



SAINT FELIX SCHOOL  
SOUTHWOLD

# GCSE COURSE GUIDE

2021 - 2023

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## GCSE OPTION CHOICES

This term, all students in Year 9 will be considering and planning the programme of GCSE subjects which they would like to follow next year; a decision which will be finalised after consultation with teaching staff and parents.

This booklet seeks to provide information about all the courses we will offer next September, subject to viability, and to help each student make the right decisions for them. Students should consider their personal strengths and aptitudes as well as the subjects that they enjoy and thrive in. Students should also take into account teachers' recommendations and information provided at the Parents' Meeting in March. Some students may have clear ideas of prospective career choices and will be given opportunities in school to research the qualifications they will need to achieve their aspirations. The on-going Careers Education Programme, run by their careers teachers, is supporting this aspect in school. We encourage all students, whether they have clear direction of future careers or not to consider their strengths and interests when choosing their GCSEs.

Decisions of this nature need to be considered carefully to ensure that the choices made are the right ones for each individual student. A great deal of time will therefore be devoted to the process of choice with consultation at every stage. We all have the same aims: the students' enjoyment and success in their chosen courses and thereafter in their future careers.

### Key dates in the decision process

<b>Introduction to the options process with Head of Curriculum</b>	<b>26<sup>th</sup> February 2021</b>
Consultations over aspirations, career choices and potential GCSE choices with Head of Year	From 1 <sup>st</sup> March to 12 <sup>th</sup> March
Online Parents' Meeting to discuss option choices with teachers	Thursday 4 <sup>th</sup> March
Discussions with Head of Curriculum and proposed choices	From 12 <sup>th</sup> March
Provisional option blocks based on choices expressed	15 <sup>th</sup> March
Option blocks set for timetabling	End of March 2021
Final Choices Confirmed	<b>April 2021</b>



## **Programme of study**

All students will study the Core Subjects which are English, English Literature, Mathematics and Science. Students will choose between two GCSE Science subjects or they will choose Triple Science as one of their option choices. In addition to their core subjects, students may also choose up to 5 subjects from the list below, resulting in a maximum of 10 GCSE subjects:

**Art**  
**Drama**  
**French**  
**Geography**  
**History**  
**Latin**  
**Music**  
**Philosophy and Ethics**  
**Photography**  
**Physical Education**  
**Spanish**  
**Triple Science**

Admission to the top universities and colleges, as well as securing highly sought after apprenticeships, is dependent on achieving high grades in 10 subjects rather than mediocre grades in a larger number of subjects. GCSE results increasingly play a key role when admission tutors and selection panels are selecting students for their admission or placements.

In a small number of cases students will opt for 4 subjects and in one of the option blocks be timetabled to do EAL lessons or support lessons. This option will be selected by the staff in consultation with parents.

The curriculum in Year 10 and Year 11 will also include timetabled Careers, Games, Physical Education and PSHE.



### An example Year 10 timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>08.35</b>	<b>Assembly</b>	<b>Tutor</b>	<b>House</b>	<b>Chapel</b>	<b>Tutor</b>
<b>1 09:00</b>	Option B	Option E	Maths	English	Option E
<b>2 09:35</b>	Option B	Option E	Maths	English	Option E
<b>10:10 BREAK</b>					
<b>3 10:25</b>	Option D	Option A	Option C	Science	Maths
<b>4 11:00</b>	Option D	Option A	Option C	Science	Maths
<b>5 11:35</b>	Careers	PSHE	English	Option D	English
<b>6. 12:10</b>	Careers	PSHE	English	Option D	English
<b>12:45 LUNCH</b>					
<b>7 13:45</b>	English	Option B	Science	Games	Option C
<b>8 14:20</b>	English	Option B	Science	Games	Option C
<b>9 14:55</b>	Maths	Science	Option A	Games	Science
<b>10 15:30</b>	Maths	Science	Option A	Games	Science
<b>16:00 TEA</b>					
<b>16:10 ACTIVITIES</b>					



### Allocation of lessons per week

Subject	Number of lessons
English	8 lessons
Mathematics	6 lessons
Science	Science 1 – 4 lessons Science 2 – 4 lessons Science 3 – 4 lessons
Option Subjects	4 lessons per option (x5)
Careers	2 lessons
Games	4 lessons
PSHE	2 lessons
<b>Total</b>	<b>50 lessons</b>



Ofqual

## Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U



# **COURSE OUTLINES FOR CORE SUBJECTS**



## English Language

### Examination Board: Edexcel

**Unit 1: Communicating information and ideas** (50% of English Language GCSE) There are two sections to this unit:

#### **Section A: Reading**

Pupils will study a wide variety of *non-fiction texts* from the 19th century and either the 20<sup>th</sup> or 21<sup>st</sup> century. The focus will be on developing reading skills and understanding how writers use language, structural and presentational devices to shape meaning and impact.

#### **Section B: Writing**

In addition, they will learn how to produce their own non-fiction writing, fit for audience and purpose, demonstrating their ability to use language, form and structure effectively.

**Unit 2: Exploring Effects and Impact** (50% of English Language GCSE)

#### **Section A: Reading**

Pupils will study a range of *prose fiction* texts from the 20th and/or 21st century (although some texts may be literary non-fiction, such as autobiography). They will develop textual analysis skills and focus on ways in which writers use language to shape meaning, evaluating their effectiveness.

#### **Section B: Writing**

Pupils produce imaginative, original texts in a range of forms including, for example, short stories and autobiographical writing. They use narrative techniques identified from their wide reading of prose fiction texts to achieve deliberate effects in their own writing. Pupils explore how vocabulary and grammatical features can be used to achieve particular effects.

#### **Assessment**

Both units 1 and 2 will be externally assessed through examinations which will last two hours and comprise of two sections (reading and writing).

#### **Unit 3: Speaking and Listening**

Pupils will be internally assessed on presenting information and ideas, responding to spoken language, and using Spoken Standard English. Marks will be recorded but will not count towards the overall GCSE assessment.

#### **Chargeable materials**

None



## English Literature

### Examination Board: Edexcel

#### **Unit 1: Exploring modern and literary heritage texts**

For this component, pupils study one modern prose or drama text and one 19th century novel. Currently the texts to be studied are 'Dr Jekyll and Mr Hyde' by RL Stevenson and 'An Inspector Calls' by JB Priestley. The focus is on pupils engaging with their reading through exploring key themes, ideas and issues, characterisation and settings in order to build confidence in their skills of critical evaluation. Study of the modern set text is enhanced through comparative study with an unseen modern, same genre extract.

#### **Unit 2: Exploring poetry and Shakespeare**

For this component, pupils study a themed poetry cluster from the OCR Poetry Anthology and a Shakespeare play. There is a choice of three poetry clusters for study, each comprising fifteen poems since 1789, some of which are from the English literary heritage, including Romantic poetry, alongside modern poems and poems from around the world. The poems have been carefully selected to provide a balanced and diverse collection for study. The focus is on learners taking a skills-based approach to engaging with and responding critically to poetry, including comparing poems and responding to unseen poetry. Because we begin the course in Year 9, pupils will experience a selection from each cluster before we commit to the final choice, enhancing their experience and skill development. The poetry anthologies are provided free of charge.

Pupils explore Shakespeare's Macbeth through engaging with key themes and ideas, characterisation and settings. This is underpinned by understanding of the language and how society and culture are presented in the play.

#### **Assessment**

The course will be assessed by two 2-hour module examinations. Each will comprise 50% of the total marks. Students should note that the examinations are closed book.

#### **Chargeable Materials**

The school will purchase An Inspector Calls, Dr Jekyll and Mr Hyde, and Macbeth on behalf of students. This ensures that they are all working from the same text and that parents can avail themselves of group discounts. Furthermore, students can annotate their own texts, which is essential for revision purposes.



## International GCSE English as a Second Language

### Examination Board: Cambridge International Examinations

Cambridge IGCSE English as a Second Language offers international pupils with EAL (English as an additional language) the opportunity to develop practical communication skills in listening, speaking, reading and writing.

#### Units of Study

- \* Reading and Writing (60%)
- \* Listening (20%)
- \* Speaking (20%)

The course is divided into 20 units around the themes of leisure and travel, education and work, people and achievements, ideas and the modern world.

#### Assessment

All pupils take three examinations. Pupils who have studied the Core syllabus are entered for Paper 1, Paper 3 and Component 5. These pupils will be eligible for grades 1 to 5.

Pupils who have studied the Extended syllabus are entered for Paper 2, Paper 4 and Component 5. These pupils will be eligible for grades 2 to 9.

**Papers 1 and 2** (Reading and Writing) are externally assessed by a written examination paper.

**Papers 3 and 4** (Listening) is externally assessed through a listening and responding examination paper.

**Component 5** (Speaking) is conducted, audio-recorded and internally assessed by the subject teacher and then externally moderated by a Cambridge examiner.

#### Chargeable Materials

None



## Mathematics

### Examination Board: OCR

#### Units of Study

- Number operations and integers
- Fractions, decimals and percentages
- Indices and surds
- Approximation and estimation
- Ratio, proportion and rates of change
- Algebra
- Graphs of equations and functions
- Basic geometry
- Congruence and similarity
- Mensuration
- Probability
- Statistics

#### Assessment

The GCSE course is externally assessed at Higher Tier (papers 4, 5 and 6) and Foundation Tier (papers 1, 2 and 3) by three written examination papers, each of 1 hour 30 minutes duration and equally weighted. Available grades for the Higher Tier are grades 9-4, Foundation Tier are grades 5-1.

**Papers 1 and 4** are externally assessed through a written examination paper (100 marks). Students are allowed the use of a calculator.

**Papers 2 and 5** are externally assessed through a written examination paper (100 marks). Students **may not** use a calculator.

**Papers 3 and 6** are externally assessed through a written examination paper (100 marks). Students are allowed the use of a calculator.

#### Chargeable materials

None



## Science

### Examination Board: Edexcel

<b>Specification:</b>	Biology	1BIO
	Chemistry	1CHO
	Physics	1PHO

### GCSE Sciences Options:

Students are able to take either two sciences from a choice of Biology, Chemistry or Physics to gain two GCSEs or all three science subjects individually to acquire three science GCSEs.

### Examination Structure:

The examination for each of the three subjects consists of two externally examined papers of 1 hour 45 minutes each, available at Standard and Higher tier levels.

Biology	Chemistry	Physics
<p><b>Paper 1</b></p> <p>Topic 1 – Key concepts in Biology</p> <p>Topic 2 – Cells and control</p> <p>Topic 3 – Genetics</p> <p>Topic 4 – Natural selection and genetic modification</p> <p>Topic 5 – Health, disease and the development of medicines</p>	<p><b>Paper 1</b></p> <p>Topic 1 – Key concepts in Chemistry</p> <p>Topic 2 – States of matter and mixtures</p> <p>Topic 3 – Chemical changes</p> <p>Topic 4 – Extracting metals and equilibria</p> <p>Topic 5 – Separate Chemistry 1</p>	<p><b>Paper 1</b></p> <p>Topic 1 – Key concepts of Physics</p> <p>Topic 2 – Motion and forces</p> <p>Topic 3 – Conservation of energy</p> <p>Topic 4 – Waves</p> <p>Topic 5 – Light and the electromagnetic spectrum</p> <p>Topic 6 – Radioactivity</p> <p>Topic 7 – Astronomy</p>
<p><b>Paper 2</b></p> <p>Topic 1 – Key concepts in Biology</p> <p>Topic 6 – Plant structures and their functions</p> <p>Topic 7 – Animal coordination, control and homeostasis</p> <p>Topic 8 – Exchange and transport in animals</p> <p>Topic 9 – Ecosystems and material cycles</p>	<p><b>Paper 2</b></p> <p>Topic 1 – Key concepts in Chemistry</p> <p>Topic 6 – Groups in the periodic table</p> <p>Topic 7 – Rates of reaction and energy changes</p> <p>Topic 8 – Fuels and Earth science</p> <p>Topic 9 – Separate Chemistry 2</p>	<p><b>Paper 2</b></p> <p>Topic 1 – Key concepts of Physics</p> <p>Topic 8 – Energy - Forces doing work</p> <p>Topic 9 – Forces and their effects</p> <p>Topic 10 – Electricity and circuits</p> <p>Topic 11 – Static electricity</p> <p>Topic 12 – Magnetism and the motor effect</p> <p>Topic 13 – Electromagnetic induction</p> <p>Topic 14 – Particle model</p> <p>Topic 15 – Forces and matter</p>

**Chargeable Materials**                  None



**COURSE  
OUTLINES  
FOR  
OPTIONAL  
SUBJECTS**



## **Art & Design: Fine Art**

**Examination Board: AQA**

### **Units of Study**

#### **Component 1 Portfolio – worth 60% of the total GCSE**

Each student must select and present a portfolio representative of their course of study. The Portfolio includes evidence of the coursework completed during the course.

**1. A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.

#### **2. A selection of further work**

- a. Themes & approaches to photography
- b. Practical skills in materials, techniques & processes
- c. Drawing, painting, printmaking, mixed media, sculpture
- d. Museum visits
- e. Critical & analytical skills

**Component 2: Externally set assignment – worth 40% of the total GCSE** Extended project developed in response to one of a selection of questions set by the examination board and culminating in 10 hours **Supervised Time**.

#### **Assessment**

Component 1 and Component 2 are marked separately, each attracting a maximum of 96 marks. Assessment is based on four assessment objectives each worth a maximum 24 marks. Work is marked & standardised internally and externally moderated.

**AO1** Develop ideas through investigations, demonstrating critical understanding of sources.

**AO2** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3** Record ideas, observations, and insights relevant to intentions as work progresses.

**AO4** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

#### **Chargeable materials**

A one-off charge is made at the start of the course for a work box containing standard materials and equipment for the student's sole use. Charges are made for sketchbooks and any special extra materials required by individual students over and above the standard provision on a pro-rata basis. Workshops and Exhibition visits are an integral part of the course and will be charged on a pro-rata basis.



## Drama

### Examination Board: OCR

#### Units of Study

- Devising Drama (practical examination and portfolio)
- Performing Texts (practical examination and supporting process document)
- Live Theatre and Text Knowledge (written examination)

OCR's GCSE Drama specification has three components: understanding drama through text and live performance, devising, and thirdly one that focuses on performing in or designing for a performance from a text. This new qualification focuses on the practical exploration of at least two performance texts. The performance text that will be studied for the examination will require students to articulate how they would perform in certain roles, as well as direct and design certain elements of their own interpretation.

#### Assessment

The GCSE course is assessed over three units:

**Component 1** Groups of 2-6 students create their own short presentation from a range of given stimuli. This must last between 8 and 15 minutes. Analysis and evaluation of the devising process, via a portfolio. This can be a combination of writing, images, observation notes, videos and artefacts and is internally marked then moderated by OCR (20% portfolio, 10% devised performance). This component is worth 30% of the total GCSE.

**Component 2** Performance of two extracts from one play (students may contribute as performer or designer). Completion of a research document which justifies the realisation of characters from a text. (20% scripted performances, 10% research document). The research document is marked by the teacher and the practical exam by an external examiner from OCR. This component is worth 30% of the total GCSE.

**Component 3** Written examination completed at the end of the course.

Section A: Students are questioned on the roles of theatre makers in staging a performance of the set text – 'Missing Dan Nolan' by Mark Wheeler.

Section B: Students will be asked to analyse and/or evaluate a live production which could be the work of the performers, the directorial interpretation or the technical aspects (set, lighting, costumes, multi-media elements etc.) Students are required to watch live theatre with the group, at some point in the course (25% 'Missing Dan Nolan', 15% Live performance seen). This component is worth 20% of the overall GCSE.

#### Chargeable Materials

None



## French

### Examination Board: AQA

#### Units of Study

The specification covers three distinct themes. These themes apply to all four question papers. ☒

##### Identity and culture

- Local, national, international and global areas of interest
- Current and future study and employment

#### Assessment

The GCSE course is assessed over four skills. Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier in all four skills.

#### Paper 1: Listening

It is externally assessed through a listening and responding examination paper. Students respond in writing to different types of spoken French. This paper is worth 25% of the total GCSE.

#### Paper 2: Speaking

It is conducted and audio-recorded by the subject teacher and marked by an AQA examiner. Students must communicate and interact effectively in French through a role-play, a photo card and a conversation. This paper is worth 25% of the total GCSE.

#### Paper 3: Reading

It is externally assessed and is worth 25% of the total GCSE. Students respond in writing in French and English to short and longer texts.

#### Paper 4: Writing

It is externally assessed and is worth 25% of the GCSE grade. Students communicate in writing in response to stimulus material. They must write in French using simple language sentences as well as producing a structured written piece which demonstrates their ability to produce a clear and coherent text of extended length. In the Higher Tier, students produce an open-ended passage which demonstrates their ability to make independent, creative and more complex use of the language. This paper also includes a translation task from English into French.

#### Chargeable Materials

We recommend that you buy the GCSE French Revision guide by CGP Books and a bilingual dictionary.



## Geography

Examination Board: AQA

### Units of study

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Urban issues and challenges
- The changing economic world
- The challenge of resource management

### Assessment

The GCSE course is assessed in three papers:

#### **Paper 1 – Living with the physical environment**

A written exam of 1 hour 30 minutes comprising multiple-choice, short answer and extended prose taken from the first three units of study. 35% of GCSE.

#### **Paper 2 – Challenges in the human environment**

A written exam of 1 hour 30 minutes comprising multiple-choice, short answer and extended prose taken from units 4, 5 and 6 above. 35% of GCSE.

#### **Paper 3 – Geographical applications**

A written exam of 1 hour 15 minutes comprising multiple-choice, short answer and extended prose. An issue evaluation, fieldwork and geographical skills covered over the course are examined. 30% of GCSE.

### Chargeable materials

None



## History

Examination Board: OCR

### **Paper 1 - British Paper: 1 hour 45 minutes, 40%**

#### **British Thematic Study: The People's Health c1250 - present**

A study of the changes and continuities in public health in Britain from c.1250 to the present. Learners will understand the most significant characteristics of different ages and make comparisons between different periods of history. Learners will be able to identify and describe events, situations, and developments in the history of public health in Britain.

#### **British Depth Study: The Norman Conquest c1065 - 1087**

A study of the complexity of the Norman Conquest and the interplay of political, military, religious, social and cultural forces in England between 1065 and 1087. Students will identify and describe the main features of late Anglo-Saxon and early Norman England.

### **Paper 2 - History around us: 1 hour, 20%**

**History around us: A site study - Norwich Castle** Students will do a detailed study of Norwich Castle with a focus on when it was built, how its use has changed over the ages and its impact on the local community and Britain in general.

### **Paper 3 - World Paper: 1 hour 45 minutes, 40%**

#### **World Period Study: Viking Expansion c750 - 1050**

Students will follow the unfolding narrative of the expansion of the Viking world from the first Viking settlement in Russia around 750 to the end of the Viking age around 1050. After an initial focus on the Vikings in their homeland of Scandinavia, the study follows the Viking's expansion in the east (Volga Vikings) and their expansion in the west focusing on warfare, trade and settlement.

#### **World Depth Study: Living under Nazi Rule c1933 - 1945**

This unit will enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies. The study will enable learners to engage with a range of historical sources that shed light on people's experiences of living under Nazi rule. It should also enable students to understand different interpretations of aspects of life under Nazi rule.

### **Chargeable materials**

None



## Latin

### Examination Board: OCR

#### Units of Study

- Language (50%)
- Prose Literature (25%)
- Verse Literature (25%)

#### Assessment

The GCSE course is assessed over three units and pupils will sit three examinations:

- **Language:** This examination tests your translation of unseen Latin. You will be required to memorise the Defined Vocabulary List provided by the examination board. You will also be required to answer comprehension questions, translate longer passages of Latin, identify English words which originate from Latin and translate simple English sentences into Latin.
- **Prose Literature:** This examination will test your contextual and linguistic knowledge of the Latin set texts we shall have studied in class. You will also need to provide commentary style answers about the set texts and comment on the text's context and linguistic style. The prose set text will focus on a young man's journey through Thessaly, Greece. When the young man, Lucius, attends a party and tells his new friends that he is worried about the stories he has heard about local witches, he is shocked to discover that a stranger at the party has previously suffered at the hands of the witches. The stranger then reluctantly agrees to share his story with Lucius.
- **Verse Literature:** This examination will test your contextual and linguistic knowledge of Latin poetry which we shall have studied in class. You will also need to provide commentary style answers about the set texts and comment on the text's context and linguistic style. The verse set text will be Virgil's *Aeneid* – an epic poem about the journey of a young Trojan man, Aeneas, who was destined to found Rome despite the many obstacles he faced on his journey.

#### Chargeable materials

None



## Music

### Examination Board: Edexcel

#### Units of study

GCSE Music is divided into 4 areas of study:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions

These areas are explored through Composing, Performing and Listening.

#### Unit 1: Performing Music (30%)

You will produce both a solo and an ensemble performance recorded at any time during the course. The Performance can be on any instrument or voice. The style will be in consultation with the music staff and should be of a technical standard of at least Grade 4 (ABRSM, Trinity, Rock School etc.). Controlled assessment conditions apply.

#### Unit 2: Composing Music (30%)

You will produce 2 compositions, one to a brief commissioned by the Examination Board, the other a free choice and may be created using Sibelius. The combined length of the pieces will be between 2 and 4 minutes and created using either Sibelius or Logic software to produce final scores or notated in any other appropriate way. These pieces are also recorded.

#### Unit 3: Music – Listening and Appraising (40%)

1 hour 45-minute examination paper externally set and marked by Edexcel. In Section A, students respond to questions based on recorded extracts of set works. In Section B, students answer a more in-depth comparison question between a chosen set work and a similar piece new to the student. The music studied includes pieces from the Baroque and Romantic eras, popular music, music for the stage and the screen and music combining techniques from a variety of different traditions (jazz, folk etc.)

#### Chargeable materials

You will need to purchase a copy of two essential study texts, published by the Examination Board, but available from a range of other sellers: The Edexcel GCSE (9-1) Music Student Book and the Edexcel Anthology of Music for GCSE (9-1). A charge may also be made for trips and workshops.



## Religious Philosophy and Ethics (RS)

Examination Board: OCR

**Paper 1 - Beliefs and teachings & Practices - first religion (Christianity): 1 hour, 25%**

**Paper 2 - Beliefs and teachings & Practices - second religion (Islam): 1 hour, 25%**

In this component, learners have the opportunity to study key concepts within Christianity and Islam in order to develop knowledge and understanding of the basis of the religions' beliefs, teachings and practices. As part of the study, pupils will recognise and consider the existence and importance of common and divergent views within these religions' traditions, in the way beliefs, teachings and practices are understood and expressed. They will acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, beliefs and practices. Pupils will explore how these religions influence individuals, communities and societies.

**Paper 3 - Religion, philosophy and ethics in the modern world from a religious perspective: 2 hours, 50%**

Students study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of one of the religions they studied in component group 1.

There are four themes of study:

**Relationships and families:** religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination

**The existence of God/gods/ultimate reality:** the existence of God, gods and ultimate reality, and ways in which God, gods or ultimate reality might be understood; through revelation, visions, miracles or enlightenment

**Religion, peace and conflict: violence, war, pacifism, terrorism, just war theory, holy war;** the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation

**Dialogue within and between religions and non-religious beliefs;** how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches.

**Chargeable materials**

None



## Art & Design: Photography

Examination Board: AQA

### Units of Study

**Component 1:** Coursework Portfolio – worth 60% of the total GCSE

Each student submits a portfolio that is representative of their course of study. The Portfolio includes evidence of the coursework done during the first four terms of the course and includes:

#### 1. A selection of development work and introduction to skills work

- a. Themes & approaches to photography
- b. Practical skills in digital photography – techniques & processes
- c. Visual studies
- d. Group photo-shoots
- e. Critical & analytical skills
- f. Record of exhibition visits
- g. Teacher-led tasks and responses to themes and concepts in Photography
- h. Compulsory elements: Annotations and Drawing

**2. Major Coursework Project**, (extended project) which is a sustained, extended body of work developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions and set of outcomes.

**Component 2: Externally set assignment – worth 40% of the total GCSE**

This is a single project developed in response to one of a selection of starting points set by the examination board and culminating in 10 hours **Supervised Time**. The preparation period takes place throughout term 5 (Spring term Yr.11) with the supervised time taking place in the first half of term 6 (Summer Term – usually end of April/beginning of May) prior to study leave.

### Assessment

Component 1 and Component 2 are marked separately each attracting a maximum of 96 marks. Assessment is based on four assessment objectives each worth a maximum 24 marks. Work is marked & standardised internally and externally moderated.

**AO1** Develop ideas through investigations, demonstrating critical understanding of sources.

**AO2** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3** Record ideas, observations, and insights relevant to intentions as work progresses.

**AO4** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.



**To get the most out of this course it will significantly benefit students if they have their own DSLR camera in order to take full advantage of photo-opportunities away from school. It also signals a commitment to the subject and should be regarded as a minimum prerequisite for entry onto the course. You will also benefit from access to imaging software out of school.**

### **Chargeable materials**

There is a termly charge for consumable materials such as photo paper, logbooks & journals as well as a contribution for printing ink. Other extra sundry items such as special framing requirements of work will be charged for on a pro-rata basis. A charge is also made for exhibition trips and travel costs when group photo-shoots take place further afield.



## Physical Education

For pupils that would like to take PE as a GCSE Option there are two possible courses available, the traditional GCSE course and also the OCR Level 1/2 Cambridge National Certificate in Sport Science or Sport Studies. The running of these courses will be dependent on students interest and also students meeting the selection criteria for the GCSE AQA course.

### Examination Board: AQA

#### Units of Study

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

#### Assessment

The GCSE course is assessed over three units:

**Unit 1** is externally assessed through a written examination paper. You will learn about applied anatomy and physiology, movement analysis and physical training. This unit is worth 30% of the total GCSE.

**Unit 2** is externally assessed through a written examination paper. You will learn about sport psychology, socio-cultural influences and health, fitness and training. This unit is worth 30% of the total GCSE.

**Unit 3** is split into two sections and is worth 40% of the total GCSE:

Section 1: You will be assessed in three practical performances from a set list (see below). One must be a team activity, one must be an individual activity and the final activity can be a free choice. Most practicals are expected to be carried out in your own time.

Section 2: You will carry out an analysis and evaluation of a performance to bring about improvement in one activity.



Team Activities		Individual Activities	
Association Football	Netball	Athletics	Golf
Badminton	Rugby Union/League	Badminton	Gymnastics
Basketball	Squash	Canoeing/ Kayaking/Rowing	Equestrian
Cricket	Table Tennis	Cycling - track/road	Skiing/ Snowboarding
Dance	Tennis	Dance	Squash
Hockey	Volleyball	Diving	Swimming
		Tennis	Table Tennis
			Trampolining

**Chargeable Materials**

None



## OCR Level 1/2 Cambridge National Certificate in Sport Science and Sport Studies

### Examination Board- OCR

OCR offers two distinct qualifications so teachers can choose which will best meet our students needs and aspirations. Within the Sport Science qualification, students study key areas of anatomy and physiology and sports psychology. Within the Sports Studies qualification, students will develop their own performance and how to effectively lead others as well as gain knowledge about the national sports context. Both qualifications have the same structure with two mandatory units and a choice of optional units.

The externally assessed unit contributes 25% of the marks for the certificate size qualification. The optional units allows the teacher to tailor the course to our students' needs and passions; engaging and inspiring students of all abilities to achieve.

Each optional unit is assessed through task-based assessment with OCR-set tasks to support our students in producing assessment evidence. The qualifications are recognised by Ofqual, DfE and 16–19 providers as progression to A Level, further education or on to an apprenticeship or work.

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Sport Science Units	Qualification title	GLH	Award 60 GLH	Certificate 120 GLH
<b>Mandatory</b>				
R041: Reducing the risk of sports injuries	Written paper 1 hour – 60 marks	30	M	M
R042: Applying principles of training	Centre assessed tasks, OCR moderated	30	M	M
<b>Optional</b>				
R043: The body's response to physical activity	Centre assessed tasks, OCR moderated	30	N/A	O
R044: Sport psychology	Centre assessed tasks, OCR moderated	30	N/A	O
R045: Sports nutrition	Centre assessed tasks, OCR moderated	30	N/A	O
R046: Technology in sport	Centre assessed tasks, OCR moderated	30	N/A	O



**Key:** M = mandatory unit O = optional unit

Sport Studies Units	Qualification title	GLH	Award 60 GLH	Certificate 120 GLH
<b>Mandatory</b>				
R051: Contemporary issues in sport	Written paper 1 hour – 60 marks	30	M	M
R052: Developing sports skills	Centre assessed tasks, OCR moderated	30	M	M
<b>Optional</b>				
R053: Sports leadership	Centre assessed tasks, OCR moderated	30	N/A	O
R054: Sport and the media	Centre assessed tasks, OCR moderated	30	N/A	O
R055: Working in the sports industry	Centre assessed tasks, OCR moderated	30	N/A	O
R056: Developing knowledge and skills in outdoor activities	Centre assessed tasks, OCR moderated	30	N/A	O

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## OCR Level 1/2 Cambridge National in Sport Science

Elite sport has fully embraced sport science and considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

### Mandatory units

#### **Unit R041: Reducing the risk of sports injuries**

Taking part in sport and physical activity puts the body under stress. Students will learn how to reduce the risk of injury when taking part in sport through activities such as warm-ups, and knowing how to respond to injuries and medical conditions in a sport setting are all vital skills within the sport and leisure industry.

This unit is externally assessed through an OCR-set assignment and marked 1 hour exam.

#### **Unit R042: Applying principles of training**

The role of a coach is to keep their performers in peak condition by monitoring individuals' fitness and designing bespoke training programmes. Students will learn the principles of training and how different methods target different components of fitness.

They will also learn how to conduct fitness tests, interpret the results and design and evaluate fitness programmes. The OCR-set assignment brings this together through demonstration of this knowledge and skills in a practical task.

### Optional units

#### **Unit R043: The body's response to physical activity**

Understanding how the body changes and responds to physical activity means that body systems can be optimised to improve sports performance and healthier lifestyles. Students will learn about the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles in physical activity and how to measure and record short-term and long-term effects of physical activity.

This unit is assessed through an OCR-set assignment which allows students to demonstrate their understanding without the stress of a timed external exam.

#### **Unit R044: Sport psychology**

In elite sport the key success factor is often the ability to perform under competitive pressure. Sport psychologists support top performers to ensure they can perform at their best under pressure. Students will learn about the relationship between personality and sports performance, the effect of motivation, understand the impact of aggression, arousal and anxiety on performance and learn how to apply sport psychology strategies.

The OCR-set assignment asks learners to demonstrate their knowledge of sport psychology techniques, how they relate to different situations and then implement and evaluate some strategies.



### **Unit R045: Sports nutrition**

Correct nutrition is a vital part of a sport person's preparation; incorrect nutrition can lead to deterioration in performance and overall health. Students will learn about different nutrients and supplements and their importance to different activity types. They will also learn about the effects of a poor diet on performance and health and will develop and evaluate diet plans for performers. The OCR-set assignment asks learners to demonstrate their knowledge of nutrition including the creation of a diet plan for an individual.

### **Unit R046: Technology in sport**

Optimising new technology can give sports performers an advantage over their competitors. In this unit students will consider ways technology is used to enhance sports performance and experience for both spectators and performers. Students will evaluate the impact of technology in sport, considering the downsides as well as its advantages. The OCR-set assignment asks students to demonstrate their knowledge of these through creation of materials for an external audience.



## **OCR Level 1/2 Cambridge National in Sport Studies**

The Cambridge National in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

### **Mandatory units**

#### **Unit R051: Contemporary issues in sport**

This unit sets the context of sport within the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

This unit is externally assessed through OCR set tasks and marked 1 hour examination.

#### **Unit R052: Developing sports skills**

Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity. As well developing sporting skills, students will also develop their transferable skills such as communication, performing under pressure, using initiative to solve problems and making decisions by considering rapidly changing conditions around them.

This unit is assessed through OCR-set tasks and includes demonstration of students' own practical performance skills and officiating, along with a demonstration of the ways students can improve their own performance.

### **Optional units**

#### **R053: Sports leadership**

Whether voluntary or professional, the role of the sport leader is imperative in any sport. Adopting the role of coach, manager, teacher or team captain, sport leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. In this unit, students learn more about different leadership roles and styles. They will then go onto to plan and deliver effective and safe sessions and evaluate their own performance.

This unit is assessed through OCR-set tasks to allow practical demonstration of students' planning and leadership skills.



### **R054: Sport and the media**

Sport uses the range of media to promote itself and in turn the media uses sport to expand and maintain uptake of its products. In this unit learners look at the differences in sports coverage across a range of media outlets; the impacts the media has on sport and how this has changed over the years. They will also learn about the effect on public interest and media involvement in sport. Students will develop skills relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and public relations or media work within a sports organisation.

This unit is assessed through OCR-set tasks where students communicate their knowledge to an external audience.

### **R055: Working in the sports industry**

There are many career paths that can be followed within the sports industry. Some are not linked directly to a sport or do not revolve around physical activity but are still vitally important to the participation, progression and success of sports activities. Students will be able to identify a number of careers within the sports industry, how to gain access to these, the wider context of the role they play, and the development paths within them. They will also look at how the sports industry affects society in Britain by looking at areas such as the economy, health and fitness, heritage, tourism and national identity.

This unit is assessed through OCR-set tasks where students explore career options relevant to them, demonstrate how they would apply and prepare appropriate information that might be needed in an interview.

### **R056: Developing knowledge and skills in outdoor activities**

Organisations increasingly use outdoor and adventurous activities as the basis for team away-days and team-building exercises, requiring individuals to work collaboratively and develop their problem-solving and communication skills as a group. Students will develop their knowledge about different outdoor activities, how to plan an outdoor activity and be able to participate in one. They will develop their communication, decision making and leadership skills in challenging scenarios and environments.

This unit is assessed through OCR-set tasks where students demonstrate their planning skills and participate in an outdoor activity.



## Spanish

### Examination Board: AQA

#### Units of Study

The specification covers three distinct themes. These themes apply to all four question papers.

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

#### Assessment

The GCSE course is assessed over four skills. Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier in all four skills.

#### Paper 1: Listening

It is externally assessed through a listening and responding examination paper. Students respond in writing to different types of spoken Spanish. This paper is worth 25% of the total GCSE.

#### Paper 2: Speaking

It is conducted and audio-recorded by the subject teacher and marked by an AQA examiner. Students must communicate and interact effectively in Spanish through a role-play, a photo card and a conversation. This paper is worth 25% of the total GCSE.

#### Paper 3: Reading

It is externally assessed and is worth 25% of the total GCSE. Students respond in writing in Spanish and English to short and longer texts. This paper also includes a translation task from Spanish into English.

#### Paper 4: Writing

It is externally assessed and is worth 25% of the GCSE grade. Students communicate in writing in response to stimulus material. They must write in Spanish using simple language sentences as well as producing a structured written piece which demonstrates their ability to produce clear and coherent text of extended length. In the Higher Tier, students produce an open-ended passage which demonstrates their ability to make independent, creative and more complex use of the language. This paper also includes a translation task from English into Spanish.

#### Chargeable Materials

None