

Ellesmere College



Year 10
Option Subjects

Compulsory Subjects

English Language

English Literature

Mathematics

*Science: Biology

Chemistry

Physics

**There is the option to study all three Sciences
or select two to pursue at GCSE*

English Language and English Literature at IGCSE

EDEXCEL - International GCSE

Aims of the Courses:

English Language A - Candidates should develop:

- the ability to read, understand and respond to material from a variety of sources, recognizing and appreciating themes and attitudes and the ways in which writers achieve their effects
- understanding of the spoken word and students' ability to participate effectively in various speaking and listening activities
- the ability to construct and convey meaning in written language, matching style to audience and purpose.

English Literature - Candidates are given the opportunity to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which authors achieve their literary effects and to develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies.

Assessment:

English Language

60% written examination paper:

- Written Paper 60% (2 hour 15min)
- Section A – Reading: Unseen extract and non-fiction Part 1 anthology text
- Section B – Transactional Writing

40% coursework:

Two assignments

- Assignment A: Poetry and prose texts – analysis of Part 2 anthology texts
- Assignment B: Imaginative writing

Speaking & Listening Endorsement:

- The externally assessed ESB examination.

English Literature

60% written examination paper:

- Poetry and Modern Prose (2 hours)

40% coursework:

- Modern Drama and Literary Heritage texts

Further Study Opportunities:

A sound training in English Language skills is beneficial in all areas of higher and further education. A level 4 is a minimum requirement for British students who wish to study at university (certain courses may require a level 5). English Literature provides an excellent foundation for literary studies at 'A' level but the subject is also a good basis for all branches of study requiring sensitive attention to detail.

Career Opportunities:

A qualification in English Language is a requirement of most employers. High levels of skill in English and English Literature would be desirable starting points for careers in journalism; the law; publishing; teaching; acting and all jobs requiring polished communication skills.

Since September 2013, The English Department has enhanced their GCSE provision for all current and future Year 10 and 11 pupils at Ellesmere College by choosing to deliver the Edexcel IGCSE course.

Mathematics at GCSE
AQA - Mathematics (8300)

Aims of the Course:

To teach the requisite topics for the GCSE examinations according to the ability of the pupil. Within the confines described under Assessment we aim to provide as broad a mathematical education as possible, and teach the value of rational thought and reasoning.

Areas of Study:

Number; Algebra; Ratio; Proportion and Rates of Change; Geometry and Measures; Statistics and Probability.

Assessment:

Three papers, each 1 hour 30 minutes equally weighted.

Questions can be asked from the whole syllabus in each paper.

Paper 1 (Non-Calculator) / Paper 2 (Calculator) / Paper 3 (Calculator)

Pupils are entered for Foundation or Higher tiers. All three papers must be in the same tier. The Foundation tier covers grades 1-5 and the High tier covers grades 4-9.

Further Study Opportunities:

A minimum of grade 6 is required for the transition to A level. There is a large gap between GCSE and AS Level therefore pupils will need to have taken the higher paper and achieved at least a 6, preferably a 7, at GCSE to pursue mathematics to AS level.

Career Opportunities:

Mathematics is the basis of a huge variety of careers as widely varying as Audio and games Software, Engineering, Medical Research, Data Analysis, Financial Planning, IT systems, Architecture, Defence Analysis, Air Traffic Control, Mathematical Modelling in e.g. the Shipping Industry, Water Rationing and Financial Management, Aerodynamics, Systems Administration, Electronics, Scientific Research.

Failure to gain at least grade 4 at GCSE will preclude many career or university opportunities and therefore all pupils must target 4 as a minimum grade.

Science at GCSE
Biology, Chemistry, Physics
AQA

Aims of the Course:

- To foster an understanding of science that can be carried into adulthood, enabling pupils to make informed decisions relating to the science they encounter in everyday life.
- To prepare students for academic study at A level or the International Baccalaureate Diploma.

Areas of Study and Assessment:

GCSE in Sciences: Biology, Chemistry, Physics

All pupils will study science. Pupils may choose to follow **all three** or **select two** to pursue from:
Biology
Chemistry
Physics

Each subject is examined by two written papers, either Higher (3 - 9) or Foundation (1 - 5).

There is no requirement to carry out any internal (controlled) assessment, or coursework but students have to complete a number of prescribed practicals which will be assessed in the final examinations.

The assessment for the GCSE's are linear and all papers need to be completed in the same series.

They will be examined in the Summer Term of Year 11.

The full range of grades 9 to 1 are available.

You could choose to study:

- a) All three (ie Biology, Chemistry and Physics) leading to 3 GCSE's
- b) Two of the three subjects leading to 2 GCSE's

Your science teachers will advise on which combination would be the most appropriate for individual pupils.

Further study options:

Every year a number of pupils choose to study A levels or IB in Biology, Chemistry and/or Physics having achieved good grades at science and mathematics (minimum level 6).

Art and Design at GCSE
AQA

Aims of the Course:

The study of this subject at GCSE will assist and encourage pupils to develop:

- analytical, imaginative and intuitive capabilities;
- the ability to articulate personal responses and insights and communicate ideas, concepts, observations and feelings through tactile and visual form;
- understanding and appreciation of the work of artists, designers and craftspeople in contemporary society and in other cultures.

Areas of Study:

There are a broad range of areas in which students can develop their skills and creativity including the following:

Under the heading of Fine Art, we cover the following areas:

- Drawing
- Painting
- Printmaking
- Mixed Media

Pupils are required to work in one or more of the areas of Fine Art.

Assessment:

Component 1: Portfolio - A portfolio that in total, shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realization of intentions and a selection of further work undertaken during the student's course of study.

Total: 96 marks – 60% of GCSE

Component 2: Externally Set Task - Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Total: 96 marks – 40%

Further Study Opportunities:

As part of the course, pupils will have the opportunity to visit local art galleries and museums. The study of this subject at GCSE level will enable the opportunity for further study on a variety of vocational courses and at AS/A2 level as well as IB Visual Arts.

Career Opportunities:

GCSE Art and Design helps to develop and foster a broad range of visual, practical and imaginative skills, amongst other things, thus providing pupils with a wide range of abilities that are useful for many types of further study and careers. It is a necessary requirement for all Art and Design degrees and is often seen by many employers as a welcome balance to the more traditional academic subjects.

Business Studies at GCSE
EDEXCEL - Syllabus Code: IBSO

GCSE qualifications in business subjects enable students to:

- actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds.
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements.
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities.
- consider the extent to which business and economic activity can be ethical and sustainable.

Aims of the course:

The approach to Business Studies is one which is both very practical and participative. Pupils have close involvement with the study of real life businesses and they are expected to follow their changing fortunes. The philosophy of the specification incorporates the belief that the study of Business Studies should require candidates both to understand the dynamic environment in which business operates and to appreciate the many and varied factors which impact upon business activity and business behaviour. Candidates will work towards gaining an understanding of the issues facing UK businesses in the 21st century.

Areas of study:

The GCSE in Business Studies is made up of:

Theme 1:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2:

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions.

Assessment:

- The assessment of this qualification is through 2 x one hour 30 minutes written examination papers, set and marked by the exam board.
- Each paper has equal weighting; one based on investigating small businesses and the other based on investigating large businesses. Total number of marks available in each paper is 90.
- Single Tier of entry

Further Study Opportunities:

Many pupils choose to continue their study of Business Studies by following the A level course run through the Eduqas A Level Business Course. This can lead to a wide variety of subject choices and specialism at University.

Career Opportunities:

The skills and knowledge gained in the course will prove invaluable in whatever career path pupils follow. This may be directly in careers in business, management or other general roles as employees and consumers.

Computer Science GCSE
AQA Syllabus 8525

Aims of the Course:

The new AQA GCSE in Computer Science allows learners to study the principles and practices of computing and gain confidence in computational thinking and programming. This qualification helps learners appreciate current and emerging computing technologies and the benefits of their use. Building upon the previous successful specification it contains many fresh features including a choice of programming languages and the added bonus of the SQL programming language for databases.

Areas of Study:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer Systems
- Fundamentals of Computer Networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Assessment:

Paper 1: Computational thinking and programming skills

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. Questions are a mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

- Written exam – 2 hours
- 90 marks
- 50% of GCSE

Paper 2: Computing concepts

The contents are drawn from the bullet points in ‘Areas of Study’ above. Questions are a mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

- Written exam – 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Further Study Opportunities:

AQA GCSE Computer Science is an ideal foundation for further study in Computer Science. Transition to A Level would require a grade 5 or above as well as strong mathematical skills.

Career Opportunities:

Computer Science lends itself naturally to undergraduate study and careers with a strong mathematical content such as Robotics, Artificial Intelligence, Web Science, Game Theory & Design, Software Engineering, Data Analysis.

Design and Technology at GCSE
Pearson (Edexcel) Design and Technology

Aims of the course:

This course is designed to give pupils the skills required to investigate, design, make and evaluate a practical solution to a design problem. In Year 10 pupils will study a range of topics in both theoretical and practical settings to give them a strong understand of how the design process works in the real world. Links with other subjects, such as Business Studies, Media Studies and Geography are all explored giving new relevance to topics learned. Pupils will have the creative skills to be able to tackle a range of design briefs for their project.

Areas of study:

The course will introduce pupils to a wide range of materials such as timber, metals, plastics, electronics, card, and textiles and the processes by which these are formed and combined to make products. Pupils will develop a very wide range of skills such as problem solving, creative designing, modelling, investigation and evaluation. In the new style of GCSE qualification, there are parts that require mathematical skills to be applied to designing and making situations.

Assessment:

The course will be assessed in two units:

- **Unit 1** – Written paper – 100 Marks – 1 hour 45 minutes – 50% of overall marks

Section A - core content:

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.

Section B – Specialist Material Category

This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B. The focus will be on a specific material type (students at Ellesmere will study Timbers).

- **Unit 2** – Non-examined assessment – 100 Marks – 50% of overall marks

This section, more commonly known as the coursework project, will see pupils begin at the end of Year 10 to identify a design problem within one of three contextual themes provided by the exam board. They will then have to investigate the problem, design a range of possible solutions before going on and making a final prototype idea. The final element is to critically evaluate their prototype as a suitable solution to the original problem.

Further Study Opportunities:

There is the opportunity to study A-Level in Design and Technology in the Sixth Form.

Career Opportunities:

The course leads well into Product Design, Engineering, Graphic Design, Architecture and other art and design based courses and careers. GCSE Design and Technology can be used as an entry qualification for any type of further education and teaches a broad range of skills that have a wide-ranging application.

Engineering Design at GCSE

OCR

OCR Engineering offers students an alternative route in Design through a course that is split into 4 units. Students will need to complete the four units in order to gain a Level 2 Certificate which is the equivalent to a level 4 -9 depending on the overall outcome from the course (Pass, Merit, Distinction or Distinction*)

There is one examination with the other components being internally assessed units which will be completed through both Year 10 and Year 11.

The Units that students need to complete during the course are:

- **Design Briefs, Design Specifications and User Requirements – Written Paper (25% Can be taken in Y10 or Y11)**

Students explore the requirements of design briefs and specifications for the development of new products and how consumer requirements and market opportunities inform these briefs. They develop their understanding of the design cycle, the requirements for a design brief and design specification, and the importance of research data in developing a design solution.

- **Product Analysis and Research (25%)**

Students find out how to perform effective product analysis through both research and practical experience of product assembly and disassembly procedures. This helps them develop skills in critical analysis and an understanding and appreciation of manufacturing processes, design features, materials used and the principles behind good design.

- **Developing and Presenting Engineering Designs (25%)**

Students develop their knowledge and skills in communicating 2D and 3D design ideas, including effective annotation and labelling. They use detailed hand rendering as well as computer-based presentation techniques and computer-aided design (CAD) software.

- **3D Design Realisation (25%)**

Students produce a model prototype and test design ideas in a practical context. They evaluate the prototype against the product specification and consider potential improvements to features, function, materials, aesthetics and ergonomics in the final product.

Further Study Opportunities

There is the opportunity to study A-Level Product Design in Sixth Form

Career Opportunities

The course leads well into Product Design, Engineering, Architecture and other Design based courses. The course itself being a level 2 qualification also offers a route into apprenticeships which can now be found to be offered through larger companies such as Jaguar Land Rover.

The skills students develop in GCSE Drama will be of considerable benefit and compliment their future career choices. Team work, collaboration, communication and creative thinking skills are a vital aspect of the course which are transferable to nearly all career pathways. A passion for the arts is essential as students must take responsibility for their creative decisions and processes. It is advised that students attend arts events and visit the theatre regularly to support their appreciation of the subject. They must be prepared to produce detailed written exam work to support the practical elements of the course.

Course Title & Exam Board

GCSE Drama; Eduqas

Course Description

The course is broken down into three components;

Component 1: Devising Theatre (Practical and written application) 40%

- Learners will be assessed on **either** acting **or** design.
- Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by Eduqas.

Learners must produce:

1. A performance/practical realisation of their piece of devised theatre
2. A portfolio of supporting evidence
3. An evaluation of the final performance or design.

This component is marked internally by the Drama Teacher and moderated by Eduqas

Component 2: Performing from a Text (Practical) 20%

- Learners will be assessed on **either** acting **or** design.
- Learners study **two** extracts from the **same** performance text chosen by the centre.
- Learners participate in **one** performance using sections of text from **both** extracts

This component is marked by a visiting Eduqas examiner.

Component 3: Interpreting Theatre (Written Examination - 1 hour 30 minutes) 40%

Section A: Set Text

A series of questions on **one** set text from a choice of five:

1. ***The Tempest***, William Shakespeare
2. ***The Caucasian Chalk Circle***, Bertolt Brecht
3. ***Hard to Swallow***, Mark Wheeller
4. ***War Horse***, Michael Morpurgo, adapted by Nick Stafford
5. ***DNA***, Dennis Kelly.

Section B: Live Theatre Review

- **One** question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course. This is externally marked by Eduqas.

French at GCSE
AQA - French (8658)

Aims of the Course:

- To equip pupils with the listening, speaking, reading and writing skills to be able to understand and communicate effectively in be applied to the study of other languages or to the further study of French. Some of these skills (French and to enjoy the language-learning process).
- To provide pupils with an understanding of how language functions and to equip them with language learning skills which can such as the ability to listen carefully for pieces of information) will be valuable in areas other than language learning.
- To further pupils' knowledge, understanding and appreciation of francophone countries and cultures as well as their knowledge of English.

Areas of Study:

The three themes on which the assessments are based are:

1. Identity and Culture
2. Local, National, International and Global Areas of Interest
3. Current and Future Study and Employment

Assessment:

For first teaching from September 2016 (and exams from June 2018), there will be no more controlled assessments. Students will instead undertake four examinations (one per skill) at the end of the course:

Paper 1 – Listening – worth 25% of GCSE

Paper 2 – Speaking – worth 25% of GCSE

Paper 3 – Reading (including translation task) – worth 25% of GCSE

Paper 4 – Writing (including translation task at Higher Tier) – worth 25% of GCSE

Further Study Opportunities:

A pupil with a good pass at GCSE could consider studying French to AS level or A level. The knowledge gained from studying French is also useful for pupils commencing another language later on in life, e.g. at University.

Career Opportunities:

The study of a language up to GCSE is increasingly necessary for many degree courses and fields of work. Knowledge of a foreign language is a requirement, or very useful, for many careers including sales and marketing, engineering, mining, hotel management, travel and tourism, the airline industry, journalism, the pharmaceutical industry and the diplomatic corps.

Geography at IGCSE
Cambridge

Aims of the Course:

- To develop an understanding and knowledge of place and the impacts of human decisions.
- To develop an appreciation of the environment and the opportunities and constraints that face people in different places.
- To appreciate the dynamism of Geography through changes in the world.
- Geographical theory.
- To acquire the skills needed to conduct a geographical enquiry e.g. map work, statistical analysis, I.T.
- To understand and evaluate the values of other people(s) through the study of selected themes and places.

Areas of Study:

Paper 1 (45% of I.G.C.S.E)

Theme 1: Population and Settlement Population dynamics, migration, settlement growth, urbanisation

Theme 2: The Natural Environment Earthquakes and volcanoes, rivers, coasts, weather and climate, natural vegetation and biomes

Theme 3: Economic Development Globalization and its impacts, food production, agriculture, industrial systems and location, tourism growth and sustainability

Paper 2 (27.5% of IGCSE)

Geographical Skills: Photo analysis, field-sketching, graph construction and analysis, ordnance survey map skills {distance, direction and bearings, 6 figure grid references, contours and relief interpretation, cross sections}

Paper 3 (27.5% of IGCSE)

Coursework: This is most likely to be river based, such as linking actual rivers (Carding Mill Valley) to theoretical geographical models.

Further Study Opportunities:

Pupils will be encouraged to continue their study of Geography A level or IB, and subsequently University, with any combination of subjects although the subject has good links with Mathematics, Business Studies, Economics, Chemistry, Physics, Biology, Politics, History, Sociology and Language.

Career Opportunities:

Geographers are employable people. If you have studied Geography you will have the following advantages:

- You will know about national local and global issues and be able to talk about them.
- You will have developed skills such as reading maps, photographs and diagrams. You will be able to analyse data and have developed your IT skills
- You will be aware of the world about you and appreciate that people have different viewpoints and there are different solutions to many social issues.

Geography can be read as a single subject at University or as part of a combination with a wide range of other subjects. Alternatively more specialist studies such as Geology, Surveying, Oceanography, Agriculture, Estate Management, Town and Country Planning, Transport and Logistics, Tourism can be pursued at degree level.

History at IGCSE

Edexcel

Aims of the Course:

- To stimulate interest in and enthusiasm for the study of the past
- To promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference.
- To develop essential study skills; especially how to analyse and organise evidence in order to present a logical argument.

Areas of Study:

There are 4 areas of study:

1. Germany 1918-1945
2. Changes in medicine 1848-1948
3. Superpower Relations 1943-1972
4. The origins and Course of the First World War, 1905-1918.

Besides using a range of textbooks we also have an extensive library of audio-visual material and we encourage pupils to use their own initiative in research projects. The addition of a smart board within the History Department as well as network links to the internet have expanded access to a variety of primary sources which are useful in a modern world history course.

Assessment:

Written exams.

Further Study Opportunities:

History is a well-regarded academic subject. It is suited either to an Arts, humanities, or interdisciplinary combination of GCSEs. Looking forward to A Levels or the IB and beyond, History is an excellent subject for a candidate considering a range of Social Science options.

Each summer term we organise a Battlefields Expedition visiting the sites of conflict of either the First or Second World War. Pupils have found this a valuable help in consolidating their overall understanding, and it is particularly useful for the international relations modules.

Career Opportunities:

History provides many of the transferable skills necessary for a wide range of careers. It is a traditional first degree for pupils considering law, politics, accountancy, journalism and media. In addition research careers and business managers benefit from the skills taught within history.

Latin at GCSE
OCR - Latin

Aims of the Course:

- To develop an understanding of the Latin language;
- To develop the ability to read, understand and evaluate a range of original Latin authors;
- To understand the cultural context within which the literature was produced;
- To develop an understanding of the importance of Latin language and literature for the languages and literatures of the modern western world.

Areas of Study:

Through reading and translating Latin texts, our pupils develop an understanding of how the language is constructed. Our pupils read a range of original Latin authors, in either verse or prose or both, which they are able to translate and interpret. They also develop an understanding of the cultural background in which these texts were written. Such topics include the gladiators and the Colosseum, the Roman gods, the Pompeian tombs, and the stories of Romulus and Remus.

Assessment:

Paper 1: 90 minutes, translation, comprehension and grammatical analysis.

Paper 2: 60 minutes, original Latin authors.

Paper 3: 60 minutes, *either* further Latin authors *or* the cultural background paper.

Further Study Opportunities:

Our pupils are encouraged to take part in our regular theatre trips to see ancient plays both in Classical Greek and in English translation, such as the Cambridge Greek Play. They are also encouraged to take part in competitions such as the Latin Reading Competition.

The study of Latin enables the development of a wide range of skills which are useful in other subjects. It also provides an excellent introduction to Classical Civilisation for students who wish to take their studies further but without the Latin language. Our best linguists are also encouraged to start Classical Greek outside normal lesson times.

Career Opportunities:

Latin encourages the development of skills which are attractive to universities and employers. Pupils with a good grade in Latin will have developed skills in understanding and interpreting a language and in thinking logically that will put them in a good position to address a wide range of future challenges and opportunities. Some well-known Latinists include J.K.Rowling, C.S.Lewis and Tom Hiddleston.

This course is subject to viable numbers.

Media Studies at GCSE
OCR (Specification code: J200)

Aims of the course:

- To help students develop a wider understanding and appreciation of the media, both historical and contemporary, and their role in society, culture and politics.
- To apply their academic knowledge in the creation of their own media productions, using filming or photography, as well as writing effective ‘copy’.
- To consider the role of media on our lives and how the ‘hidden persuaders’ and media industries might influence or manipulate audiences.

Content Overview:

Component 01: Television and promoting media

One exam of 1 hour and 45 minutes which is worth 35%

In section A: Television, students engage with an in-depth study of one contemporary and one historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.

In section B: Promoting media, students study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.

Component 02: Music and news

One exam of 1 hour and 15 minutes worth 35%

In section A: Music, students engage with one in-depth study covering magazines, a comparative study of music videos and a study of contemporary radio.

In section B: News, students engage with one in-depth study of online news, including its social and participatory media. Students also study contemporary and historical newspaper front pages and how they illustrate changing social, cultural, historical and political contexts.

Component 03: Creating media

Production coursework worth 30%

Students apply their knowledge and understanding of media language and representations to create media products of their own, using the theoretical framework to express and communicate meaning to an intended audience.

Why take this subject at GCSE?

The OCR GCSE (9–1) in Media Studies offers a broad, coherent and rigorous course of study that has been created to ensure that all types of learners can fulfil their potential, preparing them to make informed decisions about further study and progression to AS Level and A Level, vocational study or employment. Students will be well prepared to move on to the Cambridge International A Level in Media Studies, which we offer in the Sixth Form, and to prepare for university courses or apprenticeships in the media industries. They will also have a wider understanding of the contemporary media as well as skills of communication and digital literacy which they can take into other areas of academic study or career.

Music at GCSE

EDEXCEL

This course is ideal if you...

- play a musical instrument or sing
- are interested in performing, composing and listening to music in a variety of styles
- enjoy performing music with others e.g. rock bands, choirs, orchestras and other ensembles
- want to learn more about how music works

Aims of the Course:

GCSE Music is an excellent subject that focuses on making and listening to music. It involves performing, composing and listening. There are also opportunities to use music technology within the course.

Areas of study:

1. **Instrumental Music 1700-1820:** Bach - 3rd Movement, Brandenburg Concerto No.5 in D Major / Beethoven - 1st Movement, Piano Sonata No.8 in C Minor '*Pathétique*'
2. **Vocal Music:** Purcell - Music for a While / Queen - Killer Queen
3. **Music for Stage and Screen:** Schwarz - Defying Gravity from the musical *Wicked* / Williams - Main Title Star Wars Episode IV: *A New Hope*
4. **Fusions:** Afro Celt Sound System - Release / Esperanza Spalding - Samba Em Preludio

Assessment:

Performing 30%

You will need to perform one solo and one ensemble piece. This can be sung or played on any instrument. It might involve a combination of playing and singing. You may choose any piece in any style to perform and these are recorded and marked by the teacher and then moderated by Edexcel. The combined duration of both pieces must be a minimum of four minutes and the standard expected by a Year 11 is Grade 4 Associated Board.

Composing 30%

You will need to compose two pieces of music. One will be a free choice composition and the other will be based on a set brief. You will learn how to use Sibelius notation software to assist you in writing down and developing your music. Recordings and scores need to be submitted for both pieces. These are marked by the teacher and moderated by Edexcel.

Listening 40%

Listening is based on set works for the four areas of study and will also include responding to unfamiliar pieces. The exam is taken in the summer of year 11 and involves questions based on listening extracts taken from the set works.

Further Study Opportunities:

GCSE Music provides an excellent foundation for AS/A Levels in Music and Music Technology as well as IB Music. You may wish to take a GCSE in Music for its own sake, perhaps to form the basis of a future interest. There will be opportunities to experience live music and concerts throughout the course.

Career opportunities:

Musicians enjoy many careers paths from those directly linked to music (e.g. performer, songwriter, sound engineer, music therapist, teacher) to those that are indirectly linked (e.g. event organisation, broadcasting, presenting). In addition, because musicians have good communication and expressive skills and are able to multi-task, they are often sought out for roles in business and management.

Physical Education at GCSE
OCR

Aims of the Course:

- To participate in different physical activities and to play different roles within activities;
- To underpin practical performances with theoretical knowledge of the anatomical, physiological and psychological demands of physical activities and how these factors affect physical competence;
- Understand the use of methods of practice to improve performance and the importance of being physically active as part of a healthy, balanced lifestyle.

Areas of Study:

- Component 01: Physical factors affecting performance
 - Applied Anatomy and Physiology
 - Physical Training
- Component 02: Socio-cultural Issues and Sports Psychology
 - Socio-Cultural Influences
 - Sports Psychology
 - Health, Fitness and Well-Being
- Component 03: Performance in P.E.
 - Performance of 3 Activities (1 = team, 1 = individual and 1 = free choice from either list)
 - Analysing and Evaluating Performance

Assessment:

- Component 01: 1 hour examination / 30% of total GCSE
- Component 02: 1 hour examination / 30% of total GCSE
- Component 03: Non-examination assessment / 40% of total GCSE

Further Study Opportunities:

A Level P.E.
Outdoor pursuits instruction or Leisure and Recreation courses
BTEC National Diploma Level 3 Sport.

Career Opportunities:

The study of the human body and sport in society allows successful candidates to enter a number of professions. The wide range of skills that you will develop allow entry into many professional fields. An in-depth knowledge of sport and its context within society is valuable for any type of leisure profession, from leisure management/tourism to sports coaching and teaching and indeed sporting professionals. A knowledge of the human body is relevant to care assistants, nurses and anybody wishing to work within a social caring environment. Sports specialism allows candidates to pursue physiotherapy and sports nutrition, while psychological aspects may lead onto sports psychology and will also benefit any person within an ever-changing dynamic environment where adaptation and quick thinking are necessary.

Religious Studies at IGCSE

Edexcel

Aims of the course:

- To develop student's knowledge and understanding of religious beliefs, values and traditions, through the study of one major world religion – Christianity.
- To develop student's ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- To provide students with the opportunity to engage with questions of belief, value, meaning, purpose, truth and their influence on human life.
- To challenge students to reflect upon and develop their own values, beliefs and attitudes in the light of what they have learned and contribute to their preparation for an adult life in a pluralistic society and global community.

Areas of study:

Paper 1 – Beliefs and Values

1. The Universe, creation and the place of human beings
2. Life and death
3. Peace and conflict
4. Rights, equality and social justice

Paper 2 – The Religious Community

1. Origins and their impact on the community
2. Celebration and Pilgrimage
3. Worship and Practice

In addition to the core textbooks the department utilizes a wide range of audio-visual and internet resources. Debate is a major part of the Religious Studies course. As well as in class discussions, visitors are invited into school and trips out organised to enhance students' understanding, giving them the opportunity to engage and ask questions. Students are encouraged to enter Religious Studies competitions and interact with students in other schools to aid revision.

Assessment

Candidates will be required to take 2 examination papers.

Paper 1: 1hr. 45 mins. – 60%

Paper 2: 1hr 30 mins. – 40%

Further Study and Career Opportunities

Religious Studies is a highly regarded academic subject. Though a significant number take it in order to complement a humanities disciplinary combination, some scientifically minded students choose it also. This helps them to add the personal element to what might be the beginning of a career in Medicine, the Police, the Armed Forces, Psychology or Social Work where an understanding of the beliefs, Values and attitudes of humans is essential. A Religious Studies IGCSE qualification provides a solid grounding in both the skills and knowledge base needed for AS and A level Religious Studies.

Spanish at GCSE
AQA - Spanish (8698)

Aims of the Course:

- To equip pupils with the listening, speaking, reading and writing skills to be able to understand and communicate effectively in Spanish and to enjoy the language-learning process.
- To provide pupils with an understanding of how language functions and to equip them with language learning skills which can be applied to the study of other languages or to the further study of Spanish. Some of these skills (such as the ability to listen carefully for pieces of information) will be valuable in areas other than language learning.
- To further pupils' knowledge, understanding and appreciation of Hispanic countries and cultures as well as their knowledge of English.

Areas of Study:

The three themes on which the assessments are based are:

1. Identity and Culture
2. Local, National, International and Global Areas of Interest
3. Current and Future Study and Employment

Assessment:

For first teaching from September 2016 (and exams from June 2018), there will be no more controlled assessments. Students will instead undertake four examinations (one per skill) at the end of the course:

Paper 1 – Listening (worth 25% of GCSE)

Paper 2 – Speaking (worth 25% of GCSE)

Paper 3 – Reading (including translation task – worth 25% of GCSE)

Paper 4 – Writing (including translation task at higher tier – worth 25% of GCSE)

Further Study Opportunities:

A pupil with a good pass at GCSE could consider studying Spanish to AS level or A level. The knowledge gained from studying Spanish is also useful for pupils commencing another language later on in life, e.g. at University.

Career Opportunities:

The study of a language up to GCSE is increasingly necessary for many degree courses and fields of work. Knowledge of a foreign language is a requirement, or very useful, for many careers including sales and marketing, engineering, mining, hotel management, travel and tourism, the airline industry, journalism, the pharmaceutical industry, and diplomatic related careers.

English as an Additional Language

International students

International pupils are assessed on entry by the EAL Department to find out how much language support is needed. Students who require language support will generally receive between 1 and 8 EAL classes per week in small groups of students with a similar language level. It is expected that extra English will be chosen as one of the option subjects.

Some EAL classes focus on the language needed in specific mainstream subjects, while others are designed to develop the students' general language level. Lessons are developed around the individual language needs of students.

In Year 11 international students who need EAL support are prepared for the IGCSE English as a Second Language examination.

Students may also take First Certificate, KET and PET if required.

These lessons are charged as extras

Support for Learning

Support for the Dyslexic Pupil

Pupils known to be dyslexic are assessed within the Department in order to establish the level of support needed. In addition, any pupil whose work suggests there may be a dyslexic issue can be assessed. Where necessary, examination access arrangements are put in place.

Children with dyslexia receive one to four lessons (either one to one or in groups of two or three) per week from graduate teachers specifically trained in the teaching of dyslexic children. Specialist Dyslexia Support programmes are used with older children in the Middle School, together with a range of study and learning strategies tailored to individual children's needs. Support is offered in English and related subjects and also in Mathematics. Support is given across the curriculum and this becomes more focused in the Senior School, where all staff are very much aware of the need for study skills and help with examination technique. Support is offered to children who may have learning needs other than dyslexia as appropriate.

All subject teachers receive regular in-service training so that they are aware of and sympathetic to the particular needs of our dyslexic pupils.

It is expected that support lessons will be chosen as one of the options.

These lessons are charged as extras.