HARRODIAN

GCSE Information Booklet

for courses starting september 2021

CONTENTS

Making Your GCSE Choices:	Cpt R Stewart, Head of Seniors	2
Introduction:	Ms B McNaught, Head of Year	3
The Process:	Mrs H Locke, Deputy Headmistress and Director of Studies	5

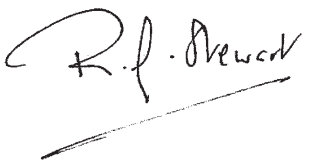
GCSE Curriculum Offer 2020-2022	6
Art & Design	7
Business	8
Classical Civilisation	9
Computer Science	10
Drama	12
English	13
Film Studies	14
Geography	16
History	17
Latin	18
Mathematics	19
Media Studies	20
Modern Foreign Languages	22
Music	24
Physical Education	25
Religious Studies	27
Science	28
Three Dimensional Design	31

MAKING YOUR GCSE CHOICES

Very soon I shall be saying 'welcome to the 14s' where you will be starting and, in some subjects, progressing your GCSE courses. That is where your studies at school really begin to get serious and the results you will achieve begin to make an enormous difference to your future.

You should now be considering how your life might evolve! Do you know what you might like to study in the future. In about eighteen months' time your teachers will be asking you to choose four A Levels. These are big questions, but do not worry as we have a large body of experience and advice to help you make better, informed decisions. Rest assured that although the next two years of study will require you to work hard, there will be a lot of fun, opportunities to relax, try different activities and develop yourself as a person.

I would like to say how pleased I am that you have chosen to study for your GCSEs at Harrodian. It is a very special school and it offers a very special experience.



Captain R Stewart
Head of Seniors

January 2021

Dear 13s Parents and Pupils,

GCSE 2020-2022

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:

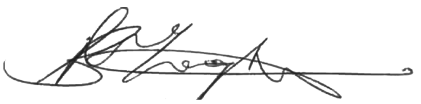
- Your friends are doing it
- You think you should do it – even if you do not want to
- Your parents think it is a good idea – but you do not
- You cannot think of anything else to choose
- You think it will be easy
- It sounds good even though you have not found out about it

All subjects are examined formally and will be sat in the summer of 2023. 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 Harrodian 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



Ms B McNaught
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 20th January 2020 from 4.30 – 7.00 p.m.
All parents and pupils are invited to attend our Online GCSE Information Evening where Heads of Departments will be hosting subject specific online presentations with a live or recorded information. Each presentation will also include time for questions.
There will also be two online presentations about the GCSE options process at 4.30 p.m. and 7.00 p.m. These presentations will be hosted by Mrs Locke (Deputy Head).

Option Choices and Careers Advice
The school has introduced a dedicated package of careers advice and guidance for 13s pupils. This includes an overview of possible career paths and online testing to highlight potential avenues for investigation and tailored advice of what subjects to choose. Subject teachers will also introduce their subject at GCSE during lessons and year assemblies.

Options Submitted – Monday 22nd March 2021 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

2021 - 2023

Core Curriculum

English Language

English Literature

Mathematics

Modern Foreign Language – French, Italian and Spanish

Science – Biology, Chemistry and Physics (equivalent to three separate GCSEs) or Combined Award: Trilogy (equivalent to two GCSEs)

Plus Three Optional GCSE Subjects selected from:

Art and Design

Business

Classical Civilisation

Computer Science

Drama

Film Studies

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 AND DESIGN

Why study Art?
At Harrodian, pupils have the opportunity to experience a variety of art, craft 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.

Pupils 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.

Pupils 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. Most importantly with an increasing number of students joining 'start ups' following university the GCSE course gives an essential skill basis of the creativity, logistics, finance, laws and teamwork essential to keep a business succeeding.

Pupils study current business issues and are encouraged to take part in group work, planning and presenting during the course, and deliver solutions to 'real business' situations. Economics is included in the course and pupils learn to consider the impacts (often conflicting) of globalisation and the ethical and environmental impacts on business development.

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 microeconomics)
- Understanding external influences on business (including macroeconomics)

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. Pupils must complete all assessments in May/June of the second year of the course. 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: https://qualifications.pearson.com course code 1BS0

Head of Department: Mrs R Drummond-Chew

CLASSICAL CIVILISATION

Why Study Classical Civilisation?
Classical Civilisation is the study of the ancient Greek and Roman world. It is a diverse Humanities subject where pupils encounter fascinating archaeological sites, vibrant ancient texts and histories that blur into legends. As such, Classical Civilisation includes literary, archaeological, historical and cultural elements.

Classical Civilisation can be chosen as a GCSE without requiring any previous experience and all aspects of the course are accessible as they are studied in English. This course is very appropriate for those pupils who are drawn towards the Humanities and who are interested in the study of our western roots. It also holds great appeal for people who enjoy reading about colourful mythology, heroic fantasy fiction and dynamic pre-Christian cultures.

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):
Pupils will study the mythology and the religion of Classical Greece and Rome. This module explores the nature and role of the gods, the exploits of legendary regional heroes, religious rites and festivals and funerary customs. It primarily encourages the student to explore how mythology was tied into the identity, the politics and the pre-modern worldview of the Greek and Romans. Many of the topics we study explore matters highly relevant to understanding present day issues of racism, xenophobia, imperialism and national identity in western culture.
(Topics and subjects are subject to change, so this may vary.)

2. Roman City Life (J199/22):
In this component learners will explore everyday life and society in Rome and other comparable Classical Roman cities. This module is split into two related parts: culture and literature.

The culture section of this component features a variety of aspects of Roman society. Examining typical Roman social hierarchy, slavery and the divide between the rich and the poor provides a context to explore the day to day activities of Roman citizens, as well as contemporary social issues. This is coupled with the study of Roman gladiatorial shows and chariot racing and the famous monuments associated with them, including The Colosseum.

The literature element of this component is made up the comic satires of Horace, Juvenal and Petronius, as well as selections from Pliny's letters. By comparing and contrasting these four writers, students get to look directly through the eyes of Classical Roman public figures and enjoy voices from the past giving vent to social criticisms, personal philosophies and cynical witticisms at the expense of Roman society.

(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 pupils 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 9–1 assessment.

Component 1: **Computer systems**
Written paper: 1hour and 30 minutes: 50% of total GCSE.
a. Systems architecture
b. Memory and storage
c. Computer networks, connections and protocols
d. Network security
e. Systems software
f. Ethical, legal, cultural and environmental impacts of digital technology

Component 2: **Computational thinking, algorithms and programming**
Written paper: 1hour and 30 minutes: 50% of total GCSE
a. Algorithms
b. Programming fundamentals
c. Producing robust programs
d. Boolean logic
e. Programming languages and Integrated Development Environments

Practical Programming: all students will be given the opportunity to undertake programming tasks to solve problems during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

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

Why study Drama?
Drama is an exciting, creative, and challenging subject. It is a practical based course that explores theatre in broad and innovative ways. Beyond developing their performance abilities, pupils who study Drama are equipped with a unique skillset, developing core skills such as collaboration, confidence, creativity, resilience and independence which are extremely beneficial for future employment.

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.

As part of the course pupils who take Drama GCSE will attend numerous professional performances both in the West End and in Fringe theatres. We also have regular external companies coming in to school to deliver inspirational workshops.

The course is made up of three components: one is a written paper that is taken at the end of the course; the other two consist 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 component 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). Pupils 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 two tasks linked to the theme of the 19th century fiction text.

Paper 2: Examination 2hrs 5 mins (60% of the total mark)

Section A:
Unseen 20th and 21st century non fiction.

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

FILM STUDIES

Why study Film Studies?
The most obvious answer to this question is because you have a love of film, possibly the most important and defining text type of the last hundred years. Students who engage critically with film as text or artwork will be well suited to this subject. The set texts come from a wide variety of eras and countries, allowing pupils to broaden their cinematic horizons as they engage with film's broad cultural and historical heritage. Film Studies will allow pupils to develop analytical writing skills and become confident readers of film as they approach it through concepts of narrative, genre, aesthetics and representation.

The non-examinable assessment is ideal for creative pupils, with two different options to choose from depending on their interests and skill sets. The screenplay option is perfect for writers; whether they are interested in traditional creative writing like novels, short stories, playwriting or screenwriting, or other forms of writing like journalism or marketing, this will give them an outlet to express themselves creatively and develop related skills. The short film option is perfect for budding filmmakers or visual storytellers; being able to create a narrative within a scene offers them a lot of freedom to utilise the medium of film in inventive ways. Anyone interested in filmmaking will be suited to this, whether they like film, advertising, television or documentary.

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

Paper 1 – Key Developments in US Film (35% of the total marks)

Section A – US film comparative study: The study of a pair of thematically linked films, one from each of 1930-1960 and 1961-1990. This section is predominantly about textual analysis, context and genre conventions. The compared films will reflect US society at the times the films were made. Featured directors include Spielberg, Hitchcock, Weir and Hughes.

Section B – Key developments in film and film technology: From the first moving images and silent film through to the proliferation of CGI, this module examines film history and technological progression over time.

Section C – US independent film: An in-depth study of a single film, reflecting aspects of US society in the 21st century. Set texts will largely look at the experiences of young people. Films include work from directors such as Bigelow, Chazelle, Reitman and Dayton & Faris. Pupils will also explore specialist writing on film, including film theory and film criticism.

This paper will contain a mixture of short (1 to 5 marks) and extended (10, 15 or 20 marks) responses.

Paper 2 – Global Film: Narrative, Representation and Film Style (35% of the total marks)

Section A – Global English language film: The study of a film from countries such as Australia, South Africa, Ireland and the UK. As well as textual analysis this module will focus on context and narrative, looking at issues such as assimilation; poverty, status and corruption; gender imbalance; and segregation and subjugation.

Section 2 – Global non-English language film: The study of a film from countries such as Japan, South Africa, Saudi Arabia, Germany and Sweden. As well as textual analysis this module will focus on representation, looking at issues such as female resourcefulness, strength and independence; the relationship between criminality and social environment; the consequences of conformity; and challenging social and cultural constraints.

Section 3 – Contemporary UK film: The study of a modern UK film from directors such as Mendes, Crowley, Ayoade and El Hosaini. This module focuses on the aesthetic qualities of film while exploring various social issues.

Each section in this paper will contain some short (1 to 5 marks) and a 15 mark extended response.

Non-examinable assessment [NEA] (30% of the total marks)

Option 1 – Screenplay: An extract from a screenplay for feature film, chosen from a range of genres.

Option 2 – Short film: A filmed extract from a genre film, which is to be two and a half minutes in length.

Each option also has planning and evaluation components.

Examination Board: Eduqas **Head of Department: Mr T Grey-Parkinson**

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. Pupils 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 (coasts and rivers)
The living world (ecosystems, tropical rainforests and 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 (focus on energy)

Unit 3: Geographical applications – 30% of the full GCSE
This will be assessed in a written exam lasting 1 hour 15 minutes.

Issue evaluation based on pre-release material published by AQA.
Fieldwork questions based on human and physical fieldwork carried out on a residential fieldtrip (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 2 hours 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 2 hours 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.
- 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.
- 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: Apuleius: sagae Thessalae & Cicero: personae non gratae: Pythius
Pupils will study extracts from Apuleius and Cicero. 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 6
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 verse 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 continued studying Latin in the 13s.

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: J282 **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 might 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 Edexcel GCSE Mathematics Specification (1MA1)
The specification requires candidates to demonstrate their knowledge, understanding, and skills in the following:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- 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). Pupils must take three question papers at the same tier. All question papers must be taken in the same series.

Examination Board: Edexcel **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.

Examination Board: OCR **Head of Department: 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)

Pupils are assessed on their understanding of standard spoken French, Italian or Spanish in a range of public and social settings. Pupils 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

Pupils 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 pupil in advance of the assessment. Pupils will also prepare a short speech on their chosen topic.

Paper 3:
Reading and understanding **25%**
Foundation tier: 45 mins
Higher tier: 1 hour

Pupils 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 pupils 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

Pupils are assessed on their ability to communicate effectively through writing in the target language for different purposes. Pupils will be 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.

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
- Pupils are assessed as player/performer in three different activities (team, individual and a third from either team or individual)
- Analysis and evaluation of performance to bring about improvement in one activity

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

In **bold** are activities we offer at Harrodian. However, we can assess pupils in all activities subject to agreement with the teacher and the use of video evidence.

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 gender equality, crime and punishment and social justice.
- Consider different viewpoints on these issues, formulate your own views and justify them with solid arguments.
- Study in depth the key beliefs, teachings and practices of Buddhism and Christianity, and how these religions approach the ethical issues studied.
- 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.

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.

The Curriculum
We follow the AQA GCSE full course, which consists of two components.

Component 1: The beliefs, teachings and practices of Buddhism and Christianity
Examination 1 hour 45 minutes (50% of the full GCSE)
- Buddhism: Dhamma; the Buddha and the Four Noble Truths; worship and festivals; Buddhist ethics
- Christianity: The nature of God; Jesus Christ and salvation; worship and festivals; the Church and the worldwide community

Component 2: Religious, philosophical and ethical studies
Examination 1 hour 45 minutes (50% of the full GCSE)
- Relationships and families: homosexuality, contraception, marriage, divorce, nature and purpose of families, gender equality
- Religion and life: abortion, euthanasia, animal experimentation, environmental issues
- Religion, crime and punishment: reasons for crime, purposes of punishment, prison, corporal punishment, community service, death penalty
- Religion, human rights and social justice: prejudice and discrimination in religion against women and homosexuals, racism, social justice, wealth and poverty, fair pay, people trafficking

Examination Board: AQA **Head of Department: Ms M Sanders**

SCIENCE

Science at GCSE is taught as separate subjects, which may result in the attainment of **three** GCSE grades in **Biology, Chemistry** and **Physics** OR **two** grades for **Combined Science (Trilogy)**. 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. At the end of the 13s, subject teachers will recommend pupils for Separate Sciences or Combined Science. These recommendations are based on performance through the year and likely GCSE outcomes and will be made in consultation with parents and pupils.

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. 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 in 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 pupils 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
- Valency, Formulae and equations
- Chemical changes, including acid reactions and metal reactivity

14s:
The pupils 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.
- Bonding and structure
- Quantitative chemistry
- Energy changes
- The rate and extent of chemical change
- Organic chemistry

15s:
The pupils 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
- Further organic chemistry

PHYSICS

Why study Physics?
Physics is the study of matter and energy and how they interrelate. More specifically it includes the study of mechanics, light and other radiation, sound, heat, magnetism, electricity, and the structure of the atom. A good knowledge of physics could lead to a variety of opportunities for further study or careers, for example medical physics, or various types of engineering.

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

13s:
- **Energy:** conservation and dissipation of energy, energy transfer by heating, and energy resources
- **Electricity:** electric circuits, and electricity in the home
- **Particle model of matter:** including internal energy, specific latent heat, and gases

14s:
- **Atomic structure:** including radioactivity and nuclear physics
- **Forces:** forces in balance, motion, force and motion, and force and pressure
- **Waves:** properties of waves

15s:
- **Waves (continued):** electromagnetic waves and light
- **Magnetism and electromagnetism:** including magnetism, and the generation and distribution of electric power
- **Space physics:** including study of the solar system and the universe

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** (**100 marks)** for Separate Sciences or **1 hr 15 mins (75 marks)** for Combined Sciences.

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.

Examination Board: AQA

Head of Department:	**Ms T Oldacre**
Head of Biology:	**Ms T Oldacre**
Head of Chemistry:	**Mrs G Hanlan**
Head of Physics:	**Mr T Stride**

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 machetes and 3-D objects
- to manipulate 3-D software to a degree of competency sufficient to produce designs which fulfil 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 £105 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:
Pupils 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**

NOTES