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<td>Mr Bouquet</td>
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<td>German</td>
<td>Miss Pickering</td>
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<td>History</td>
<td>Mr Evans</td>
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<td>ICT</td>
<td>Mrs Barber</td>
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<td>Music</td>
<td>Miss Hancock</td>
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<td>Physical Education</td>
<td>Mr Taylor</td>
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<td>Separate Sciences</td>
<td>Mrs Letts</td>
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<tr>
<td>Statistics*</td>
<td>Mrs Ayres</td>
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* Pages 22, 35 and 37 are draft specification.
DISCLAIMER
This document is accurate at the time of printing but may be subject to change. The school reserves the right to restrict the number of students taking particular courses in KS4 or remove a course should it not have a sufficient number of students.

INTRODUCTION
It’s now time to decide which subjects you will study over the next two years.

Some subjects are compulsory and you must follow these courses as core subjects.

In addition, you are able to choose from a range of option subjects, some of which you have studied in Years 7 to 9, some of which will be new.

In designing our Key Stage 4 curriculum, we have endeavoured to provide a range of courses to suit your needs, enabling you to achieve success and prepare you for the next steps after Year 11.
The table above illustrates the proportion of curriculum time given to the different areas of the Key Stage 4 curriculum. The school has increased the proportion of curriculum time in English and Maths to allow all students to achieve their potential in these subjects and open up more routes of study after Key Stage 4. This is particularly important as students will continue in education until the age of 18, as a result of the Raising of the Participation Age (RPA), and will be expected to achieve at least a grade 4 in English and Mathematics.

To ensure students can access a variety of progression routes post-16 at least one option choice should be French, German, Geography or History. Please note that the school strongly recommends that students choose a modern language (French or German) alongside a Humanities subject (Geography or History).

At St Laurence, it is a requirement that all students study Religious Education and we feel that a GCSE in Philosophy and Ethics will provide them with a solid framework of critical thinking, to be able to express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments. It enables us to pursue our stated aim of "inspiring students to achieve the highest standards of intellectual and personal development". To maintain the same choice in the options, we have added an additional block to maximise flexibility of choice alongside selecting Philosophy and Ethics.

Considerable changes have been made to the GCSE curriculum and at the moment, some subjects still have draft specifications. There may therefore be some changes to the information on the subject pages once the syllabi have been confirmed. Heads of Department will select the best course for the students at St Laurence. Included on the next pages is some guidance as to how the GCSE grades will change over the next few years and the rationale from Ofqual.
GCSEs – The Reforms from Ofqual

GCSE qualifications have been reformed and a new grading structure (9-1) has replaced the traditional A*-G. The new examinations have been introduced gradually, with the first wave (English Language, English Literature and Maths) taught from September 2015. All subjects will follow the new grading structure from September 2017.

Reformed GCSEs:

- will be more demanding
- have been designed for a two-year period of study
- will be linear, so students will take all of their exams at the end of the course
- non-exam assessment will be removed or reduced in the majority of GCSEs
- will have a new grading system 9 to 1

New GCSE grading structure

<table>
<thead>
<tr>
<th>New grading structure</th>
<th>Current grading structure</th>
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<tbody>
<tr>
<td>9</td>
<td>A*</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>GOOD PASS (DEF)</td>
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<tr>
<td></td>
<td>5 and above = top of C and above</td>
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<tr>
<td>5</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>AWARDING</td>
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<tr>
<td></td>
<td>4 and above = bottom of C and above</td>
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<tr>
<td>4</td>
<td>D</td>
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<tr>
<td>3</td>
<td>E</td>
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<td>2</td>
<td>F</td>
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<tr>
<td>1</td>
<td>G</td>
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Reformed GCSEs will be introduced gradually over three years from September 2015. They will be graded from 9 to 1, instead of A* to G. Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A* to G grades.

Students will not lose out as a result of the changes. We will use a statistical method (known as comparable outcomes) in 2017 so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- the bottom of grade 1 will be aligned with the bottom of grade G
- grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B.

This has been defined as a good pass by the Department for Education.
St Laurence School KS4 Option Choices – 2017

<table>
<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
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<tbody>
<tr>
<td>Philosophy &amp; Ethics</td>
<td>Philosophy &amp; Ethics</td>
<td>Philosophy &amp; Ethics</td>
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<tr>
<th>You must choose this in one option block</th>
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<tr>
<th>You must choose one of these in one option block</th>
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<tbody>
<tr>
<td>Geography</td>
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<tr>
<td>German</td>
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<td>History</td>
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<th>You have two further choices (either from this row or from the row above)</th>
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<tbody>
<tr>
<td>Art &amp; Design</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Music</td>
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<tr>
<td>Statistics</td>
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<tr>
<td>SkillForce/Lackham incl. ICT</td>
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</tbody>
</table>

In order to achieve a balanced curriculum which will keep students’ options open for future choices, we recommend choosing:

- French OR German AND Geography OR History

Please note that the following combination will unfortunately not be allowed:

- Art & Design AND Graphics
- Computing AND ICT

Parent’s/Carer’s signature: _____________________________ Date: _________________

PLEASE RETURN TO STUDENT RECEPTION BY TUESDAY 21st FEBRUARY
Making your choices

The school will guide you in making choices to ensure you follow a programme which meets your needs and sets you appropriate challenges over the next two years.

Time Scale:

Thursday 26 January  
Options morning for students and evening meeting for parents and students

Thursday 9 February  
Subject Consultations

Tuesday 21 February  
Choices form to be returned to school

Once the forms are returned, the school will construct the KS4 timetable and will try to accommodate your preferred choices. Very occasionally, we cannot offer the subjects you have chosen. If this happens to you, we will contact you and your parents to discuss alternatives.

Towards the end of term 5  
Parents will receive a letter outlining the subjects we have agreed

Where can you get help with making choices?

Subject teachers, tutors, Head of House, Independent Careers Advisers, older students and siblings, parents and further education colleges and universities can all help inform your decisions.

Remember: Take time to make your decision. You need to gather information, talk about it, weigh things up and make choices that are right for you.
CEIAG for Year 9

Careers Education Information, Advice and Guidance (CEIAG) is an integral part of your education.

**Careers Education** is mainly delivered through PSHE lessons but indirectly, in many different ways, through visitors to school, visiting speakers in Collective Worship, Enterprise activities as well as part-time jobs, friends and family.

**Careers Information** is widely available but specific information can be researched online as part of the School’s dedicated careers directory, ‘Career Comp@nion’ – type this into Google or see the link on the school website under School Life, Careers.
Username: stlaurencestudent
Password: stlaurencestudent

**Advice and guidance** is available throughout your school life from teachers, Heads of House or Subject, tutors and specific staff. At times of transition (Year 9, Year 11 and Years 12/13), careers advice can be crucial to decisions that you make about your future.

**Tips for making decisions**
- Think of the decision as part of a longer-term plan
- Consider what are your best subjects and why
- Attend the Key Stage 4 Curriculum evening and talk to your teachers at the Year 9 Subject Evening
- Find out (through research) if you need certain subjects to pursue a particular university course or job/career
- Ask for a Careers interview with our independent Careers advisers.

**How to contact the Independent Careers Adviser for an interview?**
- Ask your tutor to contact Mrs Allard
- A note via the Student Reception requesting an interview
- Email katall@st-laurence.com

**How do you get help and advice?**
Within school, there are a number of people, other than your teachers or tutor, who you can talk to:

<table>
<thead>
<tr>
<th>Person</th>
<th>Role</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Dutton</td>
<td>Assistant Head Key Stage 4</td>
<td>Ask at Reception for where their office is located</td>
</tr>
<tr>
<td>Mrs Turner</td>
<td>Careers Coordinator</td>
<td></td>
</tr>
<tr>
<td>Mrs Allard</td>
<td>Careers, Media and Marketing Administrator</td>
<td></td>
</tr>
<tr>
<td>Heads of House</td>
<td></td>
<td>via Heads of House base</td>
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<tr>
<td>Assistant Heads of House</td>
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To support you in making your Career Plan, your tutor will mentor you throughout the year at key points. This will keep your Head of House informed of your ideas and discussions.
CORE Subjects

English Language
English Literature
Mathematics
Combined Science
PSHE (incl Foundation and Higher Project)
Philosophy, Ethics and World Beliefs
Core PE

These are all subjects that you must study
All students must study English Language and English Literature.

Our words help to make us what we are. Using language enables us to understand and communicate with each other and to make sense of our world. By developing our skills in English – reading, writing, speaking and listening – we become better equipped to make the most of our lives and opportunities. Studying English Literature opens up the past, the present and the future. Imaginative writing by the best writers not only shows us how people ‘work’ – their thoughts, feelings, ambitions, motives, actions – but also helps us to explore how language itself ‘works’: how the choice of a word or phrase can change a meaning or change a life.

September 2015 sees a very big change to English GCSEs. Assessment for English Language and English Literature is by exam only. Exam papers are untiered: this means there are no Foundation or Higher papers; all students take the same exam papers. From 2015 there is an emphasis on studying more pre-twentieth century texts for both English Language and English Literature, and on works produced by British writers.

Course content and assessment

**English Language GCSE**

**WRITTEN EXAM 40% of GCSE English Language (1 hour 45 minutes)**

**Component 1: 20th Century Literature Reading, and Creative Prose Writing**

Section A (20%) – Reading
Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

Section B (20%) – Prose Writing
One creative writing task selected from a choice of four titles.

**WRITTEN EXAM 60% of GCSE English Language (2 hours)**

**Component 2: 19th and 20th Century Non-Fiction Reading, and Transactional (for a specific purpose) / Persuasive Writing**

Section A (30%) – Reading
Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

Section B (30%) – Writing
Two compulsory transactional (for a specific purpose) / persuasive writing tasks.

**IN SCHOOL ASSESSMENT unweighted: does not count towards overall GCSE grade, but achievement will be reported separately**

**Component 3: Spoken Language**

One presentation/speech, including responses to questions and feedback.
**English Literature GCSE**

**WRITTEN EXAM 40% of GCSE English Literature (2 hours)**

**Component 1: Shakespeare and Poetry**

Section A (20%) – Shakespeare Romeo and Juliet; OR Macbeth; OR Othello; OR Much Ado About Nothing; OR Henry V; OR The Merchant of Venice
One extract question and one essay question based on the reading of a Shakespeare text from the above prescribed list.
Closed book: copies of the play cannot be taken into the exam.

Section B (20%) - Poetry from 1789 to the present day
Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.
Closed book: copies of the poems cannot be taken into the exam.

**WRITTEN EXAM 60% of GCSE English Literature (2 hours)**

**Component 2: Post-1914 Prose/Drama, 19th Century Prose, and Unseen Poetry**

Section A (20%) Post-1914 Prose/Drama Lord of the Flies (Golding); OR Anita and Me (Syal); OR Never Let Me Go (Ishiguro); OR The Woman in Black (Hill); OR Oranges are not the Only Fruit (Winterson); OR The Curious Incident of the Dog in the Night Time (play script) (Stephens); OR A Taste of Honey (Delaney); OR An Inspector Calls (Priestley); OR The History Boys (Bennett); OR Blood Brothers (Russell).
One source-based question on a post 1914 prose/drama text from the above prescribed list.
Closed book: copies of the novel or play cannot be taken into the exam.

Section B (20%) 19th Century Prose
A Christmas Carol (Dickens); OR Silas Marner (Eliot); OR Pride and Prejudice (Austen); OR War of the Worlds (Wells); OR Jane Eyre (Brontë); OR The Strange Case of Dr Jekyll and Mr Hyde (Stevenson)
One source-based question on a 19th century prose text from the above prescribed list.

Section C (20%) Unseen Poetry from the 20th/21st Century
Two questions on unseen poems, one of which involves comparison.
Closed book: copies of the novel cannot be taken into the exam.

**You will learn the following skills:**
How to use and understand English more effectively;
How to write effectively for particular purposes and for different audiences;
How to make meaning through looking closely at words and texts;
How to read, explore and analyse a wide range of texts;
How to use subject-specific vocabulary.

**What the course could lead on to:**
These are extremely ‘high currency’ GCSEs. A GCSE qualification in English Language is a basic requirement for many jobs and for further and higher education. In the meantime, the better your skills in this subject, the better you will be able to cope with any other subjects you choose to study. English Language and English Literature GCSEs develop your skills in reading and critical analysis: you have to think carefully about how meaning is generated through language.
This course will provide you with an understanding of mathematics and the opportunity to acquire a valuable qualification often requested by employers. It has been designed to meet the needs of the National Curriculum and to provide skills that will be useful in later life. These skills include problem solving, independent enquiry, logical thinking and functional skills for the workplace.

**Course Content and Assessment:**
Building on the skills and knowledge acquired in KS3, you will continue to work in the following six areas of Mathematics:

- Number
- Algebra
- Geometry and measures
- Ratio, proportion and rates of change
- Probability
- Statistics

Homework is set most lessons and involves a continuation of classroom activities, practice exam questions, online assessment, examination revision, investigations and research. Completing Maths homework is important for progress and success. Your progress will be monitored through continual formal assessment over the two years.

**Examinations:**
The qualification will be achieved through terminal examinations in the summer of Year 11. There is no coursework. The summer of 2017 will be the first year to use the new GCSE grading system of 1-9 and will contain more demanding content. Exam papers are available at two levels: Foundation (Grades 1-5) or Higher (Grades 4-9). There will be three exams of equal weighting at the end of year 11. One is non-calculator and two are calculator papers.

Your maths teacher will help you decide which tier you should be entered for. The final decision about tier of entry is made in the January of Year 11.

**What the course could lead on to:**
A good performance in GCSE Mathematics is valued by all employers. For higher tier candidates this course could lead onto A Level Maths. Other A level subjects also require competent mathematical skills e.g. Physics, Economics and Business, Psychology and Geography. Mathematics qualifications can also help and may be a requirement in the following areas: engineering, banking, retail management, air traffic control, architecture, surveying, accountancy and computing.
At St Laurence, we will be following the “Trilogy” route through the new AQA Combined Science course. Further details of this can be found at [http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464](http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464)

The Combined Science qualification provides our students with a good basic knowledge of Science. It also provides a suitable foundation for progression to any of the A-level Sciences. The Combined science course is designed to enhance the student’s basic understanding of Biology, Chemistry and Physics. These three branches of science are delivered in separate units during the course.

It is suitable for students of all abilities and the course encourages students to consider theoretical concepts alongside developing their practical Science skills.

At St Laurence we aim to stimulate interest and curiosity through relating ideas to the real world along with developing an awareness of “Working Scientifically” whether it be investigating, observing, experimenting or testing out ideas and thinking about them.

**Course Content and Assessment:**
All students who do not opt for “Separate Sciences” will take “Combined Science” in years 10 and 11.

Combined Science students will have 9 1 hour lessons over the two-week cycle of the timetable.

**Year 10**
Students will study three science modules in Year 10.

- **Biology 1:** Cell Biology, organisation, infection and response and bioenergetics.
- **Chemistry 1:** Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes and energy changes.
- **Physics 1:** Energy, electricity, particle model of matter and atomic structure.

**Year 11**
In year 11, students then continue to study “Combined Science”. Students will study three further modules.

- **Biology 2:** Homeostasis and response, inheritance, variation and evolution and ecology.
- **Chemistry 2:** The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.
- **Physics 2:** Forces, waves, magnetism and electromagnetism.

At the end of the two-year Key Stage 4 studies, students will be awarded 2 GCSE qualifications in science.

**Examinations:**
Students will be entered for either HIGHER or FOUNDATION Tier examinations.

A student taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5.

Students will sit all 6 of their science examinations in June of Year 11.

Each examination paper is 1 hour 15 mins long and is worth 16.7% of the overall qualification.

It is made up of a combination of Multiple choice, structured, closed short answer and open response questions.

**Practical requirements:**
The new GCSEs will require students to carry out:

- a minimum of 16 practical activities for combined Science. The content and skills developed will be assessed in the terminal exam

**Assessment of Maths in the science papers**
Combined Science 20%

**What the course could lead on to:**
Science provides the perfect platform for pupils to develop lifelong skills such as problem solving, team work, communication and critical thinking. At A level, Students could then opt for one or any combinations of Biology, Chemistry and/or Physics.

This could lead to a wide range of careers including medicine, engineering, research or even teaching!
PSHE (Personal Social and Health Education)
The course promotes healthy lifestyles through a planned programme of health education, drugs education, sex education and careers education. The main aims of the course are to develop confidence and responsibility in making the most of your abilities and to promote attitudes and behaviours which contribute to a healthier and safer lifestyle. PSHE education is essential to achieving curriculum aims and making an explicit contribution to cross-curricular areas of the school.
Course Content and Assessment:
- Personal Wellbeing - Personal identity, Health lifestyles, Relationships
- Economic Wellbeing – Career, Capability

Assessment is through in-class discussion, group tasks and peer assessment. Citizenship helps prepare students for life in a democracy. We will cover issues which explore the democratic process, the legal and law making system in the UK, human rights and the welfare of others, the world as a global community and concepts such as democracy, justice, freedom, authority and the rule of the law.

Through these topics, lessons will develop further skills such as critical thinking, expressing opinions, taking part in discussions and debates and to foster values of respect for justice, democracy, tolerance, courage to defend a point of view and willingness to listen.

Core Physical Education
As part of your core subject allocation, you will continue to participate in PE lessons. Within this compulsory area of the curriculum you will participate in a range of new sports and activities as well as undertake
- a leadership programme, where you will be able to develop leadership skills, build your self-esteem and confidence by working with your peers and younger students in a variety of sporting activities, where you will lead your peers in lessons.

Within the core programme you will develop active participation and enjoyment of sport and be able to develop your knowledge, understanding and skills in activities previously covered in KS3. These include rugby, netball, football, badminton and basketball as well as being introduced to new activities such as trampolining, table tennis, aerobics and volleyball.

Additional Information
Students are encouraged to participate in a variety of extra-curricular activities for their own personal interest as an opportunity to develop their performance and to represent the school in teams. All students are encouraged to help out with lower school clubs to develop their experience in working with younger students.
All students will follow the OCR Projects course. The majority of students will be entered for the Higher Project.

Both Higher and Foundation level Projects (coursework) will be based on approximately 60 guided learning hours. The project will be on any topic the student chooses. Students are assessed on processes and their ability to plan, research, develop and critically evaluate their work rather than the outcome of the project itself.

**Course Content and Assessment:**

Both levels provide students with the opportunity to:

- develop as inquisitive and independent learners
- understand and use research skills
- be inspired by new areas and/or methods of study
- support the experiential learning process and provide further opportunities for students to plan and review their learning
- use their learning experiences to support their personal aspirations for further study and career development
- become confident users of study-related technologies.

**Students will be assessed on four areas:**

- Managing a project
- Using resources
- Developing and realizing a project
- Reviewing a project

Personal, learning and thinking skills (PLaTS) are necessary to complete the project successfully.
WHAT IS PHILOSOPHY, ETHICS AND WORLD BELIEFS?
Students will study world beliefs through philosophical and ethical thinking. This is an activity people undertake when they seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other. Philosophy can be seen as a mix of disciplines as you need to have knowledge of many different topics including; politics, history theology, science and nature. This shows that philosophy is a subject in which you need a broad knowledge; this knowledge will then be used to deliberate over difficult questions and try to show what ideas are best suited to be seen as answers to those questions. A good philosopher will need to be able to present their arguments supported by evidence. Critically assess philosopher’s writings and draw out the strengths and weaknesses

Course Content and Assessment:
Assessment is 100% exam at the end of the two years.
The content is split into three units.
Unit 1: Religious, Philosophical and Ethical Studies in the Modern World (50%)
Unit 2: Study of Christianity (25 %)
Unit 3: Study of a World Faith (25 %)

Examinations:
All Year 11 will be entered for the full course examination. This will consist of 4 hours’ worth of exams

What the course could lead on to:
The course is a good foundation for any subject at A Level. The analytical, evaluative skills and the ability to take on board other viewpoints are valued by all A Levels. It is useful when considering careers in Medicine, Law, Politics, Teaching, Lecturing and any career where discussion, critical evaluation and analysis are required.
St Laurence School

Option Choices

(Subjects for you to choose yourself and with a limited number of places)

GCSE
Art: Art & Design (Fine Art)
Art: Graphic Communication
Business Studies
Computer Science
Dance
Design Technology
Drama
Food and Nutrition
French
Geography
German
History
ICT
Music
Physical Education
Separate Sciences
Statistics
If you want to develop skills in Art and Design, expand your creativity and imagination then you will enjoy GCSE Fine Art. You will get involved in and work with a wide range of media applications. Possibilities for personal expression are endless. The qualification can lead to art and design related employment or to courses such as A Level or other Art and Design courses which in their turn can lead to Higher Education Courses.

**Course Content and Assessment:**
A broad based course covering many of the different elements which make up Fine Art. All projects will be planned by your teacher allowing you to explore many different areas. You will be required to submit two bodies of work entitled component 1 and 2.

**Component 1: Portfolio 60%**
Your coursework, in your sketchbook or portfolio and elsewhere, should include research, supporting studies and work showing the development of your ideas, leading to one or more outcomes. Your teacher will plan and deliver themes, topics and starting points for you to follow.

**Component 2: Externally Set Assignment: 40%**
You will have several weeks in which to prepare for the timed exam, during which time students respond to their chosen starting point from an externally set assignment paper. For example, ‘Journeys’ or ‘Apart and/or Together’. You can discuss it with your teacher and prepare your response before the exam begins.

At the end of this preparatory period you will sit a 10-hour timed examination, during which you will produce your final piece. Your preparatory work, along with your final piece, will then be submitted for assessment. An essential component in both the coursework and examination units is the sketchbook/portfolio in which you show how and why your ideas have been developed and explored.

**Assessment Objectives:**
- **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **AO3:** Record ideas, observations and insights relevant to intentions as work progresses.
- **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The qualification will be graded on a nine-point scale: 1 to 9 where 9 is the highest grade.

**Knowledge and understanding**
The way sources inspire the development of ideas, relevant to fine art including: how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues based contexts. How ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of: figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation, visual and tactile elements, such as: colour, line, form, tone, texture, shape, composition, rhythm and scale and structure.

**Skills**
Within the context of fine art, students must demonstrate the ability to use fine art techniques and processes, appropriate to students’ personal intentions, for example: mark-making, mono-print, collagraph and block printing, assemblage, construction, carving, film and video, digital working methods. Use media and materials, as appropriate to students’ personal intentions, for example: charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, clay, wood and metal, digital imagery, different papers and surfaces on which to work.
If you have an eye for illustration, animation, typography, photography, composition, then Graphic Communication may be the subject for you. Graphic Communication will enable you to develop skills in the art of visual communication. Whether it is through the form of a poster, leaflet, packaging, album cover art, magazine cover or magazine spread, Graphics will enable you to develop the skills in combining text and image to successfully convey a message. You will be able to use a wide range of media and materials, including contemporary digital applications. The possibilities for personal expression and creativity are endless. The qualification can lead to related A Level or equivalent qualifications, onto further education or onto art and design related employment.

Course Content and Assessment:
A broad based course covering many of the different elements which make up Graphic Communication including; advertising, illustration, packaging, typography and interactive media. Your teacher will construct topics for each coursework unit.

You will learn how to:
- Undertake visual research using primary and secondary sources and record observations, experiences and ideas in appropriate ways. Primary sources must include first-hand experience of original work
- Develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately.
- Understand and use appropriately a wide range of materials, equipment, processes and techniques, using digital technology where appropriate.
- Explore others work from contemporary practice, which informs or makes links to your own work.
- Present your work to its best advantage
- Construct a work journal, showing the development of your work

Component 1: Portfolio 60%
A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student’s course of study.

Component 2: Externally Set Assignment: 40%
Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. At the end of this period you will sit a 10-hour unaided timed examination, during which you will produce your final outcome. Your preparatory work, along with your final piece, will then be submitted for assessment.
An essential component in both the coursework and examination units is the work journal in which you show how and why your ideas have been developed and explored.
Assessment Objectives:
AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The qualification will be graded on a nine-point scale: 1 to 9 where 9 is the highest grade.

Knowledge and understanding
The way sources inspire the development of ideas relevant to graphic communication including: How sources relate to a given or self-defined brief which might, for example, have a commercial, social or environmental focus or be concerned with other aspects specific to the creative industries. How ideas, themes, forms, issues and needs can provide the stimulus for creative, imaginative, thoughtful and appropriately focused responses that are fit for a specific intended purpose.
The ways in which meanings, ideas and intentions relevant to graphic communication can be communicated include the use of: Different forms of representation, brand identity, intended message, target audience and working within parameters determined by client and/or audience expectations and requirements, visual and tactile elements, such as: colour, line, tone, texture, shape, pattern, composition, stylisation, simplification, scale, structure.

Skills
Within the context of graphic communication, students must demonstrate the ability to: Use graphic communication techniques and processes, appropriate to students’ personal intentions, for example: typography, illustration, digital and/or non-digital photography, hand rendered working methods, digital working methods, Use media and materials, as appropriate to students’ personal intentions, for example: pencil, pen and ink, pen and wash, crayon, and other graphic media, watercolour, gouache and acrylic paint, layout materials, digital media, printmaking and mixed media.
What do I need to know before taking this course?
For you to succeed on this course you should already have shown some interest in current affairs. This will aid you in your understanding of the wider business environment. If you are interested in choosing this subject, then watching programmes such as Dragon’s Den, The Apprentice and Dispatches will help enhance your understanding of the world outside the school gates. The course is engaging and covers many contemporary case studies and business contexts. There are clear and accessible assessments for all and with such a wide variety of topics covered, there really is something for everyone on this course.

Course Content and Assessment:

Theme 1 – Investigating small business
In year 10 you will study five units. These include:
- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2 – Building a Business
This unit allows the further study of topics explored in year 10, Theme 1.
- Growing the business
- Making Marketing decisions
- Making product decisions
- Making Financial decisions
- Making human resource decisions

Assessment Overview:
Paper 1 assesses theme 1 for 50% of the GCSE
It is 90 minutes and includes Multiple Choice, short and extended answer questions

Paper 2 assesses theme 2 for 50% of the GCSE
It is 90 minutes and includes Multiple Choice, short and extended answer questions
This course will provide you with an understanding of the basics of computer programming and how it can be used to solve problems. Students will also learn the ‘behind the scenes’ of computers and discover how they work, looking into the relevant software/hardware required to make computers function the way they do. Students will carry out investigations into practical problems relating to current issues involving mobile phones and gaming. Students will need to be able to think logically and have good problem solving skills to succeed at GCSE computing.

Course Content and Assessment:
The course will allow students to develop analytical and problem solving skills as well as investigate computer programming.
Assessment will cover three skill areas:
- Recall, select and communicate knowledge of computer technology
- Apply knowledge, understanding and skills to solve computer programming problems
- Analyse, evaluate, make judgements and present conclusions
Homework will be set weekly and may come in a variety of formats. It could be written, research based or online based.

Examinations:

Computer systems
- Systems architecture
- Memory
- Storage
- Wired and wireless networks
- Network typologies, networks and layers
40% 1.5HR Exam

Computational thinking, algorithms and programming
- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation
40% 1.5HR Exam

Programming project
- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions
20% Controlled Assessment

What the course could lead on to:
The course immediately leads onto the A-level computing course and is a good starting point into any career involving Computers or ICT.
Potential careers are:
- Computer programmer
- Computer game developer
- Cryptanalyst
- App inventor
- ICT Support
- Yet to be discovered
Why study Dance?
This course will develop your knowledge and understanding of Dance and your skills in the subject. You will have the opportunity to perform, choreograph and appreciate your own works and that of others. You will also have the chance to attend theatre visits and workshops.

Course Content and Assessment:
You will study the technical and expressive nature of Dance through choreography, performance and appreciation of your own and others work. This will include work on:

• Basic principles (eg posture and co-ordination) and good studio practice.
• The body (eg actions that change stance and which develop from simple to more complex motifs and phrases).
• Dynamics, spatial aspects, relationships and interpretation skills.
• The development of initial ideas into exciting and skilfully constructed dances through the academic study of choreography.
• Analysis and interpretation of a range professional dance works.

You will learn how to choreograph and present solo, trios and group dances through exploring a range of ideas, styles and accompaniment. You will also contextualise studies and their meanings, analysing the significance of professional dances through description, interpretation and evaluation.

Controlled assessment
You will be required to:

Perform; 30%
• Set phrases through solo performance
• Duet/trio performance

Choreography; 30%
• Choreograph a solo/duo/group dance

Appreciation; 40%
• Written examination based on students own practice in performance and choreography and the GCSE Dance anthology.
GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Course Content and Assessment:
In order to make effective design choices, students will need a breadth of technical understanding that consists of:

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

Unit 1 Exam – What’s assessed
The specification is untiered, and thus all students have the opportunity of gaining a Certificate with the range A* - G

- Core technical principles – a mixture of multiple choice and short answer questions assessing breadth of technical knowledge and understanding (20 marks)
- Specialist technical principles – several short answer questions and one extended response to assess a more in depth knowledge of technical principles(30 marks)
- Designing and making principles – a mixture of short answer and extended response design questions(50 marks)

How its assessed
- Written exam – 2 hours
- 100 marks
- 50% of GCSE

The exam will be marked and moderated externally

Unit 2 Non Exam Assessment
You are required to produce a substantial design and make task under controlled assessment conditions. Although the design task is selected from a range of tasks supplied by the board, there is still plenty of room for candidates own interests, or current fashion trends to influence the work. The prototype product which is developed from the design portfolio must be capable of evaluation, but does not necessarily have to function like a production item. Students must also demonstrate Maths and Science understanding in relation to Design and Technology.

What’s assessed
Practical application of:
- Core technical principles
- Specialist technical principles
- Designing and making principles
How it's assessed

• Non-exam assessment (NEA): 30–35 hours approx
• 100 marks
• 50% of GCSE

The non-exam assessment will be marked internally and moderated externally

What the course could lead on to:
This GCSE can lead to A levels, careers and degrees in Engineering, Product Design, Interior Design, Fashion and Architecture.

Students studying GCSE Product Design can expect to produce coursework suitable to take to Sixth Form, College, University or job interviews, demonstrating problem solving qualities, an ability to work to a deadline & a capacity to communicate graphically & verbally.
The course aims to develop your skills in imagination, creativity, communication, interpretation, investigation, team work and critical awareness.

**Course Content and Assessment:** You will work in groups, exploring and making drama inspired from stimuli such as photographs, music, poems and newspaper articles. You will also explore play texts. Plays studied might include *The 39 Steps* (a comedy/thriller), *The Crucible* (a play about witchcraft and revenge) and *Hansel and Gretel* (a play about the importance of home). You will work individually on a written portfolio where you record, analyse and evaluate the practical work you have undertaken.

**Assessment:** You can achieve a grade 1 - 9 in Drama. You are assessed in the following ways:

**Devising Workshop (40%):** You take part in 1 practical devising workshop. This workshop will take place in lesson time. This workshop is recorded on video for the examination board. You will be assessed on creating devised drama and the final performance of your devised drama. You will also be assessed on a devising log where you undertake the analysis and evaluation of your own work.

**Performance (20%):** You will perform two extracts from one play in a formal exam performance. Most students are examined on their acting skills, but there are some opportunities for you to be assessed on design or technical skills. You will perform your piece to a visiting examiner. The performance will be recorded on video. This practical examination makes up 20% of the marks.

**Examinations (40%):** You will take a written (open book) exam that lasts 1 hour and 45 minutes. You will be assessed on your knowledge and understanding of drama and theatre based on the study of one set play. Plays studied might include *The 39 Steps* (a comedy/thriller), *The Crucible* (a play about witchcraft and revenge), *Noughts and Crosses* (a play about racism) and *Hansel and Gretel* (a play about the importance of home). You will also be assessed on your analysis and evaluation of the work of live theatre practitioners. You will have the chance to attend theatre visits and workshops.

**What the course could lead on to:**
After you have completed GCSE Drama you can go on to higher levels of study. These include: BTEC National Performing Arts (Acting), LAMDA and Guildhall qualifications, Speech and Drama exams, GCE Drama and Theatre Studies at A Level.
Do you like a practical challenge? Do you enjoy working with food? Would you like to be kept up to date with food and nutrition issues? The focus on practical cooking skills gives you a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

**Course Content and Assessment:**
Food preparation skills are integrated into five core topics:
- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

**Examination:**

The five core topics are assessed through a written exam
- 1 hour 45 minutes
- 100 marks
- 50% of GCSE

**Questions**
- Multiple choice questions (20 marks)
- Plus five questions, each with a number of sub questions (80 marks)

**Non-exam assessment (NEA) 50% of GCSE**

**Task 1: Food investigation**
Assessing students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

**Task 2: Food preparation assessment**
Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Both tasks will be set by the AQA exam board

**How the NEA is assessed**

- **Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.
- **Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

**What the course could lead on to:**
Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.
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<tr>
<th>Subject Name:</th>
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Studying French will help you to develop your existing language skills and you will be able to communicate at length in both speech and writing. This will benefit you if you come into contact with French-speaking people, both at home and abroad and when you come across other Romance languages (e.g. Spanish, Italian, Portuguese) in the future. You will also learn about the culture of the countries where French is spoken. You are encouraged to take part in the exchange with the school in our twin town of Sully-sur-Loire.

**Course Content and Assessment:**
You will study French in relation to the following themes:
- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

All four language skills (listening, speaking, reading and writing) as well as translation will be developed throughout the course. You can decide whether you want to take these skills at Higher or Foundation level.

**Examinations:**
- **Paper 1** Listening and understanding in French – 25%. You will listen to a range of authentic recorded material spoken in French by native speakers, which has pauses to give you time to write your answers
- **Paper 2** Speaking in French – 25%. You will be recorded completing three different tasks; a role-play, a picture-based task and a conversation.
- **Paper 3** Reading and understanding in French – 25%. The examination paper contains a range of authentic written material of varying lengths, including literary texts. There will be a short passage in French to be translated into English.
- **Paper 4** Writing in French – 25%. You will be required to produce responses of varying lengths and types to express facts, ideas and opinions in French. You will also need to translate a short passage from English into French.

**What the course could lead on to:**
You can continue French at Advanced Level and sometimes begin a new language at degree level. Languages complement any career choice, especially as language skills are becoming increasingly sought-after in today’s employment market, and they are regarded favourably by universities and future employers.
"Geography is an academically robust subject which spans the social and physical sciences and promotes a lifelong interest and fascination in how the world works”. Nick Crane (broadcaster and president of the British Geographical Society).

Geography explores the interaction between humans and the surface of our planet. We face some big challenges – both globally and here in the UK – but Geography allows you to step back and consider these challenges while also appreciating the sheer awe and wonder of our natural landscapes. If you are interested in the natural world around you and find current affairs and environmental issues interesting, then Geography GCSE is for you. It offers you the chance to develop skills you will find useful long after you have left school and leads to a qualification that is highly valued by employers and links well to many other subjects.

Course Content and Assessment:

Paper 1: Global Geographical Issues: 37.5%
1 hour 30 minute examination

This unit requires an understanding of physical and human processes and people-environment interactions to consider key contemporary global geographical issues. It is divided into three sections:

- Hazardous Earth
- Development dynamics
- Challenges of an urbanising world

Paper 2: UK Geographical Issues: 37.5%
1 hour 30 minute examination

This unit draws across physical and human processes within the UK. It considers the changing nature of our country, as well as its standing in the world over three sections:

- The UK's evolving physical landscape
- The UK's evolving human landscape
- Geographical Investigations (incorporating fieldwork and research investigations in two local environments)

Unit 3: People and Environment Issues – Making Geographical Decisions: 25%
1 hour 30 minute examination

In this unit, students will develop their skills, knowledge and understanding by investigating related issues at a variety of scales. Assessment will involve a decision-making exercise drawing on information in the examination as well as their own studies. There are three topics that aim to bring together conceptual understanding from across the course:

- People and the biosphere
- Forests under threat
- Consuming energy resources

What the course could lead on to:
The course is an excellent foundation for further study in the sixth form – in any subject. Geography supports almost any science-based university course like Engineering, Psychology, Environmental Sciences, Oceanography and Geology. It also complements Modern languages at A level, History, Maths, English and University courses such as Business, Law, Media, Politics and Philosophy.
**Subject Name:**
**German**

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German is the most widely spoken language in Europe, and Germany has the World’s 4th largest economy and is the number three export nation in the World. As many of the World’s multinational companies are based in Germany or Switzerland, German is an important language for business and commerce.

Studying German will help you to develop your existing language skills and you will be able to communicate at length in both speech and writing. This will benefit you if you come into contact with German-speaking people, both at home and abroad and when you come across other Germanic languages (e.g. Swedish, Dutch, Danish) in the future. You will also learn about the culture of the countries where German is spoken.

You are encouraged to take part in the exchange with the school in our twin town of Norden.

**Course Content and Assessment:**
You will study German in relation to the following themes:
- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

All four language skills (listening, speaking, reading and writing) as well as translation will be developed throughout the course. You can decide whether you want to take these skills at Higher or Foundation level.

**Examinations:**
- **Paper 1 Listening and understanding in German – 25%**. You will listen to a range of authentic recorded material spoken in German by native speakers, which has pauses to give you time to write your answers.
- **Paper 2 Speaking in German – 25%**. You will be recorded completing three different tasks: a role-play, a picture-based task and a conversation.
- **Paper 3 Reading and understanding in German – 25%**. The examination paper contains a range of authentic written material of varying lengths, including literary texts. There will be a short passage in German to be translated into English.
- **Paper 4 Writing in German – 25%**. You will be required to produce responses of varying lengths and types to express facts, ideas and opinions in German. You will also need to translate a short passage from English into German.

What the course could lead on to:
You can continue German at Advanced Level and sometimes begin a new language at degree level. Languages complement any career choice, especially as language skills are becoming increasingly sought-after in today’s employment market, and they are regarded favourably by universities and future employers.
History is about people – real people whose lives were sometimes exciting, like being a ‘flapper’ in the 1920s, and sometimes frightening, like sharing a muddy war-torn trench with rats, and feeling sick with fear waiting for the enemy to attack. Whatever their lives were about, there is a fascinating, and sometimes tragic, story behind them. As well as being exciting, this course will help you develop skills which will be useful in a wide range of jobs or in the further study of History.

**Course Content and Assessment:**

**Component 1: Understanding the modern world**

- Written Paper – 1 hour 45 mins – 84 marks – 50%
  - Section A: Period studies
    - Germany, 1890–1945: Democracy and dictatorship
  - Section B: Wider world depth studies
    - Conflict and tension, 1918–1939

**Component 2: Shaping the nation**

- Written Paper – 1 hour 45 mins – 84 marks – 50%
  - Section A: Thematic studies: Britain: health and the people
  - Section B: British depth studies including the historical environment: Norman England, 1066–c1100

You will learn the following skills:
- How to interpret and evaluate pieces of information (sources);
- How to communicate and apply your knowledge;
- How to describe and analyze the key features of the period studied;
- Critical thinking and problem solving.

**Examinations:**

The examination papers cover the full range of grades from 9 – 1. There are two aspects to your assessment. These are set out above.

**What the course could lead on to:**

History opens the door to a wide range of career and future study options. It remains a gold standard qualification for any employment where use of the written word is valued, developing the literacy levels expected in any graduate career path. In addition to its ‘market’ value, history has the benefit of being an interesting & dynamic subject where new discoveries are made on a daily basis, discoveries that are accessible and relevant at any level of study. It also allows students to learn to think critically about, and analyse, the world around them, perhaps just for interest…or perhaps in the future to decide where your company will invest in emerging markets…
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<tr>
<td>TLM Level 2 Certificate for IT User Skills in Open Systems and Enterprise</td>
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If you want to develop practical skills in Information Technology and would like to explore how current and emerging digital technology impacts on the lives of individuals, organisations and society, this is the subject for you. You do not need to have previous qualifications in ICT to choose this option.

Course Content:
The course is a competency based programme that links to the National Curriculum and the National Occupational Standards (NOS) for IT users developed by the Sector Skills Council for IT and Business. You will need to demonstrate that you have acquired certain IT User skills. The qualification is unit based and there is some flexibility to adapt the units to best meet the needs of the group as a whole. The units will include:

- Improving Productivity using IT
- IT security for users
- Desktop Publishing Software
- Presentation Software
- Using Email
- Using the Internet

Assessment
Coursework (30 Marks) You will need to complete 17 credits in total. These are assessed internally but moderated by the exam board. The coursework is all project based and students are supported fully with completion.

Examination (70 Marks) Once you have completed the units at the right level you will sit an online exam. The exam is a variety of multiple choice and short written answer questions. If you are successful in the exam you will be awarded a Level 2 Certificate that is the equivalent to an A*, A, B or C GCSE grade.

What the course could lead on to:
The course is designed for use in schools and to also enable you to meet the needs of employers. You might want follow an A level route using this as one of your GCSEs or you might want to build on your User IT Skills on a vocational pathways possibly through an apprenticeship or at college.
Music at GCSE is a broad based practical and academic course, open to anyone who plays an instrument or sings, and who has an open mind with the motivation to find out more about all kinds of music. It offers an ideal extension to the KS3 curriculum at St Laurence School, and links beyond into the Edexcel A Level course.

You will be able to develop your own musical interests and skills, including performing, both as a soloist and in groups, and composing in a range of different styles using both acoustic instruments and specialist music software. The course will also develop your broader life-skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

We strongly advise that all GCSE music students receive tuition on an instrument (or singing) for the duration of the course in Years 10 and 11. Students will need to be able to read music, or be willing to make the commitment to learn to do so. Performing lies at the heart of this subject, and it is because of the practical nature of the course and its various assessments that students are strongly recommended to commit to tuition and/or to taking part in ensembles and music clubs.

There are 3 components to the GCSE specification – Performing (30%), Composing (30%) and Appraising (40%).

**Component 1: Performing (Code 1MU0/01) Non-examined assessment: internally marked and externally moderated 30% of the qualification - 60 marks**

- Solo performance
- Ensemble performance
- Each performance will be recorded

**Component 2: Composing (Code 1MU0/02) Non-examined assessment: internally marked and externally moderated 30% of the qualification - 60 marks**

- You will need to submit two compositions, of at least three minutes’ combined duration
- One composition will be to a brief set by Edexcel, of at least one minute in duration
- One composition will be to a brief of your choice, of at least one minute in duration
- Each composition will be recorded

**Component 3: Appraising (Code 1MU0/03) Written examination: 1 hour and 45 minutes 40% of the qualification - 80 marks**

- Academic study of a selection of set works chosen by Edexcel, divided in to 4 areas of study:
  
  - Instrumental Music 1700–1820 (Bach and Beethoven)
  - Vocal Music (Pop and Classical)
  - Music for Stage and Screen (Wicked and Star Wars)
  - Fusions (African, Caribbean and Latin)

What the course could lead on to:

Music is an academic GCSE subject recognised by all the major universities and colleges. It may also lead to further study at A Level, and is a useful grounding for Music Technology A Level or BTEC.
If PE GCSE

GCSE PE is about enjoying and developing your Scientific knowledge and practical performance. Students will learn about the makeup of an elite performer. How to improve themselves as performers, and the importance of leading a healthy and active lifestyle.

Course Content and Assessment:

Practical (40%)

GCSE PE provides students with an opportunity to display their practical ability as a player/performer in 3 sports. (One in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Over the course students undertake units in a range of physical activities which are assessed. At the end of the course students three best physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity) are selected.

Team game activity list: Association football/ Badminton /Basketball/Camogie/ Cricket/Dance /Gaelic football/Handball/Hockey/ Hurting /Lacrosse/ Netball/Rowing/ Rugby /Rugby Union /Squash/ Table tennis /Tennis /Volleyball

Individual Activity List: Amateur boxing/Athletics/Badminton/ Canoeing/kayaking (slalom) rowing or sculling/Canoing/kayaking (sprint) /Cycling Track or road cycling/Dance /Diving Platform /Golf/Gymnastics (artistic) /Equestrian/Rock climbing/ Skiing Outdoor/indoor/Snowboarding Outdoor/indoor on snow/Squash /Swimming /Table Tennis /Trampolining

Theory (60%)

Theory work is categorised into two papers:

Paper 1: The human body and movement in physical activity and sport. This includes the following topics: Applied anatomy and physiology/ Movement analysis/ Physical training/ Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport. This includes the following topics: Sports psychology/ Socio-cultural influences/ Health, fitness and well-being/ Use of data

Assessment:

Theory: Students will be required to sit two 1hr 15 min exams. Both papers will combine a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Practical: Ongoing assessment will take place throughout the 2 years. For each sport students will be assessed in skills in progressive drills and in the full context. They will also be assessed on their analysis and evaluation of performance to bring about improvement in one activity.

What this course can lead on to:

This course is ideal if you are interested in the science behind sport and physical education and is also an ideal foundation for those considering A Level PE and Sports Science.
At St Laurence, students may opt to study Biology, Chemistry and Physics as three separate subjects. At the end of year 11, students will be awarded with a GCSE qualification in each of the three sciences.

The Separate Sciences qualifications provide our students with an excellent knowledge of Science. It also provides a more detailed foundation for progression to any of the A-level Sciences.

Further details, specimen assessments and the specification for each GCSE may be found at: http://www.aqa.org.uk/subjects/science/gcse

If opting for the Separate science courses, the three branches of science are delivered as three completely separate subjects over the two years.

Separate science students will have 14 1 hour lessons over the two-week cycle of the timetable. (5 lessons for Biology, 5 lessons for Chemistry and 4 lessons for Physics). For this reason, it is essential that students who opt for Separate sciences have a genuine interest and love of science.

At St Laurence we aim to stimulate interest and curiosity through relating ideas to the real world along with developing an awareness of “Working Scientifically” whether it be investigating, observing, experimenting or testing out ideas and thinking about them.

Course Content and Assessment

All students will take “Combined Science” in years 10 and 11. For those students wanting to explore the same ideas in far more detail, then they should choose the “Separate Sciences”

Year 10

Students will study three science modules in Year 10.
- Biology 1: Cell biology, organisation, infection and response and bioenergetics.
- Chemistry 1: Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes and energy changes.
- Physics 1: Energy, electricity, particle model of matter and atomic structure.

Year 11

In year 11, students then continue to study Biology, Chemistry and Physics separately. Students will study three further modules.
- Biology 2: Homeostasis and response, inheritance, variation and evolution and ecology.
- Chemistry 2: The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.
- Physics 2: Forces, waves, magnetism and electromagnetism and space physics.

At the end of the two-year Key Stage 4 studies, students will be awarded 3 GCSE qualifications – one in each of Biology, Chemistry and Physics.

Examinations

Students will be entered for either HIGHER or FOUNDATION Tier examinations.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9.
A student taking Foundation Tier will be awarded a grade within the range of 1 to 5.

Students will sit all 6 of their science examinations in June of year 11. (2 examinations for each of Biology, Chemistry and Physics)

Each examination paper is 1 hour 45 minutes long and is worth 50% of the qualification. It is made up of a combination of Multiple choice, structured, closed short answer and open response questions.

Practical requirements

The new GCSEs will require students to carry out:
- a minimum of 8 practical activities for each single Science. The content and skills developed will be assessed in the terminal exam

Assessment of Maths in the science papers

Biology 10%
Chemistry 20%
Physics 30%

What the course could lead on to:

Science provides the perfect platform for pupils to develop lifelong skills such as problem solving, team work, communication and critical thinking. At A level, Students could then opt for one or any combinations of Biology, Chemistry and/or Physics. This could lead to a wide range of careers including medicine, engineering, research or even teaching!
Course Content and Assessment:
The key aims of the GCSE Statistics course are to:
- actively engage students in an accessible and relevant discipline
- help students acquire knowledge and understanding of statistical techniques and concepts
- encourage statistical problem solving
- develop student understanding of the importance and limitations of statistics
- support students in their progression through statistics and other related disciplines.

The content covered can be broadly split into the following headings:
- Planning and data collection
- Processing, representing and analysing data
- Reasoning, interpreting and discussing results
- Probability

Examinations:
The qualification will be achieved through terminal examinations in the summer of Year 11. There is no coursework. The summer of 2019 will be the first year for Statistics to use the new GCSE grading system of 1-9 and will contain more demanding content. Exam papers are available at two levels: Foundation (Grades 1-5) or Higher (Grades 4-9). There will be two exams.

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<th>Paper 1</th>
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<td>2. Processing, representing and analysing data</td>
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This paper assesses statistical methods

This paper includes questions related to the statistical enquiry cycle

What the course could lead on to:
This specification gives students a grounding in statistics, which can enable them to progress to Level 3 qualifications such as:

- GCE in Mathematics and GCE in Further Mathematics

This specification also provides support for and progression to Level 3 qualifications, such as GCE or BTEC, in:

- Biology
- Psychology
- Geography
- Business
- Sociology
- Economics

As well as training and employment where quantitative research methods are used.