



SAINT FELIX SCHOOL  
SOUTHWOLD

# GCSE GUIDE

2018 - 2020



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# SAINT FELIX SCHOOL

## SOUTHWOLD

### **GCSE OPTION CHOICES**

Since the beginning of the Spring Term, all students in Year 9 have been 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 January. Some students may have clear ideas of prospective career choices and should be researching the qualifications they will need to achieve their aspirations. The on-going Careers Education Programme SACU, run by their tutors, is supporting this aspect in school. We encourage all students, whether they have clear direction of future careers or not to keep a broad curriculum as this will keep doors open for their future choices. We define a broad curriculum as one that on top of the core subjects includes a language, a humanities and a creative subject.

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

SACU Careers programme (which looks at interests and skills, relevant careers, required qualifications, higher and further education)	Friday 5 <sup>th</sup> January Tuesday 9 <sup>th</sup> January Friday 12 <sup>th</sup> January Tuesday 16 <sup>th</sup> January
Consultations with tutors over aspirations, career choices and potential GCSE choices	From Friday 5 <sup>th</sup> January to Tuesday 16 <sup>th</sup> January
Discussions with Head of Curriculum and Proposed Choices	<b>Completed by Tuesday 23<sup>rd</sup> January</b>
Parents' Meeting and introduction to the options process	Friday 26 <sup>th</sup> January
Option Blocks Set for Timetabling	Tuesday 30 <sup>th</sup> January
Final Choices Confirmed	<b>Friday 9<sup>th</sup> February</b>

**Any changes in choices made after Tuesday 30<sup>th</sup> January will have to fit into the set option blocks.**

## **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. We encourage all of our students to study a Modern Foreign Language, either French or Spanish, as these can be considered by Russell Group Universities at the point of application. 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:

**Ancient History**  
**Art**  
**Design and Technology**  
**Drama**  
**French**  
**Geography**  
**History**  
**Latin**  
**Music**  
**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 Years 10 and 11 will also include timetabled Physical Education, Careers and PSHEE.

### 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	PSHEE	English	Option D	English
<b>6 12:10</b>	Careers	PSHEE	English	Option D	English
<b>12:45 LUNCH Registration 13:45</b>					
<b>7 13:50</b>	English	Option B	Science	Games	Option C
<b>8 14:25</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

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

## Grading new GCSEs from 2017

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

**COURSE  
OUTLINES  
FOR  
CORE  
SUBJECTS**



## English Language

### Examination Board: OCR

#### **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: OCR

#### **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.



## 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 1hr 45mins each, available at Standard and Higher tier levels.

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<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**



## **Ancient History**

**Examination Board: OCR**

### **Units of Study**

#### **Paper 1 - Greek History, 1h 45m, 50%**

##### **The Persian Empire, 559 – 465BC**

A period study focusing on the Persian Empire under the leaders Cyrus the Great, Cambyses II, Darius I and Xerxes I.

##### **Athens in the Age of Pericles, 462–429 BC**

A depth study focusing on political, military and cultural life in Athens following the Graeco-Persian wars.

#### **Paper 2 – Roman History, 1h 45m, 50%**

##### **The foundations of Rome: from kingship to republic, 753–440 BC**

A period study focusing on the kings of Rome and the early Roman Republic, with an emphasis on the most exciting and interesting events and characters.

##### **Britannia: from conquest to province, AD 43–c.84**

A depth study in which students look at the complex factors that contributed to the invasion of Britain in AD 43 and the subsequent conquest and consolidation of the Roman position up until the end of Agricola's governorship.

#### **Chargeable materials**

None



## **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 done 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. A charge is also made for exhibition trips and workshops.



## **Design & Technology**

### **Examination Board: Edexcel**

#### **Units of Study**

The GCSE course consists of two units of study: an externally examined paper (50%) and a non-examined assessment component (50%).

The externally examined paper includes the study of compulsory and optional topics. There is a study of one compulsory topic, (the core content) and one optional topic from a selection of six material categories.

#### **Assessment**

The exam paper consists of two sections: Section A covers the core content and Section B covers the chosen material category.

The non-examined assessment takes the form of a project. Assessment is based on the skills of investigating, designing, making and evaluating a prototype of a product. Set themes for final assessed projects are distributed by the examining board in June of Year 10 or at the end of the first year of study.

#### **Chargeable Materials**

Materials that are not standard stock items and have to be purchased separately may be charged for on a pro rata basis.



## **Drama**

### **Examination Board: AQA**

#### **Units of Study**

- Understanding Drama
- Devising Drama (practical)
- Texts in practice (practical)

#### **Assessment**

The GCSE course is assessed over three units:

**Component 1** is externally assessed through a written examination paper. You will learn about the role of the theatre makers, study a set play from a theatrical viewpoint and analyse the work of theatre makers in a single live production. This unit is worth 30% of the total GCSE.

**Component 2** is marked by the teacher and moderated externally by AQA. In a group you will produce a devised piece of drama (students may contribute as a performer or designer) and produce a devising log that follows your creative process from the stimulus to the audience evaluation of the final piece. This component is worth 40% of the total GCSE.

**Component 3** is externally assessed through a practical performance examination. Students may contribute as a performer or designer and must produce two extracts from one play. 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

None



## **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 (including a trip to the 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 primarily on a fatal feud between two prominent Roman generals, Germanicus and Piso, and a glimpse into the inherent violence of the Roman Empire.
- **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. The style will be in consultation with the music staff. Controlled assessment conditions apply. It is also possible to submit either performance using Music technology

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

You will produce 2 compositions, one to a brief commissioned by the Examination Board, the other a free choice. 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. 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.

#### **Chargeable materials**

None



## **Art & Design: Photography**

### **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 done 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 digital photography – techniques & processes
  - c. Visual studies
  - d. Group photo-shoots
  - e. Critical & analytical skills
  - f. Record of exhibition visits

##### **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**

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



## Physical Education

### 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 /	Badminton	Gymnastics
Basketball	League	Canoeing /	Equestrian
Cricket	Squash	Kayaking/ Rowing	Skiing /
Dance	Table Tennis	Cycling – track or	Snowboarding
Hockey	Tennis	road	Squash
	Volleyball	Dance	Swimming
		Diving	Table Tennis
		Tennis	Trampolining

#### Chargeable Materials

None



## 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.

#### 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