



PARMITER'S SCHOOL

GCSE OPTIONS

YEAR 10

SEPTEMBER 2019

This document contains details of the Key Stage 4 courses that will begin in September 2019. It outlines the compulsory (core) and optional elements of the curriculum and provides detailed information about each subject studied in Years 10 and 11.

Guidance to assist with making GCSE option choices and the transition to Key Stage 4 is as follows:

- (i) Introduction to the GCSE options process in assembly (early January) and issuing of this options booklet. This booklet is also available on the school website under Curriculum – GCSE Options.
- (ii) GCSE Options Information Evening on **Thursday 31 January, 7pm**, at which you can attend up to four subject presentations. The deadline for registering to attend the subject presentations is **Friday 25 January 2019** (please see letter sent via e-mail, or available on the school website, for further information and the registration form).
- (iii) Year 9 Parents' Evening on **Wednesday 13 February 2019, 4:30-7:30pm**, where you can discuss possible choices with subject tutors.
- (iv) Completed 'GCSE subject choice form' (page 31 of this booklet) submitted via form tutor by **Friday 15 February 2019**.
- (v) Option choices will then be confirmed (April / May). Prior to confirmation, some students will meet with a senior member of staff or Head of Careers to discuss their option subjects.
- (vi) In September / early October you will be invited to the Year 10 Curriculum Evening. The evening provides further information about assessment at Key Stage 4 and offers guidance on how you can support your son or daughter during their GCSE studies.

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Changes to GCSE courses

As you may be aware, all GCSE courses have recently been reviewed and new courses introduced in each subject. The introduction of the new GCSE courses was staggered, with the final set of subjects being introduced for September 2017. Your son or daughter will therefore study the new GCSE courses in all subjects. The table below shows the year of introduction for each subject.

Date new GCSE course introduced	Subjects
September 2015	English Language & English Literature, Mathematics
September 2016	Biology, Art & Design, Chemistry, Computer Science, Double Science, Drama, Food Preparation & Nutrition, French, Geography, German, History, Music, Physical Education (GCSE course), Physics, Religious Studies, Spanish
September 2017	Business, Design & Technology (all specialisms), Economics

All new GCSE courses are fully linear, meaning the content will not be divided into modules, with all written examinations sat at the end of the course. The balance of written examinations and coursework will vary by subject, but in most subjects the examination will represent a greater proportion of the total marks than in the old GCSE courses.

Grading for the new GCSEs is on a 9 to 1 scale with 9 being the highest. A U grade (ungraded) is also being retained if the performance is below the minimum required to pass the GCSE. A full explanation of the new grading system will be given at the Year 10 Curriculum Evening.

Many of the written examinations include marks for spelling, punctuation and grammar (SPaG) and use of specialist terminology. SPaG may contribute up to 5% of the marks available on a paper.

Further details about the courses in each subject are given on pages 9 to 29.

If a subject has different tiers of entry (Higher or Foundation), this information is provided on the subject pages. If no reference is made to tiers of entry, all students sit the same examination paper.

Core curriculum

The table below provides a summary of the core subjects studied at Key Stage 4 and the allocation of teaching time in hours per fortnight.

Subject	Teaching Time		Summary
	Year 10	Year 11	
English	7	7	Students will obtain a GCSE in English Language and a GCSE in English Literature .
Maths	6	6	All students will obtain one GCSE in Maths .
Science	12	12	Triple Science: students obtain GCSEs in Biology, Chemistry & Physics . Double Science: students will follow the GCSE Combined Science course that covers the three Science disciplines. Students obtain two GCSEs.
Languages	5	5	Most students will obtain a GCSE in at least one of French, German or Spanish . It is possible to study two languages. A small number of students will not study a language to GCSE level. These students will follow a study skills course to support their studies in other areas of the curriculum.
Games	4	4	Non-examined. Students have the opportunity to choose from a range of sports to continue to improve their health and fitness. In Year 10 there is also the opportunity for students to undertake the Sports Leaders, Football Leaders or Dance Leaders Level 1/2 qualification (courses run subject to demand). In Year 11 students are able to choose their own activities.
RESPECT: Religious Social Personal & Cultural Course	1	1	Non-examined. Our bespoke RESPECT course allows students to experience a series of lessons, activities and talks designed to help them reflect on their own views, beliefs and understandings on a range of religious, spiritual, moral, ethical, personal and cultural issues. The programme will help them broaden their knowledge and encourage them to consider views, opinions and beliefs that differ from their own. In developing the programme, we have considered the suggested KS4 topics listed in the Hertfordshire Agreed Syllabus of Religious Education 2017-2022 and the recommendations from the PSHE association. Students have one timetabled lesson per fortnight where they will experience a series of modules that promote discussion and reflection. Over Years 10 & 11, students will attend three 'drop-days'; these are days when students are off timetable and engage in a series of workshops, activities and talks. These days are themed and will cover specific areas related to religious, social, personal and cultural development. Once per half term, students attend a 30-minute talk/presentation; these are delivered by our own staff and by visiting speakers. To prepare for the talk and/or follow up on the themes presented, students will complete activities in tutor time.

Option subjects

At Key Stage 4 students have an element of choice that allows them to personalise their curriculum. Teaching time is in hours per fortnight.

	Teaching Time		Summary
	Year 10	Year 11	
Option choice 1	5	5	<p>All students choose three subjects plus one reserve subject from the following list:</p> <ul style="list-style-type: none"> - Art & Design - Business - Computer Science* - Design & Technology – students can choose to specialise in one of: Electronic & Mechanical Systems, Graphic Design, Product Design or Textiles - Drama - Economics - Food Preparation & Nutrition - French* - Geography* - German* - History* - Music - Physical Education (GCSE course) - Religious Studies - Spanish* <p>* Indicates EBacc subjects. Please refer to page 5 for further details.</p>
Option choice 2	5	5	
Option choice 3	5	5	
<p>Students wishing to study two languages should choose one language as their 'core' subject and their second language as their 'option' subject.</p>			
<p>Students may only specialise in one area of Design & Technology. However, if students are undecided about their specialism, they can give two choices on their options form. We will discuss their choices with them and help decide the most appropriate specialism.</p>			
<p>Due to timetabling restrictions, students cannot study the following combination of subjects:</p> <ul style="list-style-type: none"> – Food Preparation & Nutrition and Design & Technology (any specialism). – Business and Economics. 			
<p>The option choices of each student will be reviewed and, where necessary, further advice and guidance given. The school will endeavour to provide all the option subjects offered. However, it is impossible to predict demand for specific courses in any year until student choices are collated. As a result, the school can neither guarantee that all courses will operate in September 2019, nor that every student will get their first choice as some courses have a strict limit on numbers and are likely to be heavily oversubscribed. It is therefore important to consider alternatives when making choices, including the selection of the reserve subject.</p>			

The English Baccalaureate (EBacc) and Attainment 8

The English Baccalaureate (EBacc) was introduced by the current government in 2010. It is not a qualification, but a performance measure that measures performance in a suite of 6 core or academic subjects – English Language or Literature, Mathematics, History or Geography, two Sciences (which can include Computer Science) and a Language.

The introduction of Attainment 8 was announced by the government in March 2014. Again, this is not a qualification, but a performance measure. Attainment 8 calculates a student's performance in eight subjects, divided into four groups: English, Mathematics, EBacc qualifications (see above paragraph) and an 'open' group which includes all GCSE qualifications and a limited number of vocational qualifications.

In contrast to some schools, we are not prescribing that all students study the suite of subjects required to fulfil the EBacc or the Attainment 8 criteria. However, students and parents who do wish to will see that it is easily possible within the option scheme. The information we have received from universities is that students are in no way disadvantaged if they have not achieved the EBacc or do not take the Attainment 8 suite of subjects. However, we believe that some 6th forms and colleges have started using Attainment 8 as part of their entry criteria.

If you would like further information about the EBacc and/or Attainment 8, particularly in relation to your proposed subject choices, please make an appointment to see Mrs Berks, Ms Absalom or Mr Tookey.

Non-Exam Assessment (NEA)

Non-exam assessment (NEA) is the name given to the internal assessment (coursework) component of the new GCSE courses.

The proportion of each subject assessed through non-exam assessment is detailed below. The assessment arrangements for each subject are also explained in the subject information (pages 9 - 29). When choosing subjects, it is important to consider the demands of non-exam assessment versus the pressure of a significant number of exams.

The table below lists those subjects that have a percentage of their course assessed through non-exam assessment (NEA). Any subjects not listed are assessed solely by written examination at the end of the course.

Percentage of the course assessed through NEA/coursework	Subjects
40%	PE
50%	Design & Technology (all specialisms), Food Preparation & Nutrition
60%	Art, Drama, Music

Each subject has different regulations with regard to the completion of non-exam assessment. These are summarised below:

If a subject has assessment that is **high control**, all work must be completed in the direct sight of the teacher. Students must not interact or have access to any electronic devices and no assistance of any description can be provided – essentially work is completed in exam conditions.

Medium Control means that students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed (but may be limited). The rules state that ‘there must be sufficient supervision to ensure that work can be authenticated’.

Limited Control means that work may be completed outside of the centre without direct supervision and students can have unlimited access to electronic and printed resources.

For further information about the level of control in each subject please refer to the subject information or speak to subject tutors.

When choosing your option subjects, it is important to consider the following:

- Which subjects do you enjoy? You will perform best in subjects that you are interested in.
- Don't choose a subject because your friend enjoys it – you have to study it for two years!
- Don't choose a subject because you like the teacher – you may have a different teacher next year.
- Consider how your subject choices are assessed. If all your subjects have a lot of coursework/non-exam assessment, you will have to manage your time effectively to meet the deadlines. If all your subjects have a lot of exams, you will have a significant amount of revision to do in the summer of Year 11. See page 6 for information about non-exam assessment and pages 9 - 29 for information about assessment in each subject.
- It is advisable to try to achieve breadth and balance by choosing a range of subjects. You may wish to think about the area of work you might want to go into in the future. Some professions will require certain subjects at A Level. It is important to know what these are and which subjects you should be focussing on if you have a specific career goal.

For further information, we recommend that you access the following resources/information:

- o Look up the entry requirement to Sixth Form courses at Parmiter's (available on the school website under Sixth Form – A Level Courses).
- o Visit the Careers Hub (off the main hall) to find out what subjects, qualifications and grades you will need for your chosen course or career.
- o Log on to the Careers area of the VLE (one of the orange buttons). Under General Information (<http://learn.parmiters.herts.sch.uk/course/index.php?categoryid=386>) there are sections entitled 'Choices at GCSE' and 'Choices at A Level'.
- o Look ahead at A Level subjects or higher education degree courses that you think will interest you on <http://university.which.co.uk/advice/a-level-choices/six-things-you-need-to-know-before-making-your-a-level-choices>, <http://unistats.direct.gov.uk> or <http://www.ucas.com> and see what subjects, qualifications and grades you will need to follow these ideas.
- o Log on to the careers programme <https://www.fasttomato.com> and research what interests you and job ideas. To log-in you need a username and password, which will usually be:

Username: **your school username (the username you use to log in to the school network)**

Password: **your school username (the username you use to log in to the school network)**

However, if your surname is short (has fewer than 4 characters) you will need to look up your username & password in the Year 9 lists on the VLE in Careers - General Information-Careers Education Online Software.

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your own notes

English Language and English Literature

Exam Board & Specification Code:

English Language [AQA 8700](#) English Literature [AQA 8702](#)

Head of Department:

Mrs S Murray

The AQA English Language and English Literature qualifications are two distinct GCSE subjects, taught alongside one another from the Summer Term of Year 9. All assessment is by closed text examination at the end of the course.

GCSE English Language is assessed via two written examination papers that focus on testing Reading and Writing skills. Students are presented with a combination of unseen fiction and non-fiction from the nineteenth, twentieth and twenty-first centuries and they respond to a range of questions about these. For the Writing sections, students are required to produce a piece of descriptive or narrative writing, as well as a piece that presents a particular viewpoint. Marks are awarded for both the content and the technical accuracy with which students express themselves. There is also a Spoken Language component to the course that will be assessed and reported on separately to the GCSE qualification; this is completed in the Spring Term of Year 10.

GCSE English Literature is comprised of five different components across two examinations: a play by Shakespeare; a nineteenth century novel; a modern drama text; a collection of poems and analysis of previously unseen poetry. Assessment is in the form of two written examinations and across the different components, students are required to demonstrate a range of skills, such as close analytical engagement with short extracts, understanding of whole texts and comparative skills.

The course embraces the key concepts of analysis, creativity and cultural understanding and offers clear progression to the A Level English Literature qualification (AQA) that we offer at Parmiter's. At GCSE, there is a strong focus on teaching students the skills that they need to approach any text in a thoughtful and evaluative fashion and this will be of particular benefit to those students who may wish to progress further with the subject.

GCSE English Language and English Literature offers an excellent foundation for A Level study and for any Arts or Science course at university. The subjects can also lead to a wide range of careers in the long term, including work within the media, public relations, human resources, marketing, law, journalism and teaching.

Assessment – English Language

Paper 1: 1hr 45 minute written examination worth 50% of the total marks. Questions on a fiction extract from the 20th or 21st centuries and a piece of narrative or descriptive writing.

Paper 2: 1hr 45 minute written examination worth 50% of the total marks. Questions on a non-fiction and a literary non-fiction text (one of which will be from the 19th century) and a piece of writing to present a particular viewpoint.

Assessment – English Literature

Paper 1: 1hr 45 minute written examination (Shakespeare and the 19th century novel) worth 40% of the total marks.

Paper 2: 2hr 15 minute written examination (modern texts and poetry) worth 60% of the total marks.

Mathematics

Exam Board & Specification Code: Edexcel [1MA1](#)

Head of Department: Miss H Chapman

Mathematics is a compulsory subject up to and including Year 11 and the specification followed is a mixture of traditional and modern Mathematics. In some areas of Mathematics, students build on existing knowledge and skills as they study a topic to greater depth. The course also introduces students to some new areas of Mathematics. The introduction of the new GCSE Mathematics course requires students, at both Foundation and Higher tiers, to study a greater variety of topics.

Throughout the course, students learn to further use and apply standard mathematical techniques, reason, interpret and communicate mathematically and solve problems within Mathematics and other contexts. In the examinations there is a greater emphasis on problem solving and mathematical reasoning, with more marks now allocated to these higher-order skills. In Years 10 and 11, students are divided into eight sets in Mathematics. All sets follow a GCSE course, leading to examinations set by Edexcel.

The course is split into 6 topic areas:

1. Number

- Structure and calculation
- Fractions, decimals and percentages
- Measures and accuracy

2. Algebra

- Notation, vocabulary and manipulation
- Graphs
- Solving equations and inequalities
- Sequences
- Functions

3. Ratio, proportion and rates of change

- Use of scale factors
- Relate ratios to fractions and linear functions
- Direct and inverse proportion

4. Geometry and measures

- Properties of angles
- Circle Theorems
- Constructions
- Mensuration
- Trigonometry
- Vectors

5. Probability

- Calculating probabilities
- Tree diagrams
- Veen diagrams and set notation

6. Statistics

- Construct and interpret diagrams
- Comparing distributions

Assessment

Paper 1: 1hr 30 minute written examination (non-calculator) worth 33 $\frac{1}{3}$ % of the total marks.

Paper 2: 1hr 30 minute written examination (calculator) worth 33 $\frac{1}{3}$ % of the total marks.

Paper 3: 1hr 30 minute written examination (calculator) worth 33 $\frac{1}{3}$ % of the total marks.

Students will be entered for Higher or Foundation tier as appropriate.

Science

Exam Board & Specification Code: Double Award AQA 8464	Head of Science Department: Ms R Hooper
Triple Award Biology AQA 8461 Chemistry AQA 8462 Physics AQA 8463	
<p>Scientific knowledge and understanding have played a vital role in the development of humanity and are an integral part of modern society. Without knowledge of science, it is impossible to understand who we are, where we are from, and how we fit into the universe around us. Furthermore, many important topical and political issues require knowledge of science if we are to understand them properly and make appropriate decisions as citizens. For these reasons it is a requirement of the National Curriculum that all students receive a balanced science education.</p> <p>All students will study Double Award or Triple Award courses to achieve GCSE accreditation in Science.</p> <p>Double Award Students will be taught Chemistry, Physics and Biology leading to the award of two GCSE grades. This route provides a very good all-round science education and is the most appropriate GCSE route for many students.</p> <p>Triple Award Separate GCSE courses in Chemistry, Physics and Biology are available to the most able and committed scientists and result in the award of three GCSE grades. This is the most academically challenging route and extends all of the topics on the specification.</p> <p>All qualifications also involve the study of the practical nature of science and procedures for conducting valid scientific experiments.</p> <p>The study of scientific disciplines at post GCSE level demands considerable ability and students will normally be expected to secure high grades in their GCSE pathway before embarking on sixth form study in science subjects. It is important to note that the Double Award course provides students with the knowledge required to study any of the Sciences at A Level.</p>	
Practical endorsement – Double Award and Triple Award	
<p>There are a number of required practical activities that <u>must</u> be undertaken by the students throughout the course. The skills and knowledge developed from completing these practical activities will be assessed in the theory papers.</p>	

Assessment – Triple Award

For each Science:

Paper 1: 1hr 45 minute written examination worth 50% of the total marks.

Paper 2: 1hr 45 minute written examination worth 50% of the total marks.

Assessment – Double Award

Biology Paper 1: 1hr 15 minute written examination worth $\frac{1}{3}$ (16.7%) of the total marks.

Biology Paper 2: 1hr 15 minute written examination worth $\frac{1}{3}$ (16.7%) of the total marks.

Chemistry Paper 1: 1hr 15 minute written examination worth $\frac{1}{3}$ (16.7%) of the total marks.

Chemistry Paper 2: 1hr 15 minute written examination worth $\frac{1}{3}$ (16.7%) of the total marks.

Physics Paper 1: 1hr 15 minute written examination worth $\frac{1}{3}$ (16.7%) of the total marks.

Physics Paper 2: 1hr 15 minute written examination worth $\frac{1}{3}$ (16.7%) of the total marks.

Is Double Award or Triple Award Science the most appropriate course for you?

It is important to think about whether the Double Award course or the Triple Award Science course is most appropriate for you. On your options form (page 31) you are asked to indicate a preference for Double or Triple Award.

In deciding on a preference, you should consider the following:

- Both courses are taught in the same amount of curriculum time. Triple Science includes more content, so those studying Triple Science will be expected to work at a quicker pace and complete more work independently.
- The group sizes for those studying Triple Science are usually larger, typically 30 students.
- Both courses prepare you for studying any of the Sciences at A Level.
- Achieving higher grades in two GCSEs (Double Award) will be more beneficial than achieving lower grades in your Triple Award Biology, Chemistry and Physics GCSEs. It is the grade achieved that determines entry to post-16 courses, not the number of GCSEs.

To be considered for the Triple Award course you will enjoy Science and have shown a strong aptitude for the subject. The following are considered in deciding if the Triple Award course is suitable for you:

- Average percentage across Biology, Chemistry & Physics exams taken in May of Year 9. Typically, we would expect students to achieve an average of at least 75% to be considered for Triple Science.
- Results of Biology, Chemistry and Physics topic tests taken during Year 9.
- Feedback from your Year 9 Science teachers about your suitability for Triple Science.
- Your results in the end of Year 9 English and Mathematics exams.

Final decisions about which GCSE pathway you will follow will be advised in the latter part of the Summer term.

Modern Foreign Languages (MFL)

Head of Faculty: Ms J O'Donnell
<p>There are 3 major themes which are covered in each language and broken down into sub-themes:</p> <ul style="list-style-type: none">• Identity and culture: me, my family and friends, technology, free-time activities, festivals and customs in the countries where the language is spoken.• Local, national, international and global areas of interest: home, town, neighbourhood and region, social and global issues, travel and tourism.• Current and future study and employment: my studies, life at school, education, post 16 and jobs, career choices and ambition.
<p>Assessment (all languages)</p> <p>Paper 1: Listening and understanding examination worth 25% of the total marks. Foundation: 35 minutes. Higher: 45 minutes.</p> <p>Paper 2: Speaking examination worth 25% of the total marks. Foundation: 7-9 minutes. Higher 10-12 minutes. (plus 12 minutes preparation time for both)</p> <p>Paper 3: Reading and understanding examination worth 25% of the total marks. Foundation: 45 minutes. Higher: 60 minutes.</p> <p>Paper 4: Writing examination worth 25% of the total marks. Foundation: 1 hour 10 minutes. Higher: 1 hour 20 minutes.</p> <p>Students take all papers at either Foundation or Higher Tier.</p>

Spanish

Exam Board & Specification Code: AQA 8698	Teacher in charge: Mrs D Callington
<p>Spanish is the world's third most spoken language, after Mandarin Chinese and English, and ranks second in terms of native speakers. Spanish is a major Romance language with rich associated cultures and a vast literary tradition on two continents. It has an estimated 500 million native speakers and is the official language in 21 countries. Spanish is spoken by over 15% of the US population. Speaking Spanish offers the key to the rich artistic and cultural heritage of Spain and Latin America. Latin American countries are experiencing strong economic growth and becoming important global commercial partners. Hispanic consumers are the fastest-growing market segment in North America. Their population in the USA has grown by 60% in just one decade.</p> <p>The purpose of GCSE Spanish is to develop the ability to use the language for practical communication, besides promoting skills of a more general nature – summarising, reporting, analysing, ICT, dictionary use and drawing references.</p> <p>Spanish is offered in the Sixth Form at A level. Language qualifications are increasingly valued as an adjunct to other professional expertise in the European and South American business context.</p>	

French

Exam Board & Specification Code: AQA 8658	Teacher in charge: Mr N Doherty
<p>France is our nearest European neighbour. The country, language and culture are worth studying for many reasons:</p> <ul style="list-style-type: none">• French is a language that can be useful throughout the world and is the only language, apart from English, spoken on five continents.• It is the official language of diplomacy. Organisations such as the United Nations, NATO, UNESCO and the International Red Cross communicate in French.• More tourists visit France than any other country in the world. <p>Our main aim at GCSE is to develop students' ability to use the language for practical communication. We also promote skills of a more general nature - ICT, dictionary use, summarising, translating, reporting, analysing and drawing inferences. Insights into French life and culture are an integral part of the course.</p> <p>Assessment is predominantly in the target language and our visits abroad are some of the most enjoyable features of our learning.</p> <p>Language qualifications are increasingly valued as an adjunct to other professional expertise in the European business context. Currently 60% of Britain's trade is with the European Union. A Level French is available to those who achieve an appropriate grade at GCSE.</p>	

German

Exam Board & Specification Code: AQA 8668	Teacher in charge: Mr R Matthews
<p>German is the second most important business language in Europe after English and is the key to understanding many key works of art, culture and science. Skill in speaking and writing German is a potential skill for life and one which opens doors to important opportunities for us in Europe and elsewhere. Thousands of German firms have subsidiaries in Britain and in other parts of the world and increasingly British firms are realising that knowledge of German is a real asset.</p> <p>The purpose of GCSE German is to develop the ability to use the language for practical communication in a range of contexts as well as an appreciation of the culture of German speaking countries. Cross curricular skills such as ICT and use of dictionaries are also an important part of the course, which aims to instil in students the confidence to communicate in the foreign language. The department also has a thriving exchange with a grammar school in Munich.</p> <p>GCSE German is a useful qualification for those embarking on careers in many areas such as travel and tourism, but also for those embarking upon degrees in Higher Education, either within medicine, science, the arts, business, banking, education, journalism, the civil service or international law, to name a few. A Level German is available to those who achieve an appropriate grade at GCSE.</p>	

Art & Design

Exam Board & Specification Code: [Edexcel 1ADO](#)

Head of Department: Mrs L Miah

At GCSE, students follow a dynamic and challenging Art and Design course which emphasises the creative process and experimentation. Assessed coursework is completed over two years during which the students record ideas, observations and insights relevant to their intentions through exploring drawing, painting, sculpture, mixed media, printmaking, textiles and ceramics. Photography and sketchbook work are essential elements of visual research and recording. Students respond to different themes, developing and refining their ideas, informed by contextual sources. Historical and cultural studies are an integral part of the working process. Every student is taught individually according to their interests and strengths resulting in inherently personal, informed and meaningful pieces of art. Students will have the opportunity to take part in a 4-day residential visit to Cornwall in the Autumn Term of Year 10 where students visit galleries, art studios, and work with artists and art educators.

The topics covered in the specification are:

- Documentation and annotation of ideas and the work of other artists.
- Experimentation through the use of different media.
- Investigation through drawing, photography and collecting reference.
- Realisation of ideas into a final piece of work.

GCSE Art & Design offers a natural progression to A Level Art or Photography, but is not a pre-requisite. It may also support progression to courses in many Art & Design studies, architecture, history of art, film and television, media, fashion, photography, theatre, animation, graphic design, illustration and book art, interior, spatial and structural design.

Assessment

Component 1: Personal portfolio coursework worth 60% of the total marks.

Component 2: Preparatory work culminating in a 10-hour timed examination worth 40% of the total marks. The examination preparatory work commences in January of Year 11.

Business

Exam Board & Specification Code: Edexcel 1BSO	Head of Department: Mr A Kennedy
<p>By studying GCSE Business, you will have the opportunity to discover how entrepreneurs start successful small businesses and how they help their business to grow and develop, possibly achieving national or even international success. The course has two themes:</p> <p>The first theme concentrates on the key business concepts, issues and skills involved in starting and running a small business. It encourages students to explore core concepts through the lens of an entrepreneur setting up a business.</p> <p>In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location. National contexts relate to businesses operating in more than one location or across the UK.</p> <p>The topics covered in this theme are:</p> <ul style="list-style-type: none">Enterprise and entrepreneurship.Spotting a business opportunity.Putting a business idea into practice.Making the business effective.Understanding external influences on business. <p>The second theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business. There is an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.</p> <p>In this theme students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.</p> <p>The topics covered in this theme are:</p> <ul style="list-style-type: none">• Growing the business.• Making marketing decisions.• Making operational decisions.• Making financial decisions.• Making human resource decisions.	
Assessment <p>Theme 1: Investigating Small Business: 1 hour 30 minute written examination worth 50% of the total marks. The paper includes questions requiring multiple choice, short and extended answers.</p> <p>Theme 2: Building a Business: 1 hour 30 minute written examination worth 50% of the total marks. The paper includes questions requiring multiple choice, short and extended answers.</p> <p>Both papers have three sections, with questions in sections B and C based on business contexts given in the paper.</p>	

Computer Science

Exam Board & Specification Code: AQA 8520	Head of Department: Mr A Baker
<p>Computer Science is the science behind how computers work. It is about the mathematical principles that enable computers to work and the programming concepts needed to make software. Computer Science is a rigorous and complex discipline.</p> <p>The GCSE course covers: 1. Fundamentals of algorithms 2. Programming 3. Fundamentals of data representation 4. Computer systems 5. Fundamentals of computer networks 6. Fundamentals of cyber security 7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy 8. Aspects of software development.</p> <p>Paper 1: Computational thinking and problem solving Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1–4 listed above. This area of the specification is assessing a student’s practical problem solving and computational thinking skills.</p> <p>Paper 2: Written Assessment Theoretical knowledge from subject content 3–7 listed above. Questions assess a student’s theoretical knowledge.</p> <p>The Programming Project assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in section 8 of the above list.</p> <p>Students completing GCSE Computer Science would be in a strong position to study Computer Science at A Level. It is complementary with Mathematics as well as the Sciences.</p>	
Assessment	
<p>Paper 1: Computational thinking and problem solving: 1 hr 30 minute written examination worth 50% of the total marks.</p> <p>Paper 2: Theoretical knowledge: 1 hr 30 minute written examination worth 50% of the total marks.</p> <p>Programming Project: Assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem.</p>	

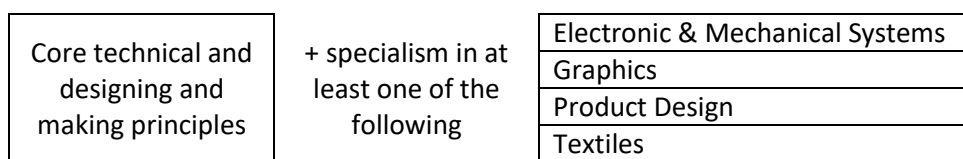
Design & Technology

Exam Board & Specification Code: [AQA 8552](#)

Head of Department: Mr J Field

GCSE Design & Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design & Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making, and apply technical and practical expertise.

The new Design & Technology GCSE requires all students to study core technical and designing and making principles. Students will then choose an area of specialism which they study in depth. It is our intention to group the students according to this choice and teach them as specialist sets.



The core component includes the study of a broad range of design processes, materials, techniques and equipment. There is a common written paper, sat by all students regardless of specialism. The non-examination assessment practical task will be focused on their area of specialism. Further information about each specialism is given in subsequent sections of this booklet.

The written examination is split into three sections, mirroring the content areas of the specification:

- **Section A: Core technical principles** (20 marks)
 - This section includes topics such as materials (including modern and smart materials) and their working properties, energy storage and generation, new and emerging technologies, systems approach to designing and mechanical devices.
- **Section B: Specialist technical principles** (30 marks)
 - Students are examined on an in-depth knowledge and understanding of specialist technical principles, such as selection of materials or components, forces and stresses, and surface treatments and finishes. Each specialist technical principle is taught through the study of at least one of the following material categories: papers and boards, timber, metal based materials, polymers, textile based materials, electronic and mechanical systems.
- **Section C: Designing and making principles** (50 marks)
 - Students will need to demonstrate and apply their knowledge and understanding of designing and making principles. They will consider the context of and influences on the design and make process. For example, environmental challenges of design; communication of ideas; selection of materials and components; tolerances and material management.

Maths and Science in a Design & Technology context knowledge are tested in this written paper, and represent 15% of the marks. The Maths and Science tested are at Foundation tier level.

The non-examination assessment tests the practical application of the three areas of the specification. Students produce a working prototype and a portfolio of evidence in response to a task set by the examination board. Students are assessed on their investigating, designing, making, analysing and evaluating skills.

Assessment of Design & Technology

Paper 1: 2 hour written examination worth 50% of the total marks.

NEA: One design & making coursework task worth 50% of the total marks.

Design & Technology – Electronic & Mechanical Systems specialism

A student who enjoyed the Year 8 Radio project should consider the Electronic & Mechanical Systems specialism for GCSE Design & Technology.

The specialist technical principle section of the course will be taught through the study of a variety of electronic and mechanical systems. For example:

- The study of the materials and components used in motor vehicles.
- The study of commercial processes such as pick and place.
- The study of PCB boards.
- Practical skills such as cutting, drilling and soldering.

Wherever possible the knowledge listed in the specification will be taught through practical activity, with students able to build, test and modify their designs.

Electronic systems: Investigate decoders, timers, alarm systems and programming.

Mechanical systems: Investigate gears, pulleys, forces, levers and linkages and test using lego and metal/nylon gearing systems.

This course offers a comprehensive introduction and natural progression to an A Level in Product Design. The course also offers progression to Further and Higher Education and entry onto degree courses. GCSE Design & Technology (Electronics & Mechanical Systems specialism) can lead to many careers including electronic, electrical and mechanical engineering, design, architecture, graphics, computing and construction.

Design & Technology – Graphic Design specialism

A student who enjoyed the Year 9 Logo/Keyring project and Year 8 Architectural Drawing - Structures project should consider the Graphics specialism for GCSE Design & Technology. This course will help inspire the creative designers of the future.

The specialist technical principle section of the course will be principally taught through the study of paper and board, with the study of polymers being explored where appropriate. Areas of study might include:

- How cellulose fibres are converted into paper.
- How paper and board is used in flyers/leaflets and card based food packaging.
- The study of commercial processes such as offset lithography and die cutting.
- Practical skills such as creative thinking, typography design, branding and problem solving.

The content will be taught through enjoyable, challenging projects and through such contexts as illustration, advertising, reproduction, display and exhibitions, fashion and furniture design, manufacturing and printing. Students will be expected to produce high quality creative products using methods ranging from free-hand sketching techniques to accurate manufacture drawings produced using drawing equipment and computer-aided design (CAD).

GCSE Design & Technology (Graphic Design specialism) offers a comprehensive introduction and natural progression to an A Level in Product Design. The courses also offer progression to Further and Higher Education and entry onto degree courses. Study at a higher level can lead to many careers including design, architecture, graphic design, computing, engineering, model making, set design, packaging design, industrial design, art, business, construction and allied trades.

Design & Technology- Product Design specialism

A student who enjoyed the following projects should consider the Product Design specialism for GCSE Design & Technology:

- Year 9 Marble Paper Clip project
- Year 9 Metal Bracket project
- Year 8 Book or Tablet Stand project
- Year 7 Storage Box project

The specialist technical principle section of the course will be principally taught through the study of timber, metal and plastic based materials.

Areas of study might include:

- Sources of materials and main processes involved in making products.
- How to shape and form materials using cutting, abrasion and addition.
- Commercially available types and sizes of materials and components.
- Tools and equipment used to shape and form materials.
- Application of surface finishes.

Students will be taught in both a workshop and studio environment developing their skills through a range of design and make projects. The course will appeal to students who are curious about how things work and how they are made. Full utilisation will be made of traditional manufacturing techniques but also modern computer based technologies. This will include the use of laser cutters, 3D computer aided design and 3D printing. Proficient drawing skills, whilst useful, are not a critical component of the design process and students will be encouraged to use other methods such as rapid prototyping and computer aided design.

All of the skills developed during this course are transferable into other aspects of life and students will reap the benefits as they progress into further and higher education. Many students moving on to an A Level course in Product Design have entered diploma and degree courses leading to careers in product design, engineering, architecture, business and graphic design.

Design & Technology- Textiles specialism

A student who enjoyed the following projects should consider the Product Design specialism for GCSE Design & Technology:

- Year 9 Dress/Shorts for Africa project
- Year 8 Wall hanging project
- Year 7 Cushion Cover project

The specialist technical principle section of the course will be principally taught through the study of textiles based materials. Areas of study might include:

- Obtaining raw material from animal, chemical and vegetable sources.
- The study of materials and components used in sportswear and furnishings.
- The commercial processes of weaving, dyeing and printing.
- Practical skills such as how to sew, pleat, gather, quilt and pipe.

These are taught through investigations into materials and components making a range of products such as equipment bags, PJ bottoms, fashion bags and decorative cushions. CAD and use of the new embellisher and laser cutter is also encouraged in the Textiles course. The course is as practical as possible, learning a variety of new techniques and skills in order to make high quality textile products.

Various trips are planned to shows like the 'Knit & Stitch Show', 'Young Designers' and specific exhibitions that may be on locally.

GCSE Design & Technology (Textile specialism) offers a comprehensive introduction and natural progression to an A Level in Product Design. The course also offers progression to Further and Higher Education courses. Study at a higher level can lead to progression to degree courses in fashion and textile design and careers in design, interior design, fashion and textile industry, costume design, business and industry, retailing, trend forecasting, fashion design, fashion illustration, education and the media.

Drama

Exam Board & Specification Code: [OCR J316](#)

Head of Department: Mr L Froy

GCSE Drama is a fantastic way of learning and applying both subject specific and easily transferrable skills. It is a popular course that develops creativity, collaboration and understanding through mainly practical exploration. It is rare to find a Drama student who is not engaged enthusiastically with the course.

The new GCSE Drama course has been devised to ensure that all students who take Drama are getting a well-rounded, broader skill set.

The main part of the course is based around the understanding and creation of practical drama. All students will have the opportunity to participate in multiple performances that contribute toward their final grade. The course also caters for those who have a passion for the more technical side of performance, through lighting, set, sound and costume design or even puppetry!

There is now a written examination which is based on skills and understanding of Drama in theory and practice.

Students have the opportunity to perform written extracts from existing plays as well as working towards a devised performance for examination.

Students will be encouraged to make full use of our superb facilities and will leave us as totally equipped theatre makers, ready to change the world!

GCSE Drama allows progress to A Level Theatre Studies, university degrees in Drama, Theatre Studies or the technical crafts associated with theatre e.g. stage management, costume design, lighting. Careers in performance, stage craft, journalism, law, management (the latter requiring good powers of oratory and confidence in presentation and positive interpersonal skills). The course is valuable for the development of interpersonal skills, essential for all employment involving communication.

Assessment

Component 01/02 Devising Drama: NEA (Non-exam assessment) component worth 30% of the total marks. Students explore a given stimulus item through practical exploration and create a piece of devised drama.

Component 03 Presenting and performing texts: NEA (Non-exam assessment externally marked) component worth 30% of the total marks. Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.

Component 04 Performance and response: 1 hour 30 minute written examination worth 40% of the total marks. The component has two sections: the study of a performance text and the development of drama and performance in Section A and an evaluation of the work of others in Section B.

Economics

Exam Board & Specification Code: [OCR J205](#)

Head of Department: Mr A Kennedy

Economics is an enjoyable and interesting subject to take at GCSE. It will really open your eyes and challenge you to think in different ways about the world around you. The Economics GCSE is designed to help you gain a good understanding of the major issues in Economics and how these affect us in our daily lives and our future. Here are a few of the questions you will find answers to:

- Why does 8.1% of the global population own 84.6% of global wealth?
- Why were drivers encouraged to switch to diesel cars when they pollute our air?
- Why is a French company building our nuclear power stations with Chinese money?
- Why do we import more goods and services than we export and does it matter?
- Should the Government cut spending on health and education to pay off its debt?
- Should firms be allowed to employ workers on 0 hours contracts?
- Why are women still paid 20% less than men?
- Why do young people have to pay to go to university and are there alternatives?
- Why have average wages stayed the same for 10 years?
- Why did the value of the £ fall after the BREXIT vote and is this a good thing?
- Why did our Government have to spend £850 billion bailing out banks in 2008?

GCSE Economics is good preparation for A Level Economics, although it is not essential. You can also go on to study Economics at university. Economics is popular with employers and may help you to enter careers in banking, accountancy, retail, management and government, amongst others.

The topics covered in the specification are:

J205/01 (1) Introduction to economics

- Main economic groups and factors of production
- The basic economic problem of scarcity

J205/01(2) The role of markets and money

- The role of markets
- Supply, Demand and Price setting
- Production and competition
- The labour market
- The role of money and financial markets

J205/02(1) Economic objectives and the role of government

- Government economic objectives: economic growth, low unemployment, a fair distribution of income and price stability
- Government economic policies: fiscal, monetary and supply side policies
- Limitations of markets

J205/02 (1) International trade and the global economy

- Importance of international trade
- Balance of payments
- Exchange rates
- Globalisation

Assessment

J205/01: Introduction to Economics: 1 hour 30 minute written paper worth 50% of the total marks.

J205/02: National and International Economics: 1 hour 30 minute written paper worth 50% of the total marks.

Food Preparation and Nutrition

Exam Board & Specification Code: [AQA 8585](#)

Head of Department: Mr J Field

This course aims to provide students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Students will be encouraged to develop the skills to enable them to feed themselves and others affordably and nutritiously, now and later in life.

In studying food preparation and nutrition, students must:

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

The areas covered by the specification are:

- **Nutrition**
- **Food** (food provenance and food choice)
- **Cooking** and food preparation (the scientific principles underlying the preparation and cooking of food).

Students will need to provide ingredients on a regular basis. Visits are arranged to support the food studies when available.

The Food Preparation and Nutrition GCSE course offers a comprehensive introduction and natural progression to Further and Higher Education and entry onto degree courses. Careers in catering, food production, food technology, caring services, education, communication, leisure services, consumer affairs, retailing, business and industry, diet related industries and new product development.

Assessment

Paper 1: 1hr 45 minute written examination worth 50% of the total marks.

NEA (Non-exam assessment): 50% of total marks. There will be two elements:

- **Food investigation.** Students produce a report of between 1500-2000 words which should represent approximately 10 hours' work. Students will carry out practical investigations into the working characteristics, functional and chemical properties of an ingredient.
- **Food preparation assessment.** Students produce a concise portfolio of no more than 15 A4 pages. Task chosen from 3 tasks set by the examination board. This represents approximately 20 hours of work, including a 3 hour practical to create the final menu.

Geography

Exam Board & Specification Code: [Edexcel A 1GA0](#)

Head of Department: Mrs K Clark

Geography at Parmiter's is taught to ensure young people are fully prepared with the transferable skills, knowledge and understanding that will enable them to make sense of their world and to face the challenges that will shape our future societies and environments at the local, national and global scales.

The Edexcel GCSE course is designed to be forward thinking and stimulate an interest in and a sense of wonder about human and natural places. We want to help young people understand our dynamic and rapidly changing world. It is not just about where places are but more about how places and landscapes evolve; how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. This explains why Michael Palin refers to Geography as "... the subject which holds the key to our future".

The course will engage and stimulate students to develop an understanding of and respect for the world around us. Students will acquire a range of transferable skills valuable in the work place or in their future studies, including map work, fieldwork, ICT, decision-making and the analysis and presentation of data in different formats. There is a compulsory 3 day fieldtrip in Year 11 to carry out preparation fieldwork and collect data for their component 3 examination.

The areas covered in the specification are:

- The Physical Environment – UK's changing landscapes (rivers and coasts), weather hazards, climate change and ecosystems, biodiversity and management.
- The Human Environment – changing cities, global development and resource management.
- Geographical Investigations – geographical skills and data analysis.

Many students continue with Geography A Level in the Sixth Form where it is compatible with all subjects since it provides an excellent bridge between the Arts and Sciences. The understanding of geographical issues and the diversity of skills developed supports a wide variety of careers for example weather forecasting, hazard risk management, environmental law, conservation, globalisation and resource management, politics, urban planning and international development, as well as other professions in areas such as business, commerce and industry.

Fieldtrips

- Year 10 - 5 day residential non-compulsory overseas fieldtrip.
- Year 11 – 3 day residential compulsory fieldtrip to two contrasting environments (urban and natural) to carry out examination preparation for component 3 which requires knowledge about fieldwork equipment, data collection (both primary and secondary data), data analysis and how to evaluate investigations carried out in the field.

Assessment

The exams includes a range of questioning styles such as multiple-choice questions, short open, open response, calculations, 8-mark and 12-mark extended writing questions.

Component 1: The Physical Environment - 1 hour 30 minute written examination worth 37.5% of the total marks.

Component 2: The Human Environment - 1 hour 30 minute written examination worth 37.5% of the total marks.

Component 3: 1 hour 30 minute written examination worth 25% of the GCSE qualification.

The new specification does not include an assessed coursework component.

History

Exam Board & Specification Code: [Edexcel 1HI0](#)

Head of Department: Mr A Carter

History is about human experience. The study of the subject should aim to incorporate a wide variety of aspects of that experience and engage with the lives of real people. This can be from the poorest street urchin in Victorian London to the leaders of global superpowers. The twists and turns of these life stories can overlap and intersect with major events in such a way as to create exciting stories that connect with us all.

Our GCSE programme uses these narratives to enable students to develop a wide variety of skills including how to interpret and evaluate pieces of information (sources); how to communicate and apply knowledge effectively, and how to describe and analyse the key features of the periods studied. Central to the course will be the development of critical thinking and problem-solving skills, and written and spoken communication skills. We will study photographs, films, videos, websites, newspapers, original written sources and the built environment in order to extend our understanding of both the events studied and the societies from which they emerged.

The topics covered in the specification are:

- Crime and punishment in Britain, c1000-present
- Whitechapel, c1870-1900: crime, policing and the inner city
- Superpower relations and the Cold War, 1941-1991
- Henry VIII and his ministers, 1509-40
- Weimar and Nazi Germany, 1918-1939

Beyond GCSE, A Level History combines well with all subjects, be they sciences, arts or other humanities. Aspirants to the civil service, the legal profession and the media, TV, newspapers, etc. find the discipline invaluable. Entry to other professions and careers from banking and retailing to business, commerce and industry is often enhanced if evidence of historical training, investigation and appreciation can be shown. Ultimately, the skills learned through the study of history are invaluable to any individual, no matter what their future goals or ambitions.

Assessment

Paper 1 (1HI0/10): 1 hour 15 minute written examination worth 30% of the total marks.

Paper 2 (1HI0/27): 1 hour 45 minute written examination worth 40% of the total marks.

Paper 3 (1HI0/31): 1 hour 20 minute written examination worth 30% of the total marks.

Music

Exam Board & Specification Code: AQA 8271	Head of Department: Mr S Bates
<p>GCSE Music is a fantastic opportunity for students to explore a range of classical and popular music styles to help develop practical skills, creative expression and a wider musical knowledge and understanding. The course provides structured opportunities for candidates to grow these transferable skills through the interrelated activities of performing, composing, and listening and appraising and the flexible assessment structure can be tailored to the needs of students whatever their musical background.</p> <p>The areas of study include a range of music from the past and present, including popular, western classical and music from other world cultures. The composing, listening and appraising elements of the course are taught entirely within the classroom. Students are encouraged to have instrumental or vocal tuition in order to support the performing coursework (the school provides a subsidy to support this activity).</p> <p>The areas covered in the specification are:</p> <ul style="list-style-type: none">• Understanding Music – listening, appraising, developing and demonstrating an in-depth knowledge and understanding of musical elements, musical context and musical language. This covers four areas of study: Western Classical Music, 1650-1910; Popular Music; Traditional Music, and Western Classical Music, 1910-present.• Performing Music – interpreting relevant musical elements and techniques to communicate musical ideas with accuracy, expression and interpretation. Students will give two performances: one solo and one ensemble.• Composing Music – developing musical ideas and composing music that is musically convincing; making use of musical elements, and devices and conventions. Students produce two compositions: one free composition and one to a set brief from the exam board. <p>Post-GCSE, students may wish to progress to A Level Music and/or A Level Music Technology. Career opportunities including performing, composing, conducting, teaching, music therapy, arts administration, music journalism or instrument technology.</p>	
Assessment Component 1: 1 hour 30 minute listening examination worth 40% of the total marks. NEA (Non-exam assessment): 60% of total marks from two components. Component 2: Performing non-exam assessment worth 30% of the total marks. Component 3: Composing non-exam assessment worth 30% of the total marks.	

Physical Education

Exam Board & Specification Code: [AQA 8582](#)

Teacher in charge: Miss J Coakley

GCSE Physical Education will stimulate and enthuse students who have a keen interest in health and fitness. It will promote a love of learning about how the body functions as well as creating an interest and appreciation of the benefits of keeping fit and healthy. Students will also examine new areas such as sport psychology, biomechanical processes and socio-cultural influences.

The practical element is assessed in three different sports as a performer. These three performances must include one individual and one team performance, the third is from either category. There is a definitive list of sports set by the examination board. The practical element also consists of a written assessment task where the student demonstrates their knowledge of a chosen sport; analysing a performance and suggesting corrective measures to aid improvement.

Paper 1: The human body and movement in physical activity and sport

- **Applied anatomy and physiology:** The skeleton, muscular, cardiovascular and respiratory systems and the effects of exercise
- **Movement analysis:** Levers, planes and axes
- **Physical training:** Components of fitness, fitness testing, types of training, safety principles and the training season
- **Use of data:** Types of data, analysis using charts and graphs

Paper 2: Socio-cultural influences and well-being in physical activity and sport

- **Sport psychology:** Classification of skills, motivation, personality types, goal and target setting, guidance, feedback, information processing model, arousal, preparation techniques and aggression
- **Socio-cultural influences:** Participation, commercialisation, sport and media, sponsorship, technology, players conduct, prohibited substances and spectator behaviour
- **Health, fitness and well-being:** Benefits of exercise, consequences of a sedentary lifestyle, somatotypes, obesity and nutrition
- **Use of data:** Types of data, analysis using charts and graphs

Post-GCSE, students may choose to continue onto A Level Physical Education or take up courses in sports science, sports and leisure or coaching. Further vocational courses could lead to jobs in recreational management, performance analysis, sports science, leisure management, education, physiotherapy etc.

Assessment

Paper 1: 1 hour 15 minute written examination worth 30% of the total marks.

Paper 2: 1 hour 15 minute written examination worth 30% of the total marks

NEA (Non-exam assessment): Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity. The NEA is worth 40% of the total marks.

Religious Studies (Full Course)

Exam Board & Specification Code:
[Edexcel Full Course B 1RBO](#)

Head of Department: Ms M Stylianou

This GCSE course is recommended for those students particularly interested in RS. It is an exciting course and involves speakers and extra-curricular activities.

Paper 1: Area of Study 1 – Religion and Ethics

Students must study all four areas based on Judaism

- Beliefs and Teachings
- Practices Marriage and the Family
- Living the Religious Life
- Matters of Life and Death

Paper 2: Area of Study 2 – Religion Peace and Conflict

Students must study all four content areas based on Christianity

- Beliefs and Teachings
- Crime and Punishment
- Living the Religious Life
- Peace and Conflict

The assessment of Papers 1 and 2 consist of four questions. Students must answer all questions. Questions 1-4 may include short open, open response and extended writing questions. The paper will also assess spelling punctuation and grammar and use of specialist terminology and these will contribute to 5% of overall marks.

The skills in Religious Studies, such as evaluation, empathy, understanding, analysis, and interpretation of evidence, will provide a good basis for A Level work in subjects such as Religious Studies, History, Sociology, English. Religious Studies also provides an excellent basis for understanding some of the complex moral issues that face most people today. In addition, it is an excellent foundation for occupations which involve interaction with the general public, such as social work, medical profession, teaching, media studies, and the armed forces.

Assessment

Paper 1: 1 hour 45 minute written examination worth 50% of the total marks.

Paper 2: 1 hour 45 minute written examination worth 50% of the total marks.

GCSE Subject Choice Form

Name:

Form Group: 9

This form must be submitted to your form tutor on **Friday 15 February 2019**

Option subjects

Please rank subjects in order of preference, i.e. the subject you want to do the most is 'option subject 1'. Page 4 lists all available option subjects

If you choose Design & Technology as one of your option subjects, please specify your area of specialism. Design & Technology can be only **one** of your option choices, but if you are interested in two of areas of specialism, please list both (in the same box) so we can discuss this with you and help you choose the one most appropriate for you.

Remember, you **cannot** study:

- Food Preparation & Nutrition and Design & Technology
- Business and Economics

Language (choose from French, German or Spanish)	
Option subject 1	
Option subject 2	
Option subject 3	
Reserve option subject	

Science

As explained on page 12, please indicate if you have a preference for studying the Double Science course or the Triple Science course. In making your decision, please consider the criteria used to decide whether Triple Science is a suitable course for you. Please note, that indicating a preference here does not guarantee a place on the course.

My preference is to study (tick as appropriate):

Double Science

Triple Science

If you would like to write a statement explaining your decision, please do so overleaf.

