



Princethorpe College

An independent school for 11-18 year olds

GCSE Options booklet
2018/2019

GCSE Options Booklet 2018/2019

It gives us great pleasure to introduce you to the Year 9 GCSE Options Booklet. We hope that you find both the booklet and the GCSE Options Evening helpful in enabling you to make an informed decision about which subjects your son or daughter will study at GCSE.

It is important that your son or daughter is closely involved in the decision-making process so that they have ownership of the subjects they will be studying for the next two years and, possibly, beyond. Their motivation for the subjects will be key to their success.

Once you have had the opportunity to read this booklet please feel free to contact us for any further clarification or advice. We wish you and your son or daughter every success in making what, we are sure, will be the right choices.

Dr Michael Reddish

Assistant Head - Director of Studies

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“The Next Step”

Choosing your GCSE Option Subjects

This booklet is intended to help our pupils make the right choices as a first step towards GCSE success. We suggest that you read all the subject descriptions through as a family and then discuss the choices to be made. It may well be that some new subjects which you had not previously considered catch your eye.

Pupils often choose subjects because their friends are choosing them, or even because they like the teacher. This may not be such a good idea. Pupils need to consider what subjects they are good at and their enthusiasm for various subjects, as enthusiasm and motivation are the foundations of achievement. We aim to guide all pupils to an appropriate set of choices that suits their needs and interests.

Breadth and balance

The curriculum for Key Stage 4 (Years 10 and 11) needs to be broad and balanced. This is because pupils need to keep as many doors open as possible for choices to be made later at A-level, for higher academic or vocational courses and ultimately for their careers. The compulsory GCSE Core Subjects provide some of this breadth and balance and the Option Subjects chosen should complement them.

Also included in the curriculum are non-examined subjects such as Games and the Princethorpe Life Skills Programme. This programme is delivered by tutors, other staff and outside speakers during a rolling programme of lessons and presentations. It consists of Personal and Social Education, aspects of Citizenship and Sex and Relationship Education.

What do I do next?

Following the Options Evening an email will be sent to parents which will include a link to an online survey through which you will be able to indicate your choices. Please read the email carefully and take time to discuss the possible choices as a family over half-term and with your son's or daughter's teachers at the Parents Evening on Monday 5 March. The deadline for submission of choices through the survey will be Monday 12 March.

We will ask you to:

- make a choice of three Option Subjects in order of preference;
- select one Reserve Subject.

Why do I need to offer a Reserve Subject?

We will use the results of the survey to create the Teaching (or Option) Blocks which we need to timetable for September. We try our very best to give pupils their first choice of GCSE subjects. Usually about 98% of pupils will be able to take up their first choice of subjects.

Sometimes it is not possible to give a small minority of pupils all of the subjects they have requested. For this reason, we ask for a Reserve Subject choice to be made. This will be used to help us fit a pupil's subject choices into the Option Blocks if the set of first choices fails. If we have to fall back on a reserve subject choice we will let you know.

We wish pupils well in making their choices and encourage them to talk to their tutors and subject teachers about the possibilities available to them.

How GCSEs have changed

The Government has made changes to GCSEs through a rolling programme of reform. Content of the courses has changed and the assessments are intended to provide even greater challenge. One of the most instantly noticeable changes for your child's Year Group is the grades that will be awarded at the end of the course. Subjects offered will no longer award A* - G grades; they will instead be awarded grades 9 - 1, where 9 is the highest.

The exams regulator Ofqual has given the following guidance on what the new grades will mean. Broadly the same proportion of pupils will achieve a grade 4 and above as currently achieve a grade C and above; and broadly the same proportion of pupils will achieve a grade 7 and above as currently achieve an A and above.

For many years, A* - C have been the grades that schools, colleges and employers have been looking for, with C or above set as the benchmark of a “good” grade. For the new GCSEs, the aim is that grade 5 or above will be the new benchmark. Ofqual have said that grade 5 will be positioned in the top third of the marks for a current grade C and bottom third of the marks for a current grade B. This means grade 5 will be more demanding than the present grade C, and broadly in line with the average performance of 16-year olds in other high achieving countries.

The new grade 9 is more demanding than the present A* grade, which is currently awarded to pupils who gain 90% or higher. Grade 9 will be reserved for the top 20 per cent of those who get grade 7 or above.



KS4 Curriculum Overview

Core Subjects are:

English	English comprises two separate subjects: English Language and English Literature
Mathematics	
Science	Science is three subjects (Biology, Chemistry and Physics, known collectively as Triple Award) or two subjects (Science: Double Award). Based on their performance in Science during Year 9, pupils will be placed onto either the Double Award or Triple Award pathway.

Religious Studies

Option Subjects which may be offered, subject to sufficient demand, are:

Art

Business Studies

Computing

Design and Technology:

- Resistant Materials, or
- Electronic Systems, Programmable Components and Mechanical Devices, or
- Food Preparation and Nutrition, or
- Textiles

Only one Design and Technology subject may be chosen, in the interests of balance.

Drama

Geography

History

Latin

Latin is sometimes taken as a further subject "off the curriculum" in twilight classes after school.

Modern Foreign Languages:

- French
- German
- Spanish

We strongly recommend that those pupils who would be successful at a Modern Foreign Language should indicate it in their Option Choices.

Music

Physical Education

Psychology

Sport (BTEC)

Non-examined Subjects are:

Games

Learning Support

Learning support, in small groups, may be provided for pupils with identified needs and would be likely to occur in place of a GCSE option. Individual tutoring may also be available for which the usual charges apply. Please contact our Special Educational Needs Department (SEND) if you have any queries relating to this.

Section 1 - Core Subjects



English

What is English?

People communicate with each other using an agreed set of sounds or written shapes to represent objects, actions, ideas and feelings. When these sounds and shapes are linked together using an agreed set of rules, we have a language. We use a language called English and for those who learn it well, the English language is a very powerful tool for passing on their thoughts and emotions to others.

Why do I study English?

It may possibly have crossed the mind of many Year 9 pupils as they come to choose their options that some subjects have it easy. There is no competition in the market-place for them in order to run their courses – everybody in the whole year does English, whether they like it or not! Where, they may wonder, is the justice in that? And what is the point of English anyway?

Margaret Atwood, an award-winning writer herself, puts it quite well...

“Reading and writing, like everything else, improve with practice. And, of course, if there are no young readers and writers, there will shortly be no older ones. Literacy will be dead, and democracy – which many believe goes hand in hand with it – will be dead as well.”

Barack Obama puts it this way:

“Literacy is the most basic currency of the knowledge economy.”

Look carefully at that last sentence. The answer to questions about why we study English, quite simply, is that without literacy skills there is absolutely no point in studying other subjects. An ability to read and write is fundamental to your success for the rest of your life.

“Fair enough”, our Year 9 pupils may say, “but haven’t I done enough? After all, I’ve been reading and writing for most of my life. Why can’t I choose what subjects I study?”

Look at the next quotation.

“Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens and conduct their personal lives.”

(Richard Vaca)

“Well,” the pupil may suggest, “of course, I can always use a computer.”

“The digital world is centred around the written word.”

(UNESCO)

What will I study?

The study of English and English Literature provides many challenges and rewards. Most pupils are entered for both English Language and English Literature as two separate GCSE subjects. Since 2014, we have followed the Edexcel IGCSE courses.

During the English Language course, you will have opportunities to study many different types of writing and you will develop your own writing skills through writing for a variety of different audiences and purposes. There are opportunities for creative writing and also opportunities to explore how language is used in different contexts, in speeches, for example, or in aspects of the media. Your own communication skills will be developed through a variety of different individual and group activities.

The English Literature course is quite diverse, as you will be studying a wide variety of texts, including plays, poetry and novels drawn from different periods.

How will I be assessed?

Assessment will be through examinations at the end of the course and through coursework tasks. In this way, your results do not depend entirely on the final examinations.

What transferable skills will I learn?

Through these courses we aim to equip you with an exciting range of personal skills which will help you, not only in the world of work, but also to enjoy a range of social and leisure activities as well. The study of English gives you marketable skills; it gives opportunities to explore the world of ideas and relationships; it provides academic training and discipline.

“Two years to study all that! You must be joking! It’s going to take a lifetime.” That’s true.

With English you will never stop learning. Your IGCSE course is only one stage along the way.

Examination Board and Specifications:

Board: Edexcel

Subject: IGCSE in English Language (Specification A)

Code: 4EA1

Subject: IGCSE in English Literature

Code: 4ET1

For more information visit: www.edexcel.com

Mathematics

The pursuit of Mathematics is one of the oldest of intellectual activities. It pervades all branches of science, and has significant relevance to the arts.

Mathematics is an elegant intellectual discipline and a powerful tool for problem solving. For some, Mathematics is a pure science, to be studied for its intrinsic beauty and logical structure. For many, it means problem solving and the satisfaction of getting what is indisputably the "right" answer. The truth is that Mathematics encompasses all of this and more.

Syllabus

Years 9, 10 and 11 will follow the Pearson Edexcel International GCSE Mathematics (IGCSE) 4MA1 specification, using the Pearson and CGP publications as the main texts. The specification requires pupils to develop their skills in numeric and algebraic manipulation, geometric reasoning, data handling and mathematical problem solving.

There are two tiers of entry for IGCSE Mathematics, higher and foundation. Princethorpe College pupils will be entered for the appropriate tier according to their mathematical ability. There is no coursework element and the grade is established by the final examinations sat at the end of Year 11.

The exam boards have now updated the IGCSE Mathematics specifications to bring them in line with the new GCSE system which is intended to offer greater challenge and uses the modified 9 – 1 grading structure (with a 9 being the highest award). The lower end of the 'old' C grade will be equivalent to a grade 4 pass and the "good pass" criteria will be grade 5 (equivalent to the top of C grade and into the B grade). Both higher and foundation tiers will award grade 5 and for those pupils that find Mathematics most challenging we will continue to consider the foundation tier as the most appropriate route to achieving their optimum grades.

There is on-going support available for all learners through our lunch time Maths Drop-in sessions. Pupils are encouraged to voluntarily attend these in order to seek out further clarification of classwork, get assistance with homework or to catch up after an absence from a lesson. This can be an important element in them becoming independent learners.

It is worth noting that it is essential to get an IGCSE grade 4 or better in Mathematics for most university courses at the moment, with the more competitive universities requiring a grade 5. Over the next couple of years, it is envisaged that all universities will stipulate a grade 5 or better as part of their entrance requirements.

Beyond GCSE

During Years 10 and 11, the higher attaining sets will also be taught material for AQA's Further Maths Level 2 qualification (GCSE equivalent). This course is designed for pupils who will comfortably achieve Grade 7 or above at IGCSE. It provides an excellent preparation for AS study. Grades are awarded from A* - C based on performance in two exams at the end of the course, with a unique grade of A⁺, equivalent to A* with distinction for the highest achievers. The current qualification is only available until June 2018, but AQA have plans to redevelop the qualification for June 2019.

A few of our most exceptional mathematicians will be invited to study OCR's Free Standing Mathematics Qualification (FSMQ Advanced) in Additional Mathematics after school. This is a challenging course and success in this results in the award of UCAS tariff points towards university entrance. This course is offered as an enrichment to those pupils with a real passion for their Mathematics and is not a prerequisite for studying Maths or Further Maths at A-level at Princethorpe. Grades awarded are A – E.

At present, approximately one third of the current Lower Sixth study A-level Mathematics. A few of these pupils also study A-level Further Mathematics. We aim to make Mathematics enjoyable, challenging and rewarding. Our results, particularly in recent years, bear testimony to this.



Examination Boards and Specifications:

Board: Pearson Edexcel

Subject: IGCSE in Mathematics (Specification A)

Code: 4MA1

Board: AQA

Subject: Further Maths Level 2

Code: 8360

Board: OCR

Subject: FSMQ (Advanced):
Additional Mathematics

Code: 6993

For more information visit: www.edexcel.com,
www.aqa.org.uk or www.ocr.org.uk

Religious Studies

What is Religious Studies?

Religious Studies involves the investigation into the beliefs and practices of people who have faith in God, and the exploration of contemporary ethical debates and philosophical concepts. The study of religions – we focus on Christianity and Judaism – accounts for half of the GCSE course, with the remaining half devoted to the study of philosophical and ethical issues.

Why study Religious Studies?

Religious belief has been present universally within all human societies throughout history, affecting the lives of countless billions of people. It has inspired some of the greatest human accomplishments in art, music, literature and architecture, as well as some of humanity's greatest follies in the form of war, persecution and intolerance. The study of religion gives an insight into the unique power of religious belief in shaping and directing the lives of religious believers, who constitute the vast majority of the global population. Consequently, an understanding of religion is imperative for illuminating and expanding the richness of our lives as we engage both with our cultural heritage and our fellow human beings.

In addition, pupils are encouraged to grapple with ethical and philosophical debates: should euthanasia be legalised? Is capital punishment acceptable? Why is there evil in the world? What are human rights? In considering about how philosophers have approached these intractable issues, pupils gain the tools to help them navigate these debates and form their own arguments, supported by logical reasoning. Religious Studies facilitates pupils' self-reflection and enables them to grow in confidence and maturity, helping them to articulate the logical foundations behind their intuitively held opinions.

What does the syllabus contain?

Component 1: Religious, Philosophical and Ethical Studies in the Modern World

- Issues in Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

Component 2: Christianity

- Beliefs and Teachings
- Practices

Component 3: Judaism

- Beliefs and Teachings
- Practices



How will I be assessed?

There will be three written examinations at the end of the course in Year 11. The study of Christianity paper and the study of Judaism paper are both one hour long; the Philosophy and Ethics paper is two hours in length.

What transferable skills can I gain?

Religious Studies is inherently inter-disciplinary, touching on diverse aspects of academic study including literary criticism, history and science. However, the immediate benefits of the GCSE course taken by pupils at Princethorpe College is that it will teach you to:

- Think critically
- Listen empathetically
- Speak thoughtfully
- Write clearly

Examination Board and Specifications:

Board: WJEC Eduqas

Subject: GCSE Religious Studies Route A

Code: C120P4

For more information visit: www.eduqas.co.uk

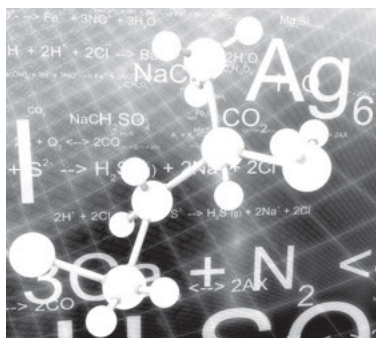


The Sciences

All pupils study the Sciences as part of their core curriculum in Year 9, with exams at the end of Year 11. The core specification is the AQA GCSE Combined Science: Trilogy (Double Award). However, pupils can extend this by following the Triple Science path if their Year 9 Science performance indicates this is appropriate. This leads to three separate Science qualifications for Biology, Chemistry and Physics.

In an increasingly scientific world there is a need for young people to be scientifically literate. Science can help people understand current issues and make sense of the world. Our courses encourage pupils to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. The courses help pupils to develop transferable skills which are useful throughout life and to gain useful knowledge for many different jobs, not just those in science.

We aim to encourage pupils to engage with science in their everyday lives and to make informed choices about further study and future career choices. Practical work is assessed by exam only. There are no controlled assessment components. The exams will contain questions that specifically draw on the experience pupils have gained from doing practical work. Pupils carry out specified required practical activities as part of the usual practical work we provide. In their exams pupils will be required to demonstrate their understanding of scientific experimentation. At least 15 per cent of the total marks available in each Science GCSE will be dedicated to this.



AQA GCSE Combined Science: Trilogy (Double Award)

This course is suitable for pupils of all ability, whether they intend to take Science further or not. Assessments are available at Foundation or Higher Tier with additional content required for Higher Tier pupils. The three components of Biology, Chemistry and Physics are typically taught as separate teaching and learning units by subject specialists. Much of the content in the separate Biology, Chemistry and Physics qualifications is contained in the Combined Science. Combined Science provides a firm foundation for progression to A-level Science.

Assessment

The Scheme of Assessment is linear, with six papers, two covering each subject area (Biology, Chemistry and Physics). Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour and 15 minutes long and is worth 16.67% of the overall marks for the GCSE. A range of question types will be used, including multiple choice, structured, closed short answer and open response questions.

The qualification is graded on a 17-point scale: 9-9, 9-8 through to 2-1, 1-1, where 9-9 is the best grade. A pupil taking Foundation Tier assessments will be awarded a grade within the range of 1-1 to 5-5. A pupil taking Higher Tier assessments will be awarded a grade within the range of 4-4 to 9-9. A candidate's grade is determined solely by their overall mark. There is no requirement to achieve the grade boundary in each paper in order to achieve a particular grade overall. Hence, a strong performance in one paper can compensate for a weaker performance in another.

The Combined Science Scheme Summarised

Biology Paper 1

Biology topics 1–4:
Cell Biology; Organisation;
Infection and response; and
Bioenergetics.

Foundation or Higher Tier

Written paper - 1 hour 15 mins
70 marks – 16.67%

+

Chemistry Paper 1

Chemistry topics 8–12:
Atomic structure and the
periodic table; Bonding,
structure, and the properties
of matter; Quantitative
chemistry; Chemical changes;
and Energy changes.

Foundation or Higher Tier

Written paper - 1 hour 15 mins
70 marks – 16.67%

+

Physics Paper 1

Energy; Electricity; Particle
model of matter; Atomic
structure

Foundation or Higher Tier

Written paper - 1 hour 15 mins
70 marks – 16.67%

Plus

Biology Paper 2

Biology topics 5–7:
Homeostasis and response;
Inheritance, variation and
evolution; and Ecology

Foundation or Higher Tier

Written paper - 1 hour 15 mins
70 marks – 16.67%

+

Chemistry Paper 2

Chemistry topics 13–17:
The rate and extent of
chemical change; Organic
chemistry; Chemical analysis;
Chemistry of the atmosphere;
and Using resources

Foundation or Higher Tier

Written paper - 1 hour 15 mins
70 marks – 16.67%

+

Physics Paper 2

Forces; Waves; Magnetism
and electromagnetism

Foundation or Higher Tier

Written paper - 1 hour 15 mins
70 marks – 16.67%

Examination Board and Specifications:

Board: AQA

Subject: AQA GCSE Combined Science:
Trilogy

Code: 8464

For more information visit: www.aqa.org.uk

AQA GCSE in Biology, Chemistry and Physics

These qualifications are often referred to as “Separate Sciences” or the “Triple Award”. This is an ideal path for pupils who wish to take their study of Science to A-level. These pupils receive three independent grades, one in each subject. Assessments are available at Foundation or Higher Tier with additional content required for Higher Tier pupils.

Assessment

The Scheme of Assessment is linear, with two 1 hour 45 minute question papers to be taken in each of the subjects. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is worth 50% of the overall marks for each subject. A range of question types will be used, including multiple choice, structured, closed short answer and open response questions.

Each qualification is graded on a nine point scale: 1-9 where 9 is the best grade.

The Biology, Chemistry and Physics Scheme Summarised

<p>Biology Paper 1 Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics</p> <p>Foundation or Higher Tier Written paper - 1 hour 45 mins 100 marks – 50%</p>	<p>Chemistry Paper 1 Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes</p> <p>Foundation or Higher Tier Written paper - 1 hour 45 mins 100 marks – 50%</p>	<p>Physics Paper 1 Energy; Electricity; Particle model of matter; Atomic structure</p> <p>Foundation or Higher Tier Written paper - 1 hour 45 mins 100 marks – 50%</p>
<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #0070c0; color: white; padding: 5px 15px; border-radius: 5px;">Plus</div> <div style="background-color: #0070c0; color: white; padding: 5px 15px; border-radius: 5px;">Plus</div> <div style="background-color: #0070c0; color: white; padding: 5px 15px; border-radius: 5px;">Plus</div> </div>		
<p>Biology Paper 2 Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology</p> <p>Foundation or Higher Tier Written paper - 1 hour 45 mins 100 marks – 50%</p>	<p>Chemistry Paper 2 Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources</p> <p>Foundation or Higher Tier Written paper - 1 hour 45 mins 100 marks – 50%</p>	<p>Physics Paper 2 Forces; Waves; Magnetism and electromagnetism; Space physics</p> <p>Foundation or Higher Tier Written paper - 1 hour 45 mins 100 marks – 50%</p>

Examination Board and Specifications:

Board: AQA

Subject: AQA GCSE Biology

Code: 8461

Subject: AQA GCSE Chemistry

Code: 8462

Subject: AQA GCSE Physics

Code: 8463

For more information visit: www.aqa.org.uk

Section 2 - Option Subjects

Art

Pupils follow the OCR Fine Art Course. The Art and Design specification has changed in recent years with less emphasis on quantity and more on quality. Princethorpe GCSE artists are regularly placed in the ISA's Midlands and National Competitions and their work is exhibited in the College's Summer Art, Photography and Design Show.

Overview

- Fine Art is defined by OCR as the practice of creating work that is primarily for aesthetic, intellectual or purely conceptual purposes, rather than purposes that have a necessarily practical function.
- By studying Fine Art pupils will explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area(s) of study of Fine Art.
- Pupils will also explore practical and relevant critical and contextual sources such as the work of historical and contemporary fine artists and the different purposes, intentions and functions of fine art as appropriate to their own work.
- Throughout the course, pupils will be expected to demonstrate the knowledge, skills and understanding through area(s) of study relevant to Fine Art.

Areas of Study

GCSE pupils will be required to work in **one or more** area(s) of Fine Art, such as those listed below. Combination of these areas are also possible:

- Drawing
- Mixed-media
- Painting
- Installation
- Land art
- Sculpture
- Lens-/Light-based Media
- Printing

Techniques

Depending on the chosen area of study, pupils will be expected to demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as: painting (various media), drawing (various media), printing (e.g. screen printing, etching, aquatint, lithography, block printing), stencils, carving, modelling, constructing, mosaic, mobiles, environmental art, graffiti, kinetic media, light based media, digital media and mixed-media.

Component 01: Portfolio

This is a portfolio of work produced to a centre- or learner-set starting point leading to final artefact(s)/product(s)/personal outcome(s).

There is no restriction on the scale of work produced or the timeframe for undertaking the work but learners should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives.

Learners must show they have:

- developed ideas through investigations and demonstrated critical understanding of sources from a given starting point
- produced material informed by context that is relevant to the development of their ideas
- refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study
- recorded ideas, observations and insights relevant to intentions as work progresses
- presented a personal and meaningful response that realises intentions.



Component 02: Externally Set Task

This task was previously known as the externally set examination. The Set Task paper is given to pupils on (or as close to) 1 January and pupils have approximately eight weeks' preparation time (this is determined by Easter).

The Art Department aims to give pupils as much time as possible to prepare. The paper has five starting points for the pupils to choose from. This allows pupils the freedom to work on an area they feel they would like to explore that perhaps was not covered in the Portfolio unit. The Set Task culminates in a ten-hour examination across two days. Both preparatory studies and the examination are worth 40% of the GCSE.

Both components are marked using the relevant marking criteria in Section 3f of the specification.

Co-curricular Activities

After school clubs are run on one evening and a lunchtime. However, additional times can be negotiated with the Art Department. The clubs are invaluable to pupils in examination groups by giving them crucial extra time in which to further develop their work.

The department regularly takes GCSE pupils on gallery visits to further develop their artistic awareness. Tate Britain is a regular favourite and in recent years trips have gone to the Tate Modern, National Portrait Gallery in London and The Ashmolean and Pitt Rivers in Oxford.

Examination Board and Specification:

Board: OCR

Subject: Art and Design GCSE (9–1): Fine Art

Code: J171

Unit 1: Portfolio

Code: J171-01

Unit 2: Set Task

Code: J171-02

For more information visit: www.ocr.org.uk



Business Studies

What would you like to know?

- How much is Mark Zuckerberg worth?
- Could you be the next Apprentice?
- Will the Apple iPhone X be a success?
- Could you be the next Dragon in the Den?
- Will Brexit make everything in the UK more expensive?

Is Business Studies a suitable subject for you?

This course will appeal to those pupils who:

- are thinking about pursuing a career in business
- enjoy studying a subject that affects their own everyday lives
- are motivated and interested in seeing how a small business is set up, marketed, and run on a day to day basis

Have you watched and enjoyed The Dragons' Den on the BBC?

If you find it interesting and enjoyable, then this might be the subject for you. This, and other television programmes such as *The Apprentice*, give an insight into the world of business and are great for bringing the subject to life in the classroom.

Have I got what it takes to cope?

Success on this course depends on:

- your motivation and interest – do not do the subject unless you are interested in the world of business
- your willingness to participate in practical activities, group work, and discussion-based tasks and making presentations – just like people have to do every day in the business world
- an ability to write well - how good is your English grammar and spelling?
- your numeracy - are you confident at arithmetic?
- Can you understand graphs and data?
- your ICT skills - you will need to use spreadsheets and graphs, and be comfortable producing presentations using PowerPoint
- your ability to learn - there is a lot of new material to master
- your ability to apply the subject to the real world.

This is vitally important because...

Business Studies is about the real world!

You will find the subject a lot easier to understand if you can learn to apply the subject to yourself, your family and the world around you. You can learn a lot just watching adverts on TV, going to a football match or to the cinema! If you can learn to see the world around you as a business person does, you will find the subject a lot easier and a lot more fun. It is like spending time in Italy to learn Italian!

Frequently asked questions

Do I have to take this GCSE if I want to study Economics or Business Studies at A-level?

No! It is not necessary to have taken the GCSE in Business Studies in order to take Economics or Business Studies A-level but it certainly acts as a useful introduction to the A-level course. Those who have studied Business Studies at GCSE usually find some of the initial A-level course content familiar as many of the topics overlap. The same qualities required for success at GCSE apply to A-level.

What will I study?

Theme 1 - Year 10

- 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 - Year 11

- 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

If you would like more detailed information, Mr Owen will be more than happy to provide information on the topics covered on the course and the new specification.

How is the subject assessed?

Theme 1: Investigating Small Business - Assessed with a 1 hour 30 minutes written exam paper at the end of Year 11. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. [50% of the GCSE]

Theme 2: Growing a Business - Assessed with a 1 hour 30 minutes written exam paper at the end of Year 11. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. [50% of the GCSE]

Is there anything else I should know?

We expect business pupils to approach the subject as they would the world of work. Impressions do count and punctuality, appearance, organisation, motivation and commitment are all essential in the business world; we expect the same from our pupils in our classrooms. These qualities are not something we wish to impose on pupils as 'rules' but in choosing this subject you are agreeing to play your part in achieving your full potential.

Examination Board and Specification:

Board: Edexcel

Subject: Business (9-1) **Code:** 1BS0

Units: 1BS0/01 Theme 1

1BS0/02 Theme 2

For more information visit: www.edexcel.com



Computer Science

"Computer Science is not about computers any more. It is about living."

(Nicholas Negroponte)

"There are 10 kinds of people in the world: those who understand binary numerals, and those who don't."

(Ian Stewart)

What is Computer Science?

Computer Science is the study of how computers work. Whereas ICT typically looks at how people use computers, Computer Science seeks to understand the principles that make a computer work, from how the hardware is built to the programmes that control the Internet, our home computers, our phones and even our microwaves!

Why study Computer Science?

How does Google know where I am when I search? How does Siri understand what I'm saying? How can Amazon tell what books I like? How is it the computer always manages to shoot me in the head?

If you've asked any of these questions then Computer Science might be for you. It teaches you to look below the surface and consider how things really work. This course will provide an excellent springboard for further study (and then lucrative careers) in ICT, Computer Science, Software Engineering and Computer Game Design. It will also be of great benefit going into a great many other areas such as Maths, Physics, Engineering and Industry.

What will I study?

GCSE Computer Science is split into nine topics:

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development
9. Non-exam assessment

How will I be assessed?

Paper 1 is a written exam based around practical examples. It is worth 40% of the marks and covers topics 1-4.

Paper 2 is also worth 40% of the marks and is again assessed by an exam paper, this one more theoretical in nature, covering topics 3-7. The non-examined assessment is a practical software development tasks, carried out during Year 11 for 20% of the course's marks.

What transferable skills will I gain?

Computer Science is highly thought of by universities and employers because it teaches you to think logically and to analysis the complex concepts and ideas. You will study technology that you may previously have taken for granted and seek to understand it on a deeper level. You will also think about how computers have affected wider society and how they might continue to expand their importance in the future.

Co-curricular Activities

The Computer Science and ICT Department offers a Controlled Assessment Clinic once a week to help GCSE pupils with their work.

The Department also offers a weekly programming club which will help pupils with their controlled assessment.

Exam Board and Specification:

Board: AQA

Subject: Computer Science (GCSE)

Code: 8520

For more information visit: www.aqa.org.uk

Design and Technology

The Design and Technology Department offers four subjects at GCSE:

Pupils can choose to study Food Preparation and Nutrition or one of the three Design and Technology option specialisms:

- Design and Technology: Resistant Materials
- Design and Technology: Electronic Systems, Programmable Components and Mechanical Devices
- Design and Technology: Textiles

You may choose only one of these Technology subjects in your group of Option Subjects.

All three Design and Technology subjects cover a common core of knowledge and understanding in:

- Design and technology in our world
- Smart materials
- Electronic systems and programmable components
- Mechanical components and devices
- Materials

Pupils will then cover in-depth knowledge in their specialist area of Resistant Materials, Electronic systems, programmable components and mechanical devices or Textiles.

All Design and Technology GCSE courses consist of a 2-hour exam worth 50% of the GCSE and a Design and Make task worth 50% of the GCSE.

Food Preparation and Nutrition

Why choose Food Preparation and Nutrition?

The specification has been designed to give pupils the opportunity to extend and apply their skills, knowledge and understanding of food and nutrition within a variety of contexts. In this challenging and exciting GCSE course, pupils will develop their critical thinking and manage a range of resources in order to develop food items which are suited to the needs of individuals or families. They will also explore the influences of current trends and the cultural and technological changes which influence the health of our nation.

Ask yourself...

- Do I enjoy working with food?
- Do I enjoy solving problems in practical ways?
- Have I enjoyed working on the "Design Brief" assignments?
- Do I enjoy researching, experimenting with, and evaluating foods?
- Do I enjoy the theoretical side of Food and Nutrition as well as the practical aspects?

If so, then you might want to consider the Food Preparation and Nutrition course at GCSE.

You investigate nutrition and dietary needs of individuals. You investigate the functions of food and the effects of heat and cooking. You develop new recipes and improve the "old" ones! Your two controlled assessment projects will be completed with practical work, relevant written work and ICT.



How would I be assessed?

This is 50% exam and 50% non exam assessment. You will be assessed in three ways:

- Task 1 Written Food Investigation [15% of GCSE]
- Task 2 Food Preparation Assessment [35% of GCSE]
- Written examination [50% of GCSE]

What about you?

Are you ready to:

- experiment and learn about the science of Food Preparation and Nutrition?
- use ICT to communicate your evidence?
- work independently?
- work with others?
- create a body of theory work to support your GCSE?
- provide ingredients each week?

Where might this lead?

- Employment in the catering industry
- Employment as a Food Scientist
- Employment as a Home Economist for food companies, supermarkets or magazines
- Employment as a Dietician or Nutritionist not to mention how to feed others and yourself healthily, creatively and economically
- Employment in the health industry as a Doctor, Nurse, Personal Trainer etc.

Examination Board and Specification:

Board: AQA

Subject: Food Preparation and Nutrition

Code: 8585

For more information visit <http://www.aqa.org.uk>



Design and Technology: Resistant Materials

Why choose Resistant Materials?

The specification has been designed to encourage pupils to be able to design and make products with creativity and originality using a range of materials and techniques. In this challenging and exciting GCSE course pupils will work with a range of materials using a range of production processes.

Ask yourself...

- Do I enjoy making things?
- Do I like a challenge?
- Do I enjoy solving problems in practical ways?
- Do I want to produce products that not only work well but also look fantastic?
- Have I enjoyed Design and Technology workshop projects?
- Do I enjoy using a range of media, including ICT to communicate and express my design thoughts?
- Do I like to solve practical problems independently?

If so, then GCSE DT: Resistant Materials is the course for you!

What will I study?

Through practical tasks and project work you will investigate a range of materials and associated production processes.

You will carry out a major project of your choice. You will construct a design folio that clearly communicates your design thoughts and ideas.

How would I be assessed?

You will be assessed in two ways:

- 2-hour written examination [50% of GCSE] 100 marks
Questions are based on the common core knowledge (referenced left on page 16) and the use of resistant materials.
- Design and Make task project [50% of GCSE] 100 marks

The Design and Make task requires the pupil to design and manufacture a resistant material product (wood, metal or plastics). The design has to be based on a theme which is set by the examination board and released on Friday 1 June 2018.

What about you?

Are you ready to:

- use your design skills to communicate with others?
- use ICT - including the use of CAD/CAM?
- work independently?
- work with others?
- pay for the materials you use in your project?

Where might this lead?

For starters...

- A-level Design and Technology: Product Design at Princethorpe College
- vocational courses
- apprenticeships

...and then you could move on to:

- advertising
- printing
- technical illustration
- graphics
- general illustration
- television
- video editing work
- computer graphics
- computer-aided design
- manufacturing and engineering

Examination Board and Specification:

Board: EDUQAS

Subject: Design and Technology GCSE

Code: 603/1121/6

For more information visit www.eduqas.co.uk



Design and Technology: Electronic Systems, Programmable Components and Mechanical Devices

Why choose Electronic Systems, Programmable Components and Mechanical Devices?

We live in a world surrounded by electronic products and gadgets. Wouldn't it be great to find out how they work, understand how they were designed and then build on this experience to develop your own electronic systems and products?

You will build on your experience of electronics in Year 9 to learn about components, circuits, systems and electronic product design.

Ask yourself...

- Am I interested in how electronic items work?
- Do I like a challenge?
- Do I enjoy solving problems in practical ways?
- Do I want to design and manufacture my own working circuit board (PCB)?
- Do I like working practically with electronics, PCBs and materials (woods, metals and plastics)?
- Do I enjoy using a range of media, including ICT to communicate and express my design thoughts?
- Do I like to solve problems independently?
- Do I enjoy the satisfaction of meeting a REAL challenge?

If so, then GCSE DT: Electronic Systems, Programmable Components and Mechanical Devices is for you!

What will I study?

You will learn about a wide range of electronic components including digital electronics, Peripheral Interface Controllers (PICs) and Integrated Circuits (ICs).

This will be done through mainly practical tasks including the use of CAD circuit simulation software. You will also learn about how electronics systems are cased, what materials are used and what impact the decisions made by designers of electronic products have on our society.

How would I be assessed?

You will be assessed in two ways:

- 2 hour written examination [50% of GCSE] 100 marks
Questions are based on the common core knowledge (see page 16 for reference) and the use of electronic systems, programmable components and mechanical devices
- Design and Make task project [50% of GCSE] 100 marks
The Design and Make task requires the pupil to design and manufacture an electronic product. This includes the PCB and casing. The design has to be based on a theme which is set by the examination board and released on Friday 1 June 2018.

What about you?

Are you ready to:

- use your design skills to communicate with others?
- use ICT including CAD (casing and PCB design), and CAM (use of laser cutter)?
- use the support available to solve problems?
- work independently?
- work with others?
- purchase the materials that you use in your projects?

Where can this course lead?

Further and Higher Education such as...

- A-level Product Design at Princethorpe College, then onto courses in circuit or systems design at degree level
- apprenticeships

...or Careers in:

- manufacturing and engineering
- electrical engineering
- electronic systems design
- electronic systems maintenance
- product design
- circuit design

Examination Board and Specification:

Board: EDUQAS

Subject: Design and Technology GCSE

Code: 603/1121/6

For more information visit www.eduqas.co.uk

Design and Technology: Textiles

Why choose Textiles?

This GCSE option within Design and Technology is designed to encourage creativity and an enquiring mind when designing and making products using fabrics. This is a fast paced course; you will learn basic skills and then focus on areas which interest you whilst working through the design process. You will develop your independence in using machinery and also in how you approach study skills. We want you to create lovely products, but most of all we want you to have fun.

Ask yourself....

- Do I enjoy working with fabrics?
- Do I enjoy solving problems in practical ways?
- Do I want to make creative and original products?
- Do I have an interest in fabric based products or fashion?
- Do I enjoy experimenting with new techniques?
- Am I organised and able to work independently?

If so, then GCSE DT: Textiles could be the course for you.

What would I study?

You will investigate and experiment with fabrics and fibres. You will increase your knowledge and interest in design. Through project work, you will learn basic pattern making skills, investigate industrial processes, increase your skills in ICT, use CAD CAM facilities and increase your manufacturing skills.

How would I be assessed?

You will be assessed in two ways:

- 2 hour written examination [50% of GCSE] 100 marks
Questions are based on the common core knowledge (see page 16 for reference) and the use of fibres and textiles.
- Design and Make Task project [50% of GCSE] 100 marks
The Design and Make Task requires the pupil to design and manufacture a textile based product. The design has to be based on a theme which is set by the examination board and released on Friday 1 June 2018.

You must purchase all the materials that you use in your project.

What about you?

Are you ready to:

- experiment and learn about fabrics and decorative techniques?
- use ICT to communicate your ideas and thoughts?
- work independently?
- work with others?
- purchase the materials you will need for your project?



Where might this course lead?

Courses in Further and Higher Education such as...

- A-level Design and Technology: Fashion and Textiles at Princethorpe College
- Courses in Design or Fashion at degree level
- Vocational courses or apprenticeships

...leading to careers in:

- theatre costume
- advertising
- pattern making and garment technology
- fashion design

Examination Board and Specification:

Board: EDUQAS

Subject: Design and Technology GCSE

Code: 603/1121/6

For more information visit www.eduqas.co.uk

Drama

What is GCSE Drama?

GCSE Drama is a collaborative and highly creative course. It involves the staging and devising of both scripted and original work. It is for pupils wishing to develop their performance and stage craft skills whilst working in groups.

What transferable skills will I learn?

As well as gaining an understanding of theatre and performance you will develop: enthusiasm, confidence, self esteem, conversation and social skills. This is not just a course for the budding actor; the GCSE course will develop tolerance, understanding, co-operation and team building, all of which are valuable in the workplace.

What does the course involve?

You will be taking the AQA GCSE Drama course which is broken down into three components.

Component 1:

Component 1 is worth 40% of the course and is a written exam. The exam will last 1 hour and 45 minutes and you will answer three sections;

Section A: multiple choice (4 marks)

Section B: four questions on a given extract from the set play chosen (44 marks)

Section C: one two-part question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

Component 2:

Component 2 is worth 40% of the GCSE course and is devised coursework (Practical). You will be assessed on the process of creating devised drama, performance of the piece and your ability to analyse and evaluate your own work.

Component 3:

Component 3 is worth 20% of the GCSE course and is a performance of two extracts from a play. You will be assessed on your performance of each extract equally.



Is this the right course for me?

Yes if you...

- are highly creative
- have an interest in theatre, story telling and performance
- If you are interested in the world we live in socially, culturally or historically
- like expressing your ideas and opinions and working in groups
- like being part of a team working towards a shared vision and experience
- thrive on constructive criticism
- have a sense of humour, grit, determination and resilience.
- have an aesthetic eye for the arts and an honest and analytical approach to study

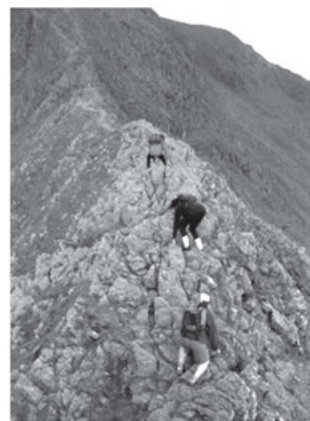
Examination Board and Specification:

Board: AQA

Subject: Drama

Code: 8261

For more information visit www.aqa.org.uk



Geography

Why study Geography?

A good qualification in Geography can lead to a great variety of employment possibilities with its combination of knowledge, decision making, analysis, cultural awareness, environmental awareness, bridging the gap between arts and science, practical use of ICT, and - last but not least - literacy and numeracy competence!

It's also a life skill: we all need skills of map reading, knowledge of places and understanding of other cultures. It can even add to the enjoyment of all those wonderful holidays you may have in the future (and perhaps business trips!).

Will Geography suit me?

Good geographers are those who:

- have a real interest in the world around them
- have a sense of awe and wonder at natural landscapes and processes
- ask questions like "What caused that earthquake?"
- have an interest in the human world
- ask questions like "Does my town have any sustainable transport examples?", "Will there be too many people in the world by the time I retire?" and "Why are our cities like this? How might they change?"
- have an interest in the global environment
- ask questions like "Is global warming happening? Why? What will it mean?" and "Are our actions sustainable?"
- like to carry out primary (practical) fieldwork in different environments

There are many other issues we study, too, but if these are things that interest you, then Geography could be a good idea.

Good geographers are also those who are willing to contribute positively in class, who can meet work deadlines, and aspire towards a great pride in their work and high academic achievement.

What would I study?

The new specification, which began in September 2016, is the Edexcel A, GCSE (9-1), Geography A (1GA0).

There are three components, as follows:

1. The Physical Environment

Section A: The changing landscapes of the UK

Section B: Weather hazards and climate change

Section C: Ecosystems, biodiversity and management

2. The Human Environment

Section A: Changing cities

Section B: Global development

Section C: Resource management

3. Geographical Investigations, Fieldwork and UK Challenges

Section A: Geographical investigations - physical environments (based on fieldwork)

Section B: Geographical investigations - human environments (based on fieldwork)

Section C: UK challenges

How would I be assessed?

Assessments are:

Component 1: Written examination 1 hour 30 minutes - 37.5% of the qualification

Component 2: Written examination 1 hour 30 minutes - 37.5% of the qualification

Component 3: Written examination - 25% of the qualification

Examination Board and Specification

Board: Edexcel

Subject: Geography A

Code: 1GA0

For more information visit: www.edexcel.com

History

Why Study History?

History is crucial to our everyday lives. People live in the present, but it is the events of the past that help define who we are, the society in which we live and how we shape the society of the future. The study of History gives us the knowledge and understanding that help us understand the world in which we live and have greater appreciation for the challenges yet to be faced.

Pupils of History develop key knowledge and skills that are essential for success in a wide range of academic disciplines and career paths. Historians learn how to assess the value of evidence, how to understand that different people make different interpretations and how to formulate logical arguments to reinforce a particular point of view. These skills are crucial to success in scientific subjects as well as within the humanities. As such, History is well regarded by both employers and institutions of further study. GCSE pupils will develop the skills necessary to succeed at A-level in all academic subjects.

What would I study?

History at GCSE aims to give pupils a wide range of historical knowledge to give a better understanding of the modern world. Half of the course is focussed on elements of British History, but there is also more detailed study on 20th Century America, the Korean War and the conflict in Vietnam. This helps to give pupils an awareness of key themes and issues that still resonate in today's world, such as the role of leadership and the exercise of political power, the management of economies and societies, and the increasing complexities of international relations.

The History Department teaches the AQA specification that began in September 2016. This is made up of the following topics:

Paper 1: Understanding the modern world

Section A: Period studies
America, 1920–1973: Opportunity and inequality

Section B: Wider world depth studies
Conflict and tension in Asia, 1950–1975

Paper 2: Shaping the nation

Section A: Thematic studies
Britain: Health and the people: c1000 to the present day

Section B: British depth studies including the historic environment
Norman England, c1066–c1100
or Elizabethan England, c1568–1603

Who studies History?

History is a traditional academic discipline which is held in high regard by universities, as it demands judgement as well as learning combined with good communication skills. Famous politicians such as former Prime Minister Gordon Brown, former Chancellor George Osborne and former Presidents of the United States George Bush and John F Kennedy studied History at University. Other famous historians include Sasha Baron Cohen, Steve Carrell, Jonathan Ross, Louis Theroux and Prince Charles.



How will I be assessed and when?

There will be two formal examination papers in the June of Year 11.

Where will studying History lead to?

History is the platform for careers in the law, journalism, business, marketing and politics because it is an analytical subject. Many pupils of History at GCSE go on to specialise in the sciences, including those intending to apply for medical school upon leaving secondary education.

The key historical skills are highly transferable:

- Making use of evidence
- Assessing importance of factors
- Evaluating the accuracy of interpretations and information
- Written and verbal communications skills
- Research and independent study skills

What do I need to have done and what equipment will I need?

There are no specific prior requirements. The primary requirement, apart from pens and paper, is enthusiasm and a willingness to learn.

Co-curricular Activities

In recent years, GCSE historians have been on various trips to support themes covered on the course. Alongside our regular trips to France and Belgium, visits to Spain, the USA, Munich and Russia have all proved very popular. There is a trip to America planned for October 2018. There are also field trips planned to support the built environment element of the British History element of the course.

Examination Board and Specification:

Board: AQA

Subject: History B

Code: 8145

For more information visit www.aqa.org.uk

Latin



Why study Latin at GCSE?

The purpose of a GCSE course in Latin is to acquire an understanding of some of the elements of classical civilisation, literature and language which have had a profound influence on modern societies; to fire imagination; and to deepen and develop experience by considering a wide range of issues, such as aesthetic, ethical, linguistic, political, religious and social questions.

How do I study Latin at Princethorpe?

The Latin GCSE is currently offered as a twilight course, the days of which will be established with the pupils in September to best fit with their other co-curricular activities. There is a possibility that this subject might be offered within timetable should there be sufficient demand in the future.

What will the study of Latin offer me?

GCSE Latin aims to provide:

- a satisfying experience and a basis for possible further study which gives pupils the opportunity to develop an appropriate level of competence in Latin, a sensitive analytical approach to language generally, and an awareness of the influence of Latin on the languages of today.
- an opportunity to read, understand, appreciate and make a personal response to Latin literature in the original language and in the context of the Roman civilisation.
- an opportunity for pupils to acquire an understanding of the Roman civilisation and to consider the effect of its culture on our own society.
- The main emphasis in Year 10 will be on Latin language and Roman civilisation; Latin literature will be introduced towards the end of the Trinity term. All three areas will be continued into Year 11 in preparation for the examinations at the end of the academic year.

Summary of Assessment

Component 1:

Latin Language. Written examination (1h 30m) 50% of Qualification

This paper will be in two sections:

Section A

A range of short comprehension questions testing understanding of the storyline (55% of the marks for this component)

Translation of a passage from Latin into English, with a gradation of difficulty (35% of the marks for this component)

Section B

Either translation from English into Latin

or the permitted alternative, i.e. recognise, analyse and explain items of syntax and accidence (10% of the marks for this component)

Component 2:

Latin Literature and Sources (Themes).

Written examination (1h 15m) 30% of Qualification

A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme.

Each theme is accompanied by a selection of prescribed ancient source materials (e.g. paintings, sculptures, buildings, graffiti) on which one or more questions will be asked.

The Theme to be examined in 2018, 2019 and 2020 is *A Day at the Races*.

This is an open-book assessment

Component 3:

A prescribed topic of Roman civilisation.

Written examination (1h) 20% of Qualification

A prescribed topic of Roman Civilisation

The topic to be examined in 2018, 2019 and 2020 is *Roman Entertainment and Leisure*.

Examination Board and Specifications:

Board: WJEC Eduqas

Subject: GCSE in Latin

Code: C990PB

For more information visit www.wjec.co.uk



Modern Foreign Languages

What are Modern Foreign Languages about?

English is not enough! Not everyone speaks or wants to speak English. A language will always be useful, no matter what you do.

The majority of pupils at Princethorpe study a Modern Foreign Language to GCSE level and a number study two. Qualifications in languages are highly regarded by many universities and employers and it is widely acknowledged that the skills needed to learn a language are extremely useful in the workplace.

Whilst it might seem that our shrinking world communicates only in English, the hard truth is that the ability to speak to a prospective customer, boss or friend in his or her native language gives you an enviable advantage. In this competitive world, a GCSE in a Modern Foreign Language (MFL) is indeed a highly valued additional string to your bow.

What do Modern Foreign Languages offer you?

Languages:

- are a life skill
- teach you communication skills and adaptability
- teach you cultural awareness
- give you a sense of achievement
- are a social skill
- give you the edge in the job market. Languages mean business - being able to speak a language will make you really stand out; using a language at work could raise your salary by 8-20%.
- are good for you! Speaking more than one language increases your brain capacity, improves your memory and you'll be at less risk of developing Alzheimer's
- combine well with virtually any subject for further study

Learning languages gives you greater opportunities to travel and work abroad.

If you want to know more about why it's good to study a language, visit www.whystudylanguages.ac.uk

Who studies Modern Foreign Languages?

If you opt to study a language for GCSE, you must already have a good grounding in that language at Key Stage 3. It is important, too, that you enjoy communicating with other people and finding out about other countries and cultures.

What will I study?

The specifications for French, Spanish and German all cover the same topic areas:

- home and abroad
- education and employment
- personal life and relationships
- the world around us
- social activities, fitness and health

French

Background

French is a major world language. It is spoken by more than 200 million people on the five continents and is the ninth most widely spoken language. It is the second most widely learned foreign language after English and is also the only language alongside English that is taught in every country in the world.

French isn't mostly spoken by French people, and hasn't been for a long time now. The language is growing fast, and growing in the fastest-growing areas of the world, particularly sub-Saharan Africa. The latest projection is that French will be spoken by 750 million people by 2050.

Reasons to learn French

- for the job market

An ability to speak French and English is an advantage in the international job market. A knowledge of French opens the doors of French companies and other French-speaking parts of the world such as Canada, Switzerland, Belgium and the North and sub-Saharan areas of Africa. Many international companies, such as Danon, Lacoste, Nestlé, and, L'Oréal, are headquartered in a francophone country. Interested in fashion? Chanel, Dior, Louis Vuitton, Hermès, and Christian Louboutin are just a few of the French designers that dominate the fashion industry. Interested in pursuing a career in science? France, Canada and Switzerland (all francophone countries) all rank among the top ten countries with greatest scientific impact.

- for the culture

French has a very long history and a very full cultural tradition. French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French often offers access to great works of literature as well as films and songs in the original French.

- for travel and leisure

France is one of the world's top tourist destinations and attracts more than 70 million visitors each year. A little French makes it so much more enjoyable to visit Paris and all of the regions in France from the mild climates of the Cote d'Azur to the snow-capped peaks of the Alps, the rugged coastline of Brittany and the extinct volcanoes of the Auvergne.

- for higher education

Speaking French opens up study opportunities at renowned French universities and business schools which are ranked among the top education institutes in the world. Pupils with a good level of French are eligible for French government scholarships and can enrol on postgraduate courses in France in any discipline in order to qualify for internationally recognised French degrees.

- for international relations

French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and International Courts. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg. The Francophonie, the organisation of French-speaking countries, consists of 68 states and governments.

German

Background

German at GCSE is an opportunity to gain expertise in one of the leading languages in modern Europe. German is spoken by more than 120 million people in Austria, Germany, Liechtenstein, Luxembourg and Switzerland and in parts of Belgium, Northern Italy and Eastern France. It is spoken by people who have been, and will doubtless continue to be, at the nerve centre of Europe with the two politically and financially important cities of Berlin and Frankfurt.

Reasons to learn German

- for business

German is a key language in the European Union. The EU transcends Europe's division into East and West; it integrates the economically important countries of Central and Eastern Europe in its economic, political and cultural system. Company names like Siemens, Bosch, Miele, Adidas, Mercedes, BMW, VW and Audi are a few examples of internationally operating German companies.

Learning German improves the chance of success in the job market. Substantially fewer pupils learn German compared to French, so there is a definite scarcity value to the subject, which will continue to be highly regarded in the future. It is a qualification certainly worth having.

- for the culture

German is an important cultural language. It was spoken and written by Luther, Goethe, Mozart, Beethoven, Bach, Freud, Einstein and numerous other great artists and scientists. Why should a music pupil not take the chance to read the original German lyrics to the music of Bach, Schubert or Mozart? German history plays a large part in the national History curriculum and History pupils may find it particularly interesting to get to know German culture and to be able to read resources in the original language.

- for leisure

The German language is very popular with pupils who enjoy going on holidays to Germany, Switzerland and Austria. Why not be able to order "Schwarzwälder Kirschtorte" or "Bratwurst" in correct German? Although many German people like to speak English, it is always very much appreciated if they are approached in their own language.





Spanish

Background

Spanish is the second world language as a vehicle of international communication.

Some facts and figures:

- Approximately 429,293,000 people speak Spanish
- It is predicted that there will be 530,000,000 Spanish speakers by 2050
- Spanish has roughly the same number of first language speakers as English
- There are 38 million Spanish speakers in the USA alone. Spanish is the fourth most widely-used language on the internet and represents 8% of all internet users

Reasons to learn Spanish

- for business

Spanish multinational companies are a major driving force behind a number of businesses and products which are well known in the UK.

For example:

- | | |
|-------------------|---------------|
| • Banco Santander | • Freixenet |
| • Iberia | • Chupa Chups |
| • Ferrovial | • Zara |
| • Iberdrola | |

- for the culture

Spanish culture has made a large contribution to architecture, art, the world of literature and the cinema. Wouldn't Picasso, Miró, Dalí, Goya and Velázquez be more interesting if you were familiar with their culture? The actors Javier Bardem and Penelope Cruz have done much to make Spanish films more mainstream and vanguard directors such as Pedro Almodovar and Guillermo Del Toro have influenced Hollywood.

- for sport, food and leisure

Spain and Latin America are sport-obsessed and have produced tennis stars such as Nadal and Muguruza, racing drivers such as Alonso, top golfers such as Ballesteros, basketball megastars such as Pau Gasol and, of course, an array of skilled footballers.

Spain is the home of the celebrated chef Ferran Adria whose El Bulli restaurant is the only restaurant to come top of the World's 50 Best Restaurants a record-breaking five times.

Spain continues to be a very popular holiday destination in spite of the recent economic crisis.

How will I be assessed for foreign languages?

The IGCSEs in Languages feature:

- no controlled assessment
- 100% terminal assessment marked by Edexcel
- common topic areas across all four skills
- excellent preparation for GCE A-level

There are four components to the assessment:

- | | |
|-------------|---------------|
| • listening | [25% of GCSE] |
| • reading | [25% of GCSE] |
| • speaking | [25% of GCSE] |
| • writing | [25% of GCSE] |

Speaking

A speaking assessment is held between March and May in Year 11. The assessment lasts for a maximum time of 10 minutes and the test is divided into two sections:

Section A: a four minute presentation and discussion based on a single picture from one of the themes shown above

Section B: a six minute conversation based on two of the remaining themes

Listening

The 45 minute listening exam is untiered and is taken in the June of Year 11. Questions become progressively more challenging. No dictionaries are allowed.

Reading and Writing

This 1 hour 30 minute exam is untiered and is taken in June of Year 11. There are progressively harder reading comprehension questions and two writing questions. The first writing question requires a 50 word response to a text and the second a 150 word essay. No dictionaries are allowed.

Examination Board and Specifications:

Board Edexcel

Subject: IGCSE French (2017)

Code: KFRO

Subject: IGCSE Spanish (2017)

Code: KSPO

Subject: IGCSE German (2017)

Code: KGNO

For more information visit: www.edexcel.com

Music

Why study Music at GCSE?

- Because you enjoy listening to a variety of types of music and want to know more about how it works.
- Music complements many subjects within the curriculum, and is a combination of the creative and academic which employers and universities love to see on a CV.
- It is a subject that fosters a number of transferable and life-long skills: teamwork and communication, self-motivation, discipline and creative thinking, to name but a few.
- If you love music but don't currently play an instrument, then studying GCSE Music is a great motivator to take one on, or you can learn to program Music using technology instead.
- If you already play an instrument, this is a great way to get credit for your work outside school as your playing will count for almost one third of the qualification.

What will I study?

The GCSE Music Course is divided into three disciplines:

- **Performing** - Throughout the course, you will record music both as a soloist and as part of an ensemble (group). All musical instruments are acceptable for this, as is the voice, DJ decks, or rapping. It is recommended that you will be receiving individual instrumental or vocal tuition in addition to timetabled class lessons, but this is not a strict requirement as long as you are dedicated to making progress. You will submit one solo performance and one ensemble performance for assessment.
- **Composing** - You will compose two pieces of music, one to a brief set by the board, and the other in a style of your own choice. These compositions can be notated formally, sequenced using music technology (including mobile devices), or recorded live.
- **Appraising** - For this element, you will be given the opportunity to reflect on, analyse and evaluate music in aural and/or written form. To do this you will draw on your listening skills, your knowledge of the four areas of study and the specific musical vocabulary learned during the course. You will be asked questions in a listening/written paper lasting 1 hour and 30 minutes.

All of your work will be linked to the four Areas of Study, each of which has 2 set works. These are pieces which represent the development of music across a range of styles. You will also study and be encouraged to explore other representative pieces from the Areas of Study.



The four Areas of Study are:

1. Instrumental Music 1700-1820
(Set works - J. S. Bach: Brandenburg No 5. and Beethoven: Piano Sonata No. 8 in C Minor)
2. Vocal Music
(Set works - Purcell: Music for a While and Queen: Killer Queen)
3. Music for Stage and Screen
(Set works - Sondheim: Defying Gravity from Wicked and Williams: Main Title and Rebel Attack from Star Wars)
4. Fusions
(Set works - Afro Celt Sound System: Release and Esperanza Spalding: Samba Em Preludio)

How will I be assessed?

- Performing (controlled assessment)
[30% of GCSE]
- Composing (controlled assessment)
[30% of GCSE]
- Listening/written paper
[40% of GCSE]

Examination Board and Specification:

Board: Edexcel

Subject: Music

Code: 1MU0

For more information visit: www.edexcel.com

Physical Education

Is this the right subject for me?

The GCSE Physical Education course will appeal to you if you:

- want to follow a course that develops knowledge and understanding through practical involvement;
- want to know more about the benefits of sport and exercise;
- want to increase your knowledge and understanding of how your body works and how your body adapts to training;
- want to improve your own performance in a range of sports roles;
- want to study a course that is active and that you will enjoy;
- are considering a sports-related career or an A-level/Higher Education course;
- have a keen interest in sport or recreation and always look forward to your PE lessons;
- take part in sport or co-curricular sport outside of class time.

What do I need to know, or be able to do, before taking this course?

The course builds on the knowledge and understanding of a healthy, balanced and active lifestyle and the practical skills established in Key Stage 3 Physical Education and Games lessons. It will give you exciting opportunities to learn more about the theory behind our sporting endeavours as well as be involved in a number of different physical activities. You should have an interest in PE and sport, enjoy being active and appreciate the benefits of keeping fit and healthy. This course also may also introduce diversity and balance to a pupil's subject courses. You must have a portfolio of both team and individual sports that you take part in during extra-curricular time, either in or outside of school.

What will I learn?

You will:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and use this knowledge to understand practical performance;
- understand how the physiological and psychological state affects performance in physical activity and sport;
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas;
- develop your ability to analyse and evaluate to improve performance;
- understand the contribution that physical activity and sport make to health, fitness and well-being;
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.
- increase your knowledge of how the body systems work: cardiovascular system, respiratory system, muscular system and skeletal system.



How will I be assessed?

The GCSE course is assessed over four components:

Component 1:

Fitness and Body Systems - is assessed externally through a written examination paper of 1 hour and 45 minutes. This will contribute 36% towards your total mark and includes:

- Applied Anatomy and physiology
- Movement Analysis
- Physical training
- Use of data

Component 2:

Health and Performance - is assessed externally through a written examination paper of 1 hour and 15 minutes. This will contribute 24% towards your total mark and includes:

- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences
- Use of data

Component 3:

Practical Performance (non-examined assessment) - **three** activities are assessed. One must be a **team** activity, one must be an **individual** activity with the third being a **free choice**. Each is equally weighted and combined to contribute 30% towards your total mark. Only a small proportion of class time will be given to the practical area of the course, therefore pupils must be committed to their extra-curricular programme. Please discuss practical options with the PE staff. Practical choices must be contained in the prescribed list on page 29.

Component 4:

Personal Exercise Program (non-examined assessment) - where you will plan, carry out and monitor your individual program, including an evaluation. This will contribute 10% towards your total mark.

Components 3 and 4 are both internally assessed and then externally moderated.



Where might this lead?

As well as being the ideal preparation for the A-level Physical Education course, GCSE PE allows for progression to related vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences.

The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the Armed Forces and the Civil Service.

Looking deeper...

Physical Education pupils need to have good knowledge of a variety of sports and be very committed. The pupils will have three lessons a week that will be mixed between theory and practical lessons. Every person has to choose three activities and they are expected to train regularly and play for the school teams and clubs in their preferred sports.

Academically, pupils must appreciate that the course is 70% theory based (60% exams plus the 10% PEP planning and analysis element) and therefore the expectations with regards to academic work and homework are extremely high. Pupils are expected to manage their time well to help balance their extra-curricular commitments and homework demands.

What activities can I do?

Pupils need to select a total of three sports:
One team activity, one individual activity and one free choice.

Team Activities

- Association Football
- Badminton (doubles)
- Basketball
- Camogie
- Cricket
- Dance
- Gaelic Football
- Handball
- Hockey (must be field hockey, not ice hockey or roller hockey)
- Hurling
- Lacrosse
- Netball
- Rowing (cannot combine with sculling, canoeing or kayaking as the individual choice)
- Rugby League
- Rugby Union
- Squash (doubles)
- Table tennis (doubles)
- Tennis (doubles)

Individual Activities

- Amateur boxing
- Athletics
- Badminton (singles and you cannot be assessed in both doubles and singles)
- Canoeing
- Cycling (track or road)
- Dance (cannot be assessed with team dance as your combination)
- Diving
- Golf
- Gymnastics
- Equestrian (SJ, CC or D)
- Kayaking
- Rock climbing
- Rowing
- Sculling
- Skiing
- Snowboarding (cannot do both skiing and snowboarding)
- Squash (singles and you cannot be assessed in both doubles and singles)
- Swimming
- Table tennis (singles and you cannot be assessed in both doubles and singles)
- Tennis (singles and you cannot be assessed in both doubles and singles)

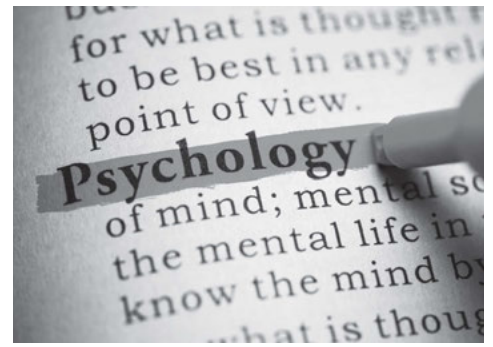
Examination Board and Specification:

Board: Edexcel

Subject: Physical Education

Code: 1PE0

For more information visit: www.edexcel.com



Psychology

What is psychology?

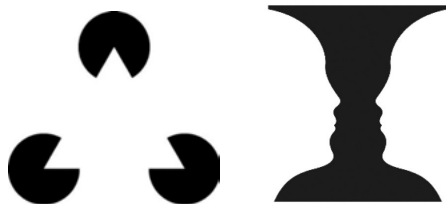
Psychology is the scientific study of mind and behaviour. Underneath this simple definition, though, lie a huge range of questions concerning the complexity of each of us as individuals. Why do we think, feel and act as we do? What is the relationship between these three facets of human experience? What is it that distinguishes humans from other animals, and what is it that we share? What is it that as individuals we have in common with each other, and how do our beliefs, personalities and abilities make us unique? How did we come to be who we are, and is that fixed, or will it continue to change with us throughout our lives? By posing these questions, psychologists seek to explain who we are and how we came to be.

What will I study?

Non-psychologists are often surprised at the wide range of topics the subject covers, as we touch on areas including biology, sociology, philosophy and linguistics. The GCSE is designed to give a broad introduction to a new subject for pupils and explore areas that are of intuitive interest to all of us.

The first year of the course includes the topic of memory, where pupils will study people with amnesia and find out how without the memories we all too often take for granted, we become lost to ourselves. In the perception topic, pupils look at how we take raw information from our senses, and interpret it to make sense of a hugely intricate world. How we develop throughout childhood is also studied.

In the second year of the course, the broad introduction to important topics in psychology continues by looking at social influence which seeks to examine how we behave not as individuals, but how we act in groups, and the reasons why people obey and conform. We also look at the relationship between language and thought and introduce elements of neuroscience. Finally, pupils study the difficult, and hugely important topic of psychological problems, including addiction and depression, where they will examine the symptoms, causes and treatments for these illnesses.



The Kanizsa Triangle and Rubin's Vase – visual illusions we explain in the sensation and perception topic.

What skills will I develop?

As a scientific subject, pupils will be taught not just to accept ideas, but to challenge them, looking for evidence that will support or refute. This develops a questioning mind and analytical and evaluative skills which are hugely important for further study and highly valued by employers. Pupils will also develop practical skills related to experimental design, as wherever possible we replicate the studies we learn about during the course. The research methods topic also allows pupils to develop their own experiments.

Do I have to take this GCSE if I want to study Psychology at A-level?

No - it is not necessary to have taken the GCSE in order to take A-level Psychology but it certainly acts as a useful introduction to the A-level course. The same skills required for success at GCSE apply to A-level.

How will I be assessed?

The Psychology GCSE is divided into two units each containing four topics and assessed by different written exam paper. There is no coursework.

Unit 1: Cognition and behaviour:

- Memory
- Perception
- Development
- Research methods

Unit 2: Social context and behaviour:

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Unit 1: Cognition and behaviour:

- Written Paper comprising of multiple choice, short answer and extended writing questions – 1 hour 45 minutes
- 100 marks – 50% of the GCSE

Unit 2: Social context and behaviour:

- Written Paper comprising of multiple choice, short answer and extended writing questions – 1 hour 45 minutes
- 100 marks – 50% of the GCSE

Examination Board and Specification:

Board: AQA

Subject: Psychology

Code: 8182

For more information please see: www.aqa.org.uk



Sport (BTEC)

What is the BTEC Level 2 First Award in Sport?

The BTEC Award is a two-year course which can result in a Level 2 Pass, Merit or Distinction (equivalent to one GCSE). The course covers a number of core units and a variety of optional specialist units that build together a portfolio and the required number of guided learning hours. Each unit is worth 25%. Pupils must achieve a pass mark in all mandatory units to achieve a pass overall. There are two mandatory units and two optional specialist units from a choice of four.

How will I be assessed?

Core Units:

Unit 1: Fitness for Sport and Exercise [Mandatory 25% of BTEC]

External written exam

Components of fitness, fitness training methods, fitness testing investigations

Unit 2: Practical Sports Performance [Mandatory 25% of BTEC]

Class project where pupils need to show their knowledge and understanding of rules, regulations and scoring systems in two selected sports. They should therefore understand the role of the officials; practically demonstrate skills, techniques and tactics; and be able to review sports performance.

Optional Units (two required):

All optional units are assignment tasks set and marked internally. Pupils complete a series of tasks set in a work-related scenario which can be tailored to local needs.

Unit 3: The Mind and Sports Performance [optional 25% of BTEC]

Investigate personality and its effect on sports performance, explore the influence that self-confidence and motivation have on sports performance, know about arousal and anxiety and the effects on sports performance.

Unit 4: The Sports Performer In Action [optional 25% of BTEC]

Know about the body's short term responses and long term adaptations of the body systems to exercise.

Unit 5: Training for Personal Fitness [optional 25% of BTEC]

Design a personal training program; know about exercise adherence factors and strategies for continued training success; implement a self-designed personal fitness training program to achieve own goals and objectives; review a personal training program.

Unit 6: Leading Sports Activities [optional 25% of BTEC]

Know the attributes associated with successful sports leadership; undertake the planning and leading of sports activities; review the planning and leading of sports activities.

What type of pupil would choose BTEC First for Sport Award Level 2?

- Someone who has a passion for the world of sport and wants to learn more
- Someone who perhaps is practically able but does not have the depth of sports required to complete GCSE PE, which requires three sports
- Someone who would like a different learning environment and prefers class projects to exam style work
- Someone who is motivated to achieve the best mark they can and aim for a distinction on their work
- Someone who is able to take direction and work independently
- Someone who would like to expand their portfolio and continue with a sporting endeavour when normally they would not have considered this as an option
- Someone who has a passion for leading and coaching and not necessarily practical performance
- Someone who is looking to move towards A-level in PE or BTEC Level 3
- Someone who is looking for a career in the world of sport and coaching

BTEC or GCSE PE?

- This is the most common question that arises and each pupil needs to discuss their own choice with members of the PE department staff. The decision usually lies with their preferred style of learning and whether an exam at the end (GCSE) or different tasks, assignments and exams throughout the course might be a better approach for the pupil as an individual (BTEC).
- The pupil's practical sporting background also needs to be considered: GCSE includes their practical ability of three sports, BTEC does not.
- The BTEC has developed over the years and embodies a learner-centred approach which can develop the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Examination Board and Specification:

Board: EdExcel

Subject: Edexcel BTEC Level 1/Level 2 First Award in Sport

Code: 600/4779/3

For more information visit: www.edexcel.com



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