and a Humanity (Geography or History).

Art and Design

Course Outline

Art, Craft and Design is a very popular option at GCSE. It is one that encourages personal, creative and imaginative approaches to learning. This is a very beneficial aspect of studying Art, adding a balance to other subjects being taken at GCSE. The course offers the opportunity to work in a wide variety of media, ranging from drawing and painting to textiles, photography, mixed media and sculpture.

Throughout the course pupils are encouraged to develop a wide range of skills leading to very personal areas of study. Coursework is worth 60% of the overall GCSE. It is split into two sections:

Component 1 – 60%

Pupils work through a series of workshops building skills, knowledge and understanding of the subject. Pupils will also embark upon a personalised, sustained investigation of their choosing which will enable individuals to explore and experiment with a range of skills and processes. This will cover all of Year 10 and up to January of Year 11.

Component 2 – ESA 40%

The second component is an externally set assignment (ESA) where pupils have a choice of starting points to work from. They have a long period of preparation time to develop a practical unit of work that finishes with a 10 hour practical exam when a final piece is produced. The main focus for assessment is on information gathering, development of ideas, written analysis, experimentation, links between one's own work and other artists, as well as producing a final outcome.

The GCSE course is ideal for any pupil who has an enjoyment of the subject and creates a balance to the GCSE curriculum. It also provides progression to A Level Art, Textiles and Photography and beyond for those who wish to have a career in the creative industries. Art and Design encompasses a large field ranging from Fine Art, Graphic Design and Illustration to Fashion, Photography and Design based industries. It is also a useful subject for careers such as Architecture and Interior Design.

All pupils will have opportunities to take part in extra-curricular trips, which in the past have included London, Barcelona and further afield. We offer a warm, caring and supportive environment in which to learn. Staff are always available to give extra support and direction. There is an emphasis placed on high expectations and this is proven in the excellent exam results that have been achieved in the past. Pupils will be expected to take photographs, collect resources and print items for lessons.

Computer Science

Course Outline

We are living in the midst of a revolution powered by computers. This revolution influences all aspects of society. It is a communication revolution, a transportation revolution, a medical revolution, an entertainment revolution, a commercial revolution and above all an information revolution. Consider the things you would need to give up if you were to live a day without computers:

- Social networking: email, IM, Facebook, texting, mobile phone, landline phone
- Transportation: GPS, car (anti-lock brakes, electronic ignition, ...), planes, trains
- Medical systems: electronic health records, nearly all medical tests
- Commerce: e-commerce, ATMs, credit cards, debit cards
- Entertainment: iPods, digital TV, cable TV, movies (most use computer enhancement in some way), remote control devices

Computer technology is now central to the development of our world and our place within it. This GCSE course is your opportunity to become engaged in computer technology and become a part of this exciting future.

Course Content

Pupils will learn how computers work and how and why data is stored in binary. In addition to learning practical programming skills, pupils will also study Computer Hardware, Software, Operating Systems, Algorithms and Logic as well as looking at why encryption is so important in computing and how databases and graphics programs are used. Pupils will also have the opportunity to build a computer and configure it, as well as seeing how to connect it to a network. Pupils will discover why networks are so important in modern computing be it the simple peer to peer network or the largest network in the world, the Internet.

Assessment

You will take two written exams at the end of the course, each worth 50% of your GCSE grade:

- Principles of Computer Science
- Application of Computational Thinking

Progression

In a world that is increasingly dependent upon computer technology, there is a significant demand for those with computing knowledge, skills and expertise, and a shortage of supply of those who possess them. This course provides pupils with a skill set that is essential and desirable in many professions and jobs today. It opens doors directly into industry or into further study and specialism at A Level and University, and then onwards into a rich and diverse range of careers.

Drama

This exciting and challenging course offers GCSE pupils an opportunity to learn, develop and practise a variety of techniques and theories that help to create successful theatre, whilst developing transferable skills that will be useful in all subjects and eventually in the workplace.

Pupils will be exposed to a wide range of theatre experiences which will be approached from a performance perspective. With a strong practical element, the course introduces pupils to a wide variety of drama and theatre skills including:

- performance and presentation skills
- rehearsal techniques and positive teamwork
- improvisation
- script work
- devising techniques and problem solving
- performance evaluation
- creative thinking
- technical elements.

The course is assessed through practical coursework (60%) and examination (40%)

The practical coursework is centred around the creation of two separate production performances and the examination is an externally set and marked written component that comprises three sections:

1. practical work completed during the course
2. study and performance of a scripted play
3. study of a live theatre production seen.

Aims

This course will encourage pupils to develop:

- an understanding of, and response to, a range of play texts, and an appreciation of the ways in which playwrights achieve their effects and communicate their intentions to an audience
- an awareness of social, historical and cultural contexts and influences, through an investigation of plays and other forms of dramatic representation
- increase self and group awareness and the ability to appreciate and evaluate their own work and the work of others
- creativity, self-confidence, imagination, concentration, self-discipline and communication.

This course does not just create experienced confident performers, it also equips pupils with a wide range of invaluable transferable skills that can be used in all presentation and communication work outside the drama classroom.

Design and Technology

A practical approach applies throughout the course, encouraging pupils to design and make products with creativity and originality in a variety of activities, using a range of materials and techniques. A working knowledge of woods, metals, plastics and composite materials are required but other materials may also be used.

Aims of the Course

A course based on this specification should encourage pupils to:

1. Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products
2. Acquire and apply knowledge, skills and understanding through:
 - analysing/evaluating products and processes
 - engaging in focused tasks to develop and demonstrate techniques
 - engaging in strategies for developing ideas, planning and producing products
 - considering how Design and Technology has affected societies both past and present
 - recognising the moral, cultural and environmental issues inherent in design and technology.

This subject is workshop-based, but requires the use of graphic techniques and ICT, including Computer Aided Design (CAD), to generate, model and communicate design proposals. Pupils will become familiar with and use, as appropriate, industrial manufacturing processes and techniques including CAD, Computer Aided Manufacture (CAM) and batch and mass production methods. Consideration is also given to moral, ethical, social and cultural issues when designing and making.

Assessment

Component 1

- 1 hour 45 minutes
- 50% of qualification
- Externally assessed written exam
- 100 marks.

Component 2

- Non-examined assessment, internally assessed and externally moderated
- 50% of qualification
- 100 marks
- Three contextual challenges from which pupils select one
- Pupils produce a prototype project and portfolio of their work (30 A3 pages)
- Pupils assessed on investigate, design, make and evaluation.

English Language/English Literature

"Why study English? You develop the insight of an artist, the precision of a scientist and the persuasiveness of a lawyer."

These two separate IGCSEs are delivered by the same teacher and all pupils will follow the CIE IGCSE syllabi for both English Language and English Literature. This will provide the opportunity to study a range of excellent fiction and non-fiction. IGCSE First Language English will be examined at the end of Year 10 while English Literature will be examined at the end of Year 11.

CIE First Language English

Paper 2 Examination: (Reading Passages - extended) 50% of IGCSE.

Question 1: Extended Response - Candidates write about 250–350 words, responding in one of the following text types: letter, report, journal, speech, interview, newspaper report or magazine article.

Question 2: Language question – students analyse how writers achieve particular effects.

Question 3: Summary - Candidates write their summary as continuous writing of no more than 250 words.

Paper 4 Coursework (Three extended writing assignments) 50% of IGCSE

Candidates submit a portfolio of three assignments, each of about 500–800 words.

Assignment 1: informative, analytical and/or argumentative.

Assignment 2: descriptive and/or narrative.

Assignment 3: a response to a text or texts of approximately two sides of A4 in total, chosen by the Centre. The text(s) should contain facts, opinions and arguments. Candidates respond by selecting, analysing and evaluating the content of the text(s). They may write in any appropriate form they wish. Different candidates in the same teaching set may choose to respond to different text(s) and/or in different forms.

CIE English Literature - Eligible for grades 9-1

Paper 1 Examination (Poetry and Prose): 50% of IGCSE.

Section A: The poetry of Gillian Clarke

Section B: A selection of short stories from the Cambridge anthology: *Stories of Ourselves*

Paper 3 Drama (Open text): 25% of IGCSE.

Macbeth

Component 5 (Coursework): 25% of IGCSE.

Candidates submit a portfolio of **two** assignments (600–1200 words each). Each assignment should be based on the study of one complete text. One assignment will be based on Macbeth, the other on a selection of poetry.

Food Preparation & Nutrition

The GCSE specification in Food Preparation and Nutrition will equip pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will encourage pupils to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways, as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Aims and learning outcomes

In studying Food Preparation and Nutrition, pupils must:

- demonstrate effective and safe cooking skills by planning, preparing and cooking, using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Assessment

Work is assessed on an on-going and regular basis, using examination board standards and criteria. Information is fed back to pupils to ensure that requirements are properly understood, and that progress can be maintained and encouraged.

A 90-minute Food Preparation and Nutrition examination accounts for 50% of the overall mark, whilst a Food Investigation Task of 15% and a Food Preparation Task of 35% make up the 50% coursework element of the subject.

Homework

Homework is set on a regular basis, most often taking the form of additional or extended reading, or research. Work is marked using the same standards and criteria as for class work.

French

A qualification in a modern foreign language makes an important contribution to the broad and balanced education which young people of today are expected to have on leaving school and is, in addition, highly valued by most employers.

In French we follow the AQA specification. Throughout the course pupils develop their linguistic competence in the four skill areas of Listening, Speaking, Reading and Writing.

Topics Studied

Theme 1: Identity and Culture - me, my family and friends, technology in everyday life, free-time activities, customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest - home, town, neighbourhood and region - social issues, global issues, travel and tourism

Theme 3: Current and future study and employment - my studies, life at school/college, education post-16, jobs, career choices and ambitions

Benefits to Pupils

- Clear, accessible assessments which discriminate effectively
- Enables pupils of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence
- Expands pupils' cultural knowledge whilst developing their language skills

Scheme of Assessment

Part 1: Listening – 25%

Either Foundation Tier: 35 minutes or Higher Tier: 45 minutes

Part 2: Speaking – 25%

Foundation Tier: 7-9 minutes or Higher Tier: 10-12 minutes

Part 3: Reading – 25%

Foundation Tier: 45 minutes or Higher Tier: 1 hour

Part 4: Writing – 25%

Foundation Tier: 1 hour or Higher Tier: 1 hour 15 minutes

Entry tier must be the same across all four skills

Geography

All of our GCSE pupils follow the AQA Geography specification which allows them to explore geography in a balanced framework of physical and human themes and investigate the link between them. There is a focus on 'real world' examples and case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include a balance between physical and human geography, building on ideas and themes that pupils have experienced at Key Stage 3. Pupils are therefore encouraged to understand their role in society by considering different viewpoints, values and attitudes in a broad spectrum of geographical themes.

Pupils will be required to take part in fieldwork during the course, which will be assessed as part of the examinations in Year 11. We will visit the Yorkshire Coast as part of the study of coastal landscapes, as well as a programme of urban fieldwork in the local area.

Subject Content

Living with the Physical Environment

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

Challenges in the Human Environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Geographical Applications

- Issue evaluation
- Fieldwork
- Geographical skills

Written examinations:

Paper 1: Living with the Physical Environment (35% of the GCSE)

Paper 2: Challenges in the Human Environment (35% of the GCSE)

Paper 3: Issue Evaluation (30% of the GCSE)

German

A qualification in a modern foreign language makes an important contribution to the broad and balanced education which young people of today are expected to have on leaving school and is, in addition, highly valued by most employers.

In German we follow the AQA specification. Throughout the course pupils develop their linguistic competence in the four skill areas of Listening, Speaking, Reading and Writing.

Topics Studied

Theme 1: Identity and Culture - me, my family and friends, technology in everyday life, free-time activities, customs and festivals in German-speaking countries/communities

Theme 2: Local, national, international and global areas of interest - home, town, neighbourhood and region - social issues, global issues, travel and tourism

Theme 3: Current and future study and employment - my studies, life at school/college, education post-16, jobs, career choices and ambitions

Benefits to Pupils

- Clear, accessible assessments which discriminate effectively
- Enables pupils of all abilities to develop their German language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence
- Expands pupils' cultural knowledge whilst developing their language skills

Scheme of Assessment

Part 1: Listening – 25%

Either Foundation Tier: 35 minutes or Higher Tier: 45 minutes

Part 2: Speaking – 25%

Foundation Tier: 7-9 minutes or Higher Tier: 10-12 minutes

Part 3: Reading – 25%

Foundation Tier: 45 minutes or Higher Tier: 1 hour

Part 4: Writing – 25%

Foundation Tier: 1 hour or Higher Tier: 1 hour 15 minutes

Entry tier must be the same across all four skills

History

How will I be assessed?

Paper 1: British Thematic Study with an Historic Environment. 1 hour and 15 minute examination

Paper 2: Period and British Depth Study. 1 hour and 45 minute examination

Paper 3: Modern Depth Study. 1 hour and 20 minute examination

What will I study?

Paper 1: *Crime and Punishment in Britain c.1000 to the present day.* How has the definition of criminal activity changed across the centuries, and how has law enforcement and punishment adapted to meet that change? From Forest Law and Hue and Cry, to Corporal and Capital punishment, we will investigate characters such as Guy Fawkes, Matthew Hopkins, Elizabeth Fry and Robert Peel. Pupils will also base 10% of their final grade on a study of *Whitechapel c.1870-1900*.

Paper 2: *Superpower Relations and the Cold War 1941-91.* Pupils will consider questions such as: Why did a Cold War develop between the USA and USSR? Why was a nuclear war a real possibility? Why was the Berlin Wall built? Why did the Soviet Union lose its grip on Eastern Europe?

Early Elizabethan England 1558-88. Pupils will study religion, relations with Spain including the Spanish Armada, exploration and murderous plots under the Virgin Queen.

Paper 3: *Russia and the Soviet Union, 1917-41.* Pupils will explore why Russia went through two revolutions and a Civil War before bowing to Communist rule. Pupils then move on to consider the rise to power of Stalin, his use of terror and propaganda, and the effects of economic policies on his people.

What qualities do I need and how will I study?

You will need to have an inquisitive mind and be interested in why things have happened. You will enjoy developing your own arguments, and doing research from books, films, photographs and the internet. You will also be comfortable with analysing sources and producing written work. You can expect to work independently, in small groups and as a whole class.

Latin

WJEC Eduqas GCSE (9–1)

This GCSE consists of the following papers:

Paper 1 (1 hr 30 min - 50%): Latin language translation and comprehension; some explanation of Latin grammar and syntax.

Paper 2 (1hr 15 min - 30%): Latin literature - both prose and verse - on a theme, together with ancient source materials on the same theme.

Paper 3 (1 hr - 20%): A specific topic drawn from the subject of Roman civilisation.

Year 10

The Cambridge Latin Course (books III and IV) are used to increase knowledge of the language, finishing books III and IV. Certain aspects of grammar taken from book V will also be studied. This prepares pupils for the study of Latin literature next year.

Year 11

Pupils will study literary texts in the original on a theme taken from life in ancient Rome. This might be the theme of chariot-racing, for instance, reading material written by Ovid, Martial and Virgil. Questions will be set on comprehension of the texts and on some translation of the texts. Pupils will be asked specific questions about the literary style of the authors. There will also be a short essay which brings together all the works, looking at a particular aspect of the theme.

Pupils will also study (in English!) an aspect of ancient Roman life. This might include study of gladiatorial games, theatre and baths; the topics of the forum, houses and slaves. Pupils will be asked questions ranging from identification of ancient Roman objects to short essays on the difference between an aspect of life then and now.

The course covers the Latin language, literature and the Roman way of life. There is something for everyone and committed pupils can both enjoy and succeed in this subject.

Mathematics

Mathematics is compulsory at GCSE. There is no aspect of life or a worthwhile job that doesn't involve Maths in some form or other. GCSE is the current measure of a pupil's mathematical ability and will be examined at two levels:

Foundation

Basic Maths involving mostly number work, with some simple algebra and geometry. A grade 5 is available at this level.

Higher

For those who enjoy the challenge of applying Maths to solve more complex problems and who, by and large, intend to study Science or Maths beyond GCSE. At this level a 9 is the highest grade.

At Hull Collegiate School, we enter the lower groups for the Foundation GCSE at the end of Year 10. This (hopefully) allows pupils to get a grade 5 under their belt before embarking on the Higher course in Year 11 in which they can attain a higher grade. Every pupil is capable of a grade 5 in Maths if they are prepared to work hard, follow the teacher's lead and seek assistance when unsure. This is available during lessons or at break or lunchtime when we offer individual help to those who feel that they need it, no appointment necessary.

Some pupils will take the GCSE at the end of Year 10 and then study the GCSE Further Maths in Year 11, helping them to bridge the gap should they want to go on and take A Level Maths.

Both the Foundation and Higher level pupils will have the appropriate textbook and the corresponding practice book for homework. These are large volumes, which cover the whole syllabus and consequently take two years to work through properly.

The final assessment is based on two equally weighted examinations at the end of Year 11, both of which allow the use of a calculator.

Those studying Maths at Higher level will be encouraged to consider Maths (and Further Maths) at AS level. An 8 or a 9 would be ideal but a grade 7 has, in the past, led to A Level success, although the work ethic has to match the determination to succeed.

It will be expected that every pupil is properly equipped for lessons, the essentials being a pen (preferably not fountain), pencil, ruler, calculator, protractor and a pair of compasses.

Music

Music is a unique mixture of a practical artistic subject and an established academic discipline. The first music degree was awarded by Cambridge University in 1464 and the subject is still highly regarded by the leading Russell Group universities. As such it compliments any other choice of subjects or, indeed, any future career ambitions.

GCSE Music is open to pupils who can sing or play an instrument of any kind. It is best to be at least Grade 3 standard (or equivalent level) at the start of the course and to have private lessons from a specialist teacher. As well as performing, pupils develop individual skills in composing and also understanding a variety of music from many different times and places.

We follow the Edexcel/Pearson specification which divides into three main areas:

Performing (30%)

Pupils submit two performances on any instrument (or voice) and in any style. In total they submit:

- One solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- One ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces

Total time across both solo and ensemble performances must be a minimum of four minutes of music. These performances are recorded and marked (for accuracy and expression) in school and then moderated by the examination board.

Composing (30%)

Pupils must submit two compositions, of a combined duration of at least three minutes:

- One in response to a brief set by the exam board, of at least one minute in duration.
- One free composition devised by the pupil, of at least one minute in duration.

Pupils do not have to perform the music that they have composed; usually scores and virtual performances are prepared using Sibelius software. The course begins with some sessions which develop pupils' ability to compose good melodies and chord patterns.

Listening and Appraising (40%)

Eight set works are studied in detail under four headings:

- Instrumental Music 1700–1820 (music by J.S.Bach and Beethoven)
- Vocal Music (music by Purcell and Queen)
- Music for Stage and Screen (music from *Wicked* and *Star Wars*)
- Fusions (music from Africa and South America)

The exam has six listening questions on the set works, with one general aural test and one question on an unfamiliar piece of music. It also includes a short essay question in which pupils compare an unfamiliar piece with one of their set works.

All pupils taking GCSE Music should be a member of the Collegiate Chorus and, if they play an orchestral instrument, the Senior Orchestra. Taking part in extra-curricular music in school is a vital way to improve performing and aural skills and to broaden musical horizons.

Physical Education

Pupils are assessed in the following way:

- 40% Non-exam assessment
- 60% External examination

Practical Performance

Pupils will take part in a range of practical activities during the two-year course. They will undergo continuous assessment and will also have a practical examination presentation day, where they will be assessed by an external moderator. Pupils are assessed on both their practical ability and their knowledge within each of their chosen activities.

There will be a 40% non-exam assessment (practical performance) of which 30% will be based on pupils being assessed in the role of player/ performer only and 10% will be analysis and evaluation of performance.

They will take part in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third that can be either a team or an individual activity).

For each of the three activities students will be assessed on:

1. their skills
2. the full context

In one activity, pupils are assessed on the analysis and evaluation of performance to bring about personal improvement in physical activity and sport.

External Examination

Topics are divided across two papers, helping pupils to see which part of the specification they are being assessed on in each exam. Each paper is 1 hour and 15 minutes long, and each accounts for 30% of the total GCSE.

Paper 1 involves examining the human body and movement in physical activity and sport. In this paper pupils are assessed on: applied anatomy and physiology, movement analysis, physical training, and use of data in sport.

Paper 2 involves examining the socio-cultural influences and well-being in physical activity and sport. In this paper pupils will be assessed on: sports psychology, socio-cultural influences, health, fitness and well-being, and use of data in sport.

A familiar combination of multiple choice, short and extended writing questions will be used across both examination papers.

Why GCSE Physical Education?

GCSE Physical Education is a widely recognised and respected qualification. It should not be regarded as an easy option. Clearly, both physical and academic skills play an important role. Pupils also have the opportunity of going on to study Physical Education to AS and A2 levels here in school. This would be particularly useful for any pupil wishing to go on to study Sports Science, Sports Psychology, Sports Management or Physiotherapy at university, or any pupil aiming for a career within Britain's largest growth industry: Leisure, Recreation and Sport.

Religious Studies

Pupils study the OCR Examination Board Religious Studies B (Philosophy and Ethics). As the title suggests, the emphasis is on Philosophy and Ethics, and the course will be of particular interest to those pupils who enjoy discussion, debate and critical thinking. The new specification includes a unit on Islam, which is an incredibly valuable opportunity to evaluate and develop a better understanding of a highly influential and topical religion.

It is worth pointing out that pupils do not have to be a follower of a particular religion to be able to study this subject, though Christianity will be the focus religion.

There will be the opportunity to investigate theological and moral questions such as:

- Can you prove that God exists?
- Why do people suffer?
- Are Christian ideas about marriage out of date?
- Is it ever right to fight?

This course gives pupils the opportunity to explore such questions within the different Christian denominations. It is not so much about regurgitating a series of facts but about appreciating the views of others, expressing personal views and developing a clearer understanding. There is also a need to express these ideas and beliefs in writing.

A selection of the following units will be studied throughout the two years:

- Relationships, Medical Ethics, Poverty and Wealth (Ethics 1)
- Peace and Justice, Equality, Media (Ethics 2)
- Deity, Religious and Spiritual Experience, End of Life (Philosophy 1)
- Good and Evil, Revelation, Science (Philosophy 2)

The examination consists of four one-hour written papers, each worth 25% of the total GCSE marks. There is no coursework.

The subject would be particularly useful for any pupil wishing to pursue a career that involves interaction with a diverse range of people, such as hospitality, law, politics or medicine.

Religious Studies is a highly respected GCSE amongst universities for its clearly transferrable skills. The practical usefulness of the GCSE is also acknowledged and valued by industry professionals.

The Sciences

Year 9 marks the start of Key Stage 4 Sciences. These are undertaken as three separate sciences. All courses are linear and pupils will take GCSE examinations at the end of the courses in May/June of Year 11.

Pupils in Year 9 will continue to be taught sciences at a level appropriate to their ability in an appropriate set. There are regular reviews of pupil progress via termly testing, homework and classwork. As a result, there will be opportunities for pupils to move between the ability groups.

Sciences at this level are taught as separate subjects (Biology, Chemistry and Physics) and by specialist teachers. As a result, all of our pupils are offered a broad course that emphasises the common nature of scientific practice whilst allowing them to study the three main disciplines within science at school.

The specific course content of the GCSE courses outlines below are for the separate GCSE science subjects of Biology, Chemistry and Physics.

GCSE Biology

The main subject content includes: 1. Cell Biology, 2. Organs and Organ Systems, 3. Disease, and Immunity, 4. Energy in Living Organisms, 5. Homeostasis and Response, 6. Inheritance, variation and evolution, and 7. Ecology.

There will be two examination papers:

Paper 1: Covers topics 1-4 and will contain a mixture of multiple choice, structured, closed short answer and open response questions

Paper 2: Covers topics 5-7 and be in a similar style

GCSE Chemistry

The main subject content includes: 1. Atomic structure and the Periodic table, 2. Bonding, structure and matter, 3. Quantitative chemistry, 4. Chemical changes, 5. Energy changes, 6. Rate of chemical change, 7. Organic chemistry, 8. Chemical analysis, 9. Chemistry of the atmosphere and 10. Using resources.

There will be two examination papers:

Paper 1: Covers topics 1-5 and will contain a mixture of multiple choice, structured, closed short answer and open response questions

Paper 2: Covers topics 6-10 and be in a similar style

GCSE Physics

The main subject content includes; 1. Forces, 2. Energy, 3. Waves, 4. Electricity, 5. Magnetism and electromagnetism, 6. Particle model of matter, 7. Atomic structure, and 8. Space physics.

There will be two examination papers:

Paper 1: Covers topics 1-4 and will contain a mixture of multiple choice, structured, closed short answer and open response questions

Paper 2: Covers topics 5-8 and be in a similar style

Working scientifically will also be tested across all three disciplines through the written examination papers. This will include aspects of investigating, observing, experimenting or testing out ideas.

There is no coursework or controlled assessment.

Both papers in all three subjects will have a foundation and higher tier and have equal weighting (50% of total mark). Foundation tier papers lead to the award of grades within the range 1 - 5. Higher tier papers will lead to the award of grades within the range 4 - 9

Throughout the course pupils will be given many opportunities to practise answering examination-style questions and to develop examination techniques.

The use of the internet will be developed to help support pupils in their study of the three science subjects. There is an emphasis on the practical and applied nature of each subject and pupils can expect to spend a large proportion of their time in the laboratory involved in practical work to help extend and deepen their levels of biological, chemical and physical knowledge and understanding.

Spanish

A qualification in a modern foreign language makes an important contribution to the broad and balanced education which young people of today are expected to have on leaving school and is, in addition, highly valued by most employers.

In Spanish, we follow the AQA specification. Throughout the course pupils develop their linguistic competence in the four skill areas of Listening, Speaking, Reading and Writing.

Topics Studied

Theme 1: Identity and Culture - me, my family and friends, technology in everyday life, free-time activities, customs and festivals in Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest - home, town, neighbourhood and region - social issues, global issues, travel and tourism

Theme 3: Current and future study and employment - my studies, life at school/college, education post-16, jobs, career choices and ambitions

Benefits to Pupils

- Clear, accessible assessments which discriminate effectively
- Enables pupils of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence
- Expands pupils' cultural knowledge whilst developing their language skills

Scheme of Assessment

Part 1: Listening – 25%

Either Foundation Tier: 35 minutes or Higher Tier: 45 minutes

Part 2: Speaking – 25%

Foundation Tier: 7-9 minutes or Higher Tier: 10-12 minutes

Part 3: Reading – 25%

Foundation Tier: 45 minutes or Higher Tier: 1 hour

Part 4: Writing – 25%

Foundation Tier: 1 hour or Higher Tier: 1 hour 15 minutes

Entry tier must be the same across all four skills

