



North London
Grammar School



Academic Year 2018-2021

Bonitas



Scientia



Disciplina

GCSE Options

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About GCSE Preferences

Length of the Course

Gives details about the course that will last for three years with the final assessment being at the end of Year 11 .

Examination Board

There is an increasing range of revision materials available on the Internet and giving details of the examination board for the named subject allows for specific targeting of the correct information.

Programmes of Study

These provide a detailed outline of the themes and topics to be studied in each of the three years of the GCSE courses.

Attainment Target / Skills

A description is given of the various skills each subject aims to develop through the work outlined in this booklet.

Methods of Assessment

Assessment is seen as an essential part of learning. Through assessment, students' achievements can be defined, and areas needing further attention can be identified. Different courses employ different methods of assessment, carefully chosen by their teachers to suit the nature of the subject taught. The methods may include continuous assessment, end of unit tests, controlled conditions tasks completed in classrooms or bigger venues and annual examinations.

Who to speak to and how to help?

The last two sections provides information about the key staff for each course and outlines some of the ways in which parents can help their children to succeed.

Please use this document to inform you about the key aspects of the courses that your child is taking in Year 9.

Important Information

How can I find out how my son/daughter is doing?

1. Speak to your son/daughter's form tutor

Your son/daughter's form tutor is the first person you should make contact with if you have any general concerns about his/her progress.

2. Speak to the teacher or subject leader

If you have any questions about supporting your son/daughter's learning in a specific subject, please contact his/her subject teacher. If you have any queries about the curriculum content in a particular subject, then please contact the relevant subject leader identified on the following pages.

3. Speak to your son/daughter's mentor

If you have serious concerns about your son/daughter's progress please contact their assigned mentor.

4. Speak to the relevant member of the Senior Leadership Team

If you have tried the above, and would like further information then please contact the relevant member of the Senior Leadership Team.

Mr H Gokce	Head Teacher
Mr O Salahuddin	Deputy Headteacher
Mrs S Bilici	Deputy Headteacher
Mr M Federici	Assistant Headteacher, KS4
Mrs L Dhrona	Assistant Headteacher, KS3
Mr M Tiknaz	Head of Pastoral Care
	& Mentoring

Home Work

Home work is set regularly. We believe it is important that students get in the habit of focused independent work from Year 7, developing their skills for future examination preparation as well as the world of work. Students will be set home learning tasks **twice a week in English, Maths and Science and once a week in all other subjects**. Students are expected to write down their home work tasks in their diaries and parents/carers should check it is completed.

Amount of time every day

This is a guide to how much time should be spent on learning activities at home. Students need to get into the habit of doing this every evening. When they complete tasks they should spend time reviewing their work and preparing themselves for the next day's lessons (e.g. reading and reviewing the last lesson, checking they have the right equipment, etc.). Support your son/daughter by ensuring that he/she has a quiet place to work and keep his/her books. Make sure he/she has a good night's sleep, and plenty of water. We recommend that your son/daughter does not have a television or computer in his/her bedroom, as it makes it more difficult for parents to ensure that it is being used safely and his/her work is being done. While access to the Internet can be useful, it needs to be carefully supervised and used safely. There are computers in the school media zone and IT classrooms which can be used if students do not have access at home. Please check what your son/daughter uses the Internet for by regularly reviewing the history. Most Internet providers allow parents to block inappropriate sites. **All students are expected to complete at least two hours of home work per subject per week.**

Cyber bullying is a very real and extensive problem. Please do not let your son/daughter abuse MSN messenger, chat rooms or social networking sites.

Please discuss any concerns or doubts you have to your son/daughter and further information, please visit www.ceop.police.uk and www.thinkuknow.co.uk/.

Form Time

At North London Grammar School your son/daughter will be taught about the importance of community cohesion as well as being given further opportunities to develop their literacy and numeracy skills.

Core Curriculum

Studying at Key Stage Four

The curriculum at Key Stage Four consists of the Core Curriculum (which is compulsory) and the Preference Curriculum (where students can choose to specialise in subjects).

The Core Curriculum

All students have to study the following subjects:

- English Language
- English Literature
- Mathematics
- PSHE
- Science

The Preference Curriculum

Students can also specialise in up to 5 additional qualifications from the Arts, Languages, Humanities and/or Technology subjects.

There are a range of qualifications on offer, including:

- GCSE (assessed by examination and internally assessed coursework/controlled assessment)
- IGCSE (assessed by examination)

Preferences

What are Preferences?

Preferences are the specialised subjects which students can choose to follow. Parents and Students will have to identify which subjects they would most like to specialise in and indicate these on the “My GCSE Preferences” that will be included at the back of this booklet.

Core Curriculum

Subjects	Number of GCSE's
English Language	1
English Literature	1
Mathematics	1
Combined Science	2
PSHE	N/A

Please select
one subject per strand.

Preference Curriculum

Strand	<u>Option A</u> Subjects	Please tick	Number of GCSE's	Option B	Number of GCSE's	Please tick
1	Triple Science	<input type="radio"/>	1	Psychology	1	<input type="radio"/>
2	History	<input type="radio"/>	1	Geography	1	<input type="radio"/>
3	Spanish	<input type="radio"/>	1	Media Studies	1	<input type="radio"/>
4	Computing	<input type="radio"/>	1	Business Studies	1	<input type="radio"/>
5	Art	<input type="radio"/>	1	Music (1) <input type="radio"/>	OR	PE (1) <input type="radio"/>

*Please note, availability of subjects are dependent on intake of students per subject

Core Curriculum Information

English Language

English Literature

Mathematics

Combined Science

PSHE

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE English Language

Examination Board: AQA

PROGRAMME OF STUDY

Students will undertake three units of study during this course with accreditation at the end of Year 11

GCSE English Language is designed on the basis that students should read and be assessed on high quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models. The texts must include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online). Texts that are essentially transient, such as instant news feeds, must not be included. The number and types of texts, and their length, are not prescribed.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

- Ability to fluently read, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.
- Ability to read and evaluate texts critically and make comparisons between texts.
- Ability to summarise and synthesise information or ideas from texts.
- Ability to use knowledge gained from wide reading to inform and improve their own writing.
- Ability to write effectively and coherently using Standard English appropriately.
- Ability to use grammar correctly and punctuate and spell accurately.
- Ability to acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Ability to listen to and understand spoken language and use spoken Standard English effectively.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

ASSESSMENT	Written Exam Paper	% Weighting of each element
Paper 1: Explorations in creative reading and writing.	1 hour 45 minutes	50 %
Paper 2: Writers' viewpoints and perspectives.	1 hour 45 minutes	50 %
NEA: Spoken Language		0 %

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Dr S Francis (English Teacher), Ms L Mitchell (English Teacher), Dr R Cumberland (English Teacher)

HOW PARENTS/CARERS CAN HELP?

Parents can help by encouraging their children to work hard in the subject and achieve their potential;

- Regular, daily reading of a wide array of texts-both fictional and non-fiction.
- Regular engagement with current affairs through the watching, reading and listening to of news.
- Regular discussion of topical debates.
- Regular writing/revision tasks, including SPaG activities.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

Enhance your learning, theory and skills by completing AS/A Level Language or AS/A Language and Literature. Use the skills and knowledge attained from GCSE English Language for work and employment.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE English Literature

Examination Board: AQA

PROGRAMME OF STUDY

Students will undertake three units of study during this course with accreditation at the end of Year 11

GCSE English Literature is designed on the basis that through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

ATTAINMENT TARGETS/SKILLS

The course will measure how students have achieved the following assessment objectives.

- AO1: Read, understand and respond to texts. Students should be able to:
 - Maintain a critical style and develop an informed personal response
 - Use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

ASSESSMENT	Written Exam Paper	% Weighting
Paper 1: Shakespeare and the 19th-century novel	1 hour 45 minutes	40 %
Paper 2: Modern texts and poetry:	2 hours 15 minutes	60 %

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Dr S Francis (English Teacher), Ms L Mitchell (English Teacher), Dr R Cumberland (English Teacher)

HOW PARENTS/CARERS CAN HELP?

Parents can help by encouraging their children to work hard in the subject and achieve their potential;

- Regular reading of a wide array of literature, from contemporary texts/poetry, to 19th century Literature.
- Regular engagement with current affairs through the watching, reading and listening to of news.
- Regular visits to theatres, galleries and museums.
- Regular writing/revision tasks, including SPaG activities.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

Enhance your learning, theory and skills by completing AS/A Level Literature.

Use the skills and knowledge attained from GCSE English Literature for work and employment.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Mathematics

Examination Board: EDEXCEL

PROGRAMME OF STUDY

Students will undertake **five** units of study during this course with accreditation at the end of Year 11

Higher tier will assess the content domains with the following proportions: Number (15%), Ratio, Proportion and Rates of change (20%), Geometry&Measures (20%) , Algebra (30%) and Statistics&Probability (15%)

Foundation tier will assess the same content domains with the following proportions: Number (25%), Ratio, Proportion and Rates of change (25%), Geometry&Measures (15%) , Algebra (20%) and Statistics & Probability (15%)

With recent changes to the specification, more content has been added to both Higher and Foundation tiers in order to stretch and challenge the most able students and better prepare them for studying A Level Maths. Some topics have also been omitted. This will give our school a very good change to realize the transition to A level earlier than year 12.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

Attainment targets/skills in Maths are considered in three categories:

AO1 is about using and applying standard techniques. It has been recognised that a greater weighting should be given to Foundation tier students on AO1. This is 50% compared with 40% on Higher tier.

AO2 has a completely different focus. It's about reasoning, interpreting and communicating mathematically. It will make up 25 of total marks on Foundation tier papers, and 30% of total marks on Higher tier.

AO3 is about solving problems which focuses on solving non-routine problems in mathematical and non-mathematical contexts.

It could involve students having to translate problems into processes, make connections between different parts of mathematics as well as evaluating methods and solutions.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

There is a requirement to assess mathematics with and without a calculator.

In the test, some formulae previously given in the front of the exam paper as part of the formulae sheet will no longer be listed. Students will need to memorise them. These are: Area of a trapezium, Volume of a prism, Quadratic formula, Triangle sine, cosine and area rules

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Please speak to your Mr K Gebrie (Mathematics Teacher), Dr Sezgin (Mathematics Teacher), Mrs L Dhrona (Assistant Head)

HOW PARENTS/CARERS CAN HELP?

Parents can help by encouraging their children to work hard in the subject and achieve their potential. Parents can support their child with homework. Access to a home computer is very beneficial as students can access past examination papers and revision materials online.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

Mathematics is a core subject which gives pupils a greater understanding of the world in which they live. Mathematics is useful to pupils pursuing a wide range of careers, from accounting, computing, engineering to nursing and business.

Most courses in Further and Higher Education and many employers demand a Maths qualification. You can continue your studies by opting for an AS or A2 course. Most importantly you have used and will continue to use Maths everyday of your life!

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Combined and Separate Science

Examination Board: OCR (Gateway Science Suite)

PROGRAMME OF STUDY

*Students will undertake **three** units of study during this course with accreditation at the end of Year 11*

Students follow the OCR Gateway; Biology A (Grade 9-1), Chemistry A (9-1), and Physics A (9-1).

Biology A: B1 Cell Level Systems, B2 Scaling Up, B3 Organisms Level Systems, B4 Community Level Systems, B5 Genes, Inheritance and Selection, B6 Global challenges.

Chemistry A: C1 Particles, C2 Elements, Compounds, and Mixtures, C3 Chemical Reactions, C4 Predicting and Identifying and Products, C5 Monitoring and Controlling Chemical Reactions, C6 Global Challenges.

Physics A: P1 Matter, P2 Forces, P3 Electricity, P4 Magnetism and Magnetic Fields, P5 Waves in Matter, P6 Radioactivity, P7 Energy, P 8 Global Challenges.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

- a) Use practical skills and investigations to acquire an understanding for scientific ideas, techniques and procedures.
- b) Apply scientific knowledge and mathematical skills to help draw conclusions, develop and improve experimental procedures.
- c) Use a range of secondary sources and data to analyse, interpret and evaluate key scientific concepts and experimental procedure.
- d) Apply mathematical skills; Biology 10%, Chemistry 15%, Physics 30%.

ASSESSMENT	WRITTEN EXAM PAPER	TIER	NUMBER OF GCSES
Combined Science	6 Papers 1 HR 10 Min each	Higher/Foundation	2
Separate Science	6 Papers 1 HR 45 Min each	Higher/Foundation	3

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE,

WHO DO I SPEAK TO?

Ms N Fazil (Head of Science) and Mr S Gopal (Science Teacher)

HOW PARENTS/CARERS CAN HELP?

Parents can help by encouraging their children to work hard in the subject and achieve their potential. Parents can support their child with homework. Useful resources include GCSE Bite Size OCR Gateway A (9-1) Science, the Biology, Chemistry, exam practice questions online and CGP revision guides and workbooks

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

GCSEs in science subjects lay the foundation for further study in areas such as Biology, Chemistry, Physics, Psychology and Environmental Sciences at A Level and beyond. These qualifications can lead to careers in engineering, medicine, dentistry, optometry, pharmacy, computer sciences, forensic science, education and research.

PROGRAMME OF STUDY/OPTIONS

Subject: PSHE

Examination Board: N/A

PROGRAMME OF STUDY

Physical Social Health Education (PSHE) is a planned programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society

PSHE education makes a major contribution to schools' statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 such a curriculum must:

- *promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepare pupils at the school for the opportunities, responsibilities and experiences of later life.*

Topics include: Personal Goals and Aspirations, Equality, Rights and Responsibilities, Personal Safety, Making a Difference, Study Box and Creativity.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

1. Critical reflection

Reflect critically on their own and others' values and change their behaviour accordingly.

Reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure. Identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals.

Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them. Develop self-awareness by reflecting critically on their behaviour and its impact on others.

2. Decision-making and managing risk

Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary.

Find and evaluate information, advice and support from a variety of sources and be able to support others in doing so.

Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so.

Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help

Identify how managing feelings and emotions effectively supports decision-making and risk management.

3. Developing relationships and working with others

Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations. Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have Consequences. Work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration.

Demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely. Explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

PSHE work is assessed by the teacher in line with the school assessment policy. Assessment may include verbal and written feedback as well as peer assessment. There is no formal qualification achieved in PSHE.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE,

WHO DO I SPEAK TO?

Mr M Federici (Assistant Headteacher)

HOW PARENTS/CARERS CAN HELP?

- Talk to your son/daughter about topical issues in the news.
- Read a newspaper
- Encourage your son/daughter to extend his/her learning and add detail to his/her homework tasks.

Art & Design

Business Studies

Computer Science/ Computing

Geography

History

Media Studies

Music

Physical Education

Psychology

Spanish

Preference Curriculum

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Art and Design

Examination Board: OCR

PROGRAMME OF STUDY

*Students will undertake **two** units of study during this course with accreditation at the end of Year 11*

Unit One: Art and Design Portfolio:

Candidates need to produce a portfolio of work for this unit that demonstrates a personal response to starting points, briefs, scenarios or stimuli.

Unit Two: External Set Task:

A 10 hour supervised OCR task with unlimited preparatory period.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

- A) Actively engage in the process of art and design in order to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds
- b) Develop creative skills, through learning to use imagination and intuition when exploring and creating images and artefacts
- c) Develop competence, with increasing independence, in refining and developing ideas and proposals, and personal outcomes or solutions
- d) Learning to actively engage with the experience of working with a broad range of media, materials and techniques including, where appropriate, traditional and new media and technologies

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

ASSESSMENT	Written Exam Paper	Controlled Assessment	% Weighting of each element
Unit 1	Portfolio	48 Hours	60%
Unit 2	Set Task	10 Hours	40%

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE,

WHO DO I SPEAK TO?

Mrs S Taylor (Art Teacher)

HOW PARENTS/CARERS CAN HELP?

Parents can help by providing the space and time for good quality artwork to form and be produced within the home atmosphere. Parents also need to provide the stimuli for pupils to engage in creative responses via taking them to galleries and museums.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

Art and Design GCSE will form the basis of many fundamental skills students will need to pursue successful careers in Architecture, Engineering, Fine Art, Interior Design, Fashion, Design and Technology and many other creative paths. The skills learned will also show potential employers that you can work independently, think creatively and can respond to briefs/problems positively through reflection.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Business Studies

Examination Board: EDEXCEL

PROGRAMME OF STUDY

*Students will undertake **two** units of study during this course with accreditation at the end of Year 11*

Theme 1: Investigating small business Content overview • Topic 1.1 Enterprise and entrepreneurship • Topic 1.2 Spotting a business opportunity • Topic 1.3 Putting a business idea into practice • Topic 1.4 Making the business effective • Topic 1.5 Understanding external influences on business

Theme 2: Building a business Content overview • Topic 2.1 Growing the business • Topic 2.2 Making marketing decisions • Topic 2.3 Making operational decisions • Topic 2.4 Making financial decisions • Topic 2.5 Making human resource decisions

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

To become critical and reflective thinkers with enquiring minds; to develop the ability to build arguments and make informed judgements; to develop and apply knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts; to understand the importance of business activity being ethical and sustainable; to appreciate the range of perspectives of different stakeholders in relation to business and economic activities; to appreciate diversity and recognise similarities and differences of attitudes and cultures in society.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

ASSESSMENT	Written Exam Paper	Controlled Assessment	% Weighting of each element
1 BSO/01 Investigating Small Business	1 Hour 30 Minutes		50%
1BSO/02 Building a Business	1 Hour 30 Minutes		50%

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs S Bilici - Deputy Headteacher

HOW PARENTS/CARERS CAN HELP?

Pupils will benefit from visiting real businesses and getting hands on experience on how a business is run. Reading business related news, watching TV shows such as Dragon's Den and the Apprentice.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

Sixth Form opportunities at A-Level include Economics, Business Studies, Accounting. **University degree** opportunities include Management Studies, Business Administration, Financial Management, Marketing, Human Resource Management.

Career opportunities include Advertising, Office Administration, Retail Management, Financial Services and Banking.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Computer Science

Examination Board: O C R

PROGRAMME OF STUDY

Students will undertake three units of study during this course with accreditation at the end of Year 11

GCSE Computer Science course leads to career opportunities within a wide variety of Computing fields including programming games and application and systems analysis. Students are given the opportunity to develop interpersonal, academic and technical skills which enable them to meet the career challenges in the future. Skills are built on from previous years learning in Computing and the practical tasks provide a range of opportunities for students to increase their Computing abilities.

The theory of the course provides a challenging and stable background to the world of Computer Science that will enable students to move into work and their future lives with a solid knowledge of the technological world around them.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

The capacity to think creatively, innovatively, analytically, logically and critically;
The skills to work collaboratively;
The ability to apply skills, knowledge and understanding of programming in a range of contexts to solve problems;
An understanding of the consequences of using Computing on individuals, organisations and society and of social, legal, ethical and other considerations on the use of Computer Science/Computing;
An awareness of emerging technologies and an appreciation of the potential impact these may have on individuals, organisations and society.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

Minimum Course Criteria: Mastery in Computing and English, Secure in Mathematics

ASSESSMENT	Written Exam Paper	Controlled Assessment	% Weighting of each element
Computer System	1 Hour 30 Minutes		50 %
Computational Thinking	1 Hour 30 Minutes		50 %

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mr O. Salahuddin— Deputy Headteacher

HOW PARENTS/CARERS CAN HELP?

Parents can help by encouraging their children to work hard in the subject and achieve their potential; Access, at home, to a computer with the Microsoft Office, Microsoft Visual Studio, Microsoft Small Basics, Python, App Inventor and Kodu packages would be advantageous (with Internet connection); by encouraging students to discuss their class work and support with Computing home work.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

Enhance your learning and skills by completing AS Computer Science; Use the skills and knowledge attained from GCSE Computer Science for work and employment.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Geography

Examination Board: AQA

PROGRAMME OF STUDY

The subject content is split into four units: 3.1 Living with the physical environment, 3.2 Challenges in the human environment, 3.3 Geographical applications and 3.4 Geographical skills. In units 3.1 and 3.2 the content is split into sections, with each section focusing on a particular geographical theme. Unit 3.3 sets out the requirements for fieldwork and issue evaluation. Unit 3.4 sets out the geographical skills that students are required to develop and demonstrate. In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

Communication skills, graphical and cartographical skills, technological skills including ICT, interpersonal skills through debate and discussion, literacy and numeracy skills, problem-solving skills entrepreneurial skills and awareness of career possibilities.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

Exam Paper	Course Content	Course Weighting (%)
Paper 1: Living with the Natural Environment	3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills	35% of GCSE
Paper 2: Challenges in the Urban Environment	3.2.1 Urban issues and challenges, 3.2.2 The changing economic world 3.2.3 The challenge of resource management, 3.4 Geographical skills	35% of GCSE
Paper 3: Geographical Applications	3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills	30% of GCSE

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE,

WHO DO I SPEAK TO?

Mr M Federici (Assistant Headteacher)

HOW PARENTS/CARERS CAN HELP?

Parents can help by talking to their child about what they are studying. Regularly watching the news and documentaries can also foster a passion for subject. Access to a computer at home is strongly recommended, particularly for research and skills based home learning. Parents can encourage their children to go through past papers and mark schemes as part of revision.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

Geography is a great foundation for further study in the humanities and social sciences and can lead to a wide variety of careers. Geography is such a broad and dynamic subject that its scope is extensive yet the skills and knowledge acquired in Geography can be used to gain a deep understanding into many processes of earth, economics and society. Career opportunities include working in international development, e.g. with international charities, environmental work, estate management, forestry, planning and economic development, politics, sustainability consultant, environmental engineering and teaching.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE History

Examination Board: AQA

PROGRAMME OF STUDY

GCSE History is designed on the basis that ensures a substantial study of history as its structure embeds the requirement to study history across three eras, three time scales and three geographical contexts and incorporates each of the five specified elements of options studied, students will develop a secure understanding of chronology, knowledge and understanding of history on different scales and contexts, apply historical concepts and processes and engage with the nature of evidence and interpretation. In each pathway, students will engage with a variety of perspectives, such as political, social and economic, and investigate the contributions of key individuals and groups. In this way, students will draw parallels and make links between the areas of study.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

- Ability to fluently read, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including sources like interpretations, letters, propaganda and political cartoons.
- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions about the past
- To investigate issues critically and to make valid historical claims using a range of sources.
- Develop an awareness of why people, events and developments have been accorded historical significance
- Ability to how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding to reach substantiated conclusions.
- Ability to use knowledge gained from wide reading to inform and improve their own writing.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

Assessment	Written Exam Paper	Weighting of Each Element (%)
Paper 1: Understanding the modern world: Section A - Period Studies: Germany, 1890–1945: Democracy and Dictatorship. Section B - Wider World Depth Studies: Conflict and tension between East and West, 1945–1972	1 hour 45 minutes	50 %
Paper 2: Shaping the nation: Section A - Thematic Studies: Britain: Power and the People: c1170 To The Present. Section B - British Depth Studies: Elizabethan England, c1568–1603	1 hour 45 minutes	50 %

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE,

WHO DO I SPEAK TO?

Ms B Sheppard - History Teacher

HOW PARENTS/CARERS CAN HELP?

- Parents can help by encouraging their children to work hard in the subject and achieve their potential;
- Regular, daily reading of a wide array of texts - both fictional and non-fiction - and connecting text to context;
- Regular engagement with current affairs through the watching, reading and listening to of news;
- By taking an active interest, particularly with homework and revision;
- Encouraging the subject through trips to free museums and exhibits.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

Pursue A-Level History and a degree to teach, profess, lecture, research and discover untapped history.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Media Studies

Examination Board: AQA

PROGRAMME OF STUDY

Across the two year course, students will cover the following topics:

Media 1 - Media Language and Media Representations: Questions in this section can test any two of the following forms: magazines, advertising and marketing, newspapers, online, social and participatory media and video games. Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms: radio, music video, newspapers, online, social and participatory media and video games film (industries only).

Media 2 - Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework. Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

Non-exam assessment - creating a media product - Application of knowledge and understanding of the theoretical framework.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

Undertake a range of written and practical tasks such as research, analytical essay writing, scripting, photography, image manipulation and storyboarding. Use media terminology appropriately in their work to describe theoretical concepts and production techniques. Be aware of the impact of mass media on people's lives and the role of the media in forming social attitudes. Analyse and evaluate a range of media texts, including their own media productions.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

Assessment	Written Exam Paper	Weighting of Each Element (%)
Media 1	1 Hour 30 Minutes	35 %
Non-exam assessment - creating a media product - Application of knowledge and understanding of the theoretical framework.		30%
Media 2	1 Hour 30 Minutes	35 %

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE,

WHO DO I SPEAK TO?

Mrs S Taylor (Media Studies Teacher)

HOW PARENTS/CARERS CAN HELP?

Monitoring and supporting homework set.

Ensuring students meet deadlines and set their own independent deadlines. Making sure adequate revision is done before tests and examinations. Encouraging students to develop an active interest in the media, e.g. trips to the cinema, access to a newspaper online or in print, promoting discussion about current affairs.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

Develop your skills in Media by completing an A-Level Media Studies. You can also work towards a career in media, photography, news, publications and government affairs.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Music

Examination Board: O C R

PROGRAMME OF STUDY

Across the two year course, students will cover the following topics:

GCSE Music (OCR examination board) is a course which combines practical skills, where students develop their ability to perform/realise and compose, with theoretical skills through listening and appraising. The course is based on four Areas of Study:

Area of Study 1—**My Music** (Spotlight on my Instrument) - students conduct an in-depth study and research project into their instrument, which can include voice or ICT and perform and compose a piece for their own instrument

Area of Study 2—**Shared Music** - students explore how musicians work together in different stylistic and cultural contexts by exploring the relationships and roles of voices and instruments in a wide-range of music such as: *Romantic Song (lieder), Pop Ballads, Classical Concerto, Jazz, Indian Classical Music, Baroque and Classical Chamber Music and The Great Choral Classics*

Area of Study 3—**Dance Music**—students explore the characteristic features and rhythmic patterns of a range of different types of dance music including: *Waltz, Latin Dance (Tango, Salsa), Line Dance, Bhangra, Disco and Club Dance*

Area of Study 4—**Descriptive Music**—students explore how composers have used music to express stories, pictures, scenes, moods, emotions, drama and action in *Programme Music and Film Music (which students in Year 9 are already studying)*

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

To develop interest and enjoyment of music that will be sustained in later life, so that students will be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study; to develop own musical interests and skills including an understanding of how to make music individually and in groups; to enable students to evaluate their own and others' music;

To develop an understanding and appreciation of a range of different kinds of music; to develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

ASSESSMENT	Written Exam Paper	Controlled Assessment	% Weighting of each element
Unit B351—Integrated Tasks		20 Hours	30 %
Unit B352—Practical Portfolio		20 Hours	30 %
Unit B353—Creative Task		45 minutes	20 %
Unit B354— Listening Test	1 1/2 hours		20%

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE,

WHO DO I SPEAK TO?

Mr A Harrod - Music Teacher

HOW PARENTS/CARERS CAN HELP?

Parents can help by encouraging students to practice and rehearse their musical instruments and performances at home in preparation for practical activities and assessments.

Encouraging students to listen to a wide range of music from the Areas of Study *outside* timetabled music lessons will increase their knowledge, skills and understanding and equip students with a broad repertoire and “library of listening” upon which they can draw in listening tasks.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

GCSE Music provides an ideal foundation for the further study of Music either at AS and A2 Level, Vocational Courses, such as Music Technology or Performing Arts and compliments both private theoretical and practical instrumental external music examinations which students may be undertaking outside school.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Physical Education

Examination Board: Edexcel

PROGRAMME OF STUDY

Unit 1 Theory _____

Theory _____

Section 1.1: Healthy, active lifestyles

Section 1.2: Your healthy, active body.

Unit 2 Practical _____

Section 2.1 Practical performance & Section 2.2: Analysis of performance

ATTAINMENT TARGETS/SKILLS

By the end of the Key Stage 4 students should be able to:-

- ⇒ Show increased knowledge, improved competence and safe performance in their selected activities
- ⇒ Understand and undertake different roles in their selected activities and what constitutes effective performance
- ⇒ Make informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs
- ⇒ Prepare, carry out and monitor personal programmes for a healthy and enjoyable lifestyle, considering the use of community resources where appropriate.
- ⇒ Have extending knowledge of anatomy and physiology.
- ⇒ Prepare, carry out and evaluate sessions as coach/leader.

METHODS OF ASSESSMENT / ACCREDITATION STRUCTURE

ASSESSMENT	Written Exam Paper	Controlled Assessment	% Weighting of each element
Unit 1 - The Theory in PE	1 Hour & 30 Minutes	No	60%
Unit 2.1 - Practical Performance	-	36 Hours	30%
Unit 2.2 - Analysis of Performance	-	9 Hours	10%

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE,

WHO DO I SPEAK TO?

Mr Calli - PE Teacher

HOW PARENTS/CARERS CAN HELP?

- ⇒ Monitoring and supporting homework set.
- ⇒ Ensuring students meet coursework deadlines and set their own independent deadlines.
- ⇒ Making sure adequate revision is done before tests and examinations.
- ⇒ Encourage your child to join their chosen sports club/activity to gain extra practice/training.

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

GCSE PE is the ideal preparation for the A level in PE, as well as for vocational qualifications such as BTEC's in Sport and Exercise sciences. The course develops not only your sporting /coaching/leading ability in a range of sports, but offers you a range of transferable skills such as **team work, leadership, independence and energy, all of which employers look for.** Typical jobs taken by people who study the PE GCSE are: physiotherapy, coaching, fitness instruction and personal training, teaching as well as being a professional athlete or in the Armed Forces.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Psychology

Examination Board: AQA

PROGRAMME OF STUDY

*Students will undertake **two** units of study during this course with accreditation at the end of Year 11*

Theme 1: Cognition and Behaviour

What's assessed • Memory • Perception • Development • Research methods

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Theme 2: Social context and behaviour

What's assessed • Social influence • Language, thought and communication • Brain and neuropsychology • Psychological problems

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

During the two years students are expected to: • develop an awareness of why psychology matters • acquire knowledge and understanding of how psychology works and its essential role in society • develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues and its impact on everyday life • develop an understanding of ethical issues in psychology • develop an understanding of the contribution of psychology to individual, social and cultural diversity • develop a critical approach to scientific evidence and methods.

Students will have experience of designing and conducting informal classroom research using a variety of methods. They will be expected to analyse data collected in investigations at a descriptive level and draw conclusions based on research findings. They will be required to draw on these experiences to answer questions in the examination for these units.

ASSESSMENT	Written Exam Paper	Controlled Assessment	% Weighting of each element
Unit 1 - Cognition and Behaviour	1 Hour 45 Minutes	x	50%
Unit 2 - Social Context and Behaviour	1 Hour 45 Minutes	x	50%

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs S Bilici - Deputy Headteacher

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

Become a Psychologist, apply your knowledge to human behaviour in anthropological and social scenarios all over the world or in laboratory settings, use your knowledge of people to pursue a career in law, management or education or help save the world by helping the needy through social work or fighting crime in criminology.

PROGRAMME OF STUDY/OPTIONS

Subject: GCSE Spanish

Examination Board: AQA

PROGRAMME OF STUDY

*During this course students will undertake **four** units of study at either Foundation or Higher Tier, with accreditation at the end of Year 11*

Unit 1: Listening – Examination- 25%
 Unit 2: Reading -Examination – 25%
 Unit 3: Speaking Assessment – 25%
 Unit 4: Writing Assessment – 25%
 All the exams will be marked externally by AQA examiners.

ATTAINMENT TARGETS/SKILLS

Students will be expected to develop the following knowledge, skills and understanding:

- To acquired knowledge and understanding of Spanish grammar.
- To apply their knowledge and understanding to real communication tasks which will prepare pupils to cope with everyday situations and to communicate effectively when travelling abroad.
- To acquire knowledge and understanding of cultural differences in Spanish speaking countries.
- Listening, Reading, Speaking and Writing.

METHOD OF ASSESSMENT/ACCREDITATION STRUCTURE

Listening: understanding and reporting to different types of spoken language by means of a written exam with questions in English, to be answered in English or non-verbally and questions in Spanish, to be answered in Spanish or non-verbally.

Speaking: assessed by oral interaction. Responding to a role-play, a photo card and a general conversation.

Reading: Understanding and responding to different types of written language. Written exam with questions in English, to be answered in English or non-verbally and questions in Spanish, to be answered in Spanish or non-verbally. Translation from Spanish into English.

Writing: communicating effectively in writing for a variety of purposes. Writing tasks plus a translation from English into Spanish.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE,

WHO DO I SPEAK TO?

Ms L Canola - Spanish Teacher

HOW PARENTS/CARERS CAN HELP?

Parents can help by encouraging their children to work hard in the subject and achieve their potential. Parents can support their child with homework. Access to a home computer is very beneficial as students can access past examination papers and revision materials online. All students will require a dictionary for their own personal use throughout the two year course and we advise the purchase of a GCSE vocabulary book or revision guide (name to be confirmed). We will explore the opportunity for pupils to develop their skills beyond the classroom through a study trip abroad and expect parents to support this idea (to be agreed).

WHAT CAN I DO IN THE FUTURE WITH THIS COURSE?

The study of a foreign language to GCSE level enables pupils to acquire useful practical skills as well as a more formal knowledge of the language. There are opportunities to use language imaginatively, creatively and accurately. It offers a worthwhile and attainable goal for many of our students that deepens their understanding of the world and other cultures. Pupils may choose to further their knowledge and language skills by taking A Level Spanish.

Three a Year GCSE Curriculum

3 year Key Stage 4 model:

The decision to move to a three year Key Stage 4 programme is not something that we have taken lightly, and we have consulted widely. A number of local schools have already made the transition to this model, and feedback from them and their students is very positive. Those schools that we have consulted report that student progress and engagement has improved. Staff feel that this change has allowed them more time to cover the GCSE syllabus content, and to prepare the students for exams and controlled assessments more rigorously.

Benefits of a three year GCSE course:

Additional time to complete course content and explore the subject more fully – not just teaching to the test. Prepare for exams more thoroughly with guided revision. Time for extra-curricular opportunities. Opportunity to explore higher level content – which prepares students better for 6th form or college courses. Meets the needs of all learners. Removes some of the pressure earlier – students feel better prepared. Calmer for exams. Gives us flexibility within the curriculum to run year group activities - such as visiting speakers, workshops, master classes etc... with less impact on other subjects. Gives Year 8 a focus and drive. Stimulates engagement.

Students that choose to follow a practical course will benefit greatly from increased time in Year 9. Time in Year 9 to reinforce key foundation concepts, which will be built upon as a solid foundation for studies in Year 10 and 11. Increased time in GCSE academic study will help us to raise student aspiration, and help them pursue their next step. Three years will allow for key activities to be spread through the Key Stage more appropriately for each course. eg: Field trips or expeditions can be spread out appropriately. Additional time in Skills for Life / Culture and Beliefs will help students to prepare for the next step, and learn about the world around them – developing our ‘Lifelong Learners’.

Support for the students

The very best support will always be conversations with individual subject staff. We would encourage every student to be talking to their teachers about their thoughts with regard to GCSE courses. Conversations in tutor time, and at home are also incredibly important. Future ambitions and careers are exciting things to think about. Individual careers advice is always available with our adviser Mr Federici and Mr Tiknaz. Extended Assemblies for students to explore what is on offer. Options evening. GCSE Taster Lessons. Parents’ evening and feedback in KSM reports. Support in subjects – directed at considering career paths.

GCSE OPTIONS

Student Full Name: _____ Form: _____

Parent/Carer Name: _____

Parent/Carer Signature: _____ Date: _____

Please complete and return this form by the 5th March to your form tutor.

Subjects	Number of GCSE's
English Language	1
English Literature	1
Mathematics	1
Combined Science	2
PSHE	N/A

Please select
one subject per strand.

Preference Curriculum

Strand	<u>Option A</u> Subjects	Please tick	Number of GCSE's	Option B	Number of GCSE's	Please tick
1	Triple Science	<input type="radio"/>	1	Psychology	1	<input type="radio"/>
2	History	<input type="radio"/>	1	Geography	1	<input type="radio"/>
3	Spanish	<input type="radio"/>	1	Media Studies	1	<input type="radio"/>
4	Computing	<input type="radio"/>	1	Business Studies	1	<input type="radio"/>
5	Art	<input type="radio"/>	1	Music (1) <input type="radio"/> OR PE (1) <input type="radio"/>		

*Please note, availability of subjects are dependent on intake of students per subject

My GCSE Preferences