Chatham Grammar School for Boys

GCSE Options Booklet 2014
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Dear Student

You are about to embark on the most significant aspect of your education to date, your GCSE Studies. The next few years will be a very exciting and challenging time for you at Chatham Grammar School for Boys. Some of you will already have a clear idea about the sort of career that you would like to have, and some of you will take much longer to decide. Whatever the stage you have reached, it is a good idea to make your decisions about your GCSE courses based upon some of the following:

- Aim to have a breadth of study in your GCSEs by choosing a wide variety of subjects
- Know where your strengths are
- Be as well informed about the courses as possible
- Think about what the subjects can lead to in the Sixth Form and beyond, even if you are not certain about your future career.

In other words plan for five years ahead, not just three!

Read this booklet very carefully. It explains about the subjects, the level at which you can study and how to make your choices. This booklet is addressed to you, the student, but discuss its contents with your parents and teachers in order to make a wise and informed choice about the nature of each course, its assessment programme and value to your future aspirations.

Carefully study all the information that is available to you, follow the advice and take time to make a sensible and informed choice. The School will do its best to fulfil your requirements and to support you in gaining the best possible GCSE grades.

Yours faithfully

S. Gardner

Mr S Gardner
Principal
Introduction
The purpose of this booklet is to give you some idea of the subjects you will be studying at Chatham Grammar School for Boys during Key Stage 4 (Years 9 – 11).

Until now you have had little say in the mix of subjects that you have studied. This ensured that all boys received a good grounding in a wide range of subjects.

Under existing arrangements you must study English Language and English Literature, Mathematics, Science, Core Religious Studies, Personal Development/Citizenship and Core Physical Education. All students must also study a Humanities subject (either Geography or History), meaning you have a free choice of three other subjects.

When you begin your courses in September, you will study for the General Certificate of Secondary Education (GCSE). You will be expected to spend one hour of home study per subject per week. Some subjects will have a Controlled Assessment (CA) component as part of the final examination. This means that throughout the three year course you will do work which will form an important part of your final GCSE grade.

The kind of Controlled Assessment required will vary according to the nature of each subject and you need to understand the importance of producing assignments on time. Failure to complete Controlled Assessments could mean that you will not be allowed to sit the final examination.

Choosing Subjects for GCSE
Clearly, when choosing a programme of subjects for GCSE, what is right for you may not be suitable for someone else, but the following guidelines should apply to all:

1. It would be wise to select for public examination a subject in which you have a high record of attainment
2. Consider your attitude to the subject. We all tend to do better at the things we enjoy
3. Try to keep a wide range of different subjects in your programme
4. It is still early days, but try to look forward to your ‘A’ levels as some subjects will require you to have studied the subject at GCSE level
5. Preparation for a career is an important factor in choosing a GCSE programme. However, you would be unwise to choose subjects solely with one career in mind since your intentions may change greatly by the end of the course.

Please note that some of the information concerning the nature of the courses and assessment patterns may change. The information provided is as accurate a picture as possible at the time of production of this booklet (March 2014).

The English Baccalaureate
The English Baccalaureate (EBacc) is a new Government performance measure that was introduced a few years ago. Although not a qualification in its own right, it shows where students have secured a C-grade or above across a core of academic subjects and gives a valuable insight into a student’s ability for future employers or academic institutions.
The EBacc is made up of:

- English
- Mathematics
- History or Geography
- The Sciences
- A Language

To pass the English element of the EBacc pupils either need to:

- get an A* to C pass in English GCSE
- get an A* to C pass in English language GCSE and achieve a grade in English literature GCSE

To pass the science element of the EBacc pupils either need to:

- get an A* to C pass in core and additional science
- take 3 single sciences (from biology, chemistry, computer science and physics) and get an A* to C pass in 2 of them
- get A* to C passes in science double award

The new Computing GCSE being offered by the school in September will count as one of the 2 passes required in the science element if the three single sciences are taken.

Although students are not required to take a language in Key Stage 4 they must take one if they wish to achieve the English Baccalaureate.

**New GCSE Grades**

In September 2014 schools will be required to deliver new GCSE qualifications in English and Mathematics. These qualifications will use a new grading scale that uses the numbers 1 to 9 to identify levels of performance, with 9 being the top grade. This new grading scale will be rolled out to other GCSE subjects in subsequent years. Please note that the Exam Boards have not yet confirmed the content of these new qualifications and so the information published in the booklet is liable to change next year.

**Setting in Mathematics and Science**

Students will be placed in one of four sets in Mathematics and Science based on academic ability.

In Mathematics:

- Students in Set 1 will complete their Mathematics GCSE in Year 10 and will complete GCSEs in Further Mathematics and Statistics in Year 11
- Students in Set 2 will complete their Mathematics GCSE and a Statistics GCSE in Year 11
- Students in Sets 3 and 4 will complete their Mathematics GCSE in Year 11.

In Science:

- Students in Sets 1 and 2 will undertake the triple sciences (Biology, Chemistry and Physics)
- Students in Sets 3 and 4 will undertake the Core and Additional Science course.

Sets will be confirmed by the end of Year 8, although students may have the opportunity of changing sets during Year 9 if their academic performance suggests it would be appropriate.
Core Subjects (non-optional)

Personal Development/Citizenship (Mr S Patt)
In 2002 Citizenship became a statutory requirement and is therefore delivered to all students in each Key Stage. Students explore through class activities and discussion groups the concept of being a good citizen. Students are given opportunities to reflect on their own experiences, in relation to their lives and the effect it has on others in the school community, their immediate community and the world as a whole. Students are given the knowledge and skills to understand and respect different national, religious and ethnic identities. We receive input from outside agencies such as the Fire Brigade to encourage all to be more aware of the dangers, Police on Crime related issues and the Law.

Personal Development deals with the moral and social well-being of the individual. It addresses all relevant aspects of teenage life that become challenging as a result of increased pressures. The programme also helps students to lead confident, healthy and responsible lives as individuals and members of society. In the later part of the year there is a focus on Sexual Relationships Education. Medway NHS Care Trust have developed a very effective and sensitive programme to deal with what is seen as a very important part of the student’s education making them aware of all aspects. The topics covered include Contraception, Sexually Transmitted Infections, Testicular Cancer and the sensitive issue of sexuality.

Core Physical Education (Mr A Anderson)
All students will follow a course in PE to meet National Curriculum requirements. Students will have the opportunity to take part in a range of team and individual games, football, rugby, hockey, basketball, table tennis, and athletics. There may be opportunities for students to take part in a Level 1 Sports Leaders Award or if they choose to do so to follow a fitness theme where they will be involved in a variety of health and sport related fitness activities.

Core Religious Studies (Mrs E Kemp)
All pupils in Key Stage 4 follow a statutory, non-examined course in Religious Studies. This consists of a single weekly lesson, with a forty-minute homework generally set once a fortnight. Units studied include the philosophy of religion, spiritual aspects of life, Buddhism, Sikhism, Christianity and Judaism. Students will also explore their own views on moral issues.

While this course is separate from the GCSE Religious Studies option it will assist GCSE Religious Studies candidates. The course also helps prepare those pupils who choose to study AS/A2 Religious Studies in the sixth Form. In addition, the skills and subject knowledge developed are useful across the curriculum and as such this course can benefit all pupils.

Financial Education (Mr J Conway)
The Certificate in Financial Education is designed to equip learners for effective decision-making in financial encounters, contextualise these within a broad social and economic context and apply these within any employment setting.
English (Ms L MacDonald) – Core Subject – ALL students must take this subject

Course Title
GCSE English Language

Examination Board
AQA

Examination and Coursework Details
Unit 1: External Examination – 60% of the total GCSE mark
Unit 2: Controlled Assessment – 40% of the total GCSE mark

Course Outline

**Unit 1: Understanding and Producing Non-fiction Texts**

| Reading: Students answer 4 compulsory questions based on non-fiction reading sources | 1hr | 40 marks |
| Writing: Students complete 2 compulsory writing tasks – one short task worth 16 marks and one longer task worth 24 marks. | 1hr | 40 marks |

**Unit 2: Understanding Spoken and written Texts and Writing Creatively**

Note: Times indicate the production of written outcomes.

*Part a: Extended Reading – Students must complete one task from the Controlled Assessment Bank of published titles for the year in which they are entering this unit. They must consider one extended text which may be a text that they are also using for GCSE English Literature.*

*Part b: Creative Writing – Students must complete 2 tasks from the Controlled Assessment Bank of published titles for the year in which they are entering this unit. The 2 tasks do not have to be equal in length as this will be determined by the type of creative writing they choose to do.*

*Part c: Spoken Language Study – Students choose one task from the Controlled Assessment Bank of published titles for the year in which they are entering the unit.*

Cross-Curricular Links
Media Studies.

Sixth Form and Career Opportunities
Success in English Language GCSE is essential if a student wishes to pursue further and higher education, or to follow a worthwhile career. It is the foundation for the study of all subjects in the sixth form as all subjects are taught exclusively or partly in the English language. Grade B for English Language is the minimum requirement for a student to be accepted for the A Level English Literature course as it is a demanding academic subject.
English Literature (Ms L MacDonald) – Core Subject – ALL students must take this subject

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<tr>
<th>Course Title</th>
<th>Examination Board</th>
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<tbody>
<tr>
<td>GCSE English Literature</td>
<td>AQA</td>
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Examination and Coursework Details
Unit 1: External Examination – 40% of the total GCSE mark
Unit 2 or Unit 4: External Examination – 35% of the total GCSE mark
Unit 3 or Unit 5: Controlled Assessment – 25% of the total GCSE mark

Course Outline

### Unit 1: Exploring Modern Texts

| Section A: Modern Prose or Drama – Students answer one question from a choice of two on each set text. | 45mins | 30 marks |
| Section B: Exploring Cultures – Students answer one question on the set text they have studied. The question will be in two parts. | 45mins | 30 marks |

### Unit 2: Poetry Across Time

| Section A: A poetry cluster from the anthology – Students answer one question and compare one named poem with another poem, chosen by the candidate, from the cluster. | 45 mins | 36 marks |
| Section B: Responding to an unseen poem | 30 mins | 18 marks |

### OR

### Unit 4: Approaching Shakespeare and the English Literary Heritage

| Section A: Shakespeare – Students answer one question on the Shakespeare text they have studied. The question will be in two parts. | 45 mins | 30 marks |
| Section B: Prose from the English Literary Heritage – Students will answer one essay question from a choice of two on the set text they have studied. | 30 mins | 24 marks |

### Unit 3: The significance of Shakespeare and the English Literary Heritage

Students complete one Controlled Assessment task which asks them to make links between a play from Shakespeare and any other text of any genre, from the English Literary Heritage.

Note: Times indicate the production of written outcomes

### OR

### Unit 5: Exploring Poetry

Students complete one Controlled Assessment task which asks them to make links between a range of poems which must cover contemporary poetry and poetry from the English Literary Heritage. Poems from the AQA Anthology may be used for this unit

Note: Times indicate the production of written outcomes.

Cross-Curricular Links
Media Studies.

Sixth Form and Career Opportunities
Students are strongly encouraged to achieve as a bare minimum a grade B in English Literature at GCSE before doing A Level English Literature. Those with a grade C are warned they will need to work very hard and make significant progress if they are to make a success of English Literature A Level.
## Course Title
 GCSE Mathematics  

## Examination Board
 EDEXCEL  

### Examination and Coursework Details
This course is a linear specification (Edexcel 1MA0) and will be assessed with two terminal papers when the class is ready to achieve their targets, either at the end of year 10, or during year 11, dependent on the learning pace of the class.

There are two papers, both weighted at 50% of the final grade and both cover the three main areas of the syllabus; Statistics & Probability, Number & Algebra, Geometry & Measures. Each paper is of one hour and forty-five minutes duration.

### Course Outline
Statistics & Probability, Number & Algebra, Geometry & Measures.

All students are entered for Higher tier. Setting at Key Stage 4 is based on internal examinations and Key Stage 3 teacher assessments.

It is possible that some students making good progress with their GCSE Mathematics will be able to study for a GCSE in Statistics in Year 11. Further details of this course will be provided in due course should your son be considered suitable.

Each pupil will need a pair of compasses, protractor and a scientific calculator.

### Cross-Curricular Links
The GCSE Mathematics course has strong links to Science, particularly Physics. While the Mathematics department at CGSB has always promoted and enjoyed looking at how Mathematics is used beyond school, the new syllabus has adopted this way of thinking. The importance of the functional uses of Mathematics has increased and examinations from now on will include many questions involving an application of the Mathematics learnt to real-life problems. This will appeal to students who enjoy problem-solving.

### Sixth Form and Career Opportunities
Pupils who achieve grade A or above at GCSE are normally accepted onto A-Level Mathematics courses. Research has shown that students who achieve an A or A* enjoy more success at the highest level. All students are advised to have a good grasp of algebra and trigonometry. Competence in the subject is required for a wide range of careers, notably in science, engineering, commerce and finance. Many aspects of technology and computing make extensive use of Mathematics.
Triple Science (Dr A North) – Core Subject – Students in Sets 1 and 2 must take this subject

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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<tbody>
<tr>
<td>Triple Science – three separate GCSEs in Biology, Chemistry and Physics</td>
<td>AQA</td>
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Examination and Coursework Details
Each GCSE will have a terminal examination worth 75% of the overall mark and an investigational skills assessment (ISA) which is completed in school (25% of the overall mark). During these sessions pupils will plan an investigation and undertake the investigation independently. This is under exam conditions using the pupils' results to answer questions and analyse what in fact can be concluded.

Course Outline
Students will study for three science GCSEs. In all three subjects the specifications place an emphasis on ‘how science works’, teaching science through contemporary issues and communication of scientific ideas. How science works involves students looking at how scientific developments progress, the need to use data to support or disprove ideas and why data may not be reliable. The aim is to give the students the ability to analyse complex problems and to decide for themselves what solutions are appropriate using the available data.

The Biology course offers pupils the opportunity to examine how the body responds to the environment, keeping healthy, drugs and their implications, the body's responses to infectious disease, factors affecting a species distribution and genetic inheritance, endangered species and how humans affect the environment, the effect of enzymes, micro-organisms and internal body systems and control.

The Chemistry course allows pupils to investigate rocks and their uses, extraction of metals, fuels, polymers, plant oils, changes in the Earth's atmosphere, sub atomic particles, rates of chemical reactions, energy changes during reactions, periodic table and its development, acids and alkalis, water and the analysis of substances.

The Physics course allows pupils to investigate thermal changes, efficiency of energy transfer and loss, electrical devices and circuits, generation of electricity using alternative sources, radiation and its uses and dangers, origins of the universe, how objects speed up or slow down, static electricity, current electricity, turning effects, mirrors and lenses as well as transformers.

Cross-Curricular Links
Students will develop their mathematical skills in practical situations. They will have the opportunity to discuss scientific ideas and controversies and present information using a range of technologies.

Sixth Form and Career Opportunities
The course provides a firm foundation for students who intend to study an A-level science. It develops critical thinking as well as problem solving skills allowing pupils to make informed evaluations of current scientific developments. Providing for jobs in health care, pharmaceuticals and bio-chemistry sectors as well as bio-medical research, engineering and construction.
Double Science (Dr A North) – Core Subject – Students in Sets 3 and 4 must take this subject

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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<tbody>
<tr>
<td>Core and Additional Science</td>
<td>AQA</td>
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<table>
<thead>
<tr>
<th>Examination and Coursework Details</th>
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<tr>
<td>The Core and Additional Science GCSEs are two separate GCSEs that between them cover two thirds of the material in the three separate science GCSEs. Each GCSE will have a terminal examination worth 75% of the overall mark and an investigational skills assessment (ISA) which is completed in school (25% of the overall mark). During these sessions pupils will plan an investigation and undertake the investigation independently. This is under exam conditions using the pupils' results to answer questions and analyse what in fact can be concluded.</td>
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Course Outline

The Core and Additional Science specifications place an emphasis on ‘how science works’, teaching science through contemporary issues and communication of scientific ideas. How science works involves students looking at how scientific developments progress, the need to use data to support or disprove ideas and why data may not be reliable. The aim is to give the students the ability to analyse complex problems and to decide for themselves what solutions are appropriate using the available data.

The Biology aspects of the two courses offer pupils the opportunity to examine how the body responds to the environment, keeping healthy, drugs and their implications, the body's responses to infectious disease, factors affecting a species distribution and genetic inheritance, endangered species and how humans affect the environment, the effect of enzymes, micro-organisms and internal body systems and control.

The Chemistry section allows pupils to investigate rocks and their uses, extraction of metals, fuels, polymers, plant oils, changes in the Earth's atmosphere, sub atomic particles, rates of chemical reactions, energy changes during reactions, periodic table and its development, acids and alkalis, water and the analysis of substances.

The Physics course allows pupils to investigate thermal changes, efficiency of energy transfer and loss, electrical devices and circuits, generation of electricity using alternative sources, radiation and its uses and dangers, origins of the universe, how objects speed up or slow down, static electricity, current electricity and the properties of waves.

Cross-Curricular Links

Students will develop their mathematical skills in practical situations. They will have the opportunity to discuss scientific ideas and controversies and present information using a range of technologies.

Sixth Form and Career Opportunities

Students achieving a high grade in both Core and Additional Science will have gained a firm foundation in science that will allow them to follow on to the A-level sciences. It develops critical thinking as well as problem solving skills allowing pupils to make informed evaluations of current scientific developments. Providing for jobs in health care, pharmaceuticals and bio-chemistry sectors as well as bio-medical research, engineering and construction.
Financial Education (Mr J Conway) – Core Subject – ALL students must take this subject

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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<tr>
<td>Level 2 Certificate in Financial Education</td>
<td>ifs School of Finance</td>
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Examination and Coursework Details

Unit 1: 35 minute External Examination – 33% of the final qualification
Unit 2: 35 minute External Examination – 33% of the final qualification
Unit 3: 30 minute External Examination – 33% of the final qualification
A pass must be achieved in all 3 examinations to gain the qualification.

Course Outline

### Unit 1: Finance, the Individual and Society

<table>
<thead>
<tr>
<th>External examination 33% of total marks</th>
<th>35mins</th>
<th>35 marks</th>
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<tbody>
<tr>
<td>Money, sources of money, taxation, personal financial choices, inflation, interest, foreign exchange.</td>
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### Unit 2: Practices of Managing Money

<table>
<thead>
<tr>
<th>External examination 33% of the total mark.</th>
<th>35mins</th>
<th>35 marks</th>
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<tbody>
<tr>
<td>Financial planning, budgeting, spending choices, transferring money, pay, borrowing.</td>
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### Unit 3: Financial Capability, Work and Enterprise

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<tr>
<th>External examination 33% of the total mark.</th>
<th>30mins</th>
<th>25 marks</th>
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<tbody>
<tr>
<td>Enterprise, business fraud and taxation, ethics.</td>
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Cross-Curricular Links

Links to business studies, maths (numeracy) and in particular, IT.

Sixth Form and Career Opportunities

This course links very well to the popular Certificate and Diploma in Finance offered in the sixth form. These are Level 3 courses. There are a huge variety of career opportunities in finance with London being one of the major centres in the world in this area. An understanding of personal finance will benefit all students who will need to understand the importance of choosing the right financial products such as bank accounts, loans, mortgages and credit cards.
Humanities Subjects
Geography (Mr M Dada) – Humanities Subject – Students MUST choose one Humanities subject

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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<tr>
<td>GCSE Geography</td>
<td>EDEXCEL</td>
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Examination and Coursework Details
Students will do coursework in Term 6 (Summer Term) of Year 10. They will go on fieldwork to Wales and will have 20 hours (10 weeks of teaching time) to prepare between 10-15 pages of Coursework. They will have to write up the analysis, evaluation and conclusion of this piece of work under examination conditions. This will take place in the first three weeks in September of Year 11.
Please note that Unit 1 will run into the second year of study and Unit 2 will run into the third year of study. All examinations are sat at the end on Year 11.

Course Outline

**Unit 1: Dynamic Planet** - 25% of the course (50 Marks)
Compulsory topics: Restless Earth, Climate and Change, Battle for the Biosphere and Water World
Section B: Optional topics: complete one of either Coastal Change and Conflict or River Processes and Pressures
Section C: Optional topics: complete one of either Oceans on the Edge or Extreme Climates

**Unit 2: People and the Planet** - 25% of the course (50 Marks)
Section A: Compulsory topics: Population Dynamics, Consuming Resources, Globalisation and Development Dilemmas
Section B: Optional topics: complete one of either Changing economy of the UK or Changing settlements in the UK
Section C: Optional topics: complete one of either The challenges of an urban world or The challenges of a rural world

**Unit 3: Making Geographical Decisions** - 25% of the course (50 Marks)
This unit will assess student’s ability to make decisions about geographical issues and justify them. The unit includes the pressures (conflicts), players and options that are involved in making geographical decisions and which are related to sustainable development and environmental issues. In the past, this unit was based on a pre-release booklet but this has been changed and a topic will be set on which students have to make synoptic links. This means that students have to draw on knowledge from all the topics of study over the course.

**Unit 4: Researching Geography** (Controlled Assessment) - 25% of the course (50 marks)
Students complete part of the coursework under examination conditions (Controlled).
All coursework has to be completed by October in the year 11 year.
The fieldwork task is marked by the teacher and is externally moderated by Edexcel.

Cross-Curricular Links
Students will be able to present work in a variety of ways such as PowerPoint presentations, Movie Maker videos, geo-factsheets and podcasts.

Sixth Form and Career Opportunities
Pupils with a good GCSE grade will have achieved a firm foundation to study Geography at AS & A2 level. It is recommended to do GCSE Geography with a minimum of a B grade preferably an A in order to attain a good grade at A-level.
History (Mrs T Manning) – Humanities Subject – Students MUST choose one Humanities subject

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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<tr>
<td>GCSE History</td>
<td>EDEXCEL</td>
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Examination and Coursework Details
Three exams totalling 75% of the total mark.
One piece of controlled assessment which is worth 25% of the total mark.

Course Outline

**USA 1919-1941**
Pupils will be exploring how far America changed during this time period. We will look at the cultural shifts of the 1920s from the KKK, prohibition and the rise of the gangsters to more freedom for women. We will then see how America dealt with the massive economic problems of the 1930s. We also see how and why America entered the Second World War. This unit is assessed through a two and a half hour controlled assessment.

**Britain 1931-1951**
In this topic we will study change and continuity. We will explore how Britain became involved in the Second World War and how it affected the people of Britain. We will explore sources looking at aspects of Dunkirk, The Blitz, rationing and evacuation, D-Day and the aftermath of the War. This unit looks not only at the battles and tactics but also at how ordinary people’s lives were altered forever. The unit is assessed through a 1-hour and 15-minute examination.

**Life in Germany 1919-1939**
This unit examines conditions in Weimar Germany and the reasons why many German people supported the Nazis. It explores the setting up and nature of Nazi government. This unit is assessed through a 1-hour and 15-minute examination.

**Cold War 1945-1991**
In this unit we will see how the two great Superpowers of the USSR and the USA went to war with each other over a period of fifty years. We will look at the origins of the war and revolutions in Hungary and Czechoslovakia. We will also see how the world was nearly annihilated because of the Cuban Missile Crisis. Finally we see the end of the war as the USSR invades Afghanistan and the Berlin Wall comes down. The unit is assessed through a 1-hour and 15-minute examination.

Cross-Curricular Links
There are strong cross curricular links with Citizenship, English, Modern Foreign Languages and Religious Studies.

To be a successful history student you must:
- Analyse sources
- Evaluate information
- Construct arguments.

Sixth Form and Career Opportunities
Pupils with a good GCSE grade will have achieved a firm foundation to study History at AS and A2 level. Pupils who have not studied this subject at GCSE can progress to AS and A-Level provided they have achieved strong GCSE grades in other subjects and have the skill level to tackle the physical aspects of the course. History is also a good foundation for the study of AS and A2 Classical Civilisation, English, Geography, Law, Politics and Sociology.
Optional Subjects
Art (Mrs A Robinson) – Optional Subject – Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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<tr>
<td>GCSE Art and Design: Unendorsed</td>
<td>AQA</td>
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Examination and Coursework Details
Coursework – 60% - Based on a portfolio of projects
Examination – 40% - Based on a 10 hour examination (taken over two days) and preparation period leading up to this examination

Course Outline
Unendorsed Art means that we can experiment with virtually any area of Art that is suitable to the unit titles. Students will undertake two units of coursework during GCSE Art and Design and one externally set exam.
You will explore a number of projects, materials, starting points and artists to develop artwork for your portfolio. Your portfolio is a collection of work that covers the 4 assessment criteria. We will investigate drawing, painting, 3D, ceramics and photography.
During year 9 you will get the opportunity to investigate the title ‘Everyday Ordinary’ your work will include drawn, written and researched assignments, recorded creatively and thoroughly in your sketchbook. In year 10 you will be given the title ‘War and Conflict’ to research and produce a second body of work for. Year 11 will give you the opportunity to develop one of these areas further and at the beginning of term 4 you will receive your exam paper.

Who should consider the course?
A good GCSE candidate for Art would:
- Be creative and willing to experiment
- Be good at organising your time
- Be willing to respond to advice
- Be independent with your ideas

How is my work marked?
Your work is marked using the four Assessment Objectives: In short, these objectives look for quality in:
- Drawing and collecting
- Analysing and evaluating
- Developing and exploring
- Your final piece and how you link it back to your chosen artist and planning

Cross-Curricular Links
You will apply skills from many subject areas in Art. You will also develop skills in problem solving, creativity, working in a group, managing your time and being independent throughout the course.

Sixth Form and Career Opportunities
Art is a very useful subject for a number of careers including Fine Art, Architecture, Graphic Design, Photography, Fashion, Product Design, Animation, Ceramics and 3D. Art teaches you how to analyse and solve problems creatively and with ingenuity; this is a valuable skill for any future career and compliments your learning in other subject areas too. Students who take GCSE Art often go onto study AS and A2 Art and Design. Some of these students have chosen to continue into careers in the creative industries where their broad skills and knowledge of Art has made them stand out from the crowd.
Business Studies (Mr J Conway) – Optional Subject – Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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</thead>
<tbody>
<tr>
<td>iGCSE Business Studies</td>
<td>CIE</td>
</tr>
</tbody>
</table>

**Examination and Coursework Details**

This course is 100% exam based. One written examination consisting of four questions requiring a mixture of short answers and structured data responses. Written examination consisting of four questions based on a case study.

**Course Outline**

During the iGCSE course you will study: Starting a business; including business planning, ownership and location, Marketing; including market research and the marketing mix, Finance; including sources of finance and cash flow, People in business; including recruitment, motivation and employee protection, and Operations management; including production and customer service.

The course is relevant to the real world as you will learn about the different types of businesses that exist. It is also practical as you will conduct surveys, work in groups, problem solve and take part in role play exercises.

**Cross-Curricular Links**

There are clear links to Maths and English, as well as to Geography and IT. Students will have the opportunity to develop their communication and IT skills as well as preparing students for the world of work and enterprise.

**Sixth Form and Career Opportunities**

A good result will allow students to follow the AS level Economics or Business Studies courses. There are many business related degree courses and these are sometimes combined with modern languages, law etc. Career options are varied and include managerial and administrative work, accountancy, banking and insurance.
Computing (Mr M Fielding) – Optional Subject – Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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</thead>
<tbody>
<tr>
<td>GCSE Computing</td>
<td>OCR</td>
</tr>
</tbody>
</table>

Examination and Coursework Details
Unit A451 – Computer systems and programming – External Assessment (1½ hour exam) – 40%
Unit A452 – Practical investigation – Controlled Assessment (40 hours) – 30%
Unit A453 – Programming project – Controlled Assessment (40 hours) – 30%

Course Outline

Unit A451 – Computer systems and programming
This unit covers the body of knowledge about computer systems on which the examination will be based.

Unit A452 – Practical investigation
An investigative computing task, chosen from a list provided by OCR, which assesses the following: research, technical understanding, analysis of problem, historical perspective, use of technical writing scenario with a choice of skills, recommendations/evaluation.

Unit A453 – Programming project
Students will need to:
- Understand standard programming techniques
- Be able to design a coded solution to a problem including the ability to:
  - Develop suitable algorithms
  - Design suitable input and output formats
  - Identify suitable variables and structures
  - Identify test procedures.
- Create a coded solution fully annotating the developed code to explain its function
- Test their solution:
  - To show functionality
  - To show how it matches the design criteria
  - Identifying successes and any limitations.

Cross-Curricular Links
Students are expected to demonstrate the following:
- AO1 Recall, select and communicate their knowledge and understanding of computer technology
- AO2 Apply knowledge, understanding and skills to solve problems by using computer programs
- AO3 Analyse and evaluate, make reasoned judgements and present conclusions

Sixth Form and Career Opportunities
If you take a GCSE in Computing and then go on to study the subject or ICT at A Level or university, you’ll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there’ll be a growing demand for professionals who are qualified in this field.

The course along with ICT is also an excellent preparation if you want to study or work in areas that rely on the skills you’ll develop, especially where they’re applied to technical problems. These areas include engineering, financial and resource management, science and medicine.
Design and Technology: Graphic Products (Mr M Rolison) – Optional Subject –
Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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</thead>
<tbody>
<tr>
<td>GCSE DT Graphic Products</td>
<td>EDEXCEL</td>
</tr>
</tbody>
</table>

**Examination and Coursework Details**
- Examination – 40% of overall mark (one 90 minute exam)
- Coursework – 60% of overall mark

**Course Outline**
GCSE Design & Technology is allocated a total of two hours per week, with approximately two thirds of the time typically spent doing practical work and one third on theory.

In Year 9 and the first half of Year 10 pupils will complete a series of mini projects that will develop their design capability and give them opportunities to practice various making skills and techniques. In order to prepare them for the full GCSE course they will also be given the opportunity to study: Materials and components, production processes, industrial processes, social, moral, ethical issues of products design, product analysis, designing and making processes.

In the second half of Year 10 pupils begin the coursework element of the course (Unit 1), by choosing and undertaking a design problem of their own choice. This continues into Terms 1 and 2 of Year 11 and culminates in the production of a final practical product.

**Unit 1 (Coursework)**
Pupils produce a design folder using Microsoft Publisher together with a finished practical piece of work. The folder is worth 40% and the practical product 20% of the final GCSE mark (60% in total). This unit is internally assessed and externally moderated.

**Unit 2 (Theory)**
This is externally assessed through a written examination paper of 1 hour and 30 minutes. This will contribute up to 40% towards a pupil’s total mark and will test knowledge and application of design skills, materials & components, methods of manufacture, finishing techniques and environmental and health and safety issues.

**Cross-Curricular Links**
The GCSE Graphic Products course will appeal to pupils who:
- Have an interest in how products are designed and work
- Enjoy drawing and have an interest in making models
- Want to follow a course that develops knowledge and understanding through both theory and practical work
- Like to work independently on their own designs
- Are able to organise and manage their time effectively and keep to deadlines
- Want to develop good craft skills and produce quality products
- Are considering a design or engineering-related career or an A-Level course.

**Sixth Form and Career Opportunities**
Pupils that achieve a good grade at GCSE will have an excellent foundation for studying Design Technology at A level. University and Career opportunities exist in a wide range of areas, including: electronic and mechanical engineering, product design, architecture, interior and graphic design.
Design and Technology: Resistant Materials (Mr M Rolison) – Optional Subject – Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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</thead>
<tbody>
<tr>
<td>GCSE DT Resistant Materials</td>
<td>EDEXCEL</td>
</tr>
</tbody>
</table>

Examination and Coursework Details
Examination – 40% of overall mark (one 90 minute exam)
Coursework – 60% of overall mark

Course Outline
GCSE Design & Technology is allocated a total of two hours per week, with approximately two thirds of the time typically spent doing practical work and one third on theory.
In Year 9 and the first half of Year 10 pupils will complete three mini projects, producing a different practical product in each of the three resistant materials (wood, metal and plastic). Each project provides opportunities to practice various making skills and techniques together with learning about the types and characteristics of each category of material. Pupils will also develop skills using ProDESKTOP and other CAD/CAM software to help design and make high quality products.
In the second half of Year 10 pupils begin the coursework element of the course (Unit 1), by choosing and undertaking a design problem of their own choice. This continues into Terms 1 and 2 of Year 11 and culminates in the production of a final practical product.

Unit 1 (Coursework)
Pupils produce a design folder using Microsoft Publisher together with a finished practical piece of work. The folder is worth 40% and the practical product 20% of the final GCSE mark (60% in total). This unit is internally assessed and externally moderated.

Unit 2 (Theory)
This is externally assessed through a written examination paper of 1 hour and 30 minutes. This will contribute up to 40% towards a pupil’s total mark and will test knowledge and application of design skills, materials & components, methods of manufacture, finishing techniques and environmental and health and safety issues.

Cross-Curricular Links
The GCSE Resistant Materials course will appeal to pupils who:
- Have an interest in how products are designed and work
- Enjoy using machinery and hand tools to work with woods, metals and plastics
- Want to follow a course that develops knowledge and understanding through both theory and practical work
- Like to work independently on their own designs
- Are able to organise and manage their time effectively and keep to deadlines
- Want to develop good craft skills and produce quality products
- Are considering a design or engineering-related career or an A-Level course.

Sixth Form and Career Opportunities
Pupils that achieve a good grade at GCSE will have a superb foundation for studying Design Technology at A level. University and Career opportunities exist in wide range of areas, including: electronic and mechanical engineering, product design, architecture, interior and graphic design.
French (Mme P Jeffryes) – Optional Subject – Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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</thead>
<tbody>
<tr>
<td>GCSE French</td>
<td>EDEXCEL</td>
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</tbody>
</table>

**Examination and Coursework Details**

**Listening:** 20% of overall mark / approximately 45 Minutes
Students will be expected to understand a series of extracts and conversations in French, spoken clearly and comparatively slowly. All instructions will be in English. Answers will be mainly non-verbal.

**Speaking:** 30% of overall mark / Speaking Test 10 – 12 Minutes
Students will be expected to complete two speaking tasks of 4-6 minutes each. One task could be a situation and another task a short presentation followed by questions.

**Reading:** 20% of overall mark / 35 - 50 Minutes
Students will be expected to read signs, posters, letters and short articles and answer questions of varying lengths in French.

**Writing:** 30% of overall mark
Students will be expected to do two supervised pieces of writing with a maximum of 60 minutes allowed per task. To achieve a grade C - A* they will need to write 400 + words.

In order to achieve a grade A* - C at GCSE, students must be able to use a variety of grammatical structures including the past, present and future tenses and be able to express and justify opinions.

**Course Outline**

Pupils will have a total of 4 periods a fortnight. They will also have the opportunity to work with the French Language Assistant in very small groups.

The Interactive textbook is on Moodle 2 which includes the listening exercises as well as the transcripts. A variety of other materials can be found in the same area.

The course covers the following topics: home life and local area; school, work and money; people and lifestyle; leisure and free time; widening horizons. The relevant grammar, especially past and future tenses will be taught.

Pupils will also be involved in a variety of projects such as Star Gazing and World Book Day.

An understanding of French life and culture forms an integral part of this course and it is hoped that students will visit a French speaking country either on holiday or on a school journey. There will be daytrips such as the trip to the nuclear station in Gravelines (French-Science-Environment) in Year 9 and Year 10. We hope to organise a residential trip in Year 10.

**Cross-Curricular Links**

The French course will appeal to pupils who:

- Have an interest in the French language
- Are interested in finding out about another culture
- Have a sense of adventure by taking part in visits
- Are considering working in a French-speaking country
- Intend to go to a university requiring a language as part of any degree

**Sixth Form and Career Opportunities**

Pupils with a grade B or above will have achieved a firm foundation to study French at AS and A2 level. The acquisition of a good A Level grade would allow the student to pursue French and possibly other languages at university and would be to his considerable advantage in the world of employment.
German (Mr V Elad) – Optional Subject – Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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</thead>
<tbody>
<tr>
<td>GCSE German</td>
<td>EDEXCEL</td>
</tr>
</tbody>
</table>

**Examination and Coursework Details**

**Listening:** 20% of overall mark/ approximately 45 Minutes
Students will be expected to understand a series of extracts and conversations in German, spoken clearly and comparatively slowly. All instructions will be in English. Answers will be mainly non-verbal.

**Speaking:** 30% of overall mark/ Speaking Test 10 – 12 Minutes
Students will be expected to complete two speaking tasks of 4-6 minutes each. One task could be a situation and another short presentation followed by questions.

**Reading:** 20% of overall mark/ 35 - 50 Minutes
Students will be expected to read signs, posters, letters and short articles and answer questions of varying lengths in German.

**Writing:** 30% of overall mark
Students will be expected to do two supervised pieces of writing with a maximum of 60 minutes allowed per task. To achieve a grade C - A* they will need to write 400 + words.

In order to achieve a grade A* - C at GCSE, students must be able to use a variety of grammatical structures including the past, present and future tenses and be able to express and justify opinions.

**Course Outline**
Pupils will have the opportunity to work with the German Language Assistant in very small groups. The course covers the following topics: home life and local area; school, work and money; people and lifestyle; leisure and free time; widening horizons. The relevant grammar, especially past and future tenses will be taught.
The Interactive textbook is on Moodle 2 which includes the listening exercises as well as the transcripts. A variety of other materials can be found in the same area.

**Cross-Curricular Links**
If you learn German, you are sure to be part of the world of: Car-making; mechanical, electrical and precision engineering; chemicals; environmental technology; optics; medical technology; biotech and genetic engineering; nanotechnology; aerospace; logistics.

**Sixth Form and Career Opportunities**
German is required or recommended by many undergraduate and graduate programs
- German is not as hard as you think!
- Modern German and modern English both evolved from the common ancestor language Germanic. Meaning the two languages share many similarities in both vocabulary and grammar.
**Course Title**
GCSE Media Studies

**Examination Board**
AQA

**Examination and Coursework Details**

Exam: A one and a half hour exam paper based on a pre-released topic: 40% of overall mark

Coursework: 2 pieces of creative and analytical coursework based around film and advertising/music marketing. One practical production and evaluation: 60% of overall mark.

**Course Outline**

The first year of the course involves building the analytical, written, technical and practical skills required to successfully achieve in Media Studies. You will learn about the key concepts of media and apply these by looking at a range of media products. These will include film, advertising, TV, news and magazines. You will also complete your first practical assignment. This involves you analysing some DVD covers and then creating a film concept, and designing and producing DVD covers for it. All assignments also include a written evaluation. You will develop a range of practical skills that helps prepare you for the second and third years of the course. In the second year, as well as developing your theoretical understanding, you complete your second piece of coursework, again involving both creative and written work and begin the practical production. In the third year you complete your practical production and we prepare you for your final exam on a topic that changes every year. In the exam you will be asked to complete creative tasks as well as written analytical tasks.

**Cross-Curricular Links**

Media Studies draws upon a wide range of skills and has close ties with English, Art and IT. We promote and develop your IT skills, your creative skills and your written skills. We like students who want to debate and discuss issues, but who are also happy to write about their ideas. You will also work in teams and develop your time management skills. In Media we encourage you to become independent learners and to take responsibility for your learning and the work you produce.

**Sixth Form and Career Opportunities**

The department offer two media related courses at A Level, Media Studies and Film Studies. Attaining a good grade at GCSE Media provides you with a solid foundation on which to develop your skills at A level in either of these subjects. There are numerous career opportunities that a qualification in Media can lead to including journalism, TV and film production, advertising and marketing, web design etc. Media Studies allows you to develop a range of creative and analytical skills that are highly useful to whatever career you choose.
## Music (Mr D Holeyman) – Optional Subject – Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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</thead>
<tbody>
<tr>
<td>GCSE Music</td>
<td>OCR</td>
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</tbody>
</table>

### Examination and Coursework Details

- **Examination** – 40% of overall mark (1 listening exam and 1 creative task)
- **Coursework** – composing/performing – 60% of overall mark

### Course Outline

Students do not need to be able to read music to succeed in, and enjoy, GCSE music!

The course is divided into 3 sections.

**Listening**: Involving the study of a wide variety of musical styles and cultures. This includes three areas of study: Group performances, Dance music and descriptive music. You will learn more about how and why it was written and performed.

**Performing**: You will learn to perform music of your own choice, both individually and as part of a small group. You will be required to perform 2 pieces for your coursework as a soloist and in ensemble. Your performances are recorded and submitted.

**Composing**: During the course, you will learn how to compose and arrange music using both traditional instruments and music technology. At the end of the course you will have completed two pieces; one for your own instrument, and one in a form or style you have chosen from the three areas of study. Your work is recorded and submitted.

### Cross-Curricular Links

Music draws upon a vast range of practical and interpersonal skills applicable throughout all aspects of school life. The course will particularly suit students who have a natural ability and interest with composition and performance, with 80% of the GCSE (the coursework + the creative task) being practical. You will also learn to consider the context and historical significance of different eras of music and the impact they had on the world.

### Sixth Form and Career Opportunities

This course provides pupils with a firm foundation to study Music or Music Technology at AS and A2 level.
Physical Education (Mr A Anderson) – Optional Subject – Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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<tbody>
<tr>
<td>GCSE Physical Education</td>
<td>AQA</td>
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</tbody>
</table>

Examination and Coursework Details
Examination – 40% of overall mark (1 exam, 90 minute duration marked out of 80)
Coursework/ Practical performance – 60% of overall mark, pupils are assessed in four sporting activities.

Course Outline
The course covers a number of topics and themes, allowing pupils to study a diverse range of ideas related to Physical Education. Lessons will be divided between classroom based theoretical lessons and practical lessons.

Unit 3 – Knowledge and Understanding for the Active Participant (Full Course)
Externally assessed through a written examination paper of 1 hour and 30 minutes. This will contribute a maximum of 40% towards a pupil’s total mark and will cover theoretical aspects such as the study of Anatomy and Physiology, Principles of Training, Analysis of Performance and Aspects of Health and Safety in Physical Education.

Unit 4 – The Active Participant
Key Processes A and B
Pupils undertake a range of practical activities, offering four for assessment in the role of either participant, leader or official. Pupils can achieve up to 48% of their marks from their performances, two of which may be in the role of a leader or official. The assessment for all activities is divided into two Key Processes both of which are marked out of 10. Key process A sees pupils perform skills in isolation (competitive drill scenarios), whereas Key process B sees pupils assessed on their competitive play.

Key Process C
Pupils will undertake analysis of performance in one of their chosen activities. Again this will be marked out of 10 and should include planning, performing and evaluating strengths and weaknesses in an aspect of their chosen activity in order to improve their overall performance.

Cross-Curricular Links
The GCSE Physical Education course will appeal to pupils who:
- Have a keen interest in sport and recreation and always look forward to PE lessons
- Take part in sport / recreation outside of class time
- Want to follow a course that develops knowledge and understanding through practical involvement
- Want to know more about the benefits of sport and exercise
- Want to improve their own performance in a range of sporting activities
- Are considering a sports-related career or an A-Level / Higher Education Course.

Sixth Form and Career Opportunities
Pupils with a good GCSE grade will have achieved a firm foundation to study Physical Education at AS & A2 level. Pupils who have not studied this subject at GCSE can progress to AS and A-Level provided they have achieved strong GCSE grades in other subjects and have the skill level to tackle the physical aspects of the course.
Religious Studies (Mrs E Kemp) – Optional Subject – Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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<tbody>
<tr>
<td>GCSE Religious Studies</td>
<td>OCR</td>
</tr>
</tbody>
</table>

Examination and Coursework Details
There are four units that your son will complete for this GCSE. These will be spread across the three years. At the end of the three years, your son will complete 4 exams, each lasting an hour.

Course Outline
Students do not need to be religious to succeed in and enjoy Religious Studies at GCSE.

Unit B571: Christianity 1
Students examine a number of the core beliefs held by Christians and will look in more depth at the impact these have on the life of a Christian. Some examples of topics covered include festivals, places of pilgrimage and the differences between Christian denominations.

Unit B572: Christianity 2
Students will examine how different groups of Christians approach aspects such as worship, ceremonies and family life. They will explore the different roles and interpretations of scripture and the impact it has on modern Christians.

Unit B589: Perspectives on World Religions
Students explore their own views as well as a range of Christian views on ethical issues such as the treatment of animals and our environment, war and peace, human rights, prejudice and equality. Students will be able to relate their knowledge and understanding to real-life examples and consider a Christian perspective on these.

Unit B603: Ethics
The final unit gives students the opportunity to consider their own and different Christian attitudes towards ethical issues such as euthanasia, abortion, genetic engineering, fertility treatment, wealth, poverty, marriage, divorce and charity. Students will examine the reasons behind different attitudes and the ways in which Christians may put their beliefs into action.

The course includes visits to local places of worship to further develop understanding of Christianity as it is practiced, and where available external speakers are utilized to give students first-hand experience of the faith today.

Cross-Curricular Links
Students will develop a range of transferable skills through their work in GCSE Religious Studies in particular the ability to evaluate different viewpoints and to express and justify their own opinion effectively. Religious Studies is capable of complementing just about any other subject such as Business Studies, History and Geography. Religious Studies can also be a useful complement to Science, particularly for those who wish to follow a career in medicine.

Sixth Form and Career Opportunities
In Years 11-13 students have the opportunity to follow the AS/A2 Religious Studies course which focuses on the Philosophy of Religion and Religious Ethics. With a qualification in Religious Studies you could go on to Higher Education, at college or university. The skills developed in Religious Studies include interpersonal skills, communication and evaluation, all of which are exceptionally important in most jobs, particularly the social sector. These skills could be particularly useful for careers such as law, education, social work, politics, medicine, administration, public services, the media and many more!
Spanish (Mr P Melvin) – Optional Subject – Students should choose 3 optional subjects

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Examination Board</th>
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<tbody>
<tr>
<td>GCSE Spanish</td>
<td>EDEXCEL</td>
</tr>
</tbody>
</table>

**Examination and Coursework Details**

This is a three year course with the receptive skills (Listening and Reading) tested at the end of the course with conventional examinations, and the productive skills (Speaking and Writing) tested by Controlled Assessments during the course.

**Listening:** 20% of overall mark/ approximately 45 Minutes

Students will be expected to understand a series of extracts and conversations in Spanish, spoken clearly and comparatively slowly. All instructions will be in English. Answers will be mainly non-verbal.

**Speaking:** 30% of overall mark/ Speaking Test 10 – 12 Minutes

Students will be expected to complete two speaking tasks of 4-6 minutes each. One task could be an open conversation and another a short presentation followed by questions.

**Reading:** 20% of overall mark/ 35 - 50 Minutes

Students will be expected to read signs, posters, letters and short articles and answer questions of varying lengths in Spanish.

**Writing:** 30% of overall mark

Students will be expected to do two supervised pieces of writing with a maximum of 60 minutes allowed per task. To achieve a grade C - A* they will need to write 400 + words.

In order to achieve a grade A* - C at GCSE, students must be able to use a variety of grammatical structures including the past, present and future tenses and be able to express and justify opinions.

**Course Outline**

Pupils will have the opportunity to work with the Spanish Language Assistant in very small groups. The course covers the following topics: home life and local area; school, work and money; people and lifestyle; leisure and free time; widening horizons. The relevant grammar, especially past and future tenses will be taught.

**Cross-Curricular Links**

The Spanish course will appeal to pupils who:

- Like holidays in Spanish speaking places or who have family and friends who live and/or work in Spain
- Enjoy learning the language
- Are interested in Spanish sport
- Are interested in finding out about another culture
- Study art, music, geography, history
- Intend to go a university requiring a language as part of any degree

**Sixth Form and Career Opportunities**

Pupils with a grade B or above will have achieved a firm foundation to study Spanish at AS and A2 level. The acquisition of a good A Level grade would allow the student to pursue Spanish and possibly other languages at university and would be to his considerable advantage in the world of employment.
Sample Options Form

Year 8 GCSE Option Choices 2014

You will study all the following compulsory subjects:

<table>
<thead>
<tr>
<th>English Language</th>
<th>English Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Biology, Chemistry and Physics (Triple Sciences or Double Award)</td>
</tr>
<tr>
<td>Core Physical Education (non-examination)</td>
<td>Core Religious Studies (non-examination)</td>
</tr>
<tr>
<td>Personal Development/Citizenship (non-examination)</td>
<td>Personal Finance</td>
</tr>
</tbody>
</table>

You must select one Humanities subject:

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Tick One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
</tbody>
</table>

If you want to take both Geography and History, please select one in the box above and the other in the box below.

You must select three subjects for further study plus a reserve subject (use 1 – 3 to indicate 1st, 2nd and 3rd in rank order, and R for your reserve choice).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Choice</th>
<th>Subject</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Design</td>
<td></td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td></td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Computing</td>
<td></td>
<td>Media Studies</td>
<td></td>
</tr>
<tr>
<td>DT Graphic Products¹</td>
<td></td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>DT Resistant Materials²</td>
<td></td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td>Religious Studies</td>
<td></td>
</tr>
<tr>
<td>Geography³</td>
<td></td>
<td>Spanish</td>
<td></td>
</tr>
</tbody>
</table>

¹ Do not choose DT Graphics if you have chosen DT Resistant Materials
² Do not choose DT Resistant Materials if you have chosen DT Graphics
³ Do not choose this Humanities option if you have already chosen it as your main Humanities option in the box above

Student’s Signature  ________________________  Date _____________

Parent’s signature  ________________________  Date _____________

Return to your form tutor by Friday 21st March 2014
What Next?

Now you have a basic idea of the subjects on offer, discuss the subjects you would like to take with your parents and teachers.

In order to help you decide we have set aside an evening for you and your parents to come along and find out about the options system. This evening is on Tuesday 18th March 2014 6.00pm – 8.00pm.

Having looked at the subjects on offer and discussed your progress you must make your final choice. Fill in the options form that you will be given at the Options Evening. You can see a sample options form on the previous page.

Return it to your Form Tutor by Friday 21st March 2014.

It will be used to draw up the option blocks.

Forms returned late may not be considered when the option groups are being drawn up. This means you may not get the subjects of your choice. If you are absent on that day for any reason and you have not handed in your form, please ring the school to pass on your option choices.

Finally, if you have any other questions or concerns please speak to Mr Holl, Senior Academic Leader for KS3, as soon as possible. Good luck!