

# St Laurence School



Key Stage 4 Curriculum  
2019-2021

Student name \_\_\_\_\_



# Contents Page

			Page
Introduction			3
<b><u>Part 1 – Core Programme</u></b>			
English Language	Mr Chadwick	jamcha@st-laurence.com	11
English Literature	Mr Chadwick	jamcha@st-laurence.com	12
Mathematics	Mr Moody	jammoo@st-laurence.com	13
Combined Science	Mrs Letts	katlet@st-laurence.com	14
PSPE Personal Well Being/Personal and Social Education Awards	Mrs Rhodes	karrho@st-laurence.com	15
Philosophy, Ethics and World Beliefs	Mr Watkin	adawat@st-laurence.com	17
<b><u>Part 2 – Options</u></b>			
Art: Art & Design	Mrs Gallally	meggall@st-laurence.com	19
Art: Graphic Communication	Mr Lawrence	adalaw@st-laurence.com	20
Business Studies	Mrs Barber	laubar@st-laurence.com	22
Computer Science	Miss Harding	jeshar@st-laurence.com	23
Dance	Miss Eyles	sareyl@st-laurence.com	24
Design Technology	Mrs Ainsworth	annain@st-laurence.com	25
Drama	Mr White	simwhi@st-laurence.com	27
Food Preparation & Nutrition	Mrs Dobson	micdob@st-laurence.com	28
French	Mrs Heyes	harhey@st-laurence.com	29
Geography	Mr Hainsworth	thohai@st-laurence.com	30
German	Mrs Heyes	harhey@st-laurence.com	31
History	Mr Bailey	thobai@st-laurence.com	32
Music	Miss Hancock	rebhan@st-laurence.com	33
Physical Education	Mr Taylor	bentay@st-laurence.com	34
Separate Sciences	Mrs Letts	katlet@st-laurence.com	35
BTEC Sport	Mr Taylor	bentay@st-laurence.com	36



## St Laurence School

### **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.

## 14 - 16 CURRICULUM 2018 – 2020

Core						Options		
Maths	English and English Literature	Combined Science	Philosophy & Ethics	PE	PSHE	Option 1	Option 2	Option 3
14%	16%	18%	10%	8%	4%	10%	10%	10%

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.

## 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 have followed the new grading structure since September 2017.

### Reformed GCSEs:

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

**Ofqual**

**New GCSE grading structure**

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

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

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.

## **Testing for Exam Access Arrangements in Year 9: important information for all parents**

Some students are entitled to additional support in their GCSEs, known as examination access arrangements. Such arrangements could include a candidate having extra time, using a computer, having access to a computer reader, having a prompter or using a scribe. Other forms of support are also available. The intention behind an arrangement is to meet the particular needs of individual candidates without affecting the integrity of the exam.

The regulations are set out clearly by the Joint Council for Qualifications (JCQ) and strict guidelines are in place with regard to who may carry out the testing, and under what circumstances candidates may have an access arrangement.

To ascertain whether a student is entitled to an access arrangement, St Laurence follows the procedures set out below:

- The literacy skills (including reading and writing speed) of all students in Year 9 are tested using an online package, *LUCID Exact*. This is one of the forms of testing permitted by the JCQ regulations. Parents are not automatically informed of test scores, which are for internal purposes only. It is considered good practice to screen all students so that previously unidentified needs can be highlighted.
- It is likely, although not guaranteed, that students with a history of special needs/disability (SEND) who have persistent and significant difficulties, which is well -documented and for which the School holds evidence of need, may be entitled to appropriate access arrangements. The specific arrangement is determined by the School's Special Needs Coordinator (SENCo), and is based upon the results obtained from testing using *LUCID Exact*, well-documented evidence of prior need and teacher evidence, in accordance with JCQ regulations.
- Occasionally, students who do not have a prior history of SEND show, through their *LUCID Exact* results, that they may be entitled to an access arrangement. Should this happen, teaching staff are asked to monitor progress and performance in class and assessments, and this may lead to further testing, depending on the teacher's feedback. We do not inform parents at this stage. This is to avoid unnecessary worry; it is worth noting that a low score on *LUCID Exact* can arise because a student has taken his/her time with the assessment, and we have noticed that this applies especially in the reading speed section of the *LUCID Exact* test. Therefore, a low score is not necessarily an indication that a student has a particular need.
- Teachers are consulted at all stages of the process, as their evidence is vital if an application for an access arrangement is to be considered. Applications can be made during Year 10 if concerns arise, and even at the start of Year 11 in very rare circumstances, but in all cases the application must reflect a candidate's 'normal way of working' in class and in tests/internal assessments. This means that last-minute applications are not permissible. (Please note that in the case of illness/injury/exceptional circumstances prior to the Year 11 exams, a case may be made for 'special consideration.' This is a different procedure and contact should be made with the School's Examinations Officers should the need arise).

- In rare cases, where further testing indicates a potential underlying need which has not previously been identified, further discussions with teaching staff and students will be held. We do not inform parents at this stage until the outcome of teacher/student discussion is known. For some students, exam technique can lie at the heart of any difficulties, rather than a specific, persistent and long-term need. Individual subject teachers will advise parents where exam technique needs to be addressed. It is therefore essential that individual discussions are held with students to get a true picture of student need. A member of the AEN team usually speaks to a student privately during tutor time. **If a parent/carer feels that such a discussion would be inappropriate, please inform the School as soon as possible, so that alternative arrangements can be considered.**
- When an application for an Access Arrangement is made, parents will always be informed by letter and will be invited to make contact with a member of the Additional Educational Needs team to discuss the issue further, if required.
- If you have any questions relating to the above, please contact Mrs Ridyard, SEN Administrator on [joarid@st-laurence.com](mailto:joarid@st-laurence.com) or by telephone on 309556



# St Laurence School

## 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:

During Term 3, Year 9s will be discussing their GCSE Options in their PSHE lessons and they will also meet with their tutor to talk through what they are interested in studying.

<b>w/c Monday 21 January</b>	Options launch to students
<b>Thursday 24 January</b>	Options Evening for parents and students
<b>Thursday 7 February</b>	Subject Consultations with class teachers
<b>Wednesday 27 February</b>	Choices form to be returned to Student Reception

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 and work experience but indirectly, in many different ways, for example 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 Smith
- A note via the Student Reception requesting an interview
- Email [careers@st-laurence.com](mailto:careers@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:

<b>Person</b>	<b>Role</b>	<b>Contact</b>
Mr Dutton	Assistant Head (Curriculum, standards, Assessment)	ILC
Mr Hainsworth	Director of Learning and Progress (KS4)	ILC
Mrs Smith	Careers Administrator	ILC (9:30 til 12:00) <a href="mailto:careers@st-laurence.com">careers@st-laurence.com</a>
Heads of House		Via Student Reception
Assistant Heads of House		

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  
PSPE and Personal and Social Education  
Philosophy, Ethics and World Beliefs  
Core PE

**These are all subjects that you must study**

<b>GCSE English</b>	<b>Examination Board</b>	<b>Eduqas</b>
	<b>Syllabus Number</b>	<b>Lang: C700 Lit: C720</b>

**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.

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.

**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.

<b>GCSE Mathematics</b>	<b>Examination Board</b>	<b>AQA</b>
	<b>Syllabus Number</b>	<b>8300</b>

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.

# GCSE Combined Science

<b>GCSE Combined Science</b>	<b>Examination Board</b>	<b>AQA</b>
	<b>Syllabus Number</b>	<b>8464</b>

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>

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 nine, one 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!

## **P.S.P.E (P.S.H.E / and Core P.E)**

### **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. AQA portfolios will be presented, as part of the Level 2 award, for 4 units (see next page).

Through the 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.

# Personal and Social Education awards

<b>Personal and Social Education</b>	<b>Examination Board</b>	<b>AQA</b>
	<b>Syllabus Number</b>	<b>5800</b>

All students will follow the AQA teacher selected combination of units. The majority of students will be completing the Level 2 awards.

The Level 2 awards (4 units) will be based on approximately 76 guided learning hours. Students are assessed on each unit, each worth 2 credits. The skills developed will be their ability to plan, research, develop and critically evaluate their work.

### **Course Content and Assessment:**

This specification provides the opportunity to:

- Focus on active learning and learner participation
- Place value on the learners experiences and contributions
- Encourage learners to apply their knowledge and understanding in making decisions
- Take responsibility and develop relationships
- Promote self – development, realising choices and opportunities available to them
- Enhance learners awareness and confidence of topics covered in KS4 PSHE

The Skills and knowledge acquired will be relevant and transferable in both educational and career settings.

This specification provides a range of opportunities to develop learner’s functional skills and Personal, Learning and thinking skills (PLaTs).

The units will be taught in a variety of contexts, including the use of ICT and practical elements.

Students will be assessed against each unit criteria. There is no exam. A portfolio of work will be submitted for each unit.

# GCSE Philosophy, Ethics and World Beliefs

<b>GCSE Philosophy, Ethics and World Beliefs</b>	<b>Examination Board</b>	<b>WJEC Eduqas</b>
	<b>Syllabus Number</b>	<b>GCSE 1 – 9 Route A C120P3</b>
<p><b>WHAT IS PHILOSOPHY, ETHICS AND WORLD BELIEFS?</b> 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</p> <p><b>Course Content and Assessment:</b> 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 %)</p> <p><b>Examinations:</b> All Year 11 will be entered for the full course examination. This will consist of 4 hours’ worth of exams</p> <p><b>What the course could lead on to:</b> 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.</p>		

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  
Computer Science  
Dance  
Design Technology  
Drama  
Food and Nutrition  
French  
Geography  
German  
History  
Music  
Physical Education  
Separate Sciences

BTEC

BTEC Sport

# GCSE Art & Design (Fine Art)

<b>GCSE Art and Design (Fine Art)</b>	<b>Examination Board</b>	<b>AQA</b>
	<b>Syllabus Number</b>	<b>8202</b>

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 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.

# GCSE Art & Design (Graphic Communication)

## GCSE Art and Design (Graphic Communication)

Examination Board	AQA
Syllabus Number	8203

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 (traditional sketchbook or digitally), 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. This could be traditionally presented in a sketchbook or digitally.

## **Assessment Objectives:**

**AO1:** Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding..

**AO2:** Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

**AO3:** Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

**AO4:** Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

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

## **Knowledge and understanding**

Candidates will be expected to show knowledge and understanding of:

- How ideas, feelings and meanings are conveyed and interpreted in images, artefacts and products in their chosen area(s) of study within Graphic Communication
- A range of art, craft and design processes including two and/or three-dimensions and traditional and new media and technologies
- How images, artefacts and products relate to social, historical, vocational and cultural contexts.
- A variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures and their contribution to continuity and change in society in their chosen area(s) of study within Graphic Communication
- A working vocabulary and knowledge of specialist terms relevant to specialism.

## **Skills and Techniques**

Candidates will be expected to demonstrate skills and techniques in the context of their chosen area(s) within Graphic Communication:

- Showing an awareness of meaning, function, style and scale in relation to their chosen area(s) of Graphic Communication
- Making an appropriate use of colour, line, tone, shape and form in their work
- Interpreting a brief and working within its constraints, and/or responding to an idea, concept or issue
- Displaying an appreciation of appropriate uses of typography (including hand lettering, calligraphy and graffiti), signs and symbols
- Showing an awareness of a variety of materials, techniques and genres within their chosen area(s) of Graphic Communication
- Being aware of the intended audience or purpose of their chosen area(s) of Graphic Communication
- Providing evidence of the use of safe working practices.

<b>GCSE Business</b>	<b>Examination Board</b>	<b>Edexcel</b>
	<b>Syllabus Number</b>	<b>1BS0</b>

### What do I need to know before taking this course?

Business is front-page news. The way companies operate is under greater scrutiny than ever before, while TV programmes like The Apprentice and Dragon's Den have raised the profile of Business to a new generation. This course is designed to use real world business case studies to enable students to engage with, explore and understand business behaviour and develop a critical understanding of what business is and does. If you are interested in the world of business, or would like to start your own business, then the GCSE in Business would be a great option to choose.

### Course Content and Assessment:

#### Theme 1 – Investigating small business (paper code 1BS0/01)

In year 10 you will study five units:-

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

#### Theme 2 – Building a Business (paper code 1BS0/02)

This unit allows the further study of topics explored in theme 1.

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making product decisions
- Topic 2.4 Making Financial decisions
- Topic 2.5 Making human resource decisions

### Assessment Overview:

Paper 1 assesses theme 1 for 50% of the GCSE

It is 90 minutes and includes calculations, multiple choice, short and extended writing questions

Paper 2 assesses theme 2 for 50% of the GCSE

It is 90 minutes and includes calculations, multiple choice, short and extended writing questions

### Progression

Ideal for students interested in business-related careers such as marketing, human resources, finance, retail or general management. It is a useful preparation for the world of work or as a route into a broad range of university courses.

# GCSE Computer Science

<b>GCSE Computing Science</b>	<b>Examination Board</b>	<b>OCR</b>
	<b>Syllabus Number</b>	<b>J276</b>
<p>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.</p> <p><b>Course Content and Assessment:</b> The course will allow students to develop analytical and problem solving skills as well as investigate computer programming. Assessment will cover three skill areas:</p> <ul style="list-style-type: none"><li>• Recall, select and communicate knowledge of computer technology</li><li>• Apply knowledge, understanding and skills to solve computer programming problems</li><li>• Analyse, evaluate, make judgements and present conclusions</li></ul> <p>Homework will be set weekly and may come in a variety of formats. It could be written, research based or online based.</p> <p><b>Examinations:</b></p> <p><b><u>Computer systems</u></b></p> <ul style="list-style-type: none"><li>• Systems architecture</li><li>• Memory</li><li>• Storage</li><li>• Wired and wireless networks</li><li>• Network typologies, networks and layers</li></ul> <p>40% 1.5HR Exam</p> <p><b><u>Computational thinking, algorithms and programming</u></b></p> <ul style="list-style-type: none"><li>• Algorithms</li><li>• Programming techniques</li><li>• Producing robust programs</li><li>• Computational logic</li><li>• Translators and facilities of languages</li><li>• Data representation</li></ul> <p>40% 1.5HR Exam</p> <p><b><u>Programming project</u></b></p> <ul style="list-style-type: none"><li>• Programming techniques</li><li>• Analysis</li><li>• Design</li><li>• Development</li><li>• Testing and evaluation and conclusions</li></ul> <p>20% Controlled Assessment</p> <p><b>What the course could lead on to:</b> 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:</p> <ul style="list-style-type: none"><li>• Computer programmer</li><li>• Computer game developer</li><li>• Cryptanalyst</li><li>• App Inventor</li></ul>		

<b>GCSE Dance</b>	<b>Examination Board</b>	<b>AQA</b>
	<b>Syllabus Number</b>	<b>8236</b>

### 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 (e.g. posture and co-ordination) and good studio practice.
- The body (e.g. 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.

<b>GCSE Design Technology</b>	<b>Examination Board</b>	<b>AQA</b>
	<b>Syllabus Number</b>	<b>8552</b>

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 1 - 9

- 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.

GCSE Drama	Examination Board	AQA
	Syllabus Number	8261

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 one 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.

# GCSE Food Preparation and Nutrition

<b>GCSE Food Preparation &amp; Nutrition</b>	Examination Board	AQA
	Syllabus Number	8585

Do you like a practical challenge? Do you enjoy working with food? Would you like to be 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
- Multiple choice questions (20 marks)
- Plus five questions, each with a number of sub questions (80 marks)

**Non-exam assessment (NEA)** 50% of GCSE  
Two tasks will be set by the AQA exam board

**Task 1: Food investigation**  
This task assesses students' understanding of the working characteristics, functional and chemical properties of ingredients. You will devise your own hypothesis and plan practical investigations to help draw conclusions in relation to the task set.

You will produce a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

**Task 2: Food preparation assessment**  
This task assesses your knowledge, skills and understanding. You will conduct research and plan some practical work to showcase a variety of technical skills. You then plan, prepare, cook and present a final menu of three dishes, appropriate to the task in a three-hour practical exam.

You present a written or electronic portfolio including photographic evidence of all the practical work undertaken.

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

<b>GCSE French</b>	<b>Examination Board</b>	<b>Edexcel</b>
	<b>Syllabus Number</b>	<b>1FRO</b>

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.

<b>GCSE Geography</b>	<b>Examination Board</b>	<b>Edexcel</b>
	<b>Syllabus Number</b>	<b>1GB0</b>

*“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.

<b>GCSE German</b>	<b>Examination Board</b>	<b>Edexcel</b>
	<b>Syllabus Number</b>	<b>1GNO</b>
<p>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.</p> <p>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.</p> <p><b>Course Content and Assessment:</b> You will study German in relation to the following themes:</p> <ul style="list-style-type: none"> <li>- Identity and culture</li> <li>- Local area, holiday, travel</li> <li>- School</li> <li>- Future aspirations, study and work</li> <li>- International and global dimension</li> </ul> <p>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.</p> <p><b>Examinations:</b></p> <p><b>Paper 1 Listening and understanding in German</b> – 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</p> <p><b>Paper 2 Speaking in German</b> – 25%. You will be recorded completing three different tasks; a role-play, a picture-based task and a conversation.</p> <p><b>Paper 3 Reading and understanding in German</b> – 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.</p> <p><b>Paper 4 Writing in German</b> – 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.</p> <p><b>What the course could lead on to:</b> 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.</p>		

<b>GCSE History</b>	<b>Examination Board</b>	<b>AQA</b>
	<b>Syllabus Number</b>	<b>8145 GA</b>

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?...

<b>GCSE Music</b>	<b>Examination Board</b>	Edexcel
	<b>Course Code</b>	1MU0

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 1MU/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.

# GCSE Physical Education

<b>GCSE Physical Education</b>	<b>Examination Board</b>	<b>AQA</b>
	<b>Syllabus Number</b>	<b>8582</b>

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/ Hurling / Lacrosse/ Netball/ Rowing/ Rugby / Rugby Union / Squash/ Table tennis / Tennis / Volleyball

### Individual Activity List:

Amateur boxing/ Athletics/ Badminton/ Canoeing/kayaking (slalom)/ rowing or sculling/ Canoeing/ kayaking (sprint) / Cycling Track or Road Cycling/ Dance/ Diving Platform / Golf/ Gymnastics (artistic)/ Equestrian/ Rock climbing/ Skiing Outdoor/ indoor/ Snowboarding outdoor or Indoor on snow/Squash/ Swimming/ Table Tennis/ Trampolineing

### 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.

# GCSE Separate Sciences

<b>GCSE Separate Sciences</b> <b>Biology, Chemistry and Physics</b> (equivalent to 3 GCSEs)	<b>Examination Board</b>	<b>AQA</b>
	<b>Syllabus Number</b>	<b>Biology 8461</b> <b>Chemistry 8462</b> <b>Physics 8463</b>

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 x 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 –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!

<b>BTEC Sport</b>	<b>Examination Board</b>	<b>Edexcel</b>
	<b>Syllabus Number</b>	<b>600/4779/3</b>

A BTEC First Award is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. As well as learning about the employment area you have chosen, you will develop knowledge, understanding and skills that they need to prepare for employment.

**Course Content**

This qualification is taught over 120 guided learning hours (GLH). It has mandatory and optional specialist units.

These include:

- \* Three mandatory units (totalling 90 GLH)
- \* One optional specialist unit (totalling 30 GLH)

What Subjects will you study?

Mandatory units

Unit 1 - Fitness for Sport and Exercise (Externally assessed)

Unit 2 - Practical Performance in Sport (Internally assessed)

Unit 3 - Applying the Principles of Personal Training (Internal synoptic)

Optional Units

Unit 6 - Leading Sports Activities (Internally assessed)

**How the course is assessed**

You will carry out tasks/assignments throughout the course. Your teacher will mark these and you will receive feedback on how you are getting on throughout the course.

For Unit 3 assessment, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

The assessment for Unit 1 is an on screen exam which is marked by Pearson.

## NOTES

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