



**PARMITER'S SCHOOL**

**GCSE & NON-EXAMINED  
COURSES FOR STUDENTS  
STARTING YEAR 10 IN  
SEPTEMBER 2017**

# English Language and English Literature

<b>Exam Board &amp; Specification Code:</b> English Language <a href="#">AQA 8700</a> English Literature <a href="#">AQA 8702</a>	<b>Head of Department:</b> Mrs S Murray
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<b>Assessment – English Language</b> <b>Paper 1:</b> 1hr 45 minute written examination worth 50% of the total marks. Questions on a fiction extract from the 20 <sup>th</sup> or 21 <sup>st</sup> centuries and a piece of narrative or descriptive writing. <b>Paper 2:</b> 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 19 <sup>th</sup> century) and a piece of writing to present a particular viewpoint.	
<b>Assessment – English Literature</b> <b>Paper 1:</b> 1hr 45 minute written examination (Shakespeare and the 19 <sup>th</sup> century novel) worth 40% of the total marks. <b>Paper 2:</b> 2hr 15 minute written examination (modern texts and poetry) worth 60% of the total marks.	

# Mathematics

<b>Exam Board &amp; Specification Code:</b> Edexcel <a href="#">1MA1</a>	<b>Head of Department:</b> Miss H Chapman																		
<p>Mathematics is a compulsory subject up to and including Year 11 and the specification followed is a mixture of traditional and modern mathematics. 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.</p> <p>The topics covered in the specification are:</p> <table><tr><td>1. Number</td><td>10. Applications of graphs</td></tr><tr><td>2. Approximation</td><td>11. Geometrical drawing</td></tr><tr><td>3. Computation</td><td>12. Circle theorems</td></tr><tr><td>4. Applications of arithmetic methods</td><td>13. Mensuration</td></tr><tr><td>5. Algebraic notation and manipulation</td><td>14. Trigonometry</td></tr><tr><td>6. Formulae</td><td>15. Transformations and symmetry</td></tr><tr><td>7. Equations &amp; inequalities</td><td>16. Co-ordinates and vectors</td></tr><tr><td>8. Proportion and variation</td><td>17. Data handling &amp; probability</td></tr><tr><td>9. Functions</td><td>18. Mathematical reasoning</td></tr></table> <p>After GCSE Mathematics, students who achieve the highest grades may wish to progress to an A Level course in Mathematics or Further Mathematics.</p>		1. Number	10. Applications of graphs	2. Approximation	11. Geometrical drawing	3. Computation	12. Circle theorems	4. Applications of arithmetic methods	13. Mensuration	5. Algebraic notation and manipulation	14. Trigonometry	6. Formulae	15. Transformations and symmetry	7. Equations & inequalities	16. Co-ordinates and vectors	8. Proportion and variation	17. Data handling & probability	9. Functions	18. Mathematical reasoning
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<b>Assessment</b> <p><b>Paper 1:</b> 1hr 30 minute written examination (non-calculator) worth 33<math>\frac{1}{3}</math>% of the total marks. <b>Paper 2:</b> 1hr 30 minute written examination (calculator) worth 33<math>\frac{1}{3}</math>% of the total marks. <b>Paper 3:</b> 1hr 30 minute written examination (calculator) worth 33<math>\frac{1}{3}</math>% of the total marks.</p> <p>Students will be entered for Higher or Foundation tier as appropriate.</p>																			

## Science

<p><b>Exam Board &amp; Specification Code:</b> <b>Double Award</b> <a href="#">AQA 8464</a></p> <p><b>Triple Award</b> Biology <a href="#">AQA 8461</a> Chemistry <a href="#">AQA 8462</a> Physics <a href="#">AQA 8463</a></p>	<p><b>Head of Faculty:</b> Ms R Hooper</p> <p><b>Head of Biology:</b> Mrs L Thompson <b>Head of Chemistry:</b> Mrs J Murray <b>Head of Physics:</b> Mr A Lavin</p>
<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><b>Double Award</b> 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><b>Triple Award</b> 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>	
<p><b>Practical endorsement – Double Award and Triple Award</b></p> <p>There are a number of required practical activities that <u>must</u> be undertaken by the students throughout the course. These replace the controlled assessment element of the old specification. 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  $\frac{1}{6}$  (16.7%) of the total marks.

**Biology Paper 2:** 1hr 15 minute written examination worth  $\frac{1}{6}$  (16.7%) of the total marks.

**Chemistry Paper 1:** 1hr 15 minute written examination worth  $\frac{1}{6}$  (16.7%) of the total marks.

**Chemistry Paper 2:** 1hr 15 minute written examination worth  $\frac{1}{6}$  (16.7%) of the total marks.

**Physics Paper 1:** 1hr 15 minute written examination worth  $\frac{1}{6}$  (16.7%) of the total marks.

**Physics Paper 2:** 1hr 15 minute written examination worth  $\frac{1}{6}$  (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. 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)

<b>Head of Faculty:</b> 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"><li>• Identity and culture: me, my family and friends, technology, free-time activities, festivals and customs in the countries where the language is spoken.</li><li>• Local, national, international and global areas of interest: home, town, neighbourhood and region, social and global issues, travel and tourism.</li><li>• Current and future study and employment: my studies, life at school, education, post 16 and jobs, career choices and ambition.</li></ul>
<b>Assessment (all languages)</b> <p><b>Paper 1:</b> Listening and understanding examination worth 25% of the total marks. Foundation: 35 minutes. Higher: 45 minutes.</p> <p><b>Paper 2:</b> 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><b>Paper 3:</b> Reading and understanding examination worth 25% of the total marks. Foundation: 45 minutes. Higher: 60 minutes.</p> <p><b>Paper 4:</b> 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

<b>Exam Board &amp; Specification Code:</b> <a href="#">AQA 8698</a>	<b>Teacher in charge:</b> 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. The department has a well-established exchange programme with a school in Madrid.</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

<b>Exam Board &amp; Specification Code:</b> <a href="#">AQA 8658</a>	<b>Teacher in charge:</b> 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"><li>• French is a language that can be useful throughout the world and is the only language, apart from English, spoken on five continents.</li><li>• It is the official language of diplomacy. Organisations such as the United Nations, NATO, UNESCO and the International Red Cross communicate in French.</li><li>• More tourists visit France than any other country in the world.</li></ul> <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. At GCSE level, there is the opportunity to participate in an exchange visit.</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

<b>Exam Board &amp; Specification Code:</b> <a href="#">AQA 8668</a>	<b>Teacher in charge:</b> 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>	

## Religious Studies (Short Course)

<b>Exam Board &amp; Specification Code:</b> <a href="#">Edexcel Short Course B 3RBO</a>	<b>Head of Department:</b> Ms M Stylianou
<p>This is a Short Course GCSE taught in one hourly lesson a week. Students will have the opportunity to study moral issues from the point of view of Christianity and Judaism. Students who attend a full course GCSE in RS at Parmiter's will <b>not</b> be required to sit an examination in this course unless they choose to do so.</p> <p>Paper 1- Religion and Ethics Paper 3RBO/1F</p> <ul style="list-style-type: none"><li>• <b>Jewish Beliefs</b> including Shekinah, Messiah, Covenants, Mitzvot and the sanctity of life.</li><li>• <b>Marriage and the Family</b> including sexual relationships, families and gender prejudice and discrimination.</li></ul> <p>Paper 2- Religion, Peace and Conflict 3RBO/2B</p> <ul style="list-style-type: none"><li>• <b>Christian Beliefs</b> including the Trinity, Creation, the incarnation and the problem of and solutions to evil and suffering.</li><li>• <b>Crime and Punishment</b> including justice, crime, attitudes to good and evil, forgiveness and the death penalty.</li></ul> <p>In the examination, students answer two questions in each paper, one from each topic. The paper may include short open responses and extended writing questions.</p> <p>Religious Studies 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 law, social work, the police, nursing, teaching and media studies to name a few.</p>	
<b>Assessment</b> <b>Paper 1:</b> 50 minute written examination worth 50% of the total marks. <b>Paper 2:</b> 50 minute written examination worth 50% of the total marks.	



# Art & Design

<b>Exam Board &amp; Specification Code:</b> <a href="#">Edexcel 1AD0</a>	<b>Head of Department:</b> Mrs L Miah
<p>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.</p> <p>The topics covered in the specification are:</p> <ul style="list-style-type: none"><li>• Documentation and annotation of ideas and the work of other artists.</li><li>• Experimentation through the use of different media.</li><li>• Investigation through drawing, photography and collecting reference.</li><li>• Realisation of ideas into a final piece of work.</li></ul> <p>GCSE Art &amp; 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 &amp; 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.</p>	
<p><b>Assessment</b></p> <p><b>Component 1:</b> Personal portfolio coursework worth 60% of the total marks.</p> <p><b>Component 2:</b> 10 hour timed examination worth 40% of the total marks. The preparatory work for the examination commences in January.</p>	

# Computer Science

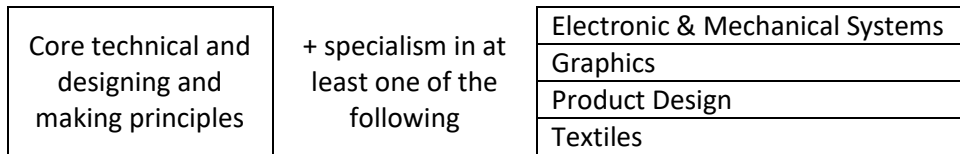
<b>Exam Board &amp; Specification Code:</b> <a href="#">AQA 8520</a>	<b>Head of Department:</b> Mr A Baker
<p>Computer Science is the science behind how computers work. It is about the mathematical principles that enable computers to work and the programming concepts needed to make software. Computer Science is a rigorous and complex discipline.</p> <p><b>The GCSE course covers:</b></p> <ol style="list-style-type: none"><li>1. Fundamentals of algorithms</li><li>2. Programming</li><li>3. Fundamentals of data representation</li><li>4. Computer systems</li><li>5. Fundamentals of computer networks</li><li>6. Fundamentals of cyber security</li><li>7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy</li><li>8. Aspects of software development</li></ol> <p><b>Paper 1: Computational thinking and problem solving</b> 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><b>Paper 2: Written Assessment</b> Theoretical knowledge from subject content 3–7 listed above. Questions assess a student’s theoretical knowledge.</p> <p><b>The non-exam assessment (NEA)</b> 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 Engineering and Mathematics as well as the Sciences.</p>	
<p><b>Assessment</b></p> <p><b>Paper 1:</b> Computational thinking and problem solving: 1 hr 30 minute written examination worth 40% of the total marks.</p> <p><b>Paper 2:</b> Theoretical knowledge: 1 hr 30 minute written examination worth 40% of the total marks.</p> <p><b>NEA (Non-exam assessment):</b> Assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. The NEA is worth 20% of the total marks and students are expected to spend 20 hours on the task.</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 & 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 to 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 represents 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 Design and Technology or Engineering. 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 Design & Technology or Art Graphics. 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, dying 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 Art Textiles. 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

<b>Exam Board &amp; Specification Code:</b> <a href="#">OCR J316</a>	<b>Head of Department:</b> Mr L Froy
<p>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.</p> <p>The new GCSE Drama course has been devised to ensure that all students who take Drama are getting a well-rounded, broader skill set.</p> <p>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!</p> <p>There is now a written examination which is based on skills and understanding of Drama in theory and practice.</p> <p>Students have the opportunity to perform written extracts from existing plays as well as working towards a devised performance for examination.</p> <p>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!</p> <p>GCSE Drama allows progress to A level Theatre Studies, university degrees in Drama, theatre 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.</p>	
<b>Assessment</b>	
<p><b>Component 01/02 Devising Drama:</b> 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.</p> <p><b>Component 03 Presenting and performing texts:</b> 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.</p> <p><b>Component 04 Performance and response:</b> 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.</p>	

# Economics

<b>Exam Board &amp; Specification Code:</b> <a href="#">OCR J205</a>	<b>Head of Department:</b> Mr A Kennedy
<p>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:</p> <ul style="list-style-type: none"><li>• Why does 8.1% of the global population own 84.6% of global wealth?</li><li>• Why were drivers encouraged to switch to diesel cars when they pollute our air?</li><li>• Why is a French company building our nuclear power stations with Chinese money?</li><li>• Why do we import more goods and services than we export and does it matter?</li><li>• Should the Government cut spending on health and education to pay off its debt?</li><li>• Should firms be allowed to employ workers on 0 hours contracts?</li><li>• Why are women still paid 20% less than men?</li><li>• Why do young people have to pay to go to university and are there alternatives?</li><li>• Why have average wages stayed the same for 10 years?</li><li>• Why did the value of the £ fall after the BREXIT vote and is this a good thing?</li><li>• Why did our Government have to spend £850 billion bailing out banks in 2008?</li></ul> <p>GCSE Economics is good preparation for A Level Economics and A Level Business, 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.</p> <p><b>The topics covered in the specification are:</b></p> <p><b>J205/01 (1) Introduction to economics</b></p> <ul style="list-style-type: none"><li>• Main economic groups and factors of production</li><li>• The basic economic problem of scarcity</li></ul> <p><b>J205/01(2) The role of markets and money</b></p> <ul style="list-style-type: none"><li>• The role of markets</li><li>• Supply, Demand and Price setting</li><li>• Production and competition</li><li>• The labour market</li><li>• The role of money and financial markets</li></ul> <p><b>J205/02(1) Economic objectives and the role of government</b></p> <ul style="list-style-type: none"><li>• Government economic objectives: economic growth, low unemployment, a fair distribution of income and price stability</li><li>• Government economic policies: fiscal, monetary and supply side policies</li><li>• Limitations of markets</li></ul> <p><b>J205/02 (1) International trade and the global economy</b></p> <ul style="list-style-type: none"><li>• Importance of international trade</li><li>• Balance of payments</li><li>• Exchange rates</li><li>• Globalisation</li></ul>	
<p><b>Assessment</b></p> <p><b>J205/01: Introduction to Economics:</b> 1 hour 30 minute written paper worth 50% of the total marks.</p> <p><b>J205/02: National and International Economics:</b> 1 hour 30 minute written paper worth 50% of the total marks.</p>	



# Food Preparation and Nutrition

<b>Exam Board &amp; Specification Code:</b> <a href="#">AQA 8585</a>	<b>Head of Department:</b> Mr J Field
<p>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.</p> <p><b>In studying food preparation and nutrition, students must:</b></p> <ul style="list-style-type: none"><li>• Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.</li><li>• Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.</li><li>• Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.</li><li>• Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices.</li><li>• Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.</li><li>• Understand and explore a range of ingredients and processes from different culinary traditions, to inspire new ideas or modify existing recipes.</li></ul> <p>The areas covered by the specification are:</p> <ul style="list-style-type: none"><li>• <b>Nutrition</b></li><li>• <b>Food</b> (food provenance and food choice)</li><li>• <b>Cooking</b> and food preparation (the scientific principles underlying the preparation and cooking of food).</li></ul> <p>Students will need to provide ingredients on a regular basis. Visits are arranged to support the food studies when available.</p> <p>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.</p>	
<p><b>Assessment</b></p> <p><b>Paper 1:</b> 1hr 45 minute written examination worth 50% of the total marks.</p> <p><b>NEA (Non-exam assessment):</b> 50% of total marks. There will be two elements:</p> <ul style="list-style-type: none"><li>• <b>Food investigation.</b> 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.</li><li>• <b>Food preparation assessment.</b> 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.</li></ul>	

# Geography

<b>Exam Board &amp; Specification Code:</b> <a href="#">Edexcel A 1GA0</a>	<b>Head of Department:</b> Mrs K Clark
<p>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.</p> <p>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. <i>This explains why Michael Palin refers to Geography as "... the subject which holds the key to our future".</i></p> <p>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.</p> <p>The areas covered in the specification are:</p> <ul style="list-style-type: none"><li>• The Physical Environment – UK's changing landscapes (rivers and coasts), weather hazards, climate change and ecosystems, biodiversity and management.</li><li>• The Human Environment – changing cities, global development and resource management.</li><li>• Geographical Investigations – geographical skills and data analysis.</li></ul> <p>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.</p> <p><b>Fieldtrips</b></p> <ul style="list-style-type: none"><li>• Year 10 - 5 day residential non-compulsory overseas fieldtrip to the Bay of Naples, Italy.</li><li>• Year 11 – 3 day residential compulsory fieldtrip to two contrasting environments (urban and natural) to carryout 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.</li></ul>	
<p><b>Assessment</b></p> <p>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.</p> <p><b>Component 1:</b> The Physical Environment - 1 hour 30 minute written examination worth 37.5% of the total marks.</p> <p><b>Component 2:</b> The Human Environment - 1 hour 30 minute written examination worth 37.5% of the total marks.</p> <p><b>Component 3:</b> 1 hour 30 minute written examination worth 25% of the GCSE qualification.</p> <p><b>The new specification does not include an assessed coursework component.</b></p>	

# History

<b>Exam Board &amp; Specification Code:</b> <a href="#">Edexcel 1HI0</a>	<b>Head of Department:</b> Mr A Carter
<p>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.</p> <p>Our new GCSE programme will use 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.</p> <p>The topics covered in the specification are:</p> <ul style="list-style-type: none"><li>• Crime and punishment in Britain, c1000-present</li><li>• Whitechapel, c1870-1900: crime, policing and the inner city</li><li>• Superpower relations and the Cold War, 1941-1991</li><li>• Henry VIII and his ministers, 1509-40</li><li>• Weimar and Nazi Germany, 1918-1939</li></ul> <p>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.</p>	
<b>Assessment</b> <b>Paper 1 (1HI0/10):</b> 1 hour 15 minute written examination worth 30% of the total marks. <b>Paper 2 (1HI0/27):</b> 1 hour 45 minute written examination worth 40% of the total marks. <b>Paper 3 (1HI0/31):</b> 1 hour 20 minute written examination worth 30% of the total marks.	

# Music

<b>Exam Board &amp; Specification Code:</b> <a href="#">AQA 8271</a>	<b>Head of Department:</b> Mr S Bates
<p>This GCSE course has been designed to provide structured opportunities for candidates to develop their musical understanding through the interrelated activities of performing, composing, listening and appraising. The flexible assessment structure can be tailored to the needs of candidates 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"><li>• Understanding Music – listening, appraising, developing and demonstrating an in-depth knowledge and understanding of musical elements, musical context and musical language<ul style="list-style-type: none"><li>○ Covers four Areas of Study: Western Classical Music 1650-1910, Popular Music, Traditional Music, Western Classical Music 1910-present</li></ul></li><li>• Performing Music – interpreting relevant musical elements and techniques to communicate musical ideas with accuracy, expression and interpretation<ul style="list-style-type: none"><li>○ Two performances: one solo and one ensemble</li></ul></li><li>• Composing Music – developing musical ideas and composing music that is musically convincing, making use of musical elements, devices and conventions<ul style="list-style-type: none"><li>○ Two compositions: one free composition and one to a set brief from the exam board</li></ul></li></ul> <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>	
<b>Assessment</b>	
<b>Component 1:</b> 1 hour 30 minute listening examination worth 40% of the total marks.	
<b>NEA (Non-exam assessment):</b> 60% of total marks from two components.	
<b>Component 2:</b> Performing non-exam assessment worth 30% of the total marks.	
<b>Component 3:</b> Composing non-exam assessment worth 30% of the total marks.	

# Physical Education

<b>Exam Board &amp; Specification Code:</b> <a href="#">AQA 8582</a>	<b>Teacher in charge:</b> Miss J Coakley
<p>The specification encourages and builds a well-rounded skill set that will equip students for further studies at A-Level and in Further Education. It is designed to build on the understanding gained and skills established in Key Stage 3, providing exciting opportunities to be involved in a number of different physical activities.</p> <p>GCSE Physical Education will provide students with exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. Students should have a strong interest in physical education and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.</p> <p>The practical assessment will involve the student being assessed in 3 different sports as a performer. These 3 performances must include one individual and one team performance. There is a definitive list of sports set by the exam board. The practical element also consists of a written non examined assessment task where the student demonstrates their knowledge of a chosen sport, analysing performance and suggesting corrective measures to aid improvement.</p> <p>The theoretical aspect of the course is designed to stimulate and enthuse students on key concepts in regards to health and fitness. It will promote a love of learning on 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. For the course to be a success, students should have strong interest in physical education and sport and a strong willingness to grasp new concepts.</p> <p>The topics covered in the specification are:</p> <p><b>Paper 1:</b> The human body and movement in physical activity and sport</p> <ul style="list-style-type: none"><li>• Applied anatomy and physiology</li><li>• Movement analysis</li><li>• Physical training</li><li>• Use of data</li></ul> <p><b>Paper 2:</b> Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"><li>• Sport psychology</li><li>• Socio-cultural influences</li><li>• Health, fitness and well-being</li><li>• Use of data</li></ul> <p>Post GCSE, students may choose to continue to A Level Physical Education, vocational courses in Physical Education, coaching courses, leisure studies and recreational management or degree course in areas such as sports studies, sports science, leisure management, education, physiotherapy etc.</p>	
<p><b>Assessment</b></p> <p><b>Paper 1:</b> 1 hour 15 minute written examination worth 30% of the total marks.</p> <p><b>Paper 2:</b> 1 hour 15 minute written examination worth 30% of the total marks</p> <p><b>NEA (Non-exam assessment):</b> 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.</p>	

