



THE CORBET SCHOOL  
INSPIRE • ACHIEVE • SUCCEED

# OPTIONS BOOKLET

# 2018

Courses of study for years 10 and 11

Name:

Tutor Group:

# **KEY DATES TO REMEMBER**

## **Key Stage 4 Curriculum & Options Evening**

Thursday 1st March 2018

Times provided via invitation letters

## **Year 9 Reports to Parents**

Thursday 8<sup>th</sup> March 2018

## **Year 9 Parents' Evening**

Thursday 15<sup>th</sup> March 2018

4.30pm - 7.30pm

## **Submission of option choices**

Monday 19<sup>th</sup> March 2018

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February 2018



# THE CORBET SCHOOL

*Headteacher Mr P N Adams BSc Pg Dip*

Dear Parent / Guardian

During years 10 and 11, pupils will pursue a broad and balanced timetable, according to the requirements of the school and the National Curriculum. Most subjects are compulsory but there is some element of choice.

The purpose of this booklet is to provide details regarding the courses on offer and the options process in general. Once you and your son / daughter have gathered all relevant information, there is a form provided at the back of this booklet to indicate the choices he / she wish to make.

We try to cater for all pupils and their preferences; however, as I hope you will appreciate, it is sometimes difficult to place everyone exactly according to choice. For this reason, reserve choices need to be given careful consideration as they may become very important. We hope that disappointment will be kept to a minimum, **but ultimately the final decision regarding pupil curriculum rests with the school.**

I look forward to seeing you at our Key Stage 4 Curriculum & Options Evening on **Thursday 1st March 2018** in order to get additional information and clarity. Your child will receive an invitation letter to the evening providing you with specific details regarding times for the event.

Should you require further information, do not hesitate to contact me at school.

Yours sincerely

Mr G Simms  
Assistant Head, Learning & Teaching

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Subjects to be studied can be split into five groups, as follows:

#### **COMPULSORY CORE SUBJECTS:**

English	: GCSE
Mathematics	: GCSE
Science	: GCSE

#### **COMPULSORY FOUNDATION SUBJECTS:**

French	: GCSE
Spanish	: GCSE
Physical Education	: Non-Examination
PSHEE and Citizenship	: Non-Examination
Careers	: Non-Examination

#### **OPTION BLOCK A SUBJECTS:**

Triple science	: GCSE
History	: GCSE
Drama	: GCSE
Art & Design	: GCSE
Religious Studies	: GCSE
Food Preparation and Nutrition	: GCSE

#### **OPTION BLOCK B SUBJECTS:**

Geography	: GCSE
Religious Studies	: GCSE
Drama	: GCSE
Physical Education	: GCSE
Computer Science	: GCSE

#### **OPTION BLOCK C SUBJECTS:**

Design and Technology (Textiles)	: GCSE
Design and Technology (Resistant Materials)	: GCSE
Food Preparation and Nutrition	: GCSE
History	: GCSE
Music	: GCSE
Art & Design	: GCSE
Geography	: GCSE

**ONLY ONE SUBJECT FROM EACH** option block can be studied. Reserve choices need careful consideration in **the event that courses are oversubscribed or do not run due to low numbers making groups unviable.**

You will find details of all specifications offered in the remaining pages of this booklet. If a particular subject is oversubscribed, pupils will be selected to study the course based on their attitude and effort shown up to the present time.

At the back of the booklet you will find a form on which option choices are to be made. This must be returned to **Mr Simms (via the school office post box) by Monday 19th March 2018.** Please attend Parents' Evening on **Thursday 15th March 2018** in order to see how your child has progressed so far this year.

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## CORE SUBJECTS

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**All three subjects are compulsory**

**English** **6/7**

**Mathematics** **8**

**Science** **9**

**LEVEL: GCSE      AQA GCSE English Language 8700  
          and        AQA GCSE English Literature 8702**

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All pupils will have the opportunity to study English Language and English Literature, leading to examination at GCSE using the AQA syllabi. Both GCSEs are examined at the end of year 11 and all pupils sit the same paper.

The English Language GCSE course assesses descriptive or narrative writing and pupils will have to write to present a specific viewpoint. Pupils will have to write about a range of different texts including one literature fiction text, one non-fiction text and one literary non-fiction that will be taken from different periods in time. The Spoken Language aspect of the course will be assessed within class and involves the pupils presenting ideas and responding to questions.

In Literature, pupils will study a range of texts including a play by Shakespeare, a 19<sup>th</sup> century novel, a modern play or novel and a range of different poetry.

The course is very demanding with high expectations placed on students in terms of class and homework.

# GCSE English Language and Literature

## Exam Board: AQA

English Language		
<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>Paper 2: Writers' Viewpoints and Perspectives</b>	<b>Non-examination Assessment: Spoken Language</b>
<b>What's assessed?</b>  <b>Section A: Reading</b> one literature fiction text  <b>Section B: Writing</b> descriptive or narrative writing	<b>What's assessed?</b>  <b>Section A: Reading</b> one non-fiction text and one literary non-fiction text  <b>Section B: Writing</b> writing to present a viewpoint	<b>What's assessed?</b>  <ul style="list-style-type: none"> <li>• presenting</li> <li>• responding to questions and feedback</li> <li>• use of Standard English</li> </ul>
<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam</li> <li>• 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam</li> <li>• 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>• teacher set throughout course</li> <li>• marked by teacher</li> <li>• 0% weighting of GCSE</li> </ul>
<b>**All texts in the examination will be unseen**</b>		

English Literature	
<b>Paper 1: Shakespeare and the 19<sup>th</sup>-century novel</b>	<b>Paper 2: Modern texts and poetry</b>
<b>What's assessed?</b>  <b>Shakespeare</b> Students will answer one question on one Shakespeare play. They will be required to write in detail about an extract and then the play as a whole. <b><u>'Romeo and Juliet'</u></b>  <b>19th-century novel</b> Students will answer one question on one novel. They will be required to write in detail about an extract and then the story as a whole. <b><u>'A Christmas Carol'</u></b>	<b>What's assessed?</b>  <b>Modern texts</b> Students will answer one essay question from a choice of two on their studied modern prose or drama text. <b><u>'Blood Brothers'</u></b>  <b>Poetry</b> Students will answer one comparative question on poems they have studied from the anthology.  <b>Unseen poetry</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam</li> <li>• 1 hour 45 minutes</li> <li>• 64marks</li> <li>• 40% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam</li> <li>• 2 hour 15 minutes</li> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul>
<b>**Assessments are closed book – stimulus materials, in the form of extracts, will be provided in the examinations**</b>	



**LEVEL: GCSE**

**BOARD: AQA**

**EXAM:**

**100%**

All pupils in year 10 will begin a course leading to examination at GCSE using the National Curriculum Mathematics Syllabus 8300.

Each pupil will study at one of two levels:

Level in Syllabus	Target Grades
Foundation	1, 2, 3, 4, 5
Higher	4, 5, 6, 7, 8, 9

Pupils will be working towards an appropriate level of entry in one of six sets during years 10 and 11. Movement of pupils between sets can be made so that maximum progress is made by each individual.

Students will take three question papers at the same tier at the end of year 11.

### Paper 1

Non calculator      worth  $33\frac{1}{3}\%$       Duration: 1 hour 30 mins

### Paper 2

Calculator      worth  $33\frac{1}{3}\%$       Duration: 1 hour 30 mins

### Paper 3

Calculator      worth  $33\frac{1}{3}\%$       Duration: 1 hour 30 mins

The approximate weighting for the topic areas assessed are:

Topic	Foundation %	Higher %
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability & Statistics	15	15

The approximate overall weighting of the assessment objectives are:

Assessment objective	Foundation %	Higher %
Use and apply standard techniques	50	40
Reason, interpret and communicate mathematically	25	30
Solve problems within mathematics and other contexts	25	30

# SCIENCE

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**LEVEL: GCSE**     **BOARD: AQA**  
Combined Science Trilogy 8464

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**EXAM: 100%**

The information is taken from the revised specification.

Most pupils will work towards a double GCSE qualification in science as follows:

There will be 6 exams (two for each science); each exam will be 1 hour and 15 minutes and out of 70 marks. Each paper will contribute 16.6% to overall award of two GCSE.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures

There are two tiers of assessment:

The qualification will be graded on a 17-point scale: 1–1 to 9–9 – where 9–9 is the best grade. A student taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5. Students who fail to reach the minimum standard for grade 1–1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9. A student sitting the Higher Tier who just fails to achieve grade 4–4 will be awarded an allowed grade 4–3. Students who fail to reach the minimum standard for the allowed grade 4–3 will be recorded as U (unclassified) and will not receive a qualification certificate.

## Separate Sciences

Some pupils may follow a course leading to GCSEs in the 3 separate sciences, biology, chemistry and physics. Pupils following this course will need to have attained the highest levels in KS3 science and maths, and opted to take the separate science subjects.

Assessment for each separate science is as follows:

- Two written exam papers both 1 hour 45 minutes and out of 100 marks. Each paper will be worth 50% towards the single GCSE. Students must study all 3 sciences and therefore will have a total of 6 exams leading to the award of 3 separate GCSE. Foundation and Higher Tiers will be available just like the double award, but each science will have a separate score from 1-9, (1-5 Foundation and 4-9 for Higher)

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## FOUNDATION SUBJECTS

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<b>French</b>	<b>11</b>
<b>Spanish</b>	<b>12</b>
<b>Physical Education</b>	<b>13</b>
<b>PSHEE &amp; Citizenship</b>	<b>14</b>
<b>Careers</b>	<b>15</b>

# FRENCH

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**LEVEL: GCSE      BOARD: AQA (Scheme A)**

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Pupils follow a two year French course leading to entry for the full GCSE. The course covers and assesses the four skills of Listening, Reading, Speaking and Writing. The GCSE course builds on the topics, skills and grammar rules which have been learned at KS3. At Key Stage 4 pupils have the opportunity of developing their language skills in different contexts and they are able to build up a more extensive knowledge of linguistic structures and vocabulary.

The emphasis of the GCSE course is to enable candidates to use French for successful communication. A pass at GCSE grade B or above also provides a sound basis for continued language learning to Advanced Level French. The GCSE offers a choice of interesting topic areas for the writing and speaking examinations and topics are taught using a range of methods to engage pupils in their language learning. All four skills of Writing, Speaking, Listening and Reading are assessed via summative examinations at the end of the two year GCSE course, in the Summer Term of Year 11.

## **Subject content**

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

## **Assessments**

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

### **Paper 1: Listening: Understanding and responding to different types of spoken language**

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

25% of GCSE

### **Paper 2: Speaking: Communicating and interacting effectively in speech for a variety of purposes**

Non-exam assessment

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

### **Paper 3: Reading: Understanding and responding to different types of written language**

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

### **Paper 4: Writing: Communicating effectively in writing for a variety of purposes**

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier

25% of GCSE

For further information please search online for the GCSE French specification at: <http://web.aqa.org.uk>

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**LEVEL: GCSE      BOARD: AQA (Scheme A)**

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Spanish is an optional subject which, if chosen by pupils, will be studied alongside GCSE French. There is a high demand for dual linguists in our increasingly competitive world, and while opting for Spanish involves a great deal of dedication and commitment, a GCSE in a second language is extremely advantageous. Pupils follow a two year Spanish course leading to entry for the full GCSE. The course covers and assesses the four skills of Listening, Reading, Speaking and Writing. The GCSE course builds on the topics, skills and grammar rules which have been learned at KS3. At Key Stage 4 pupils have the opportunity of developing their language skills in different contexts and they are able to build up a more extensive knowledge of linguistic structures and vocabulary.

The emphasis of the GCSE course is to enable candidates to use Spanish for successful communication. A pass at GCSE grade B or above also provides a sound basis for continued language learning to Advanced Level Spanish. The GCSE offers a choice of interesting topic areas for the writing and speaking examinations and topics are taught using a range of methods to engage pupils in their language learning. All four skills of Writing, Speaking, Listening and Reading are assessed via summative examinations at the end of the two year GCSE course, in the Summer Term of Year 11.

### **Subject content**

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

### **Assessments**

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

**Paper 1: Listening:** Understanding and responding to different types of spoken language

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

25% of GCSE

**Paper 2: Speaking:** Communicating and interacting effectively in speech for a variety of purposes.

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

**Paper 3: Reading:** Understanding and responding to different types of written language

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

**Paper 4: Writing:** Communicating effectively in writing for a variety of purposes

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier: 25% of GCSE.

# PHYSICAL EDUCATION

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## **What does Physical Education in years 10 & 11 involve?**

In a similar format to Years 7 to 9, you will follow a balanced programme of sporting activities. You will have the opportunity to concentrate on performing, competing, improving your fitness and developing your leadership skills.

You will often be given more responsibility for your own learning and development.

## **What modules will be available to me in years 10 and 11?**

These are some of the areas which we aim to offer:

- Badminton
- Boxercise
- Cricket
- Dance
- Fitness
- Football
- Netball
- Rounders
- Rugby
- Table Tennis
- Tennis
- Volleyball

## **What is expected of me in Physical Education lessons during years 10 & 11?**

As in Key Stage 3, you will be expected to bring and change into correct Physical Education kit for each of your lessons – whether you are actively participating or not.

You should put maximum effort and concentration into each of your Physical Education lessons and good behaviour is expected throughout.

It is essential that you take part in every possible Physical Education lesson.

If for any genuine reason you are unable to do so, you will be expected to participate in the lesson by taking on another role such as referee or coach. (See above information about bringing and changing into your PE kit).

# PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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PSHEE and Citizenship is a means of delivering a number of cross-curricular themes, under the National Curriculum; i.e.

- Developing as a citizen
- Personal, social, health & economic education
- Economic wellbeing
- Financial capability
- Careers education & guidance

The PSHEE & Citizenship course in years 10 & 11 has been devised with six broad aims in mind:

1. To support the growth of self-awareness, self-confidence and a positive self-image.
2. To provide pupils with access to information and guidance relevant to their personal and working lives.
3. To help pupils to communicate with others about their concerns, needs and views.
4. To help pupils appreciate the concerns, needs and views of others.
5. To develop understanding of effective decision-making and planning.
6. To assist pupils in making the transition from school to adult life.

In seeking to meet these aims the course provides opportunities for pupils to consider decisions of significance in their lives concerned with health, relationships, careers and leisure, and to enable them to understand more about the social, economic, legal, financial, political, technological and environmental contexts in which decisions are made.

During years 10 and 11, there is one lesson a week dedicated to PSHEE and Citizenship. There will also be a number of 'focus events' organised, when the normal school timetable will be suspended and pupils will focus their attention on particular issues. It is intended to use as many outside support agencies as possible thus having 'experts' to deliver certain topics; where appropriate visits will be arranged to further support the programme. Preparation for, or follow-up to, these themes will be within normal PSHEE lessons.

## **Personal, Social, Health & Economic Education**

This is divided into three main areas:

1. **Personal Wellbeing - understanding yourself and handling relationships** units cover: developing identity and image, managing emotions, relationships, coping with crisis, challenging offensive behaviour, managing study time, developing own values, marriage and commitment, parenthood and parenting.
2. **Personal Wellbeing – keeping healthy** units cover: healthy eating, safer sex and contraception, drinking, smoking, health matters, managing stress and dealing with depression, drugs, emergency first aid.
3. **Economic Wellbeing & Financial Capability** units cover: thinking ahead, planning your future, managing your money, financing businesses, enterprise challenge, the UK economy, the global economy.

## **Citizenship**

**Developing as a citizen.** Aim: To help understand how to play a full part as a citizen in British Society and as a citizen of the world. This is divided into topics: Britain – a diverse society, human rights, rights and responsibilities, the law, crime and punishment, government, media matters, working for change, global challenges (environmental, war, terrorism, poverty, health and education) and community projects.

# CAREERS

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Careers education and guidance is seen as a continuing process beginning with aspects of self-awareness and self-assessment in KS3. This is further enhanced by using the Cascaid programme to determine possible career routes, linking support agencies and making it accessible at home also.

In Years 10 and 11 pupils are encouraged to use resources in the Careers Area and will be identified by the Careers Co-ordinator for a careers interview.

Careers Education and Guidance is delivered within the PSHEE programme. Activities include Work Experience preparation, Post 16 Opportunities and Application Form preparation that include personal statements of achievement by pupils. The use of 'Cascaid' as a web based careers decision-making activity is also used. There is also an opportunity for pupils to visit a Further Education College to experience Workshops and Taster Days.



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## OPTIONAL SUBJECTS

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<b>Art &amp; Design</b>	<b>17</b>
<b>History</b>	<b>18</b>
<b>Geography</b>	<b>19</b>
<b>Music</b>	<b>20</b>
<b>Physical Education</b>	<b>21</b>
<b>Computer Science</b>	<b>22</b>
<b>Drama</b>	<b>23</b>
<b>Religious Education</b>	<b>24</b>
<b>Design and Technology</b>	<b>25</b>
<b>Food Preparation and Nutrition</b>	<b>26</b>

# ART & DESIGN

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**LEVEL: GCSE    BOARD: OCR**

**COURSEWORK    60%**  
**EXAM:            40%**

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This is an exciting course which leads to a GCSE in Art and Design (Fine Art).

GCSE Art and Design is a valuable examination for all pupils of all abilities but requires a positive attitude, self-discipline, motivation and a commitment to hard work. Clearly a drawing ability is an advantage. Pupils will build on the experience and skills developed in KS3 Art and Design.

The coursework element is made up of one portfolio with the resultant practical work completed during the course; this is then submitted for final assessment. This accounts for 60% of the final grade.

The portfolio may include the use of:

- Painting and drawing
- Graphic design
- Textiles/batik
- 3D work (including clay and card sculpture)
- Print making

The portfolio themes are -

- Masks / Faces
- Marine Life

Within year 10, pupils have the opportunity to take part in a portrait workshop where they work with portrait artist, John Denaro and complete large scale chalk pastel portraits. In year 11 they have a clay workshop day creating a large scale piece of work that feeds directly into the portfolio.

When necessary, year 11 pupils visit a gallery in order to broaden their experience and see at first hand the work of other artists; previous trips have included visits to the National Portrait Gallery and the Tate, Liverpool.

The exam set task is chosen from a selection of 10 topics set by the examination board and is completed within a 10-hour examination period. This accounts for 40% of the final grade and is given to the pupils in January.

Pupils wishing to follow a wide range of design as well as specific art and design courses at Higher and Further Education should seriously consider this course. In particular BTEC and 'A' level courses will require a good portfolio of work that can be built up over the two years.

It is important that pupils are able to draw quite well; they are able to sustain independent study and are self-motivated.

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**LEVEL: GCSE**

**BOARD: EDEXCEL**

**EXAM: 100%**

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**Examination board EDEXCEL**

**Grading numbers 1-9**

## **Paper 1: Thematic study and historic environment**

Written examination: 1 hour and 15 minutes 30% of the qualification

Content overview: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city

Assessment overview Section A: historic environment Students answer a question that assesses knowledge plus a two-part question based on two provided sources.

Section B: thematic study Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two.

## **Paper 2: Period study and British depth study**

Written examination: 1 hour and 45 minutes 40% of the qualification

Content overview:

- Section A: Superpower relations and the Cold War, 1941–91
- Section B: Early Elizabethan England, 1558-88

**Assessment overview:**

**Section A:** Period study Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.

**Section B:** British depth study Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two

## **Paper 3: Modern depth study**

Written examination: 1 hour and 20 minutes 30% of the qualification

Content overview a modern depth study: Weimar and Nazi Germany, 1918–39

Assessment overview Section A: Students answer a question based on a provided source and a question that assesses their knowledge and understanding.

Section B Students answer a single four-part question, based on two provided sources and two provided interpretations.

# GEOGRAPHY

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The course most likely to be followed for geography at the Corbet School is as follows:

## **Exam Board AQA Specification 8035 (Draft)**

Teaching from September 2016 Examinations 2018 onwards

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**This is a linear course which means all assessment takes place at the end of the course.**

### **New grading and assessment structure**

Previously, a grade A\* represents the highest grade and G is the lowest. For GCSE, there will be a new grading system to report achievement:

Grades 1 – 9

New Grade 4 roughly equivalent to current Grade C

New Grade 7 roughly equivalent to current Grade A.

## **Subject content**

### **1. Living with the physical environment**

Section A: The challenge of natural hazards

Section B: Physical landscapes in the UK

Section C: The living world

#### How it's assessed

Written exam: 1 hour 30 minutes

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

35% of GCSE

### **2. Challenges in the human environment**

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

#### How it's assessed

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for SPGST)

35% of GCSE

### **3. Geographical applications**

**There will be two field trips one to study an urban environment and one to study a rural environment.**

Section A: Issue evaluation

Section B: Fieldwork

#### How it's assessed

Written exam: 1 hour and 15 minutes

76 marks (including 6 marks for SPGST)

30% of GCSE

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

### **4. Geographical skills**

Geographical skills will be tested in all three exams.

**<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance>**

**LEVEL: GCSE    BOARD: AQA**

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## **What is GCSE Music all about?**

GCSE Music is all about making and listening to music. It covers performing, composing and listening to a wide variety of musical styles - popular music, world music and classical music. There are opportunities to use music technology such as sequencing, recording and composing.

## **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that:

- involves **performing** as a soloist and a group member
- involves **listening** to all kinds of music
- involves **composing** music
- gives you the opportunity to play music with others in e.g. rock group, bands, orchestra
- gives you the opportunity to learn more about and use music technology.

## **How does it follow on from what I have learned before?**

You will improve your skills in performing and composing different types of music. You will listen to a wide variety of music and learn more about how and why it was written and/or performed.

## **What about exams?**

There is an exam in the summer of Year 11. You will listen to a CD and answer questions on areas of study which cover: the elements of music texture, timbre, melody, harmony, dynamics structure and form (40%).

## **Is there any coursework or controlled assessments?**

### **Yes, 60% of the course is coursework or controlled assessment**

- Coursework - You will perform (sing or play) 2 pieces - one as a soloist and one as a group member (30%)
- Controlled Assessment - You will also compose 2 compositions which are based on the Area of Study: Popular Music / World Music / or Western Classical Tradition (30%).

## **What other skills might I develop?**

As well as covering music at GCSE level, the course will enable you to develop skills in communication & ICT. GCSE Music offers opportunities to develop wider skills in working with others (e.g. taking part in rehearsals, performing).

## **What could I do with GCSE Music?**

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology as well as BTEC National Diplomas (in music, popular music and music technology). You may wish to take music for its own sake, perhaps to form the basis for a future interest. Alternatively you may wish to go into a job where it is useful to have had experience of music or where you will need to use some skills developed during the course. These might include careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.

# PHYSICAL EDUCATION

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LEVEL: GCSE

BOARD: AQA

COURSEWORK (Practical)

40%

EXAM. (Written):

60%

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## What is GCSE Physical Education all about?

- You will learn about:-

Applied anatomy and physiology

Movement analysis

Physical training

Use of data

Sports psychology

Socio-cultural influences

Health, fitness and well-being

- PE will offer you the opportunity to develop your skills, understanding and knowledge in sport and physical activities.
- It will help you to improve your own performance.

## What about exams?

- You will sit two exams at the end of year 11
- Both written papers will be 1 hour 15 minutes long
- The exams are 60% of GCSE

## What about coursework?

- You will be assessed in three different physical activities in a role of player/performer (one in a team activity, one in an individual activity and a third in either team or individual activity) (30% of GCSE)
- You will also complete an analysis and evaluation of a performance to bring about improvement in one activity (10% of GCSE)

## Will I enjoy this course?

If you are interested in fitness, health, sciences and want to learn more about the world of sport and develop your own performance then this could be the course for you! It would also be an advantage if you were involved in sport outside lessons, for example a school sports club.

## What could I do next with GCSE Physical Education?

- This is a full GCSE and a good grade would indicate that you were able to cope with the academic and practical demands of this stimulating course.
- It would prove an excellent foundation for any advanced Physical Education course or more vocationally related course such as leisure and recreation.
- Employment opportunities where your skills will be particularly valued include the sport and leisure industry, travel and tourism, physiotherapy and teaching.

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<b>LEVEL: GCSE</b>	<b>BOARD: OCR</b>	<b>Coursework:</b>	<b>20% *( see below )</b>
		<b>EXAM:</b>	<b>80% *( see below )</b>

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GCSE Computer Science is a course designed for those pupils who wish to investigate how computers work. This is not an Information Technology course – pupils will be required to develop a technical understanding of computer systems and programming. *This course will count towards the English Baccalaureate qualification.*

Topics covered by the course will include -

<b>Computer Hardware –</b> <ul style="list-style-type: none"><li>• CPU</li><li>• Memory</li><li>• Input / Output devices</li><li>• Networking</li></ul>	<b>Representation of Data –</b> <ul style="list-style-type: none"><li>• Binary numbers</li><li>• Hexadecimal numbers</li><li>• Terms such as byte and kilobyte</li></ul>
<b>Software –</b> <ul style="list-style-type: none"><li>• Operating systems</li><li>• Utility programs</li><li>• Databases</li></ul>	<b>Programming –</b> <ul style="list-style-type: none"><li>• Programming languages</li><li>• Solving problems</li><li>• Testing solutions</li></ul>

## How will I be assessed?

Assessment will consist of 2 written examination papers, worth 40% each.

- Computer systems - 1 hour 30 minutes
- Computational thinking , programming and algorithms – 1 hour 30 minutes

\*At this moment in time the coursework requirements are undergoing consultation for this course and are liable to change. It may be that the percentage split between written examinations and coursework will change.

## Who is it for?

- Pupils who wish to take the programming aspect from KS3 to a higher level.
- Pupils who enjoy the technical aspects of computing.
- Pupils who are thinking of taking an A level computing course.

**For further information on this course, please speak to Mr Green.**

# DRAMA

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**LEVEL: GCSE**

**BOARD:**

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Our GCSE drama qualification will equip you with a range of skills much sought after in the wider world of work and education. It will:

- Develop ways of communicating confidently and creatively
- Encourage co-operation and the understanding of others
- Provide the skills of working with others – learners can choose to work individually, in pairs or in a group for both units
- Introduce the tools and the language of drama
- Look at actions and their consequences in a dramatic setting
- Explore the creative work of the designer, deviser and director... as well as the performer

## **What does the course involve?**

There are three parts to the course:

### **Devising drama**

Learners will research and explore a stimulus, work collaboratively and create their own devised drama. (01/02) 60 marks Non-exam assessment 30% of total GCSE

### **Presenting and performing texts**

Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. (03/04) 60 marks Non-exam assessment (Visiting examination) 30% of total GCSE

### **Drama: performance and response**

(Written exam) Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.\*\* (05) 80 marks Exam assessment 1 hour 30 minutes (Written paper) 40% of total GCSE

## **How Will I Be Assessed?**

The most important element in your assessment for your coursework will be the quality of your performances in front of your chosen audiences. These will be supported by a written log or record that you will complete during the rehearsal process together with a final evaluation. These are marked in an overall balance of 50% performance/50% portfolio. The performances will be recorded on DVD to help with moderation. You will also perform to a visiting examiner. You will usually work on your performances in a small group, but may work with one other person (the minimum group size is two). As you can see above, there will also be a written examination at the end of the course which will be worth 40% of your final grade.

## **Will I Like It?**

This is a performance based qualification and so if you don't like getting up in front of an audience to perform, this is certainly NOT the course for you. If, however, you enjoy acting as a skill and want to learn more about it, to find out about possible careers in acting (or in the theatre generally) or simply to improve your levels of confidence when dealing with people, this could be just the thing you are looking for!

## **Do I Have To Be Able To Sing?**

Absolutely not! This is an acting based course and taking part in musical performances is not necessary. That does not mean of course that you CAN'T introduce a musical element to your work if you so choose. One of the great things about the course is its *flexibility*. Whatever kind of acting you are interested in; there should be something to suit you.

## **How Can I Find Out More?**

Speak to Mr Evans—he will be running the course and will be your teacher if you choose to take part in it as one of your options.



**LEVEL: GCSE (Full Course)**

**BOARD: Eduqas**

**EXAM: 3 Written papers**

The GCSE Religious Studies qualification is designed to develop your knowledge of religious and non-religious beliefs, such as Christianity, Judaism, Atheism and Humanism. You will also develop the ability to construct well argued, well informed, balanced verbal and written responses. This course will challenge you to reflect upon your own beliefs and values and give you the opportunity to explore your own views which will help contribute to your preparation for adult life.

**What does the course involve? There are three areas of study as outlined below:**

**Area of study 1:** Religious, Philosophical and Ethical Studies in the Modern World

Written Examination: 2 hours     50% of qualification

Topics include:

- Issues of Relationships (including sex, contraception, cohabitation, marriage, divorce, homosexuality)
- Issues of Life and Death (including abortion, euthanasia, creation, the environment, animal rights, the afterlife)
- Issues of Good and Evil (including crime and punishment, forgiveness, the death penalty, suffering)
- Matters of Life and Death (including human rights, social justice, prejudice and discrimination, poverty)

**Area of study 2:** The study of Christianity

Written Examination: 1 hour     25% of qualification

Topics include:

- Beliefs and teachings (including God, the life of Jesus, the afterlife, creation)
- Practices (including forms of worship, sacraments, pilgrimage and celebration, the worldwide church)

**Area of study 3:** The study of Judaism

Written Examination: 1 hour     25% of qualification

Topics include:

- Beliefs and teachings (including God, Messiah, the afterlife, creation, life on earth)
- Practices (including forms of worship in Britain and elsewhere, the synagogue, festivals, rituals, daily life)

**Who is it for?**

Religious Studies is about being able to look at an issue such as abortion from many different points of view. You need to be able to use non-religious as well as Christian and Jewish arguments to put forward a well-balanced argument. This course needs you to be able to use quotes from holy texts and scripture to reach the higher grades.

**Why choose Religious Studies?**

A qualification in Religious Studies is good preparation for further study in many AS/A level courses. It gives pupils the ability to critically think and respectfully debate. Religious studies is a widely recognised subject in the world of work as a valued subject in its own right due to the skills it develops. This subject lends itself to many vocations and careers such as Law, Social Care, Journalism, Politics, Primary and Secondary Education, Human Resources and Public Service to name a few.

**For any more information please come and see Miss R Green**

# DESIGN AND TECHNOLOGY

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**LEVEL: GCSE**

**Board: AQA**

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## **What is GCSE Design and Technology all about?**

The GCSE Design and Technology course is all about designing and making products that solve real and relevant problems. Students will learn about modern and new technologies, materials and processes.

**Note: This course is suitable for students who are interested in textiles as well as students interested in making products in woods, metals and plastics.**

**There are two clear pathways students can follow:**

- 1. Textiles**
- 2. Resistant Materials (woods, metals and plastics).**

You may choose to study just one material area or you may make products that combine a range of different materials.

## **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that:

Involves using your imagination and creativity to design products.

- involves learning about the properties of different materials.
- involves learning how to select, shape and combine materials to make useful products.
- gives you the opportunity to investigate how existing products and technologies work.
- gives you the opportunity to be innovative and try out different ideas to meet the needs of a client.

## **What about exams?**

2 hour written exam

100 marks

50% of GCSE

A mixture of short and extended answer questions. (15% of the marks will be for questions that assess students' ability to apply their mathematical knowledge to solve design problems)

## **Is there any coursework?**

Yes, 50% of the course is coursework or non-examined assessment and this must be undertaken in year 11.

A choice of project titles, which are set by the exam board, will be available for students to choose from.

## **What could I do with GCSE Design and Technology?**

GCSE Design and Technology is a great course for developing students' communication and problem solving skills which are valued by employers within all professions and industries. It is particularly useful for students who may be considering a career in design and engineering, specific examples include: product design, design engineering, architecture, automotive design and furniture design.

# FOOD PREPARATION AND NUTRITION

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**LEVEL: GCSE**

**Board: AQA**

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The GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

## **Assessments**

### **Paper 1: Food preparation and nutrition**

**What's assessed:** Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

**How it's assessed:** Written exam: 1 hour 45 minutes 100 marks 50% of GCSE

## **Questions**

Multiple choice questions (20 marks)

Five questions each with a number of sub questions (80 marks)

## **Non-exam assessment (NEA)**

### **What's assessed?**

**Task 1:** Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients

### **Practical investigations are a compulsory element of this NEA task.**

**Task 2:** Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

### **How it's assessed:**

**Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

**Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included

## NOTES

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## NOTES

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## NOTES

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# OPTIONS 2018

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

Select your first choice subject and a reserve choice subject from each block and write in the boxes provided:

## OPTION BLOCK A SUBJECTS

Triple Science History Drama Art & Design Religious Studies Food Preparation and Nutrition	First choice: _____
	Reserve choice: _____

## OPTION BLOCK B SUBJECTS

Geography Religious Studies Drama Physical Education Computer Science	First choice: _____
	Reserve choice: _____

## OPTION BLOCK C SUBJECTS

Design and Technology (Textiles) Design and Technology (Resistant Materials) Food Preparation and Nutrition History Music Art & Design Geography	First choice: _____
	Reserve choice: _____

If there is a combination of subjects you would like to study that is not possible within the blocks above, please write it here and your wishes will be considered:

Signature of Parent/Guardian: \_\_\_\_\_

Signature of Pupil: \_\_\_\_\_

**Please return to Mr Simms (via the school office post box) by  
Monday 19th March 2018**