

Normanhurst School



Options Booklet

Key Stage 4

2017– 2019

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To be completed after parents' evening

NORMANHURST SCHOOL CURRICULUM GUIDE

FOR YEARS 10 AND 11

2017-2019

INTRODUCTION

Dear Pupils and Parents

Moving into GCSE courses marks an exciting stage in education. The groundwork has been prepared over the first three years across the curriculum and pupils have already been introduced to many of the concepts and ideas needed for GCSE. Years 10 and 11 form a two-year course, with new options on offer, at GCSE, as well as the option of following the ASDAN Award. After GCSE in Year 11 our students almost always continue with further study in Sixth Form either taking A Levels or other options including diplomas, vocational courses or occasionally apprenticeships.

At Normanhurst we offer a wide range of options and guide pupils towards choosing courses that ensure a well-balanced programme of study. Latest government strategy promotes the idea that a good education at GCSE should include at least one humanities subject (History or Geography) or modern language (French or Spanish at Normanhurst), as well as a core of subjects including English, Mathematics and Sciences.

All students will follow a 'common core' of compulsory subjects: English Language, English Literature, Mathematics and 3 Sciences. Pupils also have PSHE lessons which include Citizenship and Careers, and have compulsory PE lessons in both Year 10 and Year 11.

Pupils choose to study up to a further 3 additional GCSEs. We also offer the ASDAN award for some students who would benefit from taking fewer GCSEs.

Pupils and parents may have been considering subjects already and our advice is to choose with these in mind:

1. Choose option subjects that you are good at and that you happily spend time working on at home.
2. Choose subjects that complement any career ideas you may already have.
3. Act on the advice of your teachers who know your strengths and weaknesses in their subject and whether you have the potential to do well at GCSE.

Following parents' evening, when you have had feedback and guidance from your teachers you need to rank your option choices from 1 to 11.

Whilst we cannot guarantee that pupils can have all of their top 3 choices we will build the timetable to accommodate a best fit for as many pupils as we can.

Your completed Option Choices Form must be returned to the School Office by **Friday 24 March 2017**, at the latest.

Claire Osborn
Headmistress

Please note that this information is correct at the time of publication

KEY STAGE 4 CORE CURRICULUM COMPULSORY SUBJECTS

- English Language
- English Literature
- Mathematics
- Sciences: Biology, Chemistry and Physics
- Physical Education (Non GCSE)
- Citizenship PSHE and Careers (Non GCSE)

English Language GCSE

BOARD	AQA
SYLLABUS CODE	8700
NUMBER AND TITLE OF PAPERS/UNITS	There are two exams: Explorations in Creative Reading and Writing Writers' Viewpoints and Perspectives

Introduction

You will learn to read, understand, analyse and evaluate and develop a critical viewpoint about a range of literature prose, non-fiction and literary non-fiction texts from the 20th and 21st centuries. You will learn to write in a range of styles and for a range of purposes: descriptive, narrative and to present a viewpoint. You will learn to communicate using Standard English effectively, developing your ideas and taking part in discussions as well as giving presentations (some presentations will be recorded and graded separately to the GCSE award level).

Course content

Year 10

Introduction to the course and enthusing students about English!

Consolidating Fundamental Skills and Concepts (on which to build throughout the course):

Key technical skills: vocabulary, spelling, punctuation, grammar, structure

Key concepts: literary form, genre, narrative perspective, theme, literal and metaphorical reading, analysing writer's choice, attitude and viewpoints

Reading, understanding and responding to texts - texts used: AQA Text book for GCSE and study of a selection of thematically linked fiction, poetry or non-fiction (autobiographical writing, extracts from print and online media, speeches and letters texts) e.g. poetry, war poetry, extracts from works of fiction, letters, news reports, editorial comment, diaries and letters.

Year 11

A consolidation and revision of the reading and writing skills built on in year 10, developing comparative and critical viewpoints and practice for responding to exam style questions.

How the course is assessed

You will have two examinations of equal weighting. There will be one tier containing integrated reading and writing tasks at the end of the course in Year 11 (levelled from grade 1-9)

Useful website links, text books used and additional information

<u>Paper 1 Explorations in Creative Reading and Writing</u>	<u>Paper 2 Writers' Viewpoints and Perspectives</u>
What's assessed?	What's assessed?
Section A: Reading - One literature text	Section A: Reading - One non-fiction text and one literary non-fiction text
Section B: Writing - Descriptive or narrative writing	Section B: Writing - Writing to present a viewpoint
How is it assessed?	How is it assessed?
1hour 45 minutes written exam worth 50% of GCSE	1 hour 45 minutes written exam worth 50% of GCSE

Websites: BBC Bitesize, This is English, Mr Bruff, Youtube

Books: CGP- study and revision student work books and revision books; Collins- study and revision student work books and revision books.

English Literature GCSE

BOARD	AQA
SYLLABUS CODE	8702
NUMBER AND TITLE OF PAPERS/UNITS	There are two exams: Shakespeare and the 19th Century Novel Modern texts and Poetry

Introduction

You will study a modern prose or drama text, modern poetry and poems from the English Literary Heritage from the set anthology and learn how to respond to and compare unseen poems. You will study a Shakespeare play and a 19th century novel. You will develop personal and literary responses to texts. You will develop planning, reading, note-taking and independent study skills.

Course content

Year 10

Study of a Shakespeare Play (Romeo and Juliet) and developing skills to respond to an exam style question

Study of a selection of poems from the AQA anthology of poems and developing skills to respond to and compare anthology poems and unseen poems

Study of a modern drama text - An Inspector Calls by J B Priestley

Study of a 19th century Novel - The Sign of Four by Sir Arthur Conan Doyle

Year 11

Further study and revision and development of critical viewpoints of the texts read in year 10 and practice responding to exam style questions.

How the course is assessed

Paper 1 worth 40% and Paper 2 worth 60% of the GCSE. There will be one tier containing integrated questions at the end of the course in Year 11 (levelled from grade 1-9)

<u>Paper 1 Shakespeare and the 19th Century Novel</u>	<u>Paper 2 Writers' Viewpoints and Perspectives</u>
Section A: An extract based question on the Shakespeare play that has been studied	Section A: Modern texts - One essay question on the modern prose or drama text studied
Section B: An extract based question on the 19th century novel that has been studied	Section B: Poetry - One comparative question from the chosen cluster of poems from the anthology
How is it assessed?	Section C: Unseen Poetry - One question on an unseen poem and one question comparing it with a second unseen poem
1 hour 45 minutes written exam worth 40% of GCSE	How is it assessed?
	2 hour 15 minutes written exam worth 60% of GCSE

Useful website links, text books used and additional information

Websites: BBC Bitesize, This is English, Mr Bruff, Youtube

Books: CGP- study and revision student work books and revision books; Collins - study and revision student work books and revision books; York notes

Mathematics GCSE

BOARD	AQA
SYLLABUS CODE	8300
NUMBER AND TITLE OF PAPERS/UNITS	Three 1½ hour written papers each weighted at 33⅓% and consisting of compulsory questions. Paper ONE is non-calculator.

Introduction

Mathematics equips you with many of the skills you need for day-to-day life. It is a cross-curricular subject, which means that mathematics is used in many of the subjects you will study. As a core subject, it will also provide you with an essential qualification for further education. The specification focuses on applying mathematics in context, problem solving, reasoning and functional elements.

Course Content

Year 10: Calculations 1, Fractions, Decimals, Percentages, Ratio and proportion, Calculations 2, Factors, Powers and Roots, Expressions, Formulae and Functions, Equations and Inequalities, Graphs 1, Graphs 2, Measures and Accuracy, Sequences.

Year 11: 2D Shapes, 3D Shapes, Circles and Constructions, Pythagoras and Trigonometry *and Vectors (higher only)*, Units and Proportionality, Handling Data 1, Handling Data 2, Probability 1, Probability and Combined Events.

How the course is assessed

You will sit three written papers at GCSE, at either the Foundation (grades 1 to 5) or Higher (grades 4 to 9) Tier. At school you will take AQA topic assessments, testing both calculator and non-calculator aspects of the course. Your classwork and homework will also be used to monitor your progress throughout the course and to determine your next steps. All final papers are taken in May or June in Year 11.

Useful website links, text books used and additional information

The core text book is AQA GCSE Maths Higher or AQA GCSE Maths Foundation. Additional resources will be used to supplement the core courses. The Department subscribes to the MyMaths; students are provided with login details to access online lessons and homework tasks.

Biology GCSE

BOARD	AQA
SYLLABUS CODE	8461
NUMBER AND TITLE OF PAPERS/UNITS	Paper 1 Paper 2

Introduction

Biology is the study of living things and the course will cover aspects from the microscope structures and processes of such topics as cells and respiration right up to the way in which living things adapt and coexist in their various habitats.

Course content

Students will learn their Biology GCSE as a three-year course. The topics that will be covered in year 10 as a continuation from year 9 are listed below:

Topic 7: Non-Communicable Diseases

Topic 8: Photosynthesis

Topic 9: Respiration

Topic 10: The Human Nervous System

Topic 11: Hormonal Coordination

Topic 12: Homeostasis in Action

Within these topics students will also complete a set of required practicals, which have been set by the exam board to replace previous controlled assessments.

How the course is assessed

The course is assessed by two written papers, each of 1 hour and 45 minutes in length. These can be taken at Foundation Tier (grades 1 – 5) or Higher Tier (grades 4 to 9). There is no practical assessment but practical work is interwoven into the course and will be addressed in the written papers.

Paper 1: (100 marks, 50% of GCSE) – Topics 1 – 9

Paper 2: (100 marks, 50% of GCSE) – Topics 10 - 18

Both papers will contain multiple choice, structured, closed short answer and open response questions.

Useful website links, text books used and additional information

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

www.kerboodle.com

www.my-gcsescience.com

www.bbc.co.uk/education/subjects/zrkw2hv

Student Collins textbooks. All students are given textbooks to use as part of their studies.

Chemistry GCSE

BOARD	AQA
SYLLABUS CODE	8462
NUMBER AND TITLE OF PAPERS/UNITS	Paper 1 Paper 2

Introduction

Chemistry is the study of the branch of science concerned with the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances.

Course content

Students will learn their Chemistry GCSE as a three-year course. The topics that will be covered in year 10 as a continuation from year 9 are listed below:

Topic 5: Chemical Changes

Topic 6: Electrolysis

Topic 7: Energy Changes

Topic 8: Rates of Reaction

Topic 9: Crude oil and fuels

Topic 10: Organic Reactions

Topic 11: Polymers

Within these topics students will also complete a set of required practicals, which have been set by the exam board to replace previous controlled assessments.

How the course is assessed

The course is assessed by two written papers, each of 1 hour and 45 minutes in length. These can be taken at Foundation Tier (grades 1 – 5) or Higher Tier (grades 4 to 9). There is no practical assessment but practical work is interwoven into the course and will be addressed in the written papers.

Paper 1: (100 marks, 50% of GCSE) – Topics 1-7

Paper 2: (100 marks, 50% of GCSE) – Topics 8 - 15

Both papers will contain multiple choice, structured, closed short answer and open response questions.

Useful website links, text books used and additional information

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

www.kerboodle.com

www.my-gcsescience.com

www.bbc.co.uk/education/subjects/zrkw2hv

Student Collins textbooks. All students are given textbooks to use as part of their studies.

Physics GCSE

BOARD	AQA
SYLLABUS CODE	8463
NUMBER AND TITLE OF PAPERS/UNITS	Paper 1 Paper 2

Introduction

Physics is the branch of science concerned with the nature and properties of matter and energy. The subject matter of physics includes mechanics, heat, light and other radiation, sound, electricity, magnetism, and the structure of atoms.

Course content

Students will learn their Physics GCSE as a three-year course. The topics that will be covered in year 10 as a continuation from year 9 are listed below:

Topic 7: Radioactivity

Topic 8: Forces in Balance

Topic 9: Motion

Topic 10: Force and Motion

Topic 11: Force and Pressure

Topic 12: Wave Properties

Topic 13: Electromagnetic Waves

Within these topics students will also complete a set of required practicals, which have been set by the exam board to replace previous controlled assessments.

How the course is assessed

The course is assessed by two written papers, each of 1 hour and 45 minutes in length. These can be taken at Foundation Tier (grades 1 – 5) or Higher Tier (grades 4 to 9). There is no practical assessment but practical work is interwoven into the course and will be addressed in the written papers.

Paper 1: (100 marks, 50% of GCSE) – Topics 1 – 7

Paper 2: (100 marks, 50% of GCSE) – Topics 8 – 16

Both papers will contain multiple choice, structured, closed short answer and open response questions.

Useful website links, text books used and additional information

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

www.kerboodle.com

www.my-gcsescience.com

www.bbc.co.uk/education/subjects/zrkw2hv

Student Collins textbooks. All students are given textbooks to use as part of their studies.

Religious Studies GCSE

BOARD	AQA
SYLLABUS CODE	8062
NUMBER AND TITLE OF PAPERS/UNITS	2 written exam papers - 1 hour 45. Section A (Religious studies) and Section B (thematic studies)

Introduction

The GCSE covers two religions and philosophical and ethical themes, ensuring you have a variety of intriguing subjects to explore. You will explore core beliefs, values, meaning, purpose and truth, enabling you to develop your own values and attitudes towards religious issues. You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. You develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. These will help prepare you for further study.

Course content

Section A: The study of religions: beliefs and teachings of **two** religions:

Christianity – The Trinity; life of Jesus; nature of God; evil and suffering; beliefs about the afterlife; types of worship; festivals and the significance of the church.

Islam – Shia and Sunni Islam; six articles of faith; 5 roots of Usul-ad Din; predestination; life after death; authority and prophethood.

Section B: Thematic studies: religious, philosophical and ethical studies:

Theme A: Relationships and families (sex, marriage, divorce, parenting and gender)

Theme B: Religion and Life (origins of the universe and the value of human life)

Theme C: The existence of God (miracles, evil and suffering, arguments for existence)

Theme E: Religion, crime and punishment (reasons for crime, types of punishment)

How the course is assessed

There are two exam papers that are 1 hour 45 minutes.

Paper one: Two compulsory five-part questions will be set on each religion.

Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.

Up to 5 marks are awarded in respect of spelling, punctuation and grammar (SPaG) based on performance in the 12 mark extended writing questions.

Paper two: Students must answer questions on four themes from religious, philosophical and ethical themes and textual themes. One compulsory five-part question will be set per theme.

Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.

In each five-part question, AO1 is tested in the first four questions; AO2 is assessed through the 12 mark question.

Useful website links, text books used and additional information

www.bbc.co.uk/schools/gcsebitesize/rs/

<http://www.rsrevision.com/contents/index.htm>

<https://quizlet.com/18580769/religious-studies-religion-and-life-keywords-flash-cards>

Physical Education (Core) (Non-GCSE)

Introduction

The aim of this course is to equip pupils with an active interest in sport which they can use and develop in their adult lives.

We offer a diverse programme to allow pupils to find their own particular interests and strengths. Pupils will be involved in working on aerobic machinery in the gym, team games, and outdoor adventurous activities.

What will I learn?

- You will work in groups, taking a wide range of roles and responsibilities, to help each other and act as a team
- You will develop the ability to challenge yourself physically and to become aware of how to develop and improve your level of fitness in a safe and sensible manner.

How will I be assessed?

You will be assessed by the PE Department using levels and success criteria.

Citizenship and PSHE (Including Careers) (Core - Non-GCSE)

BOARD	Non GCSE
SYLLABUS CODE	N/A
NUMBER AND TITLE OF PAPERS/UNITS	N/A

Introduction

Citizenship and PSHE (Personal, Social and Health Education) is a compulsory subject. Citizenship is designed to complement the role of education in producing well-rounded adult citizens. Units on citizenship are blended into PSHE and aspects of the subject are highlighted in the more traditional subjects. PSHE is designed to promote and support the development of personal qualities, skills, attitudes and values which will enable pupils to become independent adults, and for them to be able to manage relationships, understand moral issues and accept social responsibility in the modern world. You will also have the opportunity to receive careers education and guidance.

Course content

Among a wide-ranging programme you will learn about career pathways, CV construction and post-16 choices as well as topics including:

- Health and lifestyle issues like sex and drugs education
- Politics and Economics
- British Values
- Local, National and Global issues including environmental concerns and human rights
- Careers Education and Interview practice
- Study and revision skills

How the course is assessed

There is no formal assessment but you will be peer and teacher assessed through discussions, presentations and some written work.

Useful website links, text books used and additional information

<https://www.pshe-association.org.uk/>

http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml

<http://www.bbc.co.uk/education/subjects/z3ckjxs>

Key Stage 4

Option Subjects

- Art
- ASDAN
- Business Studies
- Computing
- Drama
- French
- Geography
- Graphic Design
- History
- Music
- Religious Studies
- Spanish

Geography GCSE

BOARD	AQA
SYLLABUS CODE	8036
NUMBER AND TITLE OF PAPERS/UNITS	Examination 1: 35% Physical Examination 2: 35% Human Examination 3: 30% Geographical applications

Introduction

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales from the personal to the global.

Course content

Living with the physical environment

3.1.1. The challenge of natural hazards, 3.1.2 Physical landscapes in the UK,

3.1.3 The living world 3. Geographical skills

Challenges in the human environment

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

Geographical applications

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How the course is assessed

Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))

35% of GCSE

Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for SPGST)

35% of GCSE

Paper 3 Geographical applications

Written exam: 1 hour 15, 76 marks (including 6 marks for SPGST), 30% of GCSE,

Pre-release resources made available from 15 March in the year of the exam

Question types: multiple-choice, short answer, levels of response, extended prose

Useful website links, text books used and additional information

The following are AQA approved textbooks publishers:

Cambridge University Press

Oxford University Press

Hodder Education

History GCSE

BOARD	AQA
SYLLABUS CODE	8145BB
NUMBER AND TITLE OF PAPERS/UNITS	Two written papers of 1 hour 45 minutes each

Introduction

Students will build on their work in Year 9 by studying Germany in detail and international relations between 1918-1939. They will also look at key developments in Britain over a long period of time up to the present day, and develop skills including chronology, causation, change and continuity.

Course content

Year 10 will study Paper 1, called "Understanding the modern world". They will first study Democracy and Dictatorship in Germany 1890-1945. They will then study Conflict and Tension in Europe between 1918 and 1939, leading up to the causes of World War 2. Much of this builds on and extends work already done in Year 9.

Later on in Year 10 and moving into Year 11 they will study Paper 2, called "Shaping the nation." This is a thematic British study, likely to centre on Power and the People from 1170 to the present day. There is also a detailed British Depth Study, which will probably be Restoration England 1660-1685. Together, the two papers cover the requirement that the GCSE must include 40% of British history.

History is an academic subject which requires a considerable amount of writing and lengthy essays. Students should therefore have a positive attitude towards written work.

How the course is assessed

Both papers are worth 50% of the GCSE and assessed by written exam lasting 1 hour 45 minutes. They are each worth 84 marks, including 4 marks for spelling, punctuation and grammar.

Useful website links, text books used and additional information

Textbooks approved by AQA have been purchased for the course. Students will also watch relevant videos and DVDs.

Music GCSE

BOARD	AQA
SYLLABUS CODE	8271
NUMBER AND TITLE OF PAPERS/UNITS	Unit 1: Listening to and appraising music: 40% Unit 3: Performing music: 30% Unit 4: Composing music: 30%

Introduction

The AQA adopts a 'holistic' approach in learning about a wide range of music from classical styles to the present day. The course also allows students to develop their creativity in Composing music and executive skills in performing music on an instrument of their choice. In order to take Music GCSE, students should ideally achieve Grade 3 standard in at least one instrument by the end of Year 9. Pupils should be able to read either notation or tablature and confidently play at least one instrument and/or be a confident singer/ performer.

GCSE Music in Normanhurst School is delivered through the AQA examination Board. The qualification is specifically designed to test the students understanding in appraising and critically evaluating music, as well as performance, composition and creative skills. The Qualification is divided into 3 sections.

Unit 1: Appraising music

The student's skills and contextual understanding abilities will be tested through an exam and listening paper. The listening paper will use questions based on excerpts of music. This unit is divided into 2 sections. Section A will be based around unfamiliar music to the students, and section B will be chosen from the various study pieces the students will research throughout the course. The overall exam is 1 hour and 30 minutes and counts for 40% of the overall GCSE grade.

Unit 2: Performing Music

Students will be required to perform 2 short pieces of their choice. The first piece will be a Solo performance, the second is an Ensemble performance, which requires more than one musician or the use of an accompanist. This component is weighted at 30% of the overall GCSE mark.

Unit 3: Composing music

Students will be given a brief (a short description of an event or situation) to which they must compose a piece of music which will fit the description appropriately. The students will use skills learnt from the first year of the course to choose appropriate instruments, styles and techniques in order to successfully complete the composition. The second composition is a "free composition" which gives students the ability to compose in any style they feel comfortable with. The students must submit their recorded compositions on CD. This weighting is 30% of the overall GCSE mark.

How the course is assessed

- Two compositions
- One solo performance
- One ensemble performance
- A Listening paper and written exam

Useful website links, text books used and additional information

CCP AQA GCSE Music Revision Guide 2017-2018

Spanish GCSE

BOARD	AQA
SYLLABUS CODE	8698
NUMBER AND TITLE OF PAPERS/UNITS	4 papers Listening , Reading, Speaking and Writing

Introduction

Spanish is the second most widely spoken language in the world. It is the mother tongue of Spain and most South and Central American countries. By choosing to study a language you will gain the English baccalaureate qualification and you will enhance your chances of obtaining a good job in the future.

Course content

Theme 1 Identity and culture e.g. family, free-time activity, customs and festivals

Theme 2 Local, national, international and global areas of interest e.g. the environment, travel and tourism

Theme 3 Current and future study and employment e.g. education post-16, jobs and careers

How the course is assessed

GCSE Spanish has a total of four papers: listening, reading, speaking and writing. Every paper has a Foundation Tier (grades 1-5) and Higher Tier (4-9). Students must take all four question papers at the same tier. Each paper represents 25% of the overall GCSE.

Listening paper: Foundation paper (35 minutes) Higher paper (45 minutes), both Tiers have two sections. Section A: questions in English to be answered in English. Section B: questions in Spanish to be answered in Spanish

Reading paper: Foundation paper (45 minutes) Higher (1 hour) both Tiers have three sections. Section A: questions in English to be answered in English. Section B: questions in Spanish to be answered in Spanish. Section C : translation from Spanish into English (approximately 35 words at Foundation Tier and 50 words at Higher Tier)

Speaking paper: The format is the same at Foundation Tier and Higher but with different length. There are three sections. Role-play (2minutes for both Tiers) , photo card (2 minutes at Foundation Tier and 3 minutes at Higher Tier) and general conversation (3-5 minutes at Foundation Tier and 5-7 minutes at Higher Tier).

Writing paper: (Foundation Tier 1 hour, Higher Tier 1h and 15 minutes). Foundation Tier has four questions. Question 1: message (student produces four sentences in response to a photo), question 2: short passage (maximum 40 words), question 3: translation from English into Spanish (minimum 35 words) and question 4: structured writing task (90 words approximately) there is a choice from two questions.

Higher Tier has three questions. Question 1: structured writing task (90 words, with a choice of two questions), question 2: open-ended writing task (150 words approximately, with a choice of two questions) and question 3: translation from English into Spanish (minimum 50 words).

Useful website links, text books used and additional information

Text book: AQA GCSE Spanish Foundation/Higher student book, by John and Viv Halksworth

Useful websites: languages online, linguascope, oye, bbc bitesize, languages resources, etc.

Art and Design (Fine Art) GCSE

BOARD	AQA
SYLLABUS CODE	8202
NUMBER AND TITLE OF PAPERS/UNITS	Unit 1 (60%) Unit 2 (40%)

Introduction

Fine Art is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

This course is aimed at pupils who may wish to pursue careers and further study within the area of Art and Design, and is seen as a precursor to A Level, GNVQ, BTEC, Foundation and Degree Courses.

Course content

The course is split into two Components. Component 1 comprises two separate projects in which pupils respond to a theme and develop ideas from concept through to a final piece. The development work is completed between Year 10 and Year 11 and is recorded in two separate sketchbooks. The development work and final pieces in Component 1 represent 60% of the final mark.

Component 2 is the third and final project. Pupils are given a choice of different theme and are asked to develop ideas in preparation for a 10 hour exam during which pupils create their final artwork under exam conditions. Component 2 represents 40% of the final mark.

This course aims to teach pupils how to manipulate line, shape, form, colour, tone, pattern and texture using a wide variety of media and techniques to achieve a diversity of outcome. This includes drawing, painting, sculpture, ceramics, collage, printmaking, photography, photo-manipulation, ICT and mixed media work.

How the course is assessed

Pupils produce a portfolio of work in Years 10 and 11 which accounts for 60% of their final grade. This Controlled Assessment submission includes two units and will be assessed on the following:

A01 Developing ideas through investigations

A02 Refining ideas through experimenting with different media

A03 Recording ideas, observations and insights

A04 Presenting a personal, informed and meaningful response

Examination: Pupils are given a choice of themes of which they have to research and develop ideas. This culminates in a 10 hour timed examination which involves pupils producing a final piece of work relating to their chosen theme. The Exam and preparatory work account for 40% of their final grade.

Useful website links, text books used and additional information

<http://www.bbc.co.uk/education/topics/zdwtsbk>

<http://www.lightboxresource.co.uk/assess/gcse-gce-examples/gcse-fine-art/>

<http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016-V1-0.PDF>

Computer Science GCSE

BOARD	OCR
SYLLABUS CODE	J276
NUMBER AND TITLE OF PAPERS/UNITS	J276/01: Computer systems J276/02: Computational thinking, algorithms and programming J276/03/04 Programming project

Introduction

The course looks will enable learners to develop computational thinking skills built on a sound base of conceptual learning and understanding.

What to expect in the qualification:

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The course has been designed not only to allow for a solid basis of understanding, but also to engage learners and get them thinking about real world application.

The qualification enables pupils to:

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

How the course is assessed

The exam and the controlled assessment are externally assessed/moderated:

Computer systems:

This unit is externally assessed, written examination paper lasting 1hr 30 (80 marks max awarded)

Computational thinking, algorithms and programming:

This unit is externally assessed, written examination paper lasting 1hr 30 (80 marks max awarded)

Programming project:

This unit is externally moderated; Non-Exam Assessment (NEA) lasting 20 hours, (40 marks max awarded)

Useful website links, text books used and additional information

Use www.teach-ict.com and follow the link to the GCSE Computer Science.

<http://ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

<https://www.codecademy.com/>

Drama GCSE

BOARD:	AQA
SYLLABUS:	8261
ASSESSMENT:	
Component 1: Understanding drama (written exam) 40%	
Component 2: Devising drama (practical exam with written portfolio) 40%	
Component 3: Texts in practice (practical) 20%	

Introduction

Drama is an exciting, creative and challenging course that allows students to develop a creative problem solving ability and leadership skills that are key to success. Although ability is important, maturity, motivation and enthusiasm are vital if you are to succeed on the course. You need to be willing to open up and take risks. Students need to be prepared to visit the theatre more than once and may need to rehearse after school.

What will I learn?

- Character and content
- Performance skills
- Genre, style and conventions
- Dramatic form and structure
- Social, historical and political issues
- Analytical and evaluative skills

What will I be doing in Drama lessons?

You will mainly work in small groups or as a whole class in creating pieces of drama. Some of the drama which you create will be based on a play text, but often you will explore meaning and invent characters/situations with your teacher and fellow students. In a typical lesson, you might expect to begin with a stimulus, make comments about it and then use appropriate drama techniques to develop a scene or performance. You might then share your work and hear what other students have to say about it, as well as the teacher's comments. For homework you will be asked to complete a variety of written and practical tasks such as after school rehearsals. You will take part in workshops and exciting theatre visits for inspiration and write a theatre evaluation as part of your written exam.

What will I have to do?

Component 1 – Understanding drama (written exam): In preparation for the 1.45 minute written exam students must study and explore one set play and learn how to evaluate the work of live theatre makers (performers and/or designers).

Component 2- Devising drama (practical exam with written portfolio): This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.

Component 3 - Texts in practice (practical): This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.

What are the important deadlines during this course?

Comp. 2 will begin in Year 10 Summer Term, Comp. 3 in Year 11 Autumn Term and Comp. 1 in Year 11 Summer Term.

French GCSE

BOARD	AQA
SYLLABUS CODE	8658
NUMBER AND TITLE OF PAPERS/UNITS	4 papers Listening , Reading, Speaking and Writing

Introduction

Studying French will enable you to communicate with the Francophone peoples and thus enable you to appreciate the richness of other cultures. Studying a modern language at GCSE level is considered to be an indicator of a broad and balanced education.

Course content

Theme 1 Identity and culture e.g. family, free-time activity, customs and festivals

Theme 2 Local, national, international and global areas of interest e.g. the environment, travel and tourism

Theme 3 Current and future study and employment e.g. education post-16, jobs and careers

How the course is assessed

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). You will take all four question papers (Listening, Reading, Speaking, Writing) at the same tier. All question papers must be taken in the same series. Each paper will account for 25% of your GCSE final grade.

- **Listening paper:** Foundation paper (35 minutes) Higher paper (45 minutes), both Tiers have two sections. Section A: questions in English to be answered in English. Section B: questions in French to be answered in French
- **Reading paper:** Foundation paper (45 minutes) Higher (1 hour) both Tiers have three sections. Section A: questions in English to be answered in English. Section B: questions in French to be answered in French. Section C : translation from French into English (approximately 35 words at Foundation Tier and 50 words at Higher Tier)
- **Speaking paper:** The format is the same at Foundation Tier and Higher but with different length. There are three sections. Role-play (2minutes for both Tiers) , photo card (2 minutes at Foundation Tier and 3 minutes at Higher Tier) and general conversation (3-5 minutes at Foundation Tier and 5-7 minutes at Higher Tier).

Writing paper: (Foundation Tier 1 hour, Higher Tier 1h and 15 minutes). Foundation Tier has four questions. Question 1: message (student produces four sentences in response to a photo), question 2: short passage (maximum 40 words), question 3: translation from English into French (minimum 35 words) and question 4: structured writing task (90 words approximately) there is a choice from two questions.

Higher Tier has three questions. Question 1: structured writing task (90 words, with a choice of two questions, question 2: open-ended writing task (150 words approximately, with a choice of two questions) and question 3: translation from English into French (minimum 50 words).

Useful website links, text books used and additional information

www.linguascope.co.uk (useful to practise vocabulary)

www.duolingo.com (useful to practise vocabulary)

BBC Bitesize - <http://www.bbc.co.uk/education/subjects/z9dqxn>

www.aqa.org.uk (French past papers)

AQA GCSE Revision Guide

Business Studies GCSE

BOARD	OCR
SYLLABUS CODE	J204
NUMBER AND TITLE OF PAPERS/UNITS	Business 1: Business Activity, Marketing and People Business 2: Operations, Finance and Influences on Business

Introduction

This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop lifeskills that enable them to become financially and commercially aware.

Course content (be specific about the topics and texts studied in Y10 and in Y11)

OCR GCSE (9-1) in Business

The key features of OCR's GCSE (9-1) in Business will enable learners to develop:

- An interest in business and entrepreneurial skills
- Connections between theory and practice so that learners are able to apply their understanding of business to real organisations
- An informed approach that will help learners to evaluate choices and decisions about their own future working lives
- Confidence in using both qualitative and quantitative data to make business decisions.

Link to OCR website;

<http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/>

How the course is assessed

- | | |
|--------|---|
| Unit 1 | Business activity, Marketing and People (50%)
This Unit is externally assessed (1.5 Hour Examination) |
| Unit 2 | Operations, Finance and Influences on Business (50%)
This Unit is externally assessed (1.5 Hour Examination) |

Useful website links, text books used and additional information

<http://www.ocr.org.uk/>

<http://businesscasestudies.co.uk/#axzz30SousxK4>

<http://www.revisionstation.co.uk/index.htm>

OCR GCSE (9-1) Business Third Edition – Mike Schofield and Alan Williams

Graphic Design (Graphic Communication) GCSE

BOARD	AQA
SYLLABUS CODE	8203
NUMBER AND TITLE OF PAPERS/UNITS	Unit 1 (60%) Unit 2 (40%)

Introduction (general points about the subject and the skills developed through the course)

Graphic Communications is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

This course is aimed at pupils who may wish to pursue careers and further study within the areas of Design, Architecture, Graphic Design, Advertising, Illustration, etc.

Course content (be specific about the topics and texts studied in Y10 and in Y11)

The course is split into two Components. Component 1 comprises of two separate projects in which pupils respond to a design brief and develop ideas from a concept to a final Graphic product. The development work is completed between Year 10 and Year 11 and is recorded in two separate sketchbooks. The development work and final products in Component 1 represent 60% of the final mark.

Unit 2 is the third and final project. Pupils are given a choice of different design briefs and are asked to develop design ideas in preparation for a 10 hour exam during which pupils create their final product under exam conditions. Component 2 represents 40% of the final mark.

During the course pupils will be taught how to:

- Explore and create packaging and advertising for a range of different products
- Use computer aided design to develop ideas
- Promote and advertise a product
- Analyse products and artefacts, disseminating the various features and functions so that they can 'improve', enhance, or develop those products further

How the course is assessed (include: number of final exam papers, length of exam, style of questions; dates and details of any controlled assessment)

Pupils produce a portfolio of work in Years 10 and 11 which accounts for 60% of their final grade. This Controlled Assessment submission includes two units and will be assessed on the following:

- AO1 Developing ideas through investigations
- AO2 Refining ideas through experimenting with different media
- AO3 Recording ideas, observations and insights
- AO4 Presenting a personal, informed and meaningful response

Examination: Pupils are given a choice of themes of which they have to research and develop ideas. This culminates in a 10 hour timed examination which involves pupils producing a final piece of work relating to their chosen theme. The Exam and preparatory work account for 40% of their final grade.

Useful website links, text books used and additional information

<http://www.bbc.co.uk/education/topics/zbrqxn/resources/1>

<http://www.lightboxresource.co.uk/assess/gcse-gce-examples/gcse-graphic-communication/>

<http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016-V1-0.PDF>

ASDAN

BOARD	ASDAN
SYLLABUS CODE	Bronze, Silver and Gold Personal Development Programmes
NUMBER AND TITLE OF PAPERS/UNITS	No exam Assessed portfolio of evidence

Introduction

What are Personal Development Programmes?

These programmes allow you to develop and recognise a range of skills that will be invaluable when you start work and begin living independent lives. These skills are teamwork, independent learning, coping with problems and using Maths, English and IT.

What do I have to do?

Choose and complete challenges that enable you to improve your skills. You need to keep evidence of everything you do in a Portfolio. There should be at least one piece of evidence for each challenge that you do. Evidence collected can be worksheets, photos, video or sound recordings, drawing or collages, lists, witness statements, interview notes, maps, tickets or anything else that shows how you went about completing the challenge.

How will I be assessed?

Every time you complete challenges from the ASDAN student book you gain a credit which recognises the amount of time you have spent working on the challenges. Each credit is equivalent to 10 hours work. Depending on how many hours you have spent in total:

60 hours = Bronze

120 hours = Silver

180 hours = Gold

What happens when I complete a programme?

When you have completed your chosen programme you then receive the appropriate certificate. To complete the ASDAN Bronze/Silver/Gold Award you need to build a portfolio which must contain:

Your student book

Evidence

Skills Sheets

Summary of Achievement

Personal Statement

Record of progress

Are there any deadlines during this course?

ASDAN Bronze, Silver and Gold Award can be achieved any time during the academic year. Portfolios are moderated at ASDAN Centres.

Name:	Form:
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Everyone takes the following GCSE subjects:

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics

Your Options Subjects

<u>Subject</u>	<u>Rank your subjects from 1-12</u> (1 is your first choice, 12 is your last choice)
*French	
*Geography	
*History	
*Spanish	
Art	
Business Studies	
Drama	
Graphic Design	
Computer Science	
Music	
Religious Studies	
ASDAN Award	

Signed: Pupil

Signed: Parent

Date:

This form must be returned to the school office by Friday 24 March 2017