



**PARMITER'S SCHOOL**

**GCSE OPTIONS**

**YEAR 10**

**SEPTEMBER 2024**

This document contains details of the Key Stage 4 courses that will begin in September 2024. 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 an online assembly (early January) and issuing of this options booklet. This booklet is also available in the Academic section of the school website.
- (ii) GCSE Options Information Evening **Thursday 8 February 2024** (subject to local and national guidance).
- (iii) Year 9 online Consultation Evening on **Thursday 15 February 2024, 4.30pm - 7.30pm**, where you can discuss possible choices with subject tutors. The 'GCSE subject choice form' will be live from Friday 16 February.
- (iv) Completed 'GCSE subject choice form' submitted via Google form by **Monday 4 March 2024**.
- (v) Option choices will then be confirmed (April/May). Prior to confirmation, some students will meet with a senior member of staff or our Careers Advisor to discuss their option subjects.

## Information in this booklet

Page 2	Information about GCSEs
Page 3	Core curriculum
Page 4	Option subjects
Page 5	Information about the English Baccalaureate and Attainment 8
Page 6	Non-examination assessment (NEA)
Page 7	What to consider when choosing your option subjects
Pages 9 - 28	Detailed information about each subject (The exam board & specification code includes a hyperlink to the specification or the subject page on the exam board website. This will allow you to read about each subject in further detail. To use the hyperlinks, please download this booklet from the school website (under Academic).

## **GCSE courses**

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

Grading for GCSEs is on a 9 to 1 scale, with 9 being the highest. A 'U' grade (ungraded) may be awarded if the performance is below the minimum required to pass the GCSE.

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 28. You can also find plenty of subject information on our school website.

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. Please be aware that the curriculum hours may be subject to change.

Subject	Teaching Time		Summary
	Year 10	Year 11	
English	8	8	Students will obtain a <b>GCSE in English Language</b> and a <b>GCSE in English Literature</b> .
Mathematics	6	6	All students will obtain one <b>GCSE in Mathematics</b> .
Science	12	12	<b>Triple Science:</b> students obtain <b>GCSEs in Biology, Chemistry &amp; Physics</b> . <b>Double Science:</b> 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 <b>GCSE in at least one of French, German or Spanish</b> . 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	3	3	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.
Personal Development & Ethics	1	1	Non-examined. Our bespoke Personal Development & Ethics programme allows students to experience a series of lessons, activities and talks designed to help them reflect on their own views, beliefs and understandings of a range of religious, spiritual, moral, ethical, personal and cultural issues. Currently, students have one timetabled lesson per fortnight in Year 10 which covers four key themes, relationships, mental health and emotional well-being, citizenship, rights and responsibilities, healthy lifestyles and relationships, careers and finance, and learning and revision. The various lessons will help students broaden their knowledge and encourage them to consider views, opinions and beliefs that differ from their own. In developing the various modules, 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.  During Years 10 & 11*, students' will attend an enrichment day where they are off timetable and engage in a series of activities and talks on topics related to the RSE curriculum. The day will include outside speakers and students will have the opportunity to feedback their views.

## 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	
<b>Option choice 1</b>	5	5	All students <b>choose three subjects plus one reserve subject</b> from the following list: <ul style="list-style-type: none"> <li>- Art</li> <li>- Art Textile Design</li> <li>- Business</li> <li>- Computer Science*</li> <li>- Design &amp; Technology - students can choose to specialise in Graphics or Product Design</li> <li>- Drama</li> <li>- Economics</li> <li>- Food Preparation &amp; Nutrition</li> <li>- French*</li> <li>- Geography*</li> <li>- German*</li> <li>- History*</li> <li>- Music</li> <li>- Physical Education (GCSE course)</li> <li>- Religious Studies</li> <li>- Spanish*</li> </ul> * Indicates EBacc subjects. Please refer to page 5 for further details.
<b>Option choice 2</b>	5	5	
<b>Option choice 3</b>	5	5	
Students wishing to study <b>two languages</b> should choose one language as their 'core' subject and their second language as their 'option' subject.			
Students may <b>only specialise in one area of Design &amp; Technology</b> . However, if students are undecided about their specialism, they can give two choices on their Options form. We will discuss these choices with them and help them decide on the most appropriate specialism.			
Due to timetabling restrictions, students <b>cannot</b> study: <ul style="list-style-type: none"> <li>● Economics <u>and</u> Business</li> <li>● Art <u>and</u> Art Textile Design</li> </ul>			
In order to give students a broad and balanced curriculum, we will only allow students to opt for <b>two</b> of the following subjects: <ul style="list-style-type: none"> <li>● Art <u>or</u> Art Textile Design</li> <li>● Design &amp; Technology</li> <li>● Food Preparation &amp; Nutrition</li> </ul>			

The option choices for 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 2023, 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. Therefore, it is important to consider alternatives when making choices, including the selection of the reserve subject.

## **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 sixth 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 contact Ms Absalom, Assistant Headteacher.

## Non-Examination Assessment (NEA)

Non-examination 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-examination assessment is detailed below. The assessment arrangements for each subject are also explained in the subject information (pages 9 - 28). When choosing subjects, it is important to consider the demands of non-examination assessment versus the pressure of a significant number of examinations.

The table below lists those subjects that have a percentage of their course assessed through non-examination assessment (NEA). 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, Food Preparation & Nutrition
60%	Art, Art Textile Design, Drama, Music

Each subject has different regulations with regard to the completion of non-examination assessment and these are summarised below.

If a subject has assessment that is:

**High Control**, all work must be completed in 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 under examination 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 teachers.

## **When choosing 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-examination assessment, you will have to manage your time effectively to meet the deadlines. If all your subjects have a lot of examinations, you will have a significant amount of revision to do in the Summer of Year 11. See page 6 for information about non-examination assessment and pages 9 - 28 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 focusing 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 Subjects and Wider Learning).
- o Visit the Careers Hub (off the main hall) and speak to Mrs Zanetti to find out what subjects, qualifications and grades you will need for your chosen course or career. There is a careers area on the Google drive.
- o Look ahead at A Level subjects or higher education degree courses that you think will interest you (via the following links) and see what subjects, qualifications and grades you will need to follow these ideas:  
<https://university.which.co.uk/advice/a-level-choices/six-things-youneed-to-know-before-making-your-a-level-choices>, <http://unistats.direct.gov.uk> or <http://www.ucas.com>
- o Log in to Unifrog [www.unifrog.com](http://www.unifrog.com) and research what interests you and job ideas. If you would like help with how to use Unifrog, please go and see Mrs Zanetti.



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# English Language and English Literature

<b>Exam Board &amp; Specification Code:</b> English Language <u>AQA 8700</u> English Literature <u>AQA 8702</u>	<b>Head of Department:</b> Mrs K Pottle
<p>The AQA English Language and English Literature qualifications are two distinct GCSE subjects, taught alongside one another with some initial preparatory focus from the Summer term of Year 9.</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 endorsement to the course that will be assessed and reported on separately to the GCSE qualification; this is completed in the Spring and Summer terms of Year 10.</p> <p>GCSE English Literature comprises five different components across two examinations: a play by Shakespeare; a nineteenth century novel; a modern 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. All assessment is by closed text examination at the end of the course.</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>As well as developing the literacy skills essential for life beyond the classroom and the school environment, GCSE English Language and GCSE English Literature offer 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> 1 hour 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> 1 hour 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> 1 hour 45 minute written examination (Shakespeare and the 19 <sup>th</sup> century novel) worth 40% of the total marks. <b>Paper 2:</b> 2 hour 15 minute written examination (modern texts and poetry) worth 60% of the total marks.	

# Mathematics

<b>Exam Board &amp; Specification Code:</b> Edexcel <u>1MA1</u>	<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 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 9 - 1 GCSE Mathematics course requires students, at both Foundation and Higher tiers, to study a greater variety of topics.</p> <p>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.</p> <p>The course is split into 6 topic areas:</p> <table><tr><td><b>1. <u>Number</u></b><ul style="list-style-type: none"><li>– Structure and calculation</li><li>– Fractions, decimals and percentages</li><li>– Measures and accuracy</li></ul></td><td><b>4. <u>Geometry and measures</u></b><ul style="list-style-type: none"><li>– Properties of angles</li><li>– Circle Theorems</li><li>– Constructions</li><li>– Mensuration<ul style="list-style-type: none"><li>– Trigonometry</li></ul></li><li>– Vectors</li></ul></td></tr><tr><td><b>2. <u>Algebra</u></b><ul style="list-style-type: none"><li>– Notation, vocabulary and manipulation</li><li>– Graphs</li><li>– Solving equations and inequalities</li><li>– Sequences</li><li>– Functions</li></ul></td><td><b>5. <u>Probability</u></b><ul style="list-style-type: none"><li>– Calculating probabilities</li><li>– Tree diagrams</li><li>– Venn diagrams and set notation</li></ul></td></tr><tr><td><b>3. <u>Ratio, proportion and rates of change</u></b><ul style="list-style-type: none"><li>– Use of scale factors</li><li>– Relate ratios to fractions</li><li>– Direct and inverse proportion</li></ul></td><td><b>6. <u>Statistics</u></b><ul style="list-style-type: none"><li>– Construct and interpret diagrams</li><li>– Comparing distributions</li></ul></td></tr></table>		<b>1. <u>Number</u></b> <ul style="list-style-type: none"><li>– Structure and calculation</li><li>– Fractions, decimals and percentages</li><li>– Measures and accuracy</li></ul>	<b>4. <u>Geometry and measures</u></b> <ul style="list-style-type: none"><li>– Properties of angles</li><li>– Circle Theorems</li><li>– Constructions</li><li>– Mensuration<ul style="list-style-type: none"><li>– Trigonometry</li></ul></li><li>– Vectors</li></ul>	<b>2. <u>Algebra</u></b> <ul style="list-style-type: none"><li>– Notation, vocabulary and manipulation</li><li>– Graphs</li><li>– Solving equations and inequalities</li><li>– Sequences</li><li>– Functions</li></ul>	<b>5. <u>Probability</u></b> <ul style="list-style-type: none"><li>– Calculating probabilities</li><li>– Tree diagrams</li><li>– Venn diagrams and set notation</li></ul>	<b>3. <u>Ratio, proportion and rates of change</u></b> <ul style="list-style-type: none"><li>– Use of scale factors</li><li>– Relate ratios to fractions</li><li>– Direct and inverse proportion</li></ul>	<b>6. <u>Statistics</u></b> <ul style="list-style-type: none"><li>– Construct and interpret diagrams</li><li>– Comparing distributions</li></ul>
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<b>Assessment</b> <p><b>Paper 1:</b> 1 hour 30 minute written examination (non-calculator) worth 33<math>\frac{1}{3}</math>% of the total marks. <b>Paper 2:</b> 1 hour 30 minute written examination (calculator) worth 33<math>\frac{1}{3}</math>% of the total marks. <b>Paper 3:</b> 1 hour 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

<b>Exam Board &amp; Specification Code:</b> <b>Double Award</b> <u>AQA 8464</u> <b>Triple Award</b> Biology <u>AQA 8461</u> Chemistry <u>AQA 8462</u> Physics <u>AQA 8463</u>	<b>Head of Science Faculty:</b> Dr T Boorman
<p>An education in all 3 Sciences (Biology, Chemistry and Physics) is compulsory up until the end of Year 11. This fact alone goes some way towards highlighting the importance of Science. More than ever, an understanding of scientific principles and the development of critical-thinking skills are essential to navigate the world around us. The ability to make informed decisions and to evaluate the validity of information presented to us are essential skills.</p> <p>Both the Double and Triple Award courses provide a balanced and rigorous Science education. Both 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 A Level, and beyond, demands considerable ability and students would 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 a suitable foundation for those wishing to pursue any of the Sciences at A Level, often actually providing the time for students to fully digest the course content and therefore make a more confident start to Biology, Chemistry and/or Physics in Year 12.</p> <p><b>Double Award</b> Students will be taught Biology, Chemistry and Physics 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 Biology, Chemistry and Physics 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 many of the topics on the specification.</p>	
<b>Required Practicals – Double Award and Triple Award</b> 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.	
<b>Assessment – Triple Award</b> <b>For each Science:</b> <b>Paper 1:</b> 1 hour 45 minute written examination worth 50% of the total marks. <b>Paper 2:</b> 1 hour 45 minute written examination worth 50% of the total marks.	

## **Assessment – Double Award**

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

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

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

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

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

**Physics Paper 2:** 1 hour 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?**

The decision as to whether students will study Double or Triple Science will be determined by attainment in the end of Year 9 Science examinations. These examination results, along with teacher feedback and potentially topic test results, will be used to determine Year 10 setting. The top 4 sets (roughly half of the year group) will follow the Triple Science course, with the remaining students following the Double Science course. We are confident, after many years of experience, that this process strikes the fairest balance between providing the opportunity, for as many of those who would like it, to follow the Triple Science course and also ensuring that all students ultimately achieve GCSE Science grades that truly represent their potential.

Students who are offered a place on a Triple Science course, may decide that this is not the right course for them. In these cases, they are welcome to opt out of Triple Science and move to a Double Science course.

Some important factors to consider:

- 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 Triple Award Biology, Chemistry and Physics GCSEs. It is the grade achieved that determines entry to post-16 courses, not the number of GCSEs.

## Modern Foreign Languages (MFL)

**Head of Faculty:** Ms J O'Donnell

There are 3 major themes which are covered in each language and broken down into sub-themes:

- Theme 1 - People and lifestyle - Topic 1: Identity and relationships with others. Topic 2: Healthy living and lifestyle. Topic 3: Education and work
- Theme 2 - Popular culture - Topic 1: Free-time activities. Topic 2: Customs, festivals and celebrations. Topic 3: Celebrity culture
- Theme 3 - Communication and the world around us - Topic 1: Travel and Tourism including places of interest. Topic 2: Media and technology. Topic 3: The environment and where people live.

### Assessment (all languages)

**Paper 1:** Listening examination worth 25% of the total marks.

Foundation: 35 minutes. Higher: 45 minutes. (This includes dictation in the language).

**Paper 2:** Speaking examination worth 25% of the total marks.

Foundation: 7-9 minutes. Higher 10-12 minutes. (Plus 15 minutes preparation time for both).

**Paper 3:** Reading examination worth 25% of the total marks.

Foundation: 45 minutes. Higher: 60 minutes. (This includes translation into English).

**Paper 4:** Writing examination worth 25% of the total marks.

Foundation: 1 hour 10 minutes. Higher: 1 hour 15 minutes. (This includes translation into the language).

Students take all papers at either Foundation or Higher Tier.

## Spanish

**Exam Board & Specification Code:** [AQA 8692](#)

**Teacher in charge:** Miss Taylor

Spanish is the world's fourth most spoken language 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. 12% of people in the USA speak Spanish as their first language. 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.

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.

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.

## French

<b>Exam Board &amp; Specification Code:</b> <a href="#">AQA 8652</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 we endeavour to take GCSE students on visits abroad, as these 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. A Level French is offered in the Sixth Form.</p>	

## German

<b>Exam Board &amp; Specification Code:</b> <a href="#">AQA 8662</a>	<b>Teacher in charge:</b> Mr T Perkins
<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.</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

<b>Exam Board &amp; Specification Code:</b> <u>Edexcel 1AD0</u>	<b>Head of Department:</b> Mrs E Shaw
<p>At GCSE, students follow a dynamic and challenging Art and Design course that 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/or 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 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 and techniques</li><li>• Investigation through drawing, photography and observational studies</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. 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>	
<b>Assessment</b> <b>Component 1:</b> Personal portfolio coursework worth 60% of the total marks. <b>Component 2:</b> 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.	



# Art Textile Design

<b>Exam Board &amp; Specification Code:</b> <u>Edexcel 1TE0</u>	<b>Teacher in Charge:</b> Mrs K Foster
<p>Students with a particular interest in textile design can choose to focus on this specialist area within the GCSE Art specification. The textile design course has a strong emphasis on experimental techniques and tactile processes.</p> <p>It is a creative and versatile course that involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products. Students will be using their artistic drawing skills, but there is more emphasis on the experimentation and development of textile pieces. Textile students work in multi-disciplinary ways to create ideas, materials and techniques for different applications. Students will explore a range of contemporary and traditional textiles techniques to create a portfolio of work. Ideas will be inspired by investigating and exploring artists and designers, showing strong links to their own work. Students 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 and designers.</li><li>● Experimentation through the use of different media.</li><li>● Investigation through stitching, printing, photography and collecting reference</li><li>● Realisation of ideas into a final piece of work.</li></ul> <p>GCSE Art Textile Design offers a natural progression to A Level Art, Textiles or Photography. 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> 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.</p>	

# Business

<b>Exam Board &amp; Specification Code:</b> <u>Edexcel 1BSO</u>	<b>Head of Department:</b> 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"><li>● Enterprise and entrepreneurship.</li><li>● Spotting a business opportunity.</li><li>● Putting a business idea into practice.</li><li>● Making the business effective.</li><li>● Understanding external influences on business.</li></ul> <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"><li>● Growing the business.</li><li>● Making marketing decisions.</li><li>● Making operational decisions.</li><li>● Making financial decisions.</li><li>● Making human resource decisions.</li></ul>	
<b>Assessment</b> <p><b>Theme 1: Investigating Small Business:</b> 1 hour 45 minute written examination worth 50% of the total marks. The paper includes questions requiring multiple choice, short and extended answers.</p> <p><b>Theme 2: Building a Business:</b> 1 hour 45 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

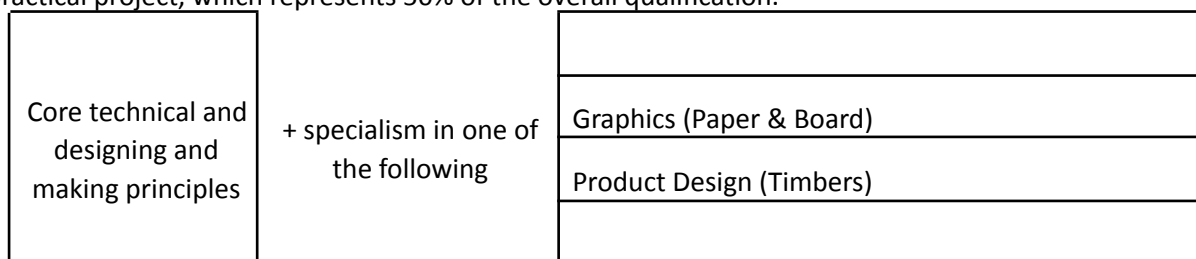
<b>Exam Board &amp; Specification Code:</b> <u>AQA 8525</u>	<b>Head of Department:</b> Mr J Allen
<p>Computer Science is the science behind how computers work. It is about the mathematical principles that enable computers to work and the programming concepts needed to make software. Computer Science 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. Cyber Security, 7. Relational databases and structured query language (SQL), 8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.</p> <p><b>Paper 1:</b> Computational thinking and problem solving: Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. The content for this assessment will be drawn from subject content 1 and 2 above.</p> <p><b>Paper 2:</b> Computing Concepts: The content for this assessment will be drawn from subject content 3- 8 above.</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>	
<p><b>Assessment</b></p> <p><b>Paper 1:</b> Computational thinking and programming skills: 2 hour written examination worth 50% of the total marks.</p> <p><b>Paper 2:</b> Computing Concepts: 1 hour 45 minute written examination worth 50% of the total marks.</p>	

# Design & Technology

<b>Exam Board &amp; Specification Code:</b> <u>AQA 8552</u>	<b>Head of Faculty:</b> Mrs L Miah <b>Head of D&amp;T:</b> Mrs N Fielding
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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 Design & Technology GCSE requires all students to study core designing and making principles covering a range of materials. Students will select an area of specialism, which they study in depth. Where possible, teaching groups will focus on one of the specialisms listed below. However, if any specialism(s) attracts insufficient student numbers we will seek to group students in an appropriate way. In these groups, students will still have the opportunity to focus on their chosen specialism through the practical project, which represents 50% of the overall qualification.



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.

Mathematics and Science in a Design & Technology context knowledge are tested in this written paper and represent 15% of the marks. The Mathematics 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 – Graphic Design specialism

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

- Eco Home project
- Year 8 Book/Tablet Stand front cover or Flower Holder
- Year 7 Storage Box project (lid design)

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 contexts such as illustration, packaging, board games, advertising, display and exhibitions, 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). Students will use a range of tools and equipment including the laser cutter, vinyl cutter, 3D printer, vacuum former, mug press and heat press for sublimation printing.

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.

## Design & Technology- Product Design specialism

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

- Year 9 LED Lamp or Eco Home project
- Year 8 Book/Tablet Stand project or Flower Holder
- Year 7 Storage Box project

The specialist technical principle section of the course will be principally taught through the study of timber 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 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.

# Drama

<b>Exam Board &amp; Specification Code:</b> <u>OCR J316</u>	<b>Head of Department:</b> Mr L Froy
<p>GCSE Drama is a fantastic way of learning and applying both subject specific and easily transferable 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 Drama and Theatre, university degrees in Drama, Theatre Studies or the technical crafts associated with theatre e.g. stage management, costume design, lighting. Careers in performance, stagecraft, 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-examination 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-examination 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> <u>OCR J205</u>	<b>Head of Department:</b> Mr A Kennedy
<p>Many young people find GCSE Economics to be an enjoyable and interesting subject. It will certainly open their eyes and challenge them to think in different ways about the world around them. The Economics GCSE is designed to help students gain a good understanding of the major issues in Economics and how these affect us in our daily lives and our future. In class, students will be encouraged to research and discuss controversial questions such as:</p> <ul style="list-style-type: none"><li>● Why does a small minority of the global population own most of global wealth?</li><li>● Is a move to electric cars going to contribute effectively to tackling climate change?</li><li>● Does the UK need to become more self-sufficient after BREXIT?</li><li>● Why is our Government in so much debt and should it cut public services to reduce it?</li><li>● Why are so many young people working on '0 hours' contracts?</li><li>● Why is there still discrimination in the economy and the workplace?</li><li>● Why do young people have to pay to go to university and should they?</li><li>● Should we pay more taxes to fund better public services such as the NHS?</li></ul> <p>GCSE Economics is good preparation for A Level Economics, although it is not essential. Students 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 ● 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> <u>AQA 8585</u>	<b>Head of Department:</b> Miss L Southernwood
<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, and the 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 and food preparation</b> (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> 1 hour 45 minute written examination worth 50% of the total marks.</p> <p><b>NEA (Non-examination assessment):</b> 50% of total marks. There will be two elements:</p> <ul style="list-style-type: none"><li>● <b>NEA1 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>NEA2 Food preparation assessment.</b> Students produce a concise portfolio, a 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> <u>Edexcel A 1GA0</u>	<b>Heads of Department:</b> Mrs J Everitt & Miss R Unwin (maternity cover)
<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. This explains why Michael Palin refers to Geography as "... the subject which holds the key to our future".</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 workplace 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 field trip 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>Field Trips (subject to change)</b></p> <ul style="list-style-type: none"><li>• Year 10 - 5 day residential non-compulsory overseas field trip. The location for this educational visit is likely to be The Netherlands, visiting geographical locations in and around Amsterdam and Rotterdam.</li><li>• Year 11 - 3 day residential compulsory field trip 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.</li></ul>	
<p><b>Assessment</b></p> <p>The examinations include 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> <u>Edexcel 1HI0</u>	<b>Head of Department:</b> Ms S Harris
<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 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.</p> <p>The topics covered in the specification are:</p> <ul style="list-style-type: none"><li>● Migrants in Britain, c800-present</li><li>● Notting Hill, c1948-c1970</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> <u>AQA 8271</u>	<b>Head of Department:</b> 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, 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 from both the past and more recent times, and music from other world cultures. The composing, listening and appraising elements of the course are taught entirely within the classroom, while students are strongly 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. This covers four areas of study: Western Classical Music, 1650-1910; Popular Music; Traditional Music; Western Classical Music, 1910-present.</li><li>● 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.</li><li>● 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.</li></ul> <p>Post-GCSE, students may wish to progress to A Level Music and/or A Level Music Technology.</p> <p>Specific career opportunities include performing, composing, conducting, teaching, music therapy, arts administration, music journalism, instrument technology, or in areas of the media industry.</p> <p>Musical study also provides benefits to all areas of learning. GCSE Music specifically furthers students' concentration, reasoning and listening skills. Its symbols and specific terms (often in Italian, French or German) make a sophisticated language for communication between composer, performer and audience. It relies on mathematical divisions of time (rhythm) and the scientific principles of frequency (pitch), amplitude (dynamics) and sound waves (timbre) for organisation. In translation, it requires expert coordination of hands, face and diaphragm (physical education) to respond instantly to sounds the mind interprets and the ear hears and, inherently, it reflects time (history) and place (geography). Everyone listens to and reacts to music and students can expect to nurture their own emotional awareness through the creative expression encouraged in GCSE Music.</p>	
<b>Assessment</b> <p><b>Component 1:</b> 1 hour 30 minute listening examination worth 40% of the total marks. <b>NEA (Non-examination assessment):</b> 60% of total marks from two components. <b>Component 2:</b> Performing non-examination assessment worth 30% of the total marks. <b>Component 3:</b> Composing non-examination assessment worth 30% of the total marks.</p>	

# Physical Education

<b>Exam Board &amp; Specification Code:</b> <u>AQA 8582</u>	<b>Director of Sport:</b> Mr T Clark
<p>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.</p> <p>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 students demonstrate their knowledge of a chosen sport; analysing a performance and suggesting corrective measures to aid improvement.</p> <p><u>Paper 1: The human body and movement in physical activity and sport</u></p> <ul style="list-style-type: none"><li>● <b>Applied anatomy and physiology:</b> The skeleton, muscular, cardiovascular and respiratory systems and the effects of exercise.</li><li>● <b>Movement analysis:</b> Levers, planes and axes.</li><li>● <b>Physical training:</b> Components of fitness, fitness testing, types of training, safety principles and the training season.</li><li>● <b>Use of data:</b> Types of data, analysis using charts and graphs.</li></ul> <p><u>Paper 2: Socio-cultural influences and wellbeing in physical activity and sport</u></p> <ul style="list-style-type: none"><li>● <b>Sport psychology:</b> Classification of skills, motivation, personality types, goal and target setting, guidance, feedback, information processing model, arousal, preparation techniques and aggression.</li><li>● <b>Socio-cultural influences:</b> Participation, commercialisation, sport and media, sponsorship, technology, players conduct, prohibited substances and spectator behaviour.</li><li>● <b>Health, fitness and wellbeing:</b> Benefits of exercise, consequences of a sedentary lifestyle, somatotypes, obesity and nutrition.</li><li>● <b>Use of data:</b> Types of data, analysis using charts and graphs.</li></ul> <p>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.</p>	
<h2>Assessment</h2> <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-examination 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 individual activity). Analysis and evaluation of performance to bring about improvement in one activity. The NEA is worth 40% of the total marks.</p>	

# Religious Studies

<b>Exam Board &amp; Specification Code:</b> <u>Edexcel</u> <u>Full Course B 1RBO</u>	<b>Head of Department:</b> Mr R Hackett
<p>This GCSE course is recommended for those students particularly interested in Religious Studies. It is an exciting course and involves speakers and extra-curricular activities.</p> <p><b>Paper 1: Area of Study 1 – Religion and Ethics</b></p> <p>Students must study all four areas based on Judaism</p> <ul style="list-style-type: none"><li>● Beliefs and Teachings</li><li>● Practices, Marriage and the Family</li><li>● Living the Religious Life</li><li>● Matters of Life and Death</li></ul> <p><b>Paper 2: Area of Study 2 – Religion Peace and Conflict</b></p> <p>Students must study all four content areas based on Christianity</p> <ul style="list-style-type: none"><li>● Beliefs and Teachings</li><li>● Crime and Punishment</li><li>● Living the Religious Life</li><li>● Peace and Conflict</li></ul> <p>The assessment of Papers 1 and 2 consists 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.</p> <p>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.</p>	
<p><b>Assessment</b></p> <p><b>Paper 1:</b> 1 hour 45 minute written examination worth 50% of the total marks.</p> <p><b>Paper 2:</b> 1 hour 45 minute written examination worth 50% of the total marks.</p>	

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