



HARRODIAN

GCSE PROSPECTUS

FOR COURSES STARTING SEPTEMBER 2017

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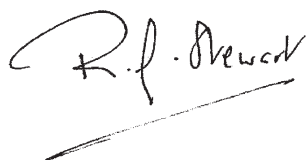
MAKING YOUR GCSE CHOICES

Very soon I shall be saying 'welcome to the 14s' and you will be starting your GCSE courses. That is where the work really begins to get serious and the results of your studies begin to make an enormous difference to your future.

You should now be considering how your life might evolve! What will you achieve in life? How will you achieve it? Do you know what you might like to study in the future and at which university? In about eighteen months' time your teachers will be asking you to choose four AS courses for the Lower Sixth. Which subjects will you choose?

That said, the Harrodian experience continues to be a mixture of work and fun, of challenges and relaxation, of academic stimulation and self-fulfilment.

I would like to say how pleased I am, and I know that I speak for Mr Hooke, Mrs Locke, Mr Woodward and all your teachers, that you have chosen to study for your GCSEs at Harrodian. It is a very special school and it offers a very special experience.

A handwritten signature in black ink that reads "R. Stewart". The signature is written in a cursive style with a long horizontal line underneath it.

Cpt R Stewart
Head of Seniors

Dear 13s Parents and Pupils,

GCSE 2017 - 2019

This booklet gives you information about the subjects we are offering for GCSE and I hope that you find it useful. All pupils will continue to study the GCSE core subjects: English Language, English Literature, Mathematics, Science (Biology, Chemistry and Physics), and a Modern Foreign Language. In addition, pupils will be asked to choose one subject from each of three option groups. Details of this will be made available to pupils during February. It may be useful to consider the following information before making option choices:

Positive reasons to choose a subject:

- You like it or find it interesting
- You are good at it
- You hope to study it in the Sixth Form
- You need it or it is useful for your future career
- You can develop new skills by doing it
- You think you will do well in it
- It will give you satisfaction
- Your teachers think it is a suitable choice for you
- It will combine well with other subjects and help your general education
- You like the method of assessment and teaching
- It is a subject you would like to become good at

The following approach may be less likely to achieve a satisfactory choice:

- Your friends are doing it
- You think you should do it – even if you do not want to
- Your parents think it is a good idea – but you do not
- You cannot think of anything else to choose
- You think it will be easy
- It sounds good even though you have not found out about it

All subjects are examined formally and will be sat in the summer of 2019. Please refer to the individual subject descriptions for exact details. Pupils will also take GCSE mock examinations during the 15s to monitor progress and get a sense of what the real examinations will be like.

It is worth noting that the decision to enter each pupil for option subjects will ultimately be confirmed by the subject teachers and the Headmaster. Each pupil's attainment, attitude, and attendance all help to confirm the pupil's entry.

Over the years we have successfully helped many Harroddian pupils make the right choices for their GCSEs. We look forward to continuing to offer this guidance and support to each of our current 13s. As mentioned, more details on options choices will become available in February.

Yours sincerely

A handwritten signature in black ink, appearing to read 'A Cooper', written in a cursive style.

Ms A Cooper
Head of Year

THE PROCESS

The month of January sees the beginning of the GCSE Options programme for pupils in the 13s when they begin to consider the subjects which they will study for GCSE in the 14s and 15s. During the coming months there will be plenty of time for pupils to discuss their progress and possible subject combinations. To help each pupil make informed and realistic decisions regarding GCSE options, a programme of events has been organised as set out below.

GCSE Information Evening – Wednesday 25th January 2017 from 4.45 – 7.00 p.m.

All parents and pupils are invited to attend the GCSE Information Evening where Heads of Departments will be hosting a number of displays and will be available to discuss their GCSE course content. There will also be two presentations about the options process at 4.45 p.m. and 5.45 p.m. in the Theatre.

Option Choices and Careers Advice

During their weekly Citizenship lessons 13s pupils will be given advice on making option choices and careers. Subject teachers will also speak to pupils about their subject at GCSE during lessons and year assemblies.

Options Submitted – Thursday 16th March 2017 by 5.00 p.m.

Pupils will need to return their final Options form via the Senior School office. After this date I will do my best to ameliorate any difficulties.

The consultation process outlined above may seem a little ‘long winded’ but we hope to accommodate the GCSE aspirations of each individual Harrodian.



Mrs H Locke
Deputy Headmistress and Director of Studies

GCSE CURRICULUM OFFER

2017 - 2019

Core Curriculum

English Language

English Literature

Mathematics

Modern Foreign Language – French, Italian or Spanish

Science – Biology, Chemistry and Physics (equivalent to three separate GCSEs)

Plus Three Optional GCSE Subjects selected from:

Art

Business

Classical Civilisation

Drama

Geography

History

Latin

Media Studies

Music

Physical Education

Religious Studies

Three Dimensional Design

Plus Sport

(Games/P.E.) to include lunchtime activities and fixtures

ART

Why study Art?

At the Harrodian, students have the opportunity to experience a variety of art and design disciplines including sculpture, printmaking, painting, drawing, design and new media. We are lucky to have specialists in many of these areas and therefore can offer a comprehensive syllabus.

Students are required to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.

Students will learn to:

- Apply a creative approach to problem solving:
 - Use suitable materials and techniques and explore their ideas: Drawing, Installation, Lens/light-based media, Mixed media, Printing, Painting and Sculpture
 - Have developed/changed materials and modified their work as it progresses towards the final outcome
- Consider and develop original ideas from initiation to realisation.
- Analyse critically their own work and the work of others:
 - Begin to build an artistic vocabulary
 - Make connections between other art/craft or design features in their own work
- Express individual thoughts and choices confidently:
 - Make judgements and give opinions about art, craft and/or design
- Take risks, experiment and learn from mistakes.

What are the current GCSE requirements?

Edexcel GCSE (Grade 9–1) in Art and Design consists of two internally assessed and externally moderated components.

- **Component 1:** Personal Portfolio Internally set coursework; work undertaken through the two-year course (60%)
- **Component 2:** Externally Set Assignment. Final exam of 10 hours duration with a unit of preparatory work leading to this (40% Final exam plus sketchbook)

What are the Art department expectations?

- Pupils are expected to attend the weekly Art club at lunchtime
- Pupils are expected to complete all homework tasks.
Estimated homework time per week is 2 hrs
- Pupils are expected to complete work in the holidays and if possible take advantage of, and attend, Christmas and Easter holiday workshops.

How will Art be assessed?

- All work is assessed internally and then moderated by an external moderator at the end of the course

Examination Board: Pearson Edexcel

Head of Department: Ms Laura Caldecott

BUSINESS

Why choose this course?

This newly revised Business GCSE course reflects the growing popularity of this subject in the Sixth Form and university and provides an excellent building block for further study or future entrepreneurs. The course content has high synergy with other GCSE subjects and is relevant to all future careers.

The course is delivered in two 'themes' as detailed below:

Year 1: Theme 1: Investigating small business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective (including micro-Economics)
- Understanding external influences on business (including macro-Economics)

Year 2: Theme 2: Building a business

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Testing and assessment

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally-examined 90 minute papers. Students must complete all assessment in May/June in any single year (2019). There are no coursework or controlled assessment projects.

Both exam papers will consist of three sections containing:

Calculations, multiple-choice, short-answer and extended writing questions.

Questions in Sections B and C will be based on business contexts given in the paper.

Examination Board: Edexcel

Head of Department: Mrs R Drummond-Chew

CLASSICAL CIVILISATION

Why Study Classical Civilisation?

Classical Civilisation is a varied and diverse course, which includes elements of Literature, Archaeology and History. All aspects of the course are studied in English; the course is very attractive for those pupils who are drawn towards the Humanities and who are interested in the study of the Western spirit – its culture and roots.

The course asks the pupil to analyse varied sources, such as works of art, literature or the archaeological remains of a city and to present their arguments and ideas in a structured and persuasive way.

Do you need to know Latin or Greek?

Not at all. All subjects are studied in English.

How is the course structured?

There are two modules. Both have a 90 minute written exam.

The two modules:

1. Myth and religion (J199/11):

Students will study myths regarding the role of the gods and heroes in the founding of Athens and the importance of Heracles/Hercules to both the Greek and Roman world.

Students will also look at the role of religion in the everyday life of ancient Greeks and Romans.

Learners will be required to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies, and the impact of the different cultural contexts on the theme studied. They will also be expected to use literature and visual/material culture in conjunction with one another in order to inform their judgements, including discussion of why or how the sources may present things differently from each other.

(Topics and subjects are subject to change, so this may vary.)

2. The Homeric World (J199/21):

Culture section:

Study of life in Mycenaean times. This is a very diverse area, allowing the study of particular sites, their archaeology and the valuable role they play in our understanding of the age. The Mycenaean Age is also rich in sculpture, frescoes and jewellery, as well as the famous tombs and their accompanying treasure, meaning that learners can study a wide range of fascinating material. Study of everyday life rather than simply focusing on the exploits of epic heroes.

Literature section: Homer's Odyssey

Said to have been composed nearly three thousand years ago by the legendary blind bardic poet Homer in the dark age of 8th Century Greece, The Odyssey is the first great work in the Western canon of literature. The story of a hero's troubled return home from the Trojan war, students of the text follow Odysseus on his journey as he encounters terrible storms, fearful monsters, beguiling women and the wrath of angry gods. Analysing literary technique and narrative themes including Homeric heroism, gender issues, the roles of gods and the clash between civilisation and barbarism, The Odyssey is an engaging and unforgettable topic, an enduring cornerstone text in our modern day pop culture.

Students study six chapters of the text for examination in the summer (2019).

(Topics and subjects are subject to change, so this may vary.)

Examination Board: OCR Course code: J199

Head of Department: Mrs G Seaton

COMPUTER SCIENCE

Why study Computer Science?

Today's GCSE students live in a world of technology and know how to use it. The jobs of tomorrow involve being able to create technology. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. This qualification will enable learners to develop valuable thinking and programming skills that are extremely attractive in the modern workplace, and an understanding of computational thinking and how to apply it through a chosen programming language.

Course content

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

Assessment

GCSE Computer Science follows the new (9–1) assessment.

Unit 1: Computer systems

Written paper: 1 hour and 30 minutes: 40% of total GCSE.

- Systems Architecture*
- Memory*
- Storage*
- Wired and wireless networks*
- Network topologies, protocols and layers*
- System security*
- System software*
- Ethical, legal, cultural and environmental concerns*

Unit 2: Computational thinking, algorithms and programming

Written paper: 1 hour and 30 minutes: 40% of total GCSE

- Algorithms*
- Programming techniques*
- Producing robust programs*
- Computational logic*
- Translators and facilities of languages*
- Data representation*

Unit 3: **Programming project**

“*Non-exam assessment*” totaling 20 hours: 20% of total GCSE

- a. Programming techniques*
- b. Analysis*
- c. Design*
- d. Development*
- e. Testing and evaluation and conclusions*

Resources

Books and folders will be provided, and online resources will be linked via the teacher’s website:
www.jgledhill.co.uk

Examination Board: OCR

Teacher in Charge: Mr J Gledhill

DRAMA

Drama is an exciting, creative, and challenging subject; a practical based course that explores theatrical performance. Pupils who wish to study GCSE Drama should have a genuine interest in the subject and be committed to being part of a group that promotes and supports drama throughout the school. The course is made up of two units: one is a written paper that is taken at the end of the course; the other consists of practical assignments.

Course content

Component 1 - Devising Theatre

Devising module, where students are required to create their own original performance from a stimulus in the style of a practitioner. There is also a written coursework element to this components where students reflect on the rehearsal process (Internally assessed, 40% of GCSE)

Component 2 - Performing from a text

Scripted Performance, where students learn and polish a scripted performance in small groups (Externally assessed, 20% of GCSE)

Component 3 - Interpreting Theatre

Written Examination, based on a set text and an evaluation of a live performance (Externally assessed, 40% of GCSE)

Examination Board: Eduqas

Head of Department: Mr M Glen

ENGLISH LANGUAGE AND ENGLISH LITERATURE

The two English courses provide pupils with a wonderful opportunity to read a range of texts: classic novels, poetry, play scripts (including Shakespeare) and non-fiction. They have the opportunity to develop as writers both analytically and creatively. Pupils will complete a range of demanding written tasks in response to their reading, and therefore they will need to maintain focus throughout the two years. Pupils will be required to keep organised and detailed notes, especially in preparation for the final examinations. Time is at a premium and we expect all tasks (especially practice exam papers) to be completed according to schedule.

Examination Board

The Examination Board we have chosen is Edexcel (9-1). Students will study two GCSE specifications: English Language and English Literature.

English Language

Paper 1: Examination 1hr 45 mins (40% of the total marks)

Section A:

Unseen 19th century fiction – Pupils answer a range of questions on an unseen passage

Section B:

Creative Writing – Pupils have a choice of 2 tasks linked to the theme of the 19th century fiction text.

Paper 2: Examination 2hrs (60% of the total mark)

Section A:

Unseen 19th century fiction – Pupils answer a range of questions on an unseen passage

Section B:

Transactional Writing – Pupils have a choice of two tasks linked to the theme of the comparison texts.

English Literature

Paper 1: Examination 1 hr 45 mins (50% of the total marks)

Section A:

Shakespeare – Macbeth – pupils answer two questions; one based on an extract, one based on the whole play.

Section B:

Post-1914 British Drama or Fiction – An Inspector Calls – pupils answer from a choice of essay questions

Paper 2: Examination 2 hrs 15mins (50% of the total marks)

Section A:

19th Century Fiction - Dr Jekyll and Mr Hyde – pupils answer two questions; one based on an extract, one based on the whole novel.

Section B:

Poetry – pupils answer one question comparing two poems from the Edexcel 'Relationships' poetry anthology and one comparing two unseen contemporary poems.

Examination Board: Edexcel

Head of Department: Ms L Thomas

GEOGRAPHY

Why study Geography?

Geography remains a popular choice at GCSE and A Level because it is relevant and exciting. The GCSE course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Students explore case studies in a variety of different countries and are encouraged to understand their role in society by considering different viewpoints, values and attitudes. For many jobs it is a real help if you have studied Geography because the subject covers many useful skills.

Outline of Geography GCSE Specification:AQA (8035)

Unit 1: Living with the physical environment – 35% of the full GCSE

This will be assessed in a written exam lasting 1 hour 30 minutes.

The challenge of natural hazards (tectonics, tropical storms, extreme weather in the UK and climate change)

Physical landscapes in the UK (two from coasts, rivers and glacial landscapes)

The living world (ecosystems, tropical rainforests and one from hot deserts or cold environments)

Unit 2: Challenges in the human environment – 35% of the full GCSE

This will be assessed in a written exam lasting 1 hour 30 minutes.

Urban issues and challenges (urban growth, change and sustainability)

The changing economic world (economic growth and the development gap)

The challenge of resource management (one from food, water or energy)

Unit 3: Geographical applications – 30% of the full GCSE

This will be assessed in a written exam lasting 1 hour

Issue evaluation based on pre-release material published by AQA in March 2019

Fieldwork questions based on human and physical fieldwork carried out on a residential fieldtrip in September 2018 (please note there is an additional cost for this fieldtrip)

Questions will include multiple-choice, short answer and extended prose. Stimulus material and the use of appropriate language will allow the pupil's full potential to be realised by task and by outcome through the use of level mark schemes and inclines of difficulty within questions.

Examination Board: AQA

Head of Department: Ms K Shaw

HISTORY

Why study History?

An understanding of History is essential in making sense of the world we live in today. Pick up any newspaper and it will contain stories that cannot be fully understood without an understanding of the past. From the problems in the Middle East to the collapse of the economy, it is impossible to fully understand the issues of the world without knowing why they exist. History at GCSE teaches you skills like debating, information analysis, structured writing, and research. You will understand concepts like democracy, civil rights, and dictatorship. Your vocabulary will also improve.

Benefits

History teaches people how to think for themselves, how to argue, how to be critical of information, and how to understand the world we live in. Any career that requires these skills will be open to you. Examples include law, journalism, writing, publishing, dramatics, politics, presenting, and TV/film production. Employers want to see that you are knowledgeable and that you can relate to people in different circumstances. History will help you speak confidently about current affairs, and the state of the world today.

The Curriculum

We study **Understanding the Modern World and Shaping the Nation** courses at GCSE.

Paper 1 Understanding the Modern World

This will consist of two sections (six compulsory questions in section A, four in section B). There will be a mixture of source and non-source based questions. The exam will last 1 hour 45 minutes and make up 50% of the final mark.

Core Units

- Germany 1890-1945: Democracy and Dictatorship
- Conflict and Tension in Asia: 1950-75

Paper 2 Shaping the nation

This will consist of two sections (four compulsory questions in section A, four in section B). There will be a mixture of source and non-source based questions. The exam will last 1 hour 45 minutes and make up 50% of the final mark.

Core Units

- Britain: Health and the People
- Elizabethan England (with a focus on the historic environment)

Examination Board: AQA

Head of Department: Mr A Nowell

LATIN

Why study Latin?

- Latin is a rigorous, very logical subject, which sharpens one's analytical skills. Translating Latin is like solving a puzzle and, when mastered, it becomes a very satisfying challenge. Studying Latin will also allow you to develop a sensitive and analytical approach to language generally, thus considerably enhancing your ability to master modern foreign languages.
- In your Latin course you will have the opportunity to study, as set texts, extracts from masterpieces of Western literature in their original language, thus achieving their fuller appreciation.
- We will also study the history of women in the Roman Empire and the history of the British Isles under Roman domination.
- You will develop an awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times.

Latin consists of three written papers taken at the end of the two year course.

Prose Literature: Caesar: Druides and Tacitus: tumultus et rebellio

Pupils will study extracts from Caesar and Tacitus. Pupils will be asked to comment on passages they have previously studied and prepared. Their answers will have to demonstrate an understanding of Latin literature, of its cultural content and context, an appreciation of literary effects such as simile, metaphor, alliteration and the author's use of words and word order, as appropriate to the text studied, the ability to evaluate, analyse and produce personal responses to the Latin prose literature they have studied. (This is just a guideline, as texts may be changed by the examination board closer to the time).

Verse Literature: Selections from Virgil Aeneid 4

Pupils will be introduced to one of Rome's most famous poets, Virgil. Pupils will be asked to comment on passages they have previously studied and prepared. Their answers will have to demonstrate an understanding of Latin literature, of its cultural content and context, an appreciation of literary effects such as simile, metaphor, alliteration and the author's use of words and word order, as appropriate to the text studied, the ability to evaluate, analyse and produce personal responses to the Latin prose literature they have studied. (This is just a guideline, as texts may be changed by the examination board closer to the time).

Latin language:

Pupils will study the grammar, syntax and vocabulary prescribed in the syllabus, translating unseen passages.

What do I need to study Latin?

You need to have achieved at least a B at Level 2 Common Entrance Latin.

What are the benefits of the subject?

- Latin is a logical and analytical subject. That is why it is difficult! Mastering it is a rewarding and impressive achievement, and is recognised as such.
- It fosters a deeper understanding of our culture and a more thoughtful outlook on the world.
- It is a most useful tool in the learning of other languages (especially French, Spanish and Italian).
- It is also an effective and comprehensive complement to the study of English Literature and History and will be a strong basis for A Level study in English, History, Classical Civilisation and, obviously, Latin.
- 4 out of 10 Classicists applying to Oxbridge are offered places.
- Latin scholars are recognised as very analytical pupils and excellent communicators. Classicists are, therefore, prized by employers and are to be found working in business, banking, civil service and foreign office, journalism, law (especially barristers), media and academia.

Examination Board: OCR Examination code: J282F

Head of Department: Mrs G Seaton

MATHEMATICS

Why study Mathematics?

Mathematics is one of the core subjects that you are required to study at GCSE and can best be described as the formulation and application of both numerical and abstract concepts. A fascinating and exciting subject in its own right, Mathematics is also the language of modern Business, Engineering, Science and Technology.

Outline of the AQA GCSE Mathematics Specification (8300) for examination in May/June 2018.

The specification requires candidates to demonstrate their knowledge, understanding, and skills in the following:

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

How will Mathematics be examined?

There will be three papers, each of 1 hour and 30 minutes' duration and carrying one third of the total weighting.

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

Examination Board: AQA

Head of Department: Mr A Lee

MEDIA STUDIES

The Media is everywhere: magazines, newspapers, billboard posters, music videos on your iPod, a radio drama, soap opera on television, and cute kittens on YouTube. These are all just some of the range of media experiences that you might have in any day. Multi-millions of pounds are spent and earned in the production of media products, hundreds of thousands of people are employed in media industries in the UK alone. Wouldn't you like to know a bit more about this?

What will Media Studies do for me?

It will enable you to answer this question: "Who is saying what, to whom, on whose behalf, through which channel and to what effect?"

H. Lasswell: American political scientist and communications theorist

Media Studies is now rightly being seen as a vital tool for understanding the media-saturated modern world. There are good practical reasons for studying the media too. The 'creative' industries – TV, print, advertising, music etc – together comprise certainly the most vibrant, and possibly the biggest sector in the British economy. Quite simply, it's where the jobs are.

Studying the media will give you the skills to analyse media texts, understand how texts are produced, find out who owns media companies and observe how technologies are changing the way we consume the media. You will reflect on how the media has changed over time, and how our ideas and beliefs can be shaped by media images and messages. Coursework will allow you to become a media producer in your own right.

Completing a GCSE in Media Studies can lead to further study of the media at AS/A Level and will equip you with some of the skills required for a career in the media.

What will I do in Media Studies?

The aim of the course is twofold. Firstly, it will help to give you media 'literacy' – the ability to understand what you are watching, reading, or hearing, rather than blindly consuming it. You will write essays in which you will carefully select specific examples to demonstrate the points of view you wish to make. The understanding of how media products will be consumed (viewed, read, listened to) by different audiences is necessary. Secondly, it will give you the opportunity to act as media professionals – producing your own media products using media technologies. You will create presentations in class using programs such as iMovie, iWeb, Garageband, Photoshop and Powerpoint.

You will study:

- Textual Analysis Techniques (how to 'de-construct' print/moving image texts and their meanings)
- Media representation
- Media language
- Audiences and institutions
- Applying theoretical perspectives
- The Adobe suite

You will learn:

- How to analyse the ‘language’ of media texts
- How to compare different texts, their institutions and their audiences
- About production, technical and evaluative skills
- How to create your own marketing products using digital technologies

Course Summary**Examinations:****Textual Analysis (Moving Image) - 35% of total GCSE (9-1)**

The examination is 1 hour 45 minutes long
70 marks

Exploring Media - 35% of total GCSE (9-1)

The examination is 1 hour 15 minutes long
70 marks

TEXTUAL ANALYSIS

TV Crime Drama requires learners to analyse an unseen moving image extract from a television programme. Learners will view the extract four times. They will have three minutes to read all the questions before the extract begins. There will be two breaks between viewings for learners to make notes. The genre of the extract will be a crime drama. Learners will be asked to comment on the generic features within the extract and apply the theoretical framework to their analysis. This component will assess AO1 and AO2.

Learners will answer five questions based on the unseen extract. Question three will always assess learners’ through an extended response.

EXPLORING MEDIA

Explore nine media forms through close study and the application of the theoretical framework and theoretical perspectives. Learners are required to make reference to at least three contrasting, in-depth studies of media forms (one audio/visual, one print and one online media). Each in-depth study must include at least one media product, which is studied using all four areas of the theoretical framework – media language, media representation, media industries and media audience – and applying theoretical perspectives when they are relevant.

Coursework: Media Portfolios – Creating Media 30% of marks

Gives learners the opportunity to apply their knowledge and understanding of media to the research, planning and creation of a practical production piece. They will have to independently research, plan and produce one individual media production in response to an OCR set brief from any one of the three following forms:

- audio/visual media
- print media
- online media.

The first briefs will be available from 1 June 2017

Examination Board: OCR

Teacher in Charge: Mr S Cullis

MODERN FOREIGN LANGUAGES

French, Italian and Spanish

Why study French, Italian or Spanish?

In our modern society, it is essential to master at least one foreign language, as it is a sought-after skill by potential employers and a useful one for well-travelled individuals.

The GCSE syllabus for French, Italian and Spanish builds on communication skills but it also focuses on the understanding of language structure and grammar and offers an opportunity to discover more about the culture of the target language.

During their studies, pupils will be encouraged to use the target language in different contexts and situations. They will also develop important skills such as the reading skill, including the reading of excerpts from literary texts, and the translation skill.

Outline of Modern Foreign Languages GCSE Specification

Pupils will be required to develop their knowledge of French, Italian or Spanish grammar as well as having to study five themes.

The five themes are:

- Identity and culture (who am I? / daily life / cultural life)
- Local area, holiday, travel (holidays / travel and tourist transactions / town, region and country)
- School (what school is like and school activities)
- Future aspirations, study and work (using languages beyond the classroom / ambitions / work)
- International and global dimension (bringing the world together / environmental issues)

How will French, Italian and Spanish be examined?

Pupils will be assessed in the four core language skills at the end of the GCSE course. They will sit examinations to assess their reading, listening, speaking and writing skills. Candidates may be entered for either the Foundation GCSE or the Higher GCSE in Spanish, Italian or French. However, they must be entered for a single tier across all papers.

Paper 1:

Listening and understanding examination 25%

Foundation tier: 35 mins (including 5 minutes reading time)

Higher tier: 45 mins (including 5 minutes reading time)

Students are assessed on their understanding of standard spoken French, Italian or Spanish in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions.

Paper 2:

Speaking examination 25%

Foundation tier: 7–9 minutes plus 12 minutes preparation time

Higher tier: 10–12 minutes plus 12 minutes preparation time

Students are assessed on their ability to communicate and interact effectively through speaking in French, Italian or Spanish for different purposes and in different settings. The school MFL teachers will conduct the assessments.

There are three tasks based on the topics studied in class:

Task 1: a role-play.

Task 2: questions on a picture stimulus.

Task 3: conversation based on two themes (the first theme is based on a topic chosen by the student in advance of the assessment).

Paper 3:

Reading and understanding 25%

Foundation tier: 45 mins

Higher tier: 1 hour

Students are assessed on their understanding of written French, Italian or Spanish across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.

There will be different sections requiring students to respond to multiple-response and short-answer questions based on the texts. There will also be a translation passage from the target language into English.

Paper 4:

Writing in French, Italian or Spanish 25%

Foundation tier: 1 hour 10 mins

Higher tier: 1 hour 20 mins

Students are assessed on their ability to communicate effectively through writing in the target language for different purposes. Students are required to produce several extended responses (3 for Foundation, 2 for Higher) of varying lengths to express ideas and opinions in French, Italian or Spanish. There will also be a translation from English into French, Italian or Spanish.

Examination Board: Pearson Edexcel

Head of Department: Ms S Montet

MUSIC

The Course is divided into three parts: Performing, Composing, and Listening.

Unit 1: Performing (30%)

Pupils produce a minimum of two pieces, one of which must be an ensemble performance of at least one minute in duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study. The total duration of the performances must be between four and six minutes. Pupils can sing or play an instrument and must be at approximately Grade 4 standard by the start of the 15s.

Unit 2: Composing Music (30%)

Pupils produce two compositions, one of which must be in response to a brief set by EDUQAS. The second composition is a free composition for which pupils set their own brief. The combined length of the two pieces should be between three and six minutes.

Unit 3: Music –Appraising (40%)

1 hour 15 minute written examination externally set and marked by EDUQAS.

Pupils respond to eight questions, two on each of the four areas of study (below). Two of the eight questions are based on extracts set by EDUQAS.

There are Four Areas of Study, which form the basis for Pupils' own composition and their listening:

Area of Study 1 – Musical Forms and Devices

Area of Study 2 – Music for Ensemble

Area of Study 3 – Film Music

Area of Study 4 – Popular Music

Skills you will need for GCSE Music:

An appreciation of a wide range of Music including Popular and Classical; creativity- you have to compose your own pieces; and reasonable proficiency on an instrument or voice (around Grade 4 standard). Some knowledge of musical notation and terminology is useful, although this will be covered in the course.

All GCSE pupils must attend at least one extra-curricular ensemble or choir.

Examination Board: EDUQAS

Head of Department: Mrs H Ashe

PHYSICAL EDUCATION

Why study Physical Education?

Physical education develops pupils' physical competence and confidence, and their ability to use these attributes to perform in a range of activities. It promotes physical skills, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

This course is about the study of science through a sporting context. Pupils will experience a broad range of physical activities.

The practical nature of the course will not only provide an opportunity for pupils to display their talents, but also act as a laboratory for the study of sport science.

Please be aware that this specification has not been fully confirmed by AQA examination board. The specifications may well be subject to minor changes by the time of the course starting.

PAPER 1: The human body and movement in physical activity and sport

Written exam (1 hour and 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 performer in physical activity and sport

Internal assessment (external moderation) worth 40% of GCSE.

- Students are assessed as players/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)

Team Activity List	Individual Activity List
Association football Badminton Basketball Camogie Cricket Dance Gaelic football Handball Hockey Hurling Lacrosse Netball Rowing Rugby League Rugby Union Squash Table tennis Tennis Volleyball	Amateur boxing Athletics Badminton Canoeing/kayaking (slalom) Canoeing/kayaking (sprint) Cycling Dance Diving Golf Gymnastics (artistic) Equestrian Rock climbing Sculling Skiing Snowboarding Squash Swimming Table tennis Tennis Trampolining

<i>The roles of the active participant</i>	
Player/Performer	Developing the ability to make effective plans to improve performance
Organiser	Bringing together all the main ingredients at the right time, in the right place, in order to maximize promotion, participation and high quality performance
Leader/Coach	An important influence on individuals or groups towards set goals, or on behaviour in sport A specialist in an activity, responsible for preparing a performer in skill acquisition, correct technique, correct physical state or correct mental state.
Choreographer	The designer or arranger of a ballet or other staged dance/performance
Official	Someone who controls the activity; interprets the rules, laws or regulations of the activity including checking the equipment

Examination Board: AQA

Head of Department: Mr B Proudfoot

RELIGIOUS STUDIES

Why choose Religious Studies?

Religious Studies is about considering who you are and how you relate to complex issues in the world. Through the course you learn to evaluate different ideas in order to engage in reasoned debate, as well as learning to see different ideas from a range of perspectives. The GCSE RS course allows you to:

- Study key ethical issues in modern society such as abortion, euthanasia, genetic engineering, the environment and capital punishment.
- Consider different viewpoints on these issues, formulate your own views and justify them with solid arguments.
- Watch relevant films and documentaries about these issues, and consider how the media deals with them.
- Reflect on the big questions in life - Who am I? Why are we here? Is there a God? What happens when I die? Can I be a spiritual person without being religious?
- Develop your own beliefs and values, as well as tolerance and sensitivity towards the beliefs of other people.

The course does not require you to have taken RS in the 13s.

Benefits

Religious Studies will help you to develop skills in communication, debate and evaluation, and will also improve your vocabulary. It will greatly increase your understanding of current affairs, social issues and different cultures and religions. In our multi-cultural society and globalised world, these are invaluable skills. We teach in an interactive way, with plenty of discussion and good use of media and IT. It will be a subject you look forward to every week!

The Curriculum

We follow the AQA GCSE full course, which consists of two units.

Component 1: The Beliefs, teachings and practices of Buddhism & Christianity

50% of the full GCSE

This will be assessed in a written exam lasting 1 hour 45 minutes

Component 2: Religious, philosophical & ethical studies

50% of the full GCSE

- Relationships and Families
- Religion and life
- Religion, crime and punishment
- Religion, human rights and social justice

This will be assessed in a written exam lasting 1 hour 45 minutes

Examination Board: AQA

Head of Department: Mrs K Mezger

SCIENCE

Science at GCSE is taught as separate subjects, resulting in the attainment of **three** GCSE grades in **Biology, Chemistry** and **Physics**. You have already started GCSE work in the 13s, so you are already off to a great start! We teach a three-year GCSE course in the sciences with all examinations being taken in June at the end of the 15s.

Below, please see a detailed description of each of the subjects studied over the three years. We follow the AQA Biology, Chemistry and Physics specifications (for 1st examination in June 2018). Please note that the order of topics may be altered at the discretion of the department.

BIOLOGY

Why study Biology?

The adventure of Biology takes us into a variety of environments to investigate ecosystems, to the laboratory to examine how organisms work, into the microscopic world to explore cells and the submicroscopic to explore molecules inside cells. It even takes us back in time to investigate the history of life. This is an exciting era for Biology. The largest and best-equipped community of scientists in history is beginning to solve problems that once seemed unsolvable. Genetics and cell biology are revolutionising medicine and agriculture. Molecular biology provides new tools to trace the origins and dispersal of early humans. Ecology is helping evaluate environmental issues. Neuroscience and evolutionary biology are reshaping psychology and sociology.

Content:

There are seven units (topics) in the GCSE, divided into the years as follows:

13s:

- **Cells:** cell structure, cell division by mitosis and transport of substances in and out of cells by diffusion, osmosis and active transport
- **Organisation:** cells, tissues and organs, including organ systems such as the digestive and circulatory systems and plant organs

14s:

- **Infection and response:** pathogens such as viruses and bacteria and diseases they cause; the immune system, vaccinations and antibiotics
- **Bioenergetics:** the biochemistry of cellular respiration and photosynthesis
- **Homeostasis:** the nervous system and its role on temperature control; hormones, the endocrine system and their role in control of glucose levels and mammalian reproduction.

15s:

- **Inheritance, variation and evolution:** sexual and asexual reproduction and its affect on the genome; inheritance, genetic variation and evolution; genetic disorders and gene technologies such as cloning, genetic engineering and selective breeding.
- **Ecology and Biodiversity:** adaptations and interdependence of organisms; human influences on biodiversity.

CHEMISTRY

Why Study Chemistry?

Chemistry is the study of substances, what they are made of, how they interact and what role they play in living things. It is vital to every aspect of life. Knowledge of Chemistry can be the key to a range of subjects and interests. Quite apart from its obvious relevance to Physics and Biology, it also supports further studies in Geography, Geology, Forensic Science, Medicine, Veterinary Science and even Accountancy and Law.

Content:

There are ten units (topics) in the GCSE, divided into the years as follows:

13s:

The students will learn about the conceptual and theoretical sides to the study of matter, and will be introduced to the structure of atoms, molecules, compounds and their reactions.

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Chemical changes.

14s:

The students will learn about the mathematics of chemistry and how we can quantify the rate and extent of reactions. They will also be introduced to the wonderful world of organic chemistry and how medicines begin to be synthesised.

- Quantitative chemistry
- Energy changes
- The rate and extent of chemical change
- Organic chemistry

15s:

The students will learn about how we can identify substances via chemical and spectroscopic means, and how the environment can be improved by our understanding of the chemistry around us.

- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources.

PHYSICS

Why study Physics?

Physics is the most basic and fundamental science because Physics is the study of matter, energy, space and time, without which there would be nothing in existence to react or thrive or live or die. The entire universe is built upon the principles revealed by a study of Physics. Therefore, it makes sense to ground a scientific education in Physics, because it is the foundation of science. From Physics, you can expand naturally into the more specialised applications, going from thermodynamics and nuclear physics into Chemistry, for example, and from mechanics and material physics principles into engineering.

Content:

There are eight units (topics) in the GCSE, divided into the years as follows:

13s:

- **Energy:** The transfer of energy that occurs as a result of heating and the factors affecting the rate at which that energy is transferred. How energy can be used efficiently.
- **Waves:** Properties of waves, their uses and the electromagnetic spectrum.
- **Electricity:** How and why electrical devices are useful. Methods we use to generate electricity.

14s:

- **Electricity (continued):** Current in electrical circuits. Using mains electricity safely and the power of electrical appliances.
- **Forces and their effects:** What happens to kinetic energy when things speed up or slow down.
- **Particle model** of matter.

15s:

- **Magnets** and electromagnetism
- **Atomic structure** and nuclear radiation
- **Space:** including stellar evolution and cosmology.

How will each subject be assessed?

There are two examinations in **each subject** – Biology, Chemistry and Physics (6 papers in total).

Each paper is **1hr 45 mins** and is worth **100 marks**.

Papers include multiple choice, structured, closed short answer and longer open response question types. The papers will also include questions that assess data analysis and investigative skills, which will be based on the required practicals that are done in class throughout the course.

For each subject, each paper represents **50%** of the total grade.

Examination Board: AQA

Head of Department:	Ms T Oldacre
Head of Biology:	Ms T Oldacre
Head of Chemistry:	Mr M Woodward
Head of Physics:	Mr P Dunne

THREE DIMENSIONAL DESIGN

Three Dimensional Design has been introduced to fill a gap in the curriculum regarding the provision of design-based education within our Senior School. A foundation has been laid by the introduction of Three Dimensional Design in the 13s. The subject, as offered at GCSE, will be structured around the principles of working through a design brief, understanding its core, researching good practice and the work of others, sketching up concepts, digitizing and finally rendering in three dimensions using a range of materials from wood to 3-D printing outputs. Work will be centred around product, packaging, industrial design and architecture.

Pupils learn:

- to gain an understanding of the design brief and the processes required to successfully execute it to conclusion.
- to render ideas and concepts in sketch form so as to make them accessible to third parties and for the purposes of producing maquettes and 3-D objects.
- to manipulate 3-D software to a degree of competency sufficient to produce designs which fulfill the brief's aims.
- to demonstrate problem-solving thinking through sustained investigation and experimentation.

Why study Three Dimensional Design?

- The course introduces candidates to the principles of successful design.
- Gives the opportunity to experiment with new manufacturing and rendering technologies.
- Allows access and exposure to the opportunities that design offers as a career, be it from an engineering, product or architectural perspective.
- Establishes the importance of problem-solving in a practical, non-theoretical environment.

The Course:

- Three Dimensional Design, as offered by OCR, is an element of the Art and Design course, with the focus squarely on the design element of the title. The specification has been newly introduced in an attempt to highlight the importance of quality design in education and to the broader economy.

Charge:

There will be a charge of £80 per pupil per term to cover the cost of materials and equipment.

Group size: 10 maximum per class

Assessment:

Units

1. **Portfolio of Work** Tasks or projects for inclusion in the portfolio will be provided by the teacher or may be developed from a candidate's personal starting point. All work is marked in school and moderated externally.
2. **Externally set task** OCR will set a separate paper containing a selection of starting points. Papers should be issued to candidates from 1 January in the year of the examination.

Resources:

Students will be encouraged to work on CAD software in school and at home as well as having access to the school's design facilities, including 3D printing equipment.

Examination Board: OCR

Head of Department: Mr J Murray

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