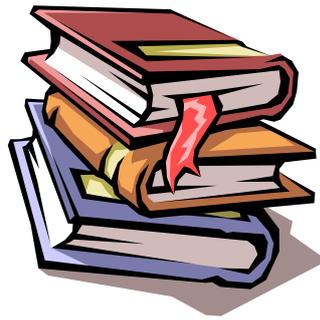


NORTH CESTRIAN SCHOOL



YEAR 10 GCSE OPTIONS

2017 - 2019

**A GUIDE FOR YEAR 9 PUPILS AND THEIR PARENTS
ON CHOICE OF SUBJECTS FOR GCSE**

CURRICULUM YEARS 10 & 11

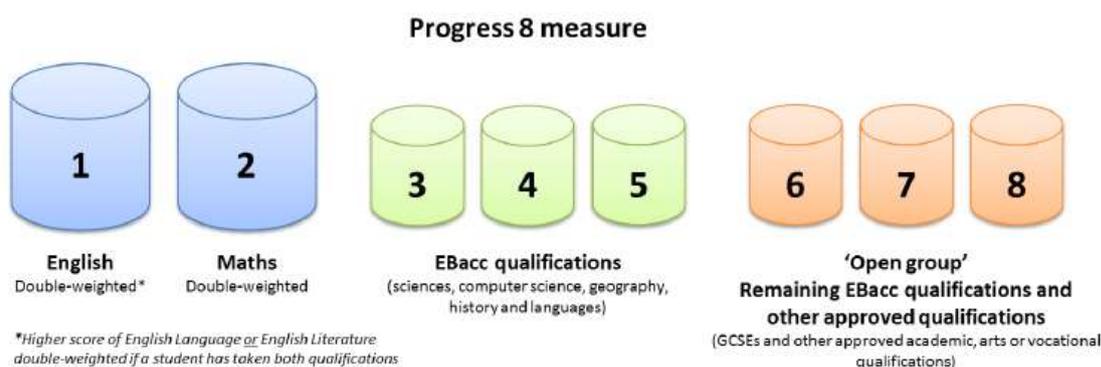
Qualifications are undergoing significant phased changes, so this year it is even more important to understand the selection process. This booklet contains the information you need to make informed choices about the subjects to be studied, leading to examinations to be taken in 2019.

Our objective is to provide a broad and balanced curriculum to stimulate and challenge pupils to gain the knowledge, skills and attributes required for a rich and fulfilling life. All pupils will follow courses leading to a minimum of eight GCSE or GCSE equivalent qualifications. Along the way, we will set ambitious grade targets so that all pupils reach their full potential, but we hope to engender a love of learning and a desire to embrace the rich tapestry of human creativity and understanding.

We make every effort to provide you with correct details about courses but as the educational landscape changes and pupils' needs evolve, so too will our curriculum. We will inform you of any changes through our weekly newsletter and website.

Changes from September 2016

The Government's measures of achievements of pupils in schools – and thereby the schools themselves – is also changing. The Government has introduced the Progress 8 measure. This monitors the levels of progress made in a pupil's 'best 8' GCSEs, with Maths and English counting as double weightings. The Wolf Report removed many courses that previously were eligible. For those that remain – including any BTECs – we are confident that they provide a robust and well-regarded qualification in their own right. Whilst all subjects we offer are eligible for the Progress 8 measure, pupils are also obliged to have a *balanced* portfolio in order to fulfil Progress 8 criteria. The EBacc will also be a consideration of school performance. Our Options Selection Process therefore takes account of this new regime whilst giving pupils a variety of pathways suitable for their needs.



Syllabus reforms

The trend has been to reduce the amount of coursework involved in most subjects, though it still exists where it is a prerequisite for the practical-based type of courses.

Some subjects offer TIERS (e.g. Maths, Science, French, Spanish) – Foundation or Higher papers. As a general rule, pupils at NCS are entered for the Higher Paper, which gives access to the top grades. As the course progresses, for a small number of pupils, it may be better to consider entering them for the Foundation paper. This is written in a more accessible style, but restricts pupils from accessing the higher grades, typically limiting pupils to a maximum C grade but does in some cases give a greater chance of passing. Where this is being considered for your son or daughter we will, of course, keep you informed and discuss with you.

The Selection Process

- Read through the Options Booklet prior to the Options Evening, Wednesday 25th January. Look at the Option Blocks below to see what combinations are available.
- Attend the Options Evening, beginning at 6.30pm. Mr Bergin and Mr Bell will give an overview of the process. Then visit subjects' stands that your son or daughter might be considering for GCSE.
- Spend time discussing the pathways that your son or daughter might choose:
 - a. Don't choose just because your friend is doing it
 - b. Key Stage 4 classes have a different feel: they are externally examined; for options, pupils have selected them and want to study them; option class sizes are generally smaller
 - c. They may be a route towards A Levels that you may wish to take BUT it's early days yet
 - d. You should enjoy the subject AND be reasonably good at it – you are committing to two years' study, so you need to enjoy and succeed in the subject
- Complete the selection boxes on the back page of the booklet, detach and return to your son's or daughter's form tutor by Monday 30th January

- Over the following few weeks, Mr Bergin and Mr Bell will interview all Year 9 pupils to discuss their options and will then sign-off the sheets once all parties have agreed the options. We hope to have this process finished by the 10th February. After that date, we begin to construct the timetable for next year so it is then very difficult to make any changes.

Key Stage 4 Option System for courses beginning September 2017

In the Progress 8 system there are three ‘baskets’ to be filled with appropriate qualifications.

Basket 1 holds two subjects; the double weighted Maths and one of the English GCSEs English Literature is used to fill Basket 1. English Language enters Basket 3. At North Cestrian it is mandatory to study Maths, English Language and English Literature.

Basket 2 holds three subjects from those available as noted in the table. Two subjects are filled with two Science GCSEs from Combined Science. This means that another Basket 2 subject must be chosen from the subjects on offer in the columns headed Option Block A, B and C.

Basket 3 can be filled with any of the offered subjects in the Option Blocks.

Mandatory	Mandatory	Mandatory
English Literature GCSE (Basket 1)	Maths GCSE (Basket 1)	Combined Science GCSE (Basket 2 or 3)
English Language GCSE (Basket 3)		Combined Science GCSE (Basket 2 or 3)

Option Block A	Option Block B	Option Block C
French GCSE (Basket 2 or 3)	Geography GCSE (Basket 2 or 3)	History GCSE (Basket 2 or 3)
Computer Science GCSE (Basket 2 or 3)	History GCSE (Basket 2 or 3)	Spanish GCSE (Basket 2 or 3)
Geography GCSE (Basket 2 or 3)	Religious Studies GCSE (Basket 3)	Food Preparation and Nutrition GCSE (Basket 3)
PE GCSE (Basket 3)	Design Tech GCSE (Basket 3)	Business GCSE (Basket 3)
Art GCSE (Basket 3)	Performing Arts BTEC (Basket 3)	Citizenship GCSE (Basket 3)
	Business GCSE (Basket 3)	

The English Baccalaureate (EBacc) is an elite measure of students in secondary schools which you may wish to consider. In order to get EBacc you must pick Geography or History **and** French or Spanish

Other GCSEs may come from a Home Language (Basket 3) that has been self-studied. For high performing students we have built in time during Combined Science to achieve three separate science (Biology, Chemistry and Physics) GCSEs.

Option Rules:

- All pupils undertake the 5 mandatory GCSEs that qualify for the Progress 8 Measure and fill all two slots in Basket 1. These mandatory qualifications will fill at least 3 other slots in Baskets 2 and 3.
- All pupils must select at least one other Basket 2 qualification from the Option Block columns.
- Select one course from each column
- As a check you should have two subjects for Basket 1, three subjects for Basket 2 and three subjects for Basket 3.

Here is the North Cestrian option system for you with a space to create Your Choice. Your finalised choices should be made on the detachable last sheet of the document.

Mandatory	Mandatory	Mandatory
English Literature GCSE (Basket 1)	Maths GCSE (Basket 1)	Combined Science GCSE (Basket 2 or 3)
English Language GCSE (Basket 3)		Combined Science GCSE (Basket 2 or 3)

For high performers in Maths the school will advise if it is possible to enhance your Maths GCSE to include a Statistics GCSE.

For high performers in Science the school will advise if it is possible to enhance the Combined Science GCSEs to replace with the three Separate Science GCSEs.

Option Block A	Option Block B	Option Block C
French GCSE (Basket 2 or 3)	Geography GCSE (Basket 2 or 3)	History GCSE (Basket 2 or 3)
Computer Science GCSE (Basket 2 or 3)	History GCSE (Basket 2 or 3)	Spanish GCSE (Basket 2 or 3)
Geography GCSE (Basket 2 or 3)	Religious Studies GCSE (Basket 3)	Food Preparation and Nutrition GCSE (Basket 3)
PE GCSE (Basket 3)	Design Tech GCSE (Basket 3)	Business GCSE (Basket 3)
Art GCSE (Basket 3)	Performing Arts BTEC (Basket 3)	Citizenship GCSE (Basket 3)
	Business GCSE (Basket 3)	

	Your Choice
Basket 1	Maths
Basket 1	English Literature
Basket 2	Combined Science
Basket 2	Combined Science
Basket 2	
Basket 3	
Basket 3	
Basket 3	English Language

Remember to fill in two of the blank spaces with "Combined Science"

CORE SUBJECTS

ENGLISH LANGUAGE AQA (8700)

The course is designed to inspire and motivate, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students. It enables students to develop the skills they need to read, understand and analyse a wide range of different texts and write clearly.

Subject Content

Explorations in creative writing

Writers' viewpoints and perspectives

Spoken Language (non-assessment)

Paper 1: Explorations in Creative Reading and Writing 50% of GCSE

Written Examination 1 hour 45 minutes

Section A – Reading (25%): Students answer four questions on one literature fiction text.

Section B – Writing (25%): Students answer one question, writing to describe or narrate.

Paper 2: Writers' viewpoints and perspectives 50% of GCSE

Written Examination 1 hour 45 minutes

Section A - Reading (25%): Students answer four questions on two linked non-fiction texts.

Section B - Writing (25%): Students answer one question, writing to present a viewpoint.

Non-Examination Assessment: Spoken Language Separate endorsement (0% of GCSE)

- Presenting
- Responding to questions and feedback
- Presenting

Teacher set and assessed throughout course.

ENGLISH LITERATURE AQA (8702)

A course designed to inspire, challenge and motivate every student, no matter what their level of ability.

Subject Content

Shakespeare

The nineteenth century novel

Modern prose or drama

Poetry anthology/unseen poetry

Paper1: Shakespeare and the Nineteenth Century Novel 40% of GCSE

Written Examination 1 hour 45 minutes

Section A - Shakespeare: Students answer one question. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B - The Nineteenth Century Novel: Students answer one question. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry 60% of GCSE

Written Examination 2 hours 15 minutes

Section A - Modern Texts: Students answer one essay question from a choice of two on their studied modern prose or drama text.

Section B - Poetry: Students answer one question comparing one named poem and one other poem from their chosen anthology cluster.

Section C - Unseen Poetry: Students answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Note: This course is now separate from English Language, but students benefit hugely from its transferable skills.

MATHEMATICS - EDEXCEL

We will follow Edexcel's new GCSE course. The content has remained largely unchanged from previous years. Number work supports the other three main areas of data handling, Algebra and Shape and Space.

There are three examinations of 1½ hours long and each is worth ⅓ of the final mark. Calculators can be used in 2 of 3 examinations.

There are two levels of entry. At the Higher Level the maximum achievable grade is 9. At the Foundation Level pupils do not study the more complex algebra topics or trigonometry, but the maximum achievable grade is a 5.

The course provides the complementary skills for GCSE Science, Design Technology, Geography, and Business Studies and provides a sound starting point for A Level Mathematics.

GCSE SCIENCE - AQA TRILOGY

GCSE science provides the foundations for understanding the material world and helps students to develop curiosity about the natural world, insight into how science works, and a greater appreciation of its relevance to their everyday lives. GCSE science should enable students to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

All students will study one of two science pathways which both cover aspects of biology, chemistry and physics: Either

- **Combined Science** (2 GCSEs from average performance in Biol/Chem/Phys)
- **Separate Sciences** (3 different GCSEs in Biology, Chemistry and Physics)

The choice of pathway is based on prior performance, aptitude and interest in the subject as the separate science pathway is taught at a much faster pace in order to cover the content of the third GCSE in the same curriculum time. The common foundations of both GCSE science pathways are taught in Year 9.

All students are assessed via written examinations at the end of the two year course. There is no coursework or teacher assessment in the new science GCSE. The examinations cover knowledge and understanding of both the science content and a series of embedded skills such as mathematics(10-40%) and those relating to knowledge and understanding of practical work(20%).

Examination entries for each pathway can be made at either higher(grades 9-4) or foundation(grades 5-1) tier. This decision will be made by the faculty, based on the performance and confidence of individual students after the first year of study and reviewed after the mock examinations in January of Year 11.

FORM TIME ACTIVITIES

Personal, Social and Health Education (PSHE), Religious Studies (RS) and Citizenship are a compulsory part of Key Stage 4 education. These subjects are an essential part of any young person's education and cover a wide range of issues. There are no examinations for the elements of these subjects as taught in the Form Time Activities. However, pupils may have elected for the RS GCSE available in the option blocks.

Other form time activities include Literacy, Numeracy, Assertive Mentoring, Drop Everything and Read (DEAR) and the Current Affairs Quiz (part of the Spiritual, Moral, Social and Cultural curriculum – SMSC)

ICT

Pupils will have a compulsory programme in ICT for one lesson per fortnight. The course will allow pupils to upgrade their skills and can be used as an opportunity to supplement learning in other subjects where appropriate. There are no examinations for ICT. Pupils may also elect for the Computing GCSE available in the option blocks.

GCSE OPTION SUBJECTS

ART AND DESIGN - OCR

Students will follow the OCR Art and Design Course which encourages learners to consider a wide range of approaches to individual expression in terms of materials, process and techniques.

In Year 10, students will follow a foundation course in which they are given the opportunity to work in a wide variety of media, such as painting, printmaking, ceramics, photography and sculpture as well as studying the artwork of expert practitioners.

Towards the end of Year 10 and in Year 11, learners produce a portfolio of work for assessment which is worth 60% of the qualification followed by an externally set task in which students will produce a personal outcome within a 10 hour supervised time period, which is worth the remaining 40% of the total.

Business studies

GCSE Business Studies provides students opportunity to apply core business knowledge (marketing, finance, human resources and operations) supporting them to make rapid and sustained progress, whilst developing transferable skills. Students will develop skills such as team work, problem solving and resilience. They will consider the impact of Business Studies, entrepreneurship and consumerism on their lives, as well as becoming more perceptive consumers.

Assessment

Paper 1: Influences of operations and HRM on business activity	+	Paper 2: Influences of marketing and finance on business activity
What's assessed <ul style="list-style-type: none"> • Business in the real world • Influences on business • Business operations • Human resources 		What's assessed <ul style="list-style-type: none"> • Business in the real world • Influences on business • Marketing • Finance
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 90 marks • 50 % of GCSE 		How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 90 marks • 50 % of GCSE
Questions <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks. 		Questions <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Students will have the opportunity to build on the core skills that are required in business life, and will be involved in a Dragon's Den/ The Apprentice style competition during the summer term.

Citizenship Studies – GCSE (9-1) - Edexcel

Subject content

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

Overview

The course content is divided into five themes:

- A: Living together in the UK
- B: Democracy at work in the UK
- C: Law and justice
- D: Power and influence
- E: Taking citizenship action

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Citizenship Studies consists of two externally examined papers. Students must complete all assessment in May/June in any single year.

Paper 1	(*Paper code: 1CS0/01)
Written examination: 1 hour and 45 minutes 50% of the qualification 80 marks	
Assessment overview	
Section A Questions are focused on specification <i>Theme A: Living together in the UK.</i>	
Section B Questions are focused on specification <i>Theme B: Democracy at work in the UK.</i>	
Section C Questions are focused on specification <i>Theme C: Law and justice.</i>	
Section D Extended-response questions related to two or more of specification Themes A–C.	
Paper 2	(*Paper code: 1CS0/02)
Written examination: 1 hour and 45 minutes 50% of the qualification 80 marks	
Assessment overview	
Section A Questions relate to the students' own citizenship action, as specified in specification <i>Theme E: Taking citizenship action.</i>	
Section B Questions require students to comment on others' actions and relate to specification <i>Theme D: Power and influence.</i>	
Section C Questions are focused on specification <i>Theme D: Power and influence.</i> One question will also link to content in one of Themes A–C.	

GCSE (9–1) in Computer Science (J276) - OCR

Why should you take GCSE Computer Science?

The specification has been developed to build on the knowledge, understanding and skills learnt in Key Stage 3 (years 7-9). Once completed, it should also enable students to progress onto AS Level Computer Science where they can gain an understanding of how computing affects the world around us and, ultimately, a career in Computing.

ASSESSMENT OBJECTIVES

AO1	Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.
AO2	Apply knowledge and understanding of key concepts and principles of Computer Science.
AO3	Analyse problems in computational terms: <input type="checkbox"/> to make reasoned judgements <input type="checkbox"/> to design, program, evaluate and refine solutions.

CONTENT OVERVIEW AND ASSESSMENT

Computer systems <input type="checkbox"/> Systems Architecture <input type="checkbox"/> Memory <input type="checkbox"/> Storage <input type="checkbox"/> Wired and wireless networks <input type="checkbox"/> Network topologies, protocols and layers <input type="checkbox"/> System security <input type="checkbox"/> System software <input type="checkbox"/> Ethical, legal, cultural and environmental concerns	Computer systems (01) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	40% of total GCSE
Computational thinking, algorithms and programming <input type="checkbox"/> Algorithms* <input type="checkbox"/> Programming techniques <input type="checkbox"/> Producing robust programs <input type="checkbox"/> Computational logic <input type="checkbox"/> Translators and facilities of languages <input type="checkbox"/> Data representation	Computational thinking, algorithms and programming (02) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	40% of total GCSE
Programming project ** <input type="checkbox"/> Programming techniques <input type="checkbox"/> Analysis <input type="checkbox"/> Design <input type="checkbox"/> Development <input type="checkbox"/> Testing and evaluation and conclusions	Programming project (03/04) 40 marks Totalling 20 hours Non-Exam Assessment (NEA)	20% of total GCSE

Design & Technology AQA

This subject is concerned with the activity of designing and making, which is delivered through wood, metal and plastics

The aims of the subject are to encourage pupils to consider the effects and implications of a technological activity; to give pupils opportunities to develop practical abilities and the confidence to design and make products for identified purposes.

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject content

- 1. Core technical principles
- 2. Specialist technical principles
- 3. Designing and making principles

Written Examination

2 hours

100 marks

50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions including a 12 mark design question.

Non-exam assessment (Coursework or Controlled assessment)

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

Non-exam assessment (NEA): 30–35 hours approximately.

100 marks

50% of GCSE

Task(s)

Substantial design and make task

Assessment criteria:

- Investigating
- Designing
- Making
- Analysing and Evaluating

In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner

Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA

Students will produce a working prototype and a portfolio of evidence (max 20 pages)

Work will be marked by teachers and moderated by AQA

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.

Assessment - What is Assessed:

Theoretical knowledge of food preparation and nutrition.

How it is Assessed:

Written paper 1 hr 45 mins

50% of GCSE

Non-Exam Assessment:

50% of GCSE

Task 1 Written report (1,500 – 2,000 words) including photographic evidence of a practical investigation.

Task 2 Food preparation assessment. Students will prepare, cook and present a final menu of three dishes, planning in advance how this will be achieved.

Written portfolio including photographic evidence of three dishes.

FRENCH - AQA

The course is designed to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The examination will assess the candidate's ability to:

To understand spoken language	Listening exam	25% (40 marks – Foundation Tier)
To understand written language	Reading exam	25% (60 marks)
Spoken communication	Speaking exam	25% (60 marks)
Written communication	Writing exam	25% (50 marks at Foundation Tier & 60 marks at Higher Tier)

During the two years' study every effort will be made to ensure that maximum progress is achieved in the four skills mentioned above, and pupils will be entered for the examination at levels appropriate to their attainment. The course topics are: Me, my family and friends; technology in everyday life; free-time activities; customs and festivals; Home, town and region; social issues; global issues; travel and tourism; my studies; life at school; education and career choices.

During the two years pupils are encouraged to support their learning in the classroom by independent study at home. Recommended activities are reading French magazines or newspapers either in paper form or online. Accessing authentic French listening materials such as the daily news programmes which are available for viewing online will also support the pupil's development of the language.



Website:

<http://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016-DRAFT.PDF>

Why study Geography?

The study of geography enables students to gain a broad range of skills that are relevant to all careers. Statistics show that geographers are very employable, because they possess the abilities and skills that employer's value. Geography is very important in our world with issues arising from people, places and environments. Geography will give you the knowledge, skills and understanding to enjoy, manage and sustain the future of the Earth.

Geography courses provide employers with people who have:-

- good communication skills – Written/oral skills, projects and presentations.
- can work in a team – Fieldwork to develop teamwork and leadership skills.
- can analyse – Geographical investigations test hypotheses and involve analysis.
- can ask questions and then find the answers – Pose problems and then investigate the answers; looking at complex systems in a straight forward way, developing leadership and problem-solving skills allowing them to undertake complex decision-making exercises using information.
- are computer literate – Use ICT for data collection, research and analysing spread sheets.
- are spatially aware – Geographers use maps all the time on many different scales from many different sources including satellites and GIS.
- are environmentally and socially aware – understanding the links between places and people.

Course Content

1. A paper on Living with the Physical Environment (35%)

Subtopics may include Section A - The Challenge of Natural Hazards (Natural Hazards, Tectonic Hazards, Weather Hazards, Climate Change). Section B - The Living World (Ecosystems, Tropical Rainforests, Cold Environments). Section C (UK Physical Landscapes, River Landscapes in the UK, Glacial Landscapes in the UK).

2. A paper on Challenges in the Human Environment (35%)

Subtopics may include Section A – Urban Issues and Challenges, Section B – the Changing Economic World, Section C – the Challenge of Resource Management (Resource Management, Food).

3. A paper on Geographical Applications (30%)

Subtopics may include Issue Evaluation and Fieldwork.

Students are required to develop and demonstrate skills including cartographic, graphical, numerical and statistical, literacy, the use of qualitative and quantitative data, and formulating enquiry and argument throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

Assessment

100% Examination via three written exams at the end of Year 11.

Access to Further and Higher Education

AS/A Level or degree in Geography, where the subject can be linked with many other subjects to develop an Arts or Science based understanding.

Career Opportunities

There are some jobs where a qualification in geography is of direct relevance, but a lot of employers and higher education courses ask for geography in combination with one or two other subjects. This can lead to careers in surveying, meteorology, geology and environmental science. Geography studied alongside economics or politics can lead to careers in social work, retail and personnel. Recent graduates have entered diverse areas, for example, marketing, teaching, IT, environmental planning and engineering the police, finance and banking.



“Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and we need the geographers of the future to help us understand them.”

Michael Palin

HISTORY – AQA (8145)...currently in draft format, this is subject to change.

Website: <http://www.aqa.org.uk/subjects/history/gcse/history-8145>

Why study History?

History is a fascinating subject! It teaches you to think in ways not found in any other subject. History students have to use evidence to answer questions about the way that people have behaved, thought and felt in the past. Historians have to investigate and research things for themselves. The methods to do this are useful in a variety of careers and for life generally.

Course Content



1. **Germany 1890-1945: Democracy and Dictatorship** – this period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.



2. **Conflict and Tension 1918-39** - this wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.



3. **Britain: Health and the People, c1000 to the Present Day** – students will study the importance of war, superstition and religion, chance, government, communication, science and technology, the role of the individual in encouraging or inhibiting change in medicine and health over time.



- 4.

Medieval England: The Reign of Edward I, 1272-1307 - the depth study will focus on the major events of the reign of Edward considered from economic, religious, political, social and cultural standpoint, and arising contemporary and historical controversies. There will be a compulsory site visit as specified by the exam board e.g. Conwy Castle, Bannockburn, Stirling Castle etc.

Assessment

100% examination – all topics examined equally in 2 exams (each lasting 1hr 45mins) using historical sources and in-depth own knowledge.

Access to Further and Higher Education

A level and AS History in the sixth form or at College or you could use your knowledge of history to support other AS courses such as English Literature or Art.

Career Opportunities

History is one of the most mobile and versatile of academic qualifications. There are many things you can do with a GCSE in History. The qualification shows that you have a high level of literacy and that you are able to analyse complex information. Strong research and communication skills make historians much in demand in today's competitive job market. Studying History provides good preparation for a wide range of careers, for example: the legal profession, local government, journalism, publishing, the police force and many other careers involving people, such as teaching, social work, banking and finance.

“We are born into history. History is around us everywhere we look. The life of each person on our planet is affected by history. There is no getting away from it.”

Edward Carr



PERFORMING ARTS Edexcel

BTEC Level 2 Certificate in Performing Arts (Acting)

The BTEC in Performing Arts offers students the opportunity to experience all aspects of theatre, developing performance skills in script and devised theatre units as well as learning about the performing arts industry.

Emphasis is placed on positive teamwork to solve creative and logistical problems. A demanding course, this BTEC seeks to promote individual prowess alongside social skills. Clear commitment to rehearsals, to the creative process and to the other course members is vital. There is a clear focus on professional training with trained practitioners delivering specialist workshops where appropriate.

The qualification consists of three units;

Unit 3 - Acting Skills and Techniques – this is done through two different assignments. It is internally assessed. It is worth 50% of the overall grade.

Unit 2 - Preparation, Performance and Production – It is internally assessed. It is worth 25% of the overall grade.

Unit 1 - Individual Showcase – It is externally assessed. It is worth 25% of the overall grade.

A major element of the course is practical performance and students are actively encouraged to participate in additional workshops offered by visiting practitioners. Visits to the theatre are also an integral part of the course.

The course will develop both the theoretical and practical knowledge of Physical Education. The theoretical elements of the course cover The human body and movement in physical activity: Applied anatomy and physiology, Movement analysis, Physical training. Students will also cover Socio-cultural influences and well-being in physical activity and sport: Sports psychology, Socio-cultural influences, Health fitness and well-being. The practical elements of the course will require the students to participate in both team and individual activities.

The students will be given the opportunity to experience a wide variety of sports which cover the National Curriculum Activity areas which will be used for their final assessments. The opportunity also exists for students to use some sports which they participate in outside of school that is covered by the AQA approved list.

The course is not one to be taken lightly and requires students to have both a good practical background and be diligent with academic studies.

Why Study GCSE PE?

- You will develop and use a variety of transferable skills including the ability to organise your work, take part in group activities as well as research and present your findings.
- The course will also give you an insight to career opportunities in sport and is ideal if you are considering a career in coaching, personal training, teaching, leisure management, sports technology and physiotherapy.

Assessment**Paper 1****The human body and movement in physical activity and sport**

Written exam (1 hour 15 minutes) worth 30% of GCSE

- Applied anatomy and physiology.
- Movement analysis.
- Physical Training.
- Use of data.

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

Written exam (1 hour 15 minutes) worth 30% of GCSE

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data.

Practical performance in physical activity and sport.

Internal assessment (external moderation) worth 40% of GCSE

- Students are assessed as player/performer in three different activities (team, individual and a third from either team or individual) (30% of grade)
- Plus written/verbal analysis and evaluation of performance (10% of grade)

Religious Studies – AQA Religious Studies A (8062)...currently in draft format, this is subject to change.

Website:<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Why study Religious Studies?

Whether you consider yourself a religious person or not, or whether you think religion has played a positive or negative role in history, it is an incontrovertible fact that from the beginning of time, humans have engaged in activities that we now call religion, such as worship, prayer, and rituals marking important life passages. Moreover, religions have always asked fundamental questions, such as: What is the true meaning of life? What happens to us after death? How do we explain human suffering and injustices?

Course Content

1. Beliefs, teachings and practices of Christianity and Islam.
2. The impact of religion on relationships/family, life choices e.g. abortion and euthanasia, peace and conflict and human rights.

Assessment

100% examination – all topics examined equally in 2 exams (each lasting 1hr 45mins).

Access to Further and Higher Education

Colleges and Sixth Forms offer RS at AS and A Level and this is also a valuable skill for other courses.

Career Opportunities

As a Global Citizen the ability to get along with others, to be culturally aware of the diversity of the modern workplace is a crucial skills. More than ever before, the world we live in is both multicultural and global. We no longer need to travel across the ocean to visit a Hindu temple or an Islamic mosque or to meet a Sikh or a Jain. The chances are that you can find a temple or mosque within a few miles of where you live, and it is almost certain that you will be meet someone from any and all of these religious traditions on campus or on the street. This makes it even more essential that we cultivate our ability to understand and interpret other people's religious traditions.

SPANISH AQA

The course is designed to prepare pupils for the GCSE examination, the purpose of which is to assess the candidate's ability:

To understand spoken language	Listening exam 25% (40 marks – Foundation Tier)
To understand written language	Reading exam 25% (60 marks)
Spoken communication	Speaking exam 25% (60 marks)
Written communication	Writing exam 25% (50 marks at Foundation Tier & 60 marks at Higher Tier)

During the two years' study, every effort will be made to ensure that maximum progress is achieved in the four skills mentioned above, and pupils will be entered for the examination at levels appropriate to their attainment. The course topics are: Me, my family and friends; technology in everyday life; free-time activities; customs and festivals; home, town and region; social issues; global issues; travel and tourism; my studies; life at school; education and career choices.

Pupils are encouraged to support their learning in the classroom by independent study at home. Recommended activities are reading Spanish books and magazines/newspapers either in paper form or online. They will also find it useful to access authentic Spanish listening materials such as movies, YouTube videos, TV series and daily news programs which are available online. Closer to the exam, it is recommended that they also consult specimen papers and listening materials so as to have a better understanding of the expectations of the exam body.

YEAR 9 GCSE OPTIONS FORM 2017

Student Name: _____

Form: _____

Mandatory	Mandatory	Mandatory
English Literature GCSE (Basket 1)	Maths GCSE (Basket 1)	Combined Science GCSE (Basket 2 or 3)
English Language GCSE (Basket 3)		Combined Science GCSE (Basket 2 or 3)

Option Block A	Option Block B	Option Block C
French GCSE (Basket 2 or 3)	Geography GCSE (Basket 2 or 3)	History GCSE (Basket 2 or 3)
Computer Science GCSE (Basket 2 or 3)	History GCSE (Basket 2 or 3)	Spanish GCSE (Basket 2 or 3)
Geography GCSE (Basket 2 or 3)	Religious Studies GCSE (Basket 3)	Food Preparation and Nutrition GCSE (Basket 3)
PE GCSE (Basket 3)	Design Tech GCSE (Basket 3)	Business GCSE (Basket 3)
Art GCSE (Basket 3)	Performing Arts BTEC (Basket 3)	Citizenship GCSE (Basket 3)
	Business GCSE (Basket 3)	

	Your Choice
Basket 1	Maths
Basket 1	English Literature
Basket 2	Combined Science
Basket 2	Combined Science
Basket 2	
Basket 3	
Basket 3	
Basket 3	English Language

Remember to fill in two of
the blank spaces with
"Combined Science"

Parent/Carer signature: _____

Date: _____

If a subject is not viable because of low take-up we will inform you as soon as possible.

RETURN TO FORM TUTOR NO LATER THAN

Monday 30th JANUARY 2017