



**KING EDWARD VI CAMP HILL  
SCHOOL FOR BOYS**

**YEAR 10**

**GCSE INFORMATION BOOKLET**

***2021/2023***

***Head of Year 10***  
***Mr Butcher***

Contained within this booklet you will find a brief description of the way in which GCSE subjects will be assessed.

Departments and subject teachers will provide a more detailed breakdown of exactly what is required and when, nearer the date of commencement.

**Whilst every attempt has been made to provide the latest information from each department, the dates may be subject to change. If this is the case then pupils will be given plenty of notification.**

## **ART and DESIGN**

Exam board: AQA      Endorsement: Fine Art

### **Introduction to Art – Exploring creativity and developing critical thinking:**

Art is more than creating a pretty picture or a skilled representation; it is about a form of expression and imagination. Taking GCSE Art & Design will develop you as an individual giving you both practical and creative skills. You will learn new ways of seeing the world around you as well as new techniques and processes. Creating your own Artwork has the power of giving messages to others and making them think and see things in a new way. You will have the opportunity to look at a wide range of art and artistic influences and will go on at least one gallery visit during the course to support your studies. Your work will be on display at the end of the course in the Art room for moderation and a whole school exhibition to share your success.

### **Course requirements:**

**Students should start the course with good skills in:**

- Drawing / sketching
- Control with wet media (e.g. paint)
- A sound ability to form and express their own interpretation/opinion in written form
- Are able to present work with care and attention to detail
- A willingness to experiment and try new techniques
- Can meet homework deadlines

### **Skills / attributes developed during the course:**

Throughout the 2 year course you will gradually gain more independence and get to a stage of developing and producing your own project from a broad starting point. You will be able to adapt and work around problems as and when they arise. You will become accustomed to trying new things and taking creative risks in your work. You will be able to express your ideas and opinions in a variety of written, verbal and visual ways.

### **Benefits of the course and studying Art:**

During the course it is common for students to look forward and begin to consider future careers, especially when coming to A-level options. Though this may be some way off, students have gone on to study a range of undergraduate subjects including, Fine Art, Architecture, Foundation courses, Art History, Illustration, Fashion and Design to name but a few. Studying Art will give you a range of skills and attributes that are valuable in themselves, applicable and complimentary to all subjects outside of the creative realm.

### **Practical work**

**COMPONENT 1:** Portfolio of work (coursework: 60% of the overall GCSE):

- Year 10 Introductory project exploring Natural Forms, developing skills and knowledge of how to work through a GCSE project, as well as developing practical skills covering a range of techniques (completed from September to December)
- Main project based on a topic of your choice. Students work through the project meeting all four assessment objectives, responding to the work of appropriate artists, experimenting and refining their ideas and skills as they work towards a personal response and final piece (completed from January of year 10 to December of Year 11)

MARKED OUT OF 96 in total (24 marks for each assessment objective)

**COMPONENT 2:** Externally set assignment (40% of the overall GCSE) distributed week commencing January of Year 11.

- Students select one starting point from the options provided
- 10 hour practical exams completed: over two days, usually prior to the Easter holidays or just after.

ALL WORK SUBMITTED FOR ART IS NON EXAM ASSESSMENT (NEA). Work is marked internally by the Art department, moderated and then moderated by an external AQA examiner.

## **BIOLOGY**

The Biology department teaches the AQA Biology GCSE course. Further details can be found at [www.aqa.org.uk](http://www.aqa.org.uk); the reference code is 8461. It is an exciting, engaging course with considerable variety and practical work. All students start this course at the beginning of Year 9.

This qualification is linear; this means that students will sit all their exams at the end of the course. There are two written examinations, each lasting 1 hour 45 minutes. Questions will include multiple choice, structured, closed short answer and open response. There is no coursework. Biology is currently taught in groups of up to 25 students. Each group has four lessons a fortnight.

The topics covered are:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### **Required practical work**

Students must fulfil the Apparatus and Techniques requirements outlined in the specification:

- Use of appropriate apparatus to make and record a range of measurements accurately, including length, area, mass, time, temperature, volume of liquids and gases, and pH.
- Safe use of appropriate heating devices and techniques including use of a Bunsen burner and a water bath or electric heater.
- Use of appropriate apparatus and techniques for the observation and measurement of biological changes and/or processes.
- Safe and ethical use of living organisms (plants or animals) to measure physiological functions and responses to the environment.
- Measurement of rates of reaction by a variety of methods including production of gas, uptake of water and colour change of indicator.

- Application of appropriate sampling techniques to investigate the distribution and abundance of organisms in an ecosystem via direct use in the field.
- Use of appropriate apparatus, techniques and magnification, including microscopes, to make observations of biological specimens and produce labelled scientific drawings.
- Use of appropriate techniques and qualitative reagents to identify biological molecules and processes in more complex and problem-solving contexts including continuous sampling in an investigation.

In order to fulfil these requirements we will do as much practical work as possible, including the following topics:

- Microscopy
- Microbiology
- Osmosis
- Enzymes
- Food tests
- Photosynthesis
- Reaction times
- Germination
- Field investigations
- Decay

At least 15% of the marks in the written exams will draw on the knowledge and understanding students have gained by carrying out the required practical activities.

## **CHEMISTRY**

The Chemistry department follow the AQA GCSE Chemistry specification (8462).

This will provide the pupils with a solid understanding of the theoretical and practical aspects of the subject.

Topics include:

- The fundamentals in Chemistry
- Bonding and structure
- Air and water
- The periodic table
- Acid, bases and salts

The practical elements will allow pupils to:

- Use their knowledge and understanding to pose scientific questions and define scientific problems
- Collect, select, process and analyse primary and secondary data
- Evaluate their methodology, evidence and data

The course is assessed in a linear format by two examinations, of equal weighting. There is no coursework and the practical component will be assessed within the written examinations.

## **COMPUTER SCIENCE**

Students will be studying the OCR Computer Science GCSE Course (J277).

During the course students will look at the theory of how computers work, communicate, and how they are used to solve problems. In addition to regular homework, students are expected to spend time out of school developing their programming skills in addition to workshop activities in lesson time. The usual language studied will be Python, although there is scope to develop other skills where appropriate.

Assessment is through two 90 minute exams at the end of the course.

## **DESIGN AND TECHNOLOGY**

### **AQA 8552**

This syllabus was first taught in September 2017.

The qualification is linear, meaning that students will sit their exams and submit all their non-exam assessment (coursework) at the end of the course (2 Years).

The Subject Content is:

1. CORE TECHNICAL PRINCIPLES.
2. SPECIALIST TECHNICAL PRINCIPLES.
3. DESIGNING AND MAKING PRINCIPLES.

Method of Assessment.

Examination paper. Consisting of three sections examined in a single paper lasting 2 hours, for which the students gain 100 marks, which equates to 50% of the overall grade.

- Section A – Core technical principles (20 marks).

A mixture of multiple choice and short answer questions assessing a breadth of knowledge and understanding.

- Section B – Specialist technical principles (30 marks).

Several short answer questions (2 -5 marks) and one extended response to assess in depth knowledge of technical principles.

- Section C – Design and making principles (50 marks).

A mixture of short and extended response questions.

Non-Examined Assessment

A single design and make task on which students are expected to spend 30 – 50 hours approx. This piece will be worth 100 marks (50% of the GCSE).

Assessment Criteria:

- Identifying and Investigating design possibilities.

- Producing a design brief and specification.
- Generating design ideas.
- Developing design ideas.
- Realising (making) design ideas.
- Analysing and evaluating.

Contextual challenges will be released annually by AQA on June 1 in the year prior to submission.

Students will be expected to produce a folio of evidence (electronically), and manufacture a prototype.

All students who opt for Design and Technology will begin the course by studying the core principles which include:

- New and emerging technologies.
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and working properties.

This will then be followed by the development of in-depth knowledge and understanding of the following specialist principles:

- Selection of materials and components.
- Forces and stresses.
- Ecological and social footprint.
- Sources and Origins.
- Using and working materials.
- Stock forms, types and sizes.
- Scales of production.
- Specialist techniques and processes.
- Surface treatments and finishes.

Each specialist principle will be delivered through AT LEAST ONE material category or system.

The categories through which the principles can be delivered are:

- Timbers, Metals, Polymers & Electronic and Mechanical Systems.

The students are taught by material specialists – Mr Cattermole and Mr Nash. Their design and make task will adopt their chosen specialist material as the basis around which the design will be developed.

Although a new syllabus with the material being delivered in a different way, the principles are very similar to those that the Department has been delivering for many years. We have been able to purchase a scheme of work with resource materials which is specific to this syllabus and is available to students through Google Drive.

Unlike many other subjects, Design and Technology offers students the opportunity of

gaining 50% of their marks through a single piece of coursework; this work is solely within their control providing talented and academic students with the means to demonstrate their ability over an extended period of time, rather than based just upon a memory recall activity after two years of study.

## **ENGLISH**

This is an explanation of AQA GCSE English Language and English Literature; you should read it carefully and keep it, so that you can refer to it throughout the course.

Your two year linear course during English lessons leads to two GCSE subject passes in English Language and English Literature. Your final grades in both are assessed solely by final examinations.

### **An Outline of the Course AQA GCSE IN ENGLISH LANGUAGE**

#### **Assessment Objectives**

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Language specifications and all exam boards. The exams and Spoken Language endorsement will measure how students have achieved the following assessment objectives:

- **AO1:**
  - identify and interpret explicit and implicit information and ideas
  - select and synthesise evidence from different texts
- **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- **AO4:** Evaluate texts critically and support this with appropriate textual references
- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- **AO7:** Demonstrate presentation skills in a formal setting
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- **AO9:** Use spoken Standard English effectively in speeches and presentations.

#### **Examinations**

**Paper 1: Explorations in Creative Reading and Writing (50%) 1 Hour 45 minutes.**

##### **Section A: Reading (25% - 40 marks)**

Respond to one unseen literature fiction text, in the following format:

- 1 short form question (1 x 4 marks)



- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks).

The aim of this section is to engage students in a literature prose fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. The source will be drawn from either the 20th or 21st century. It will include extracts from novels and short stories, with focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

AO1, AO2 and AO4 will all be assessed.

### **Section B: Writing (25% - 40 marks)**

Produce an extended piece of descriptive or narrative writing, with 24 marks for content and 16 marks for technical accuracy.

The aim of this section is for students to write their own creative text, to demonstrate their narrative and descriptive skills. As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in Section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.

AO5 and AO6 will be assessed.

## **Paper 2: Writers' Viewpoints and Perspectives (50%) 1 Hour 45 minutes.**

### **Section A: Reading (25% - 40 marks)**

Respond to two linked texts, one non-fiction and one literary non-fiction, in the following format:

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

The aim of this section is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

AO1, AO2 and AO3 will all be assessed.

## **Section B: Writing (25% - 40 marks)**

Produce an extended piece of writing which presents a viewpoint, with 24 marks for content and 16 marks for technical accuracy.

The aim of this section is for students to produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A. A range of opinions, statements and writing scenarios will be used to provoke a response.

AO5 and AO6 will be assessed.

## **Non-examination Assessment: Spoken Language**

In addition to the above, a non-examination assessment in spoken language will also be carried out. The preparation and assessment of Spoken Language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued.

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- giving a presentation in a formal context
- responding appropriately to questions and to feedback, asking questions themselves to elicit clarification
- using spoken Standard English.

AO7, AO8 and AO9 will all be assessed.

## **AQA GCSE IN ENGLISH LITERATURE**

### **Assessment Objectives**

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Literature specifications and all exam boards. The exams 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.

### **Examinations**

Both papers are closed book examinations – you cannot take texts into the examination.

**Paper 1: Shakespeare and the 19th-century novel (40%) 1 Hour 45 minutes.**

**Section A: Shakespeare (21% - 34 marks)**

Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B: The 19th-century novel (19% - 30 marks)**

Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

All assessment objectives are examined.

**Paper 2: Modern texts and poetry (60%) 2 Hours 15 minutes.**

**Section A: Modern texts (21% - 34 marks)**

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B: Poetry (19% - 30 marks)**

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. The poems in each cluster are thematically linked and were written between 1789 and the present day.

**Section C: Unseen poetry (20% - 32 marks)**

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

All assessment objectives are examined.

In both papers, the skills the examiners are looking for are as follows:

**Reading comprehension and reading critically**

- literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

## **Writing**

- producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- accurate Standard English: accurate spelling, punctuation and grammar.

As far as your future is concerned, the two most important subjects at school are English and Mathematics - all employers require passes in them and they are essential to further and higher education, no matter what subjects you are hoping to study. It is therefore extremely important to you that you put maximum effort into your work. Note-making will be of particular importance; with the removal of coursework and open book examinations, your ability to remember quotations will be vital in your examinations, all of which will be in May/June of Year 11. If you do not put in the hard work now, you will have very little material to revise, which will likely spell disaster for your results. In other words, if you 'take it easy' in Year 10, you will ruin your chances of getting 'respectable' grades in your examinations.

## **What is a 'respectable' pass?**

Pass grades at GCSE now extend from 1 to 9 (9 being the best), but don't kid yourself as the lower numbers count for little with employers and for nothing when it comes to higher education. A grade 5 is the lowest grade which you should accept, and even that is becoming third rate; you should be aiming for 7, 8 or 9.

## **Worried?**

Don't be! Obviously, work will be more difficult than before, but not unreasonably so. Year after year students are passing when they have applied themselves fully - which is what your teacher will be expecting from you. Things only become problematic if you allow yourself to fall behind - so don't! Nevertheless, if you are having difficulties, do not suffer in silence - ask for help. Your teacher will be happy to oblige.

## **GEOGRAPHY**

Edexcel Spec. B (1GB0).

The Geography GCSE is a very popular option subject that encompasses a broad range of physical and human geography topics with elements of social sciences, political science and geomorphology. The course is highly thematic and relevant to the modern world, covering contemporary issues such as development, climate change, natural hazards, conflict and international migration, and much more. What you see on the news each day is what you'll

be studying in the GCSE course.

The GCSE is assessed through three separate exams as outlined in the table below. The bulk of the marks (75%) are made-up of Paper 1 (Global Geography) and Paper 2 (UK Geography) while Paper 3 focuses on skills and decision-making as opposed to content.

We offer the opportunity to enrich your learning by subscribing to the WideWorld Magazine each year, which offers useful case studies and sections on exam technique as well. The GCSE is taught by either Mr Eckley, Mr Brear or Mr Butcher. If you have any further questions, speak to your teacher.



New Edexcel GCSE specification B			
Unit 1	Global Geographical Challenges	Hazardous Earth (tectonic and weather hazards, climate change)	1hr 30mins exam (37.5%)
		Development Dynamics (inequality, development and a country study of India)	
		Challenges of an Urbanising World (urban growth, megacities and the challenges they create)	
Unit 2	UK Geographical Issues	Evolving physical landscape (coasts and river geomorphology and management)	1hr 30mins exam (37.5%)
		Evolving human landscape (dynamic UK cities, case study of Birmingham)	
		Geographical Investigations: river study (Carding Mill Valley), urban study (Birmingham city centre)	
Unit 3	People & Environmental Issues	Section A: People and the biosphere	1hr 30 mins exam (25%)
		Section B: Forests under threat	
		Section C: Consuming energy resources	
		Section D: Making geographical decisions	

Geography is a broad based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the Arts and the Sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A-Level. If you choose to take geography on to university there are literally hundreds of courses to choose from and the range of career areas accessed by graduates of geography will probably surprise you.

### Urban issues and challenges

Cities and urban areas are some of the most dynamic regions of the world. For the first time, a majority of the global population now lives in towns and cities, with the UN predicting this

will increase to 75% by 2050 - highlighting the importance of studying these settlements. This topic looks at reasons why urban areas emerge and develop unevenly within and between countries and the challenges and opportunities that this creates.

### **Economic development**

Globally, there are large variations in economic development and standards of living between countries. This topic looks at the reasons for, and consequences of, having a 'global development gap' in addition to why such divides occur nationally such as the UK's north-south divide.

### **Resource management**

The demand for food, water and energy is rising across the globe, yet the supply of all of these resources is limited which can create conflicts. Technological advances allow new strategies to be used which can increase the supply of some resources, however these can be controversial such as genetically modified crops.

### **Global ecosystems**

Global ecosystems - ranging from hot arid to cold tundra environments - all have distinctive characteristics, which have led to distinctive adaptations within their plant and animal communities. Whilst these environments all provide economic opportunities such as using rainforests for logging, farming or energy, they are extremely fragile environments which require sustainable management.

### **Global hazards**

The Earth is 4.5 billion years old, but it is still a highly dynamic body continually undergoing changes. These changes result in the creation of a variety of hazards that pose a threat to both humans and the environment. Some of these hazards you will have already felt the effects of in the UK, such as climate change and weather hazards, whilst others occur in geographically distinct regions such as tectonic hazards and tropical storms.

### **Landscapes**

The distinctive landscape of the UK has been gradually formed over millions of years by coastal, glacial and fluvial (river based) processes, which continue to act today. A number of physical and human factors affect the processes of erosion, weathering, deposition and transportation.

## **HISTORY**

GCSE AQA History (9-1) 8145FA

Paper 1: Understanding the Modern World 81451 – taken in June 2021.

Paper 2: Shaping the Nation 81452 – taken in June 2021.

Year 10 end of year exam Summer 2020.

Year 11 Mock exam in December 2020.

Students will be following the new AQA GCSE History Course. The course starting in September 2019 will offer a broad range of historical topics covering a thousand years of development. Assessment is by examination, it will be divided into two papers both sat at the end of Year 11. It will be assessed on the new numerical grading criteria of 9-1.

To entrench their understanding of the period, year 10 boys are offered the opportunity to visit the battlefields of the First World War in France and Belgium. We are also exploring opportunities for fieldwork and visiting museums within the UK as an essential part of a broad and engaging programme of learning.

Assessment is by two examination papers, each of which is divided into two sections:

**Paper 1            Understanding the Modern World**

*Weighting 50%            Assessed in June of Year 11*

Exam:            1 hour 45 minutes for 84 Marks

The assessment will enable students to demonstrate their knowledge and understanding. Students will also apply their knowledge and understanding to second order concepts such as causation, consequence and change. Students will also evaluate interpretations.

**Section A:        Germany 1890-1945: Democracy and Dictatorship 8145/1A/B**

This period study section focuses on two key developments in a country's history over a 50-year period. This specific option was chosen as we have taught Germany as an integral part of our GCSE over many years with a plentiful array of resources, new to this exam is the pre-1914 element which has been a previous A Level topic and one which complements the section B choice.

*Part 1: Germany and the growth of democracy 1890-1929*

*Part 2: Germany and the Depression 1929-1934*

*Part 3: The experiences of Germans under the Nazis 1934-1945*

**Section B:        Conflict and tension, 1894-1918 8145/1B/A**

This wider world depth study section explores why conflict and tension arose, what the consequences were and the role of the nations and states involved. This specific option was chosen as a means of reflecting on the centenary of this era defining war, to link in with the visit to the battlefields in the summer term of year 10, and it can benefit from a breadth of modern research and analysis which has challenged the received wisdom on the nature of the conflict and its origins.

*Part 1: The Causes of the First World War*

*Part 2: The First World War: Stalemate*

*Part 3: Ending the War*

**Paper 2**

**Shaping the Nation**

*Weighting 50%*

*Assessed in June of Year 11*

Exam:

1 hour 45 minutes for 84 marks

The assessment will enable students to apply concepts such as similarity, difference, change, continuity and significance to their knowledge and understanding of key features and characteristics of the topic covered. They will have to analyse and evaluate critically contemporary source material and also modern interpretations to make their own historical claims.

Section A:

**Thematic Study – Britain: Health and the People: c1000 to the present day 8145/2A/A**

This section enables students to look at key developments in the history of medicine and public health over a long sweep of time. This specific option was chosen as medicine through time has been a well-established and well-resourced aspect of GCSE options over many years and its scientific focus is well suited to the interests, aptitudes and ambitions of our students.

*Part 1: Medicine Stands Still*

*Part 2: The Beginnings of Change*

*Part 3: A Revolution in Medicine*

*Part 4: Modern Medicine*

Section B:

**British Depth Study – Norman England c.1066-1100 8145/2B/A**

This section is new to GCSE and incorporates a study of the historical environment. This means that each year there will be a different location chosen as a case study which will be studied. Students look at the complexity of British society at a crucial time in the country's development and how the historic environment was shaped by that society. This option was chosen for the wealth of local opportunities for fieldwork and to link in to the Angevin Kings element within the new A Level History Course.

*Part 1: The Normans: Conquest and Control*

*Part 2: Life under the Normans*

*Part 3: The Norman Church and Monasticism*



#### *Part 4: The Historic Environment of Norman England*

Here students will study one specific site in depth (The Tower of London). This site will relate to the aspects covered above. We are anticipating a Day Trip to London in Year 11 to visit the specific site and other places of interest..

### **MATHEMATICS**

Specification: OCR J560

Assessment: 100% by end-of-course examination. Three papers, equally weighted, each 1 hour 30 minutes long. Papers 4 and 6 are calculator, Paper 5 is non-calculator.

During their GCSE's students will build on the skills and knowledge they have gained so far. They will continue to utilise their problem solving skills to work through questions that are more challenging on Number, Algebra, Shape and Data. Students will need to focus further on the way they communicate their thoughts on paper, and ensure all steps are logical and clear to follow.

Most students will study the OCR FSMQ in Additional Mathematics (6993), alongside their GCSE. This introduces some of the topics they would come across if they chose to study A-level Mathematics. For example they would be introduced to calculus, which can be used to tackle problems involving the rate of change over finite intervals of time, as well as create mathematical models to arrive into an optimal solution. We also study the significance of Exponentials and Logarithms to the rate of change of temperature, radioactive decay, and population growth/decline.

### **MODERN FOREIGN LANGUAGES**

In both French and German boys will follow the AQA GCSE examination syllabus. The active skills, speaking and writing, as well as the passive skills, listening and reading, are each worth 25%. All skills are examined in the public examination period in year 11. It is worth noting that dates for the speaking exam will be slightly earlier than other written exams, in a period set by the exam board. Syllabus codes are as follows:

- AQA **French** GCSE Full Course – syllabus code 8658
- AQA **German** GCSE Full Course – syllabus code 8668

The course has three overarching themes: Identity and Culture; Local, National, International and Global areas of interest; Current and Future study and Employment. Pupils will have the advantage of working with either a French or German Foreign Language Assistant over the course of Key Stage Four. They will also enjoy a variety of extra-curricular activities. Boys who study German will have the opportunity to take part in the VDI trip in year 10 and the work experience program in year 11. In addition to this, the MFL department organise a variety of guest speakers and run workshops to enrich pupils' experience of language learning.

## **MUSIC (OCR)**

[www.ocr.org.uk](http://www.ocr.org.uk) Code J536

GCSE Music is an ideal option for boys with an interest in music, and for those who have already developed some musical skills.

GCSE Music requires candidates to develop their ability in performing and composing, and to develop their listening and appraising skills. The OCR specification has three main areas of study – performing, composing and listening. Within these candidates develop their knowledge and understanding of:

- The use of musical dimensions, devices, tonalities and structures
- The use of resources, conventions, processes, music technology and notations.
- The contextual influences that affect the way music is created, performed and heard including the effect of different intentions, uses, venues and occasions.

### **Performing (30%)**

Two performances, one solo and one ensemble.

### **Composing (30%)**

Two compositions. One to a brief given by the Board, the other chosen by the candidate.

### **Listening Test (40%)**

A written paper, assessing knowledge and understanding through Set Topics.

Candidates must be able to play an instrument, and will receive regular instrumental lessons during the course either in or out of school. Instrumental lessons taken in school are free of charge to all those taking GCSE music.

GCSE Music is an interesting practical course in its own right, but is also ideal preparation for further study at A level and beyond.

## **PHYSICS**

The new AQA Physics GCSE course has considerable depth and a broad range of topics. It provides a fantastic foundation for anyone continuing with a Science subject at A level. As well as being packed with many interesting demonstrations and challenging practicals, the course starts to develop our students into effective problem solvers. All the practical analysis skills developed throughout the course and the content will be examined at the end of Year 11.

Course: AQA GCSE Physics Code: 8463

Assessment: 2 x 1hr 45mins terminal exams. ?

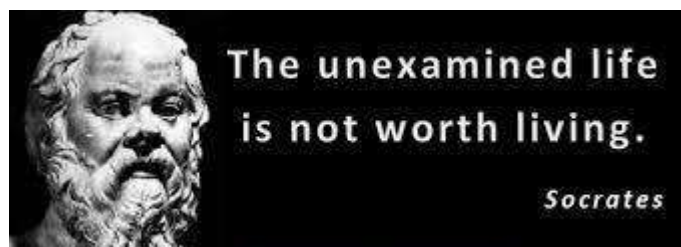
Both exams to be sat in June Year 11. ?

No coursework/controlled assessment

## **RELIGIOUS STUDIES**

AQA Specification A:

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>



To choose GCSE RS is to choose to live the '*examined*' life, to question everything, to explore all possibilities and justify your view in the face of objections.

**Study RS at GCSE and join the wonder!**

### **What will I study?**

The course is split into two parts: the study of Religion and the study of Philosophy and Ethics.

Over the course of the two years you will study two units each worth 50% of your GCSE.

#### **1. Christianity and Hinduism: Beliefs and Teachings**

- It is a chance to deepen your knowledge of religious beliefs and how they affect the lives of individuals.
- Religion is, for many, the fabric of life, and therefore to study religion is to study people. What is important to them? How do they make decisions? Is there a place for the religious mind-set in the modern world?

#### **2. Themes A-D: Relationships and Families; Religion and Life; Existence of God and Revelation; Religion, Peace and Conflict.**

- These units will require you to think deeply about a wide range of issues from religious and non-religious perspectives.
- You will explore whether God's existence can be proven, what makes a just society, whether human nature is to be at peace or in conflict, and much more!

### **How will I be examined?**

At the end of Year 11 you will sit two 1 hour 45 minute exams, each worth 50% of your final GCSE mark. There is no coursework element to this course.

You will be assessed on two skills: A01: Knowledge and understanding and A02: Evaluation.

You will be regularly assessed by your teachers through homework and class work.

### **How will I study?**

You can expect an engaging classroom environment where passionate teachers use a variety of learning activities, such as discussion, debating, essay skills workshops, and research tasks. You will have opportunities to extend your learning beyond the classroom with extra-curricular trips and talks from visitors to the school. The department has a history of excellent results.

In return, we would expect you to be interesting and interested. You will get from the lessons what you put in. We want you to engage with the big questions, listen to other people's views, consider the consequences and then reach your own justified conclusions.

In the RS classroom you will develop your independent learning skills, build upon your strengths and experiment with strategies to overcome challenges. We want you to be outstanding learners in the RS classroom and beyond.

### **Where can RS lead me?**

Boys who choose to study RS have a wide range of opportunities available to them. RS can give breadth to students who are pursuing medicine or science based subjects. RS naturally complements other essay based subjects by developing critical thinking skills. Students who study RS can go into law, social work, teaching, research and journalism, as well as further study.

### **Non Examination Subjects**

#### **Physical Education / Games**

Although it is a non-examined subject, PE and games play a fundamental part of the KS4 curriculum. In year 10 your son will take part in a range of sports/ physical activities such as volleyball, health related fitness, athletics and tennis. On games afternoons, the main options are Rugby and Hockey along with Aquafit, health and fitness, badminton and table tennis. PE occurs once a week and Games is three hours a fortnight. We would like to stress the importance of PE and games not only for physical and mental wellbeing but also to equip the boys to stay active and gain lifelong benefits from physical activity.

#### **Sports Leadership**

In the PE department, we run a sports leadership programme for 12-15 pupils in year 10 based on an application process. This is a superb opportunity for the successful applicants to gain leadership skills through the delivery of sport. The sports leaders will help run a number of lunchtime sports sessions for the younger pupils in the school. In addition they will also have the opportunity to volunteer at various external primary and secondary school events throughout the year such as swimming galas, badminton and tennis competitions etc.

### **Careers**

The focus for fortnightly Y10 Careers lessons, is for the boys to explore their values, skills and talents and how they might translate into a careers pathway. We discuss the future of the

job's market and how to 'futureproof' their career. In addition, we will develop the pupil's career research skills using the Unifrog on-line platform as a starting point. We put emphasis on work related skills and how to practice and develop them. There will be many opportunities to meet professional people and Higher Education experts. By the end of these seven lessons we expect the pupils to have thought more deeply about their future possibilities and be ready to start Year 11 Careers lessons, which will prepare them for A level options and their work experience placements.

## **PSHE**

Students in Key Stage 4 have a biweekly PSHE lesson which is rotated with careers.













The aim for PSHE education is to provide pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

### **Through PSHE, pupils will be supported with developing the following skills:**

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Specification QR Codes

<b>Art &amp; Design</b>		<b>History</b>	
<b>Biology</b>		<b>Maths</b>	
<b>Chemistry</b>		<b>MFL - German</b>	
<b>Computer Science</b>		<b>MFL - French</b>	
<b>Design &amp; Technology</b>		<b>Music</b>	
<b>English Language</b>		<b>Physics</b>	

<b>English Literature</b>		<b>Religious Studies</b>	
<b>Geography</b>			