

**GCSE
OPTIONS BOOKLET
2016 - 2018**

What GCSE subjects are compulsory?

All pupils initially study English, English Literature, Mathematics and Science, in which the three components (Biology, Chemistry and Physics) are studied, leading to two GCSEs in Science.

What GCSE subjects may I choose?

Abbotsholme School offers you a further choice of 12 subjects at GCSE level.

Art	French
Business Studies	Geography
Design and Technology: Food Technology	History
Design and Technology: Resistant Materials	Music
Drama	Physical Education
Environment and Land Based Science	Spanish

Most GCSE students here will study 9 GCSE subjects although a small minority of students may take one less subject from the option block system, as advised by the Learning Skills Department and the Director of Curriculum.

In addition to this, a number of periods per week will be used to further broaden the Key Stage 4 education. We will offer lessons in Life, Religion and Citizenship, Physical Education, Games and two lessons a week of Expectations. The PSHE programme will also address many personal, social and global issues such as ethics, sex and drugs education, racism, crime and punishment.

An Overview of the GCSE Courses

Subject	Board	Code
Art & Design	Edexcel	AD01
Biology A	OCR	J247
Business Studies	Edexcel	2BS01
Chemistry A	OCR	J248
Design and Technology: Food Technology	WJEC	0007
Design and Technology: Resistant Materials	Edexcel	2RM01
Drama	AQA	J316
English Language	AQA	8700
English Literature	AQA	8702
Environment and Land Based Science	OCR	J271
French	AQA	8658
Geography	Cambridge	0460
History	AQA B	9145
Mathematics	Edexcel	IMA1
Music	OCR	J536
Physical Education	Edexcel	IPEO
Physics A	OCR	J250
Science: Combined Sciences A	OCR	J250
Spanish	AQA	8698

For the purpose of timetabling, the option subjects will be arranged into four blocks which are given an equal time allocation of 4 periods per week; these courses terminate at the end of Year 11. Lessons in all the subjects in one block are taught simultaneously therefore only **ONE subject** may be taken in each block.

Due to the numbers expressing interest in some subjects, these option blocks will be fixed after you have made your choices in February. They will then be fixed in order to produce the school timetable. If a pupil cannot study the subjects of their choice, the Director of Curriculum will discuss alternatives before the end of March. It may be possible to make changes to subject choices thereafter, but any changes will have to conform to the option blocks then in place. Choices must be returned to the Director of Curriculum, Mr. G. C. Selwyn, by **Friday 12 February**.

How do I choose my GCSE subjects?

You should choose your option subjects carefully, as changing your option choices throughout Year 10 will result in you having to catch up with written work and previous assignments independently. Changes after the end of September are not possible due to the amount of work missed.

Your choice of GCSE subjects will be determined by four important factors:

- Your ability and/or aptitude for all four subjects
- Your interest and enthusiasm for all your chosen subjects
- The relation of your chosen subjects to each other
- Your plans for higher education and a career

Some of you already have a clear idea of your chosen career and therefore of the subjects you must choose for GCSE. For most of you, the subjects you are good at will also be the ones you like and they will, therefore, probably combine well with each other. However, many of you have not yet decided on a career path and for you the choice can be bewildering.

You can find details of the content and assessment procedures of these courses later in the booklet.

You should consult as widely as possible before making any decision.

Heads of Department will offer you advice on your ability in the subject and will give you further details on the course content and nature of assessment.

Your tutor will give you an overall picture of your academic programme and will be first point of contact for your parents.

The Staffordshire Careers Advisor and the School's Careers Advisor will give specific advice on subject requirements and qualifications needed for various future careers.

The Headmaster (Mr. Fairclough), Head of Learning Skills (Mrs. Donnachie) and Director of Curriculum (Mr. Selwyn) are always available to discuss with you any of the above in consultation with the staff already mentioned.

Once you have made a preliminary choice about your GCSE subjects, the Director of Curriculum will carefully check through your academic programme to ensure that you have made an appropriate selection for your future plans and have chosen subjects which are appropriate to your strengths. If you wish to change your option choices at a later date, full discussions must take place with the specific Heads of Department, Tutor and Director of Curriculum, and the final confirmation of change must be made in writing by your parents.

Changes afoot

The government has introduced a number of changes to the GCSE qualifications. There are significant changes to the structure in most subjects. English and Mathematics started teaching new courses in September 2015. Geography, History, Sciences, French, Spanish, Art, Drama, Music and Cooking will deliver new courses in September 2016. At the heart of these changes is a change to the controlled assessment element, and the change to numerical grades 9 – 1. 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 achieve an A and above. The bottom of grade 1 will be aligned with the bottom of grade G. The top 20% of those who get grade 7 or above will get a grade 9 – the very highest performers. Grade 5 will be positioned on the top third of the marks for the current grade C and bottom third of the marks for the current grade B. This will mean it will be of greater demand than the current grade C. The new grading system does not apply simply, but a rough equivalence is shown below:

New 9 – 1 grade system	Old A* - G grade system
9	A*
8	A*/A
7	A
6	B
5	B/C
4	C
3	D/E
2	E/F
1	F/G

Details of all GCSE syllabuses can be found on the following websites:

www.aqa.org.uk

www.edexcel.org.uk

www.ocr.org.uk

www.wjec.co.uk

NOTE: In the unlikely event that a GCSE course is undersubscribed Abbotsholme School reserves the right to withdraw the course for that academic year.

The Timetable of GCSE choices and beyond

	Year 9
January	Parents' and GCSE Options Evening
February	Assessments Firm GCSE choices made
March	Assessments
May	Assessments
June	School Examinations Full school report to parents

	Year 10
September	Confirmation of GCSE choices Introduction to study skills Hikes
October	Assessments Parent's Evening
December	Assessments
February	Assessments
March	Full school report to parents
May	Year 10 Camps Parents' Evening Assessments
June	Internal Examinations Morrisby tests with follow up careers interviews
July	Assessments

	Year 11
September	Hikes
October	Assessments
November	Morrisby tests with follow up careers interviews
December	Mock examinations Full school report to parents
January	Parents' and AS Options Evening
February	Assessments
March	Assessments Firm A level choices made
May	Assessments External GCSE Examinations
June	External GCSE Examinations Full school report to parents
August	GCSE results and confirmation of Sixth Form places

ART & DESIGN

The department follows the Edexcel Art & Design syllabus. The Art and Design course breaks down into two distinct phases and involves a coursework element and an end of course examination.

Year 10

All pupils follow a general course, working in a number of specific areas within the Art Department that may include painting, drawing, graphic design, computer work and sculpture. All work produced contributes to the creation of an Art and Design portfolio which is the major coursework unit. Work for this will span across Year 10 and 11.

Year 11

A pupil may opt to specialise in one of the aforementioned areas (known as focused courses) or continue to work across an array of disciplines (known as broad-based courses). Both types of course carry equal status in terms of final certification.

Coursework Portfolio (60% of final mark)

The portfolio will consist of a sustained project based on two themes: Mechanical Forms and Organic Forms. It is made up of more than one piece of art work and a candidate must demonstrate to the examiner his/her 'working process' (via sketches, notes, studies etc.) as well as the final product or products. In addition they must evaluate their art and make informed connections with the work of professional artists and designers (from the past or present). During the first term in Year 11 pupils will create their final outcome, developed independently through discussion with the teacher.

Examination (40% of final mark)

Takes place at specified dates in April – May in any given year. The exam topic (a broad based thematic starting point set by the examining board) is given to the candidate a number of weeks prior to the actual exam in order that preliminary studies can be carried out. Subsequently these studies form the starting point of an exam of 10 hours duration.

BUSINESS STUDIES

Edexcel Syllabus code 2BS01

Introduction

Knowledge of how and why businesses operate will be of great relevance to all young people, as they finish their education and enter the world of work. Businesses are part of our everyday lives, providing us with the products we need, communicating relentlessly with us through advertising, providing employment and inventing new products and services that transform how we live. This course focuses on what businesses are and how they organise themselves to achieve their objectives.

The course provides an excellent foundation for studying Business Studies at A level but is not a pre-condition for entry onto that course.

Aims

The specification states the aims as follows

- Actively engage pupils in the study of business and to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Use a critical approach to distinguishing between fact and opinion, build arguments and make informed judgements.
- Develop and apply knowledge to contemporary issues in a range of local, national and global contexts.
- Appreciate the range of perspectives of different stakeholders in business.
- Consider the extent to which business activity is sustainable and ethical.

Course Content

Unit 1: Setting up a Business (25% of GCSE)

This introduces candidates to the issues involved with setting up a small business:

This unit concentrates on the key issues and skills involved in enterprise. It provides a framework to consider the marketing, financial, human and operational issues involved in starting and running a small business. This unit contains five topic areas.

Topic 1.1 Spotting a business opportunity

- Businesses
- Understanding customer needs
- Market mapping
- Competition
- Adding Value
- Franchising

Topic 1.2 Showing enterprise

- What is enterprise?
- Thinking creatively

- Questions to be asked
- Invention and innovation
- Taking a calculated risk
- Important enterprise skills

Topic 1.3 Putting a business idea into practice

- Objectives when starting up
- Qualities shown by entrepreneurs
- Estimating revenues, costs and profits
- Forecasting cash flows
- The business plan
- Obtaining finance

Topic 1.4 Making the start-up effective

- Customer focus and the marketing mix
- Limited liability
- Start up legal and tax issues
- Customer satisfaction
- Recruiting, training and motivating staff

Topic 1.5 Understanding the economic context

- Demand and supply
- The impact of interest rates
- The impact of exchange rates
- The impact of the business cycle
- Business decisions and stakeholders

This unit will be externally assessed.

- Written examination: 45 minutes.
- The paper is untiered and consists of multiple-choice questions.
- Students are required to answer all questions.
- The paper will be marked out of 40.
- Formulae will not be supplied with the question paper

Unit 2 – Controlled Assessment (25% of GCSE)

Content overview Unit 2 contains the content of Unit 1 Introduction to Small Business.

In this unit, students will use the content to research, analyse and evaluate a selected task on enterprise issues.

Assessment overview

This unit will be internally assessed:

- Students select one Edexcel-set task from a choice of five. Tasks are changed annually.
- Researching the task should take approximately two curriculum weeks of time (a maximum of six hours) and can be completed under limited supervision. The writing-up session(s) should take approximately one week of curriculum time (a maximum of three

hours) and must be completed under formal supervision. Students must produce their final write-up of the task individually.

• Each task will be marked out of a total of 40, across the following skill areas:

- research (12 marks)
- present information/data (8 marks)
- analysis (12 marks)
- evaluation (8 marks).

Unit 3: Build a Business (50% of GCSE)

This unit builds on Units 1 and 2 and examines how a business develops beyond the start-up phase. It focuses on practical methods used to build up a business, with an emphasis on aspects of marketing, customer service, financial and people management. It also considers the impact of the wider world on the success or failure of a business.

Students need to appreciate that organisational success requires an understanding of the business as a whole: the interactions between departments and the relationship between the business and outside forces.

This unit consists of five topic areas.

Topic 3.1 Marketing

- Market research
- Product trial and repeat purchase
- Product life cycle
- Branding and differentiation
- Building a successful marketing mix

Topic 3.2 Meeting customer needs

- Design and research development
- Managing stock and quality
- Cost effective operations and competitiveness
- Effective customer service
- Meeting consumer protection laws

Topic 3.3 Effective financial management

- Improving cash flow
- How to improve profits
- Breakeven charts and analysis
- Financing growth

Topic 3.4. Effective people management

- Organisational Structure
- Motivation theory
- Communication
- Remuneration

Topic 3.5 The wider world affecting business

- Ethics in business
- Environmental issues
- Economic issues affecting international trade
- The impact of government
- The impact of the EU

Assessment overview

This unit will be externally assessed.

- Written examination: 1 hour 30 minutes.
- Students will be required to answer all questions.
- The paper is untiered and divided into three sections. Questions will require a mixture of multiple-choice selection, short- and extended/ long-answers. Sections B and C will both consist of questions based on a scenario given in the paper.
- The paper will be marked out of 90

Assessment Objectives

The pupils will be assessed on their ability to

- Recall, select and communicate knowledge.
- Apply knowledge in different contexts, plan and carry out investigations.
- Analyse and evaluate evidence and make reasoned judgements.

CATERING

These details will change when the new specification has been agreed by QCA

A course in Catering offers a unique opportunity in the curriculum for candidates to develop their knowledge and extend their skills within catering in a vocational context. It will provide opportunities to develop candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work.

The specification encourages the investigation and study of catering in a variety of contexts. In these contexts the candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of resources.

Catering (Units 1 and 2)

These units concentrate on the food preparation and service aspect of the hospitality and catering industry.

Throughout the course of study, it would be beneficial to candidates for the centre to develop links with local establishments, industry and FE colleges. Such links will ensure candidates gain realistic work related experiences.

Areas of study:

- The industry – food and drink.
- Job roles, employment opportunities and relevant training.
- Health, safety and hygiene.
- Food preparation, cooking and presentation.
- Nutrition and menu planning.
- Costing and portion control.
- Specialist equipment.
- Communication and record keeping.
- Environmental considerations.
- The assessment for each unit will be as follows

UNIT 1: Catering skills related to food preparation and service

(Controlled Assessment (45 hours 60%))

(i) **Task 1: [20%]. One** task to be selected from a bank of **three** tasks set by WJEC. Internally assessed using WJEC set criteria and externally moderated. Duration up to 15 hours.

(ii) **Task 2:** [40%]. **One** task to be selected from a bank of **three** tasks set by WJEC. Internally assessed using WJEC set criteria and externally moderated. Duration up to 30 hours to commence in the second half of the course.

Unit 2: Catering, food and the customer

(Written Paper (1 ¼ hours 40%))

An untiered paper externally set and assessed. Candidates will be required to respond to short-answer, structured and free response questions drawn from all the areas of study of the unit.

Some questions will require extended writing and will assess the quality of written communication. The paper will be presented in the form of a question and answer booklet.

DESIGN AND TECHNOLOGY

Examination board: Edexcel

SYLLABUS: Design & Technology: Resistant Materials Technology (RMT)

The qualification enables students to:



- Actively engage in design and technology 'learning by doing'
 - make decisions, consider sustainability and combine skills with diverse knowledge and understanding in order to design and make quality products
 - Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
 - analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- Develop decision-making skills through individual and collaborative working
 - understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle
 - Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

How will I be assessed?

GCSE RMT consists of two units:

Unit 1	Creative Design and Make Activities	*Unit code: 5RM01
• Internally assessed		60% of the total GCSE
Unit 2	Knowledge and Understanding of Resistant Materials Technology	*Unit code: 5RM02
• Externally assessed		40% of the total GCSE

You will have the option of completing your coursework (unit 1) in two different ways: Through a combined design and make activity where you design a product and then make a model OR through separate design and make activities where you design one product and make another.

The examination (unit 2) will be based on a structured exam paper which your teacher will be able to guide you through. Everything that you need to learn for this unit is set out in the syllabus so your teacher will know exactly how to prepare you for the exam.

Unit 1 content	Assessment
<p>Coursework</p> <p>Overview of content</p> <p>Students can either design and make one product or different products.</p> <p>Students will develop skills in researching, designing, reviewing, planning, making, testing and evaluating.</p> <p>Overview of assessment</p> <p>This unit is internally assessed under controlled conditions.</p> <p>Students must complete a design and make activity. These activities can be linked (combined design and make) or separate (design one product, manufacture another).</p> <p>Centres will choose a task(s) from a range provided by Edexcel (available on our website at the start of each academic year). These tasks can be contextualized to best suit centre-specific circumstances.</p> <p>All work, with the exception of research and preparation, must be done under informal supervision. Research and preparation may be completed under limited supervision.</p> <p>Students need to complete their designing and making within 40 hours of informal supervision.</p> <p>Marking of a task(s) will be carried out by teachers and moderated by Edexcel.</p> <p>There are eight assessment criteria for designing, and five assessment criteria for making.</p>	<p>Internal assessment</p> <p>The coursework is initially assessed internally within school against the exam board criteria. The marks are then submitted and will be moderated by the examination board.</p>
Unit 2 content	External Assessment
<p>Core Knowledge and Understanding</p> <p>Students will develop a knowledge and understanding of a wide range of materials and processes used in design and technology.</p> <p>Students will learn about industrial and commercial practices and the importance of quality checks, and the health and safety issues that have to be considered at all times.</p> <p>The knowledge and understanding students develop in this unit can be easily applied to <i>Unit 1: Creative Design and Make Activities</i>.</p>	<p>This unit is assessed through a 1-hour and 30-minute examination paper set and marked by Edexcel.</p> <p>The examination paper will be:</p> <ul style="list-style-type: none"> • Structured in the same way each year so that it is accessible to all students • A question and answer booklet and all questions are compulsory consist of multiple-choice, short-answer and extended-writing type questions.

This qualification will allow students to study the A-level edexcel Product Design course which continues to develop the skills, knowledge and understanding of students in even more detail, accuracy and complexity.

DRAMA

In the GCSE (9-1) Drama qualification, students will complete three components; one devised performance, one text performance and one written exam. Students must study two different texts in the GCSE course.

Component title	Component overview
Devising Drama Component 01 / 02 Marks: 60 Duration: Dependent on centre Weighting: 30%	Students will create their own <u>devised performance</u> . <ul style="list-style-type: none">➤ This will be based on a <u>chosen stimulus</u> from the exam board stimulus paper¹.➤ In addition to the performance, students will be marked on an <u>accompanying portfolio</u> with evidence of the process and decisions made whilst creating and developing their performance.
Presenting and Performing Texts Component 03 / 04 Marks: 60 Duration: Dependent on centre Weighting: 30%	Students will take part in a showcase, demonstrating their chosen skills in a <u>live performance</u> . <ul style="list-style-type: none">➤ Students will perform in or design for <u>two performances from one text</u>.²➤ Students will be required to produce an <u>accompanying document</u> which outlines their intentions for and approach to the performance showcase.
Drama: Performance and Response Component 05 Marks: 80 Duration: 1 ½ hours Weighting: 40%	This component requires students to study text <i>and</i> performance. <ul style="list-style-type: none">➤ For <u>Section A</u>, students <u>study one performance text</u> in detail from a set list given by the exam board. This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed.➤ In <u>Section B</u>, students will be required to analyse and evaluate a <u>live theatre performance</u> they have seen using accurate subject-specific terminology.

¹ A stimulus can be a photo, song lyrics, a poem, an extract from a script of any style of genre etc.

² Centres can choose from the following plays: Blood Brothers – Willy Russell, Death of a Salesman – Arthur Miller, Find Me – Olwen Wymark, Gizmo – Alan Ayckbourn, Kindertransport – Diane Samuels, Missing Dan Nolan – Mark Wheeler, Misterman – Enda Walsh.

ENGLISH LANGUAGE

The new GCSE course that we are following is designed to inspire and motivate students; it will be challenging and stretch the most able whilst also ensuring that the assessment and texts are accessible to the full range of students.

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Assessment will be through two equally-balanced exam papers.

The reading sources will be related to the topic and theme of the writing tasks and should act as stimulus for writing tasks, providing students with a clear route through each paper.

Paper 1, *Explorations in Creative Reading and Writing*, looks at how writers use narrative and descriptive techniques to engage the interest of readers.

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

- Section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- Section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

Content

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century and the genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

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

Paper 2, *Writers' Viewpoints and Perspectives*, looks at how different writers present a similar topic over time.

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- Section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader

- Section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

Section A will be allocated 40 marks, and section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

Content

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

Spoken Language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students.

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

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

Students will base their presentations on a theme or topic chosen by their teacher with guidance from AQA. Tasks and standards will be exemplified by AQA. Presentations will be on a formal basis and students will need to respond to questions and feedback from the audience. In the assessed piece, students will be required to use spoken Standard English as appropriate.

This specification is designed to be taken over two years with all assessments taken at the end of the course. GCSE exams and certification for this specification are available for the first time in May/June 2017 and then every May/June and November for the life of the specification. This is a linear qualification.

Paper 1: Explorations in Creative Reading and Writing
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> • One extract from a literature prose fiction text (20th or 21st century) <p>Section B: Writing</p> <ul style="list-style-type: none"> • Descriptive or narrative writing

How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) one single text

- 1 short form question (1x4 marks)
- 2 longer form questions (2x8 marks)
- 1 extended question (1x20 marks)

Writing (40 marks) (25%)

- 1 extended writing question

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

- One non-fiction text extract and one literary non-fiction text extract (19th and 20th or 21st century)

Section B: Writing

- Writing to present a viewpoint

How it's assessed

- Written exam 1 hour 45 mins
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1x4 marks)
- 2 longer form questions (1x8, 1x12 marks)
- 1 extended question (1x16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language
What's assessed
How it's assessed

- Presenting
- Responding to questions and feedback
- Use of standard English

- Teacher set throughout course
- Marked by teacher
- Separate endorsement (0% weighting of GCSE)

ENGLISH LITERATURE

Pupils in sets 1 and 2 will study English Literature alongside English Language GCSE. This is a separate GCSE, however, the specification takes a skills-based approach to the study of English literature that is consistent across the genres. It is fully co-teachable with GCSE English Language and students who study both will greatly benefit from the transferable skills learnt across the two subjects.

The assessment is through two untiered, closed book exams. There are extract-based questions in the assessment of the 19th-century novel and the Shakespeare plays.

It offers excellent preparation for AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

All assessments are closed book: any stimulus material required will be provided as part of the assessment. All assessments are compulsory.

Paper 1: Shakespeare and the 19th- century novel
<p>What's assessed</p> <ul style="list-style-type: none">• Shakespeare• The 19th- century novel
<p>How it's assessed</p> <p>Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none">• 64 marks• 40% of GCSE
<p>Questions</p> <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th – century novel: students will answer one question on their novel of choice. They will be required to write in detail about the novel as a whole.</p>

Paper 2: Modern texts and poetry
<p>What's assessed</p> <ul style="list-style-type: none">• Modern texts• Poetry• Unseen Poetry
<p>How it's assessed</p> <ul style="list-style-type: none">• Written exam: 2 hours 15 minutes• 96 marks• 60% of GCSE
<p>Questions</p>

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Literature Texts

Pupils will study one text from column A, one from column B and one text from columns C and D

A Shakespeare	B 19 th century Novel	C Modern Novel	D Modern Drama
Romeo and Juliet Merchant of Venice Julius Caesar Macbeth The Tempest Much Ado About Nothing	Jane Eyre Pride and Prejudice Dr Jekyll and Mr Hyde A Christmas Carol Great Expectations The Sign of Four Frankenstein	Lord of the Flies Animal Farm Anita and Me Never Let Me Go Pigeon English	A Taste of Honey Curious Incident... An Inspector Calls Blood Brothers The History Boys DNA
Taught Poetry			
Power and Conflict Love and Relationships			

ENVIRONMENTAL AND LAND BASED SCIENCE

Introduction

This course follows the OCR syllabus J271. It is an applied science course with full GCSE status and can be taken at Higher or Foundation level.

Content and Teaching

Two modules are studied over the two year course:

- (1) **Management of the Natural Environment:** habitats, soil science, methods of farming, pollution, planning issues, conservation and monitoring the environment.
- (2) **Commercial Horticulture, Agriculture and Livestock Husbandry:** propagation, genetics, nutrition, disease and practical crop production at garden and commercial scale, reproduction, genetics, nutrition, health and disease, practical livestock husbandry.

Fifty percent of the course is taught through practical work on the school farm, estate and allotments. This provides opportunities for pupils to place theory into context, gain practical skills and experience life working in the Land Based Industries. All pupils will be expected to participate in the routine husbandry on the school farm.

Assessment

There are two exams taken in June Year 11. Three pieces of controlled assessment are to be completed, one is a study of the school farm and of the practical work done, the second is a scientifically run investigative project. Finally, pupils are assessed on their ability to carry out four specified practical skills.

The weighting of the assessments is as follows:

Exams		DURATION	WEIGHTING
	Management of Natural Environment	1 hour	20%
	Commercial Horticulture, Agriculture and Livestock Husbandry	1 hour	20%
Total			40%
Controlled assessment Portfolio			
	Practical Skills		20%
	Work Related Report		40%
	Investigative Report		40%
Total			60%
Grand Total			100%

This course is suitable for any pupil who expresses an interest in the subject. It may be particularly useful for those who wish to study Veterinary Medicine/Nursing, Environmental and related Sciences, Geography, Applied Zoology/Plant Sciences and those interested in the Land Based industries such as Rural Management, Surveying, Agriculture, Horticulture, Forestry, Game keeping and Conservation.

FRENCH

French is the language of our closest European neighbours. It is spoken in many other parts of Europe and the world including Canada and many countries in Africa.

In opting to study French you would be able to communicate more confidently and accurately with French speakers and you would learn more about the lifestyle and culture of this vibrant and influential country. Foreign language skills are also essential for many jobs in global businesses such as computing, marketing, and finance.

This course follows the AQA Board of Examinations Code 8658.

The general aim of the GCSE course is to enable pupils to successfully attain a number of objectives in a productive and supportive environment. The main aims are:

- To develop the ability to understand and use French effectively for purposes of practical communication
- To develop the ability to use and understand French both imaginatively and creatively
- To develop an understanding of the grammar of French
- To offer insights into the culture and civilisation of French-speaking countries and communities
- To form a sound base of the skills, language and attitude required for further study, work and leisure

The candidates will be tested in the four main skills; listening, speaking, reading and writing. The four skills are tested at the end of the course by examination. All papers are available at either foundation or higher tier. However, candidates will not be able to mix tiers on different papers.

The teaching style retains a communicative methodology, emphasising the importance of understanding and communicating in everyday situations. A sound knowledge of French grammar is required for success at GCSE and grammar teaching is an integral part of the course.

Course Content

The GCSE course covers three distinct themes, which apply to all four question papers.

Theme 1: Identity and Culture

- (a) Me, my family and friends
- (b) Technology in everyday life
- (c) Free-time activities

Theme 2: Local, national, international and global areas of interest

- (a) Home, town, neighbourhood and region
- (b) Social issues
- (c) Global issues

Theme 3: Current and future study and employment

- (a) My studies
- (b) Life at school
- (c) Education post-16
- (d) Careers choices and ambitions

Four skills are tested in French at GCSE level:

Unit	Type of Tasks	Assessment Method & Weighting (%)
Unit 1: Listening	Understanding and responding to different types of the spoken language.	Examination (higher or foundation) 25%
Paper 2: Speaking	Communicating and interacting effectively in speech for a variety of purposes.	7-12 minutes examination depending on tier of entry (higher or foundation) 25%
Paper 3: Reading	Understanding and responding to different types of written language.	Examination (higher or foundation) 25%
Paper 4: Writing	Communicating effectively in writing for a variety of purposes.	Examination (higher or foundation) 25%

GEOGRAPHY

At GCSE we will follow the Cambridge IGCSE course. Cambridge International Examinations is part of the University of Cambridge. Their courses aim to prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Their qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career.

What will you gain from studying IGCSE Geography?

Learners are encouraged to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

At GCSE you will learn how human and physical processes bring about change and interact at different scales. You will study the UK and other places, geomorphic processes and landscapes; weather and climate; global ecosystems and biodiversity; resources and their management; and cities and global economic development. You will use geographical skills including the use of maps, Geographical Information Systems (GIS), data collection, statistics and fieldwork.

Course Content

There are three main themes:

Theme 1: Population and settlement (includes migration)

Theme 2: The natural environment (earthquakes and volcanoes, rivers and coasts, weather and ecosystems)

Theme 3: Economic development (includes globalisation, food, manufacturing industry, tourism, energy, water and environmental issues)

Assessment

Which Exam Paper ?	What is assessed ?	How long ?	How much is it worth ?
Paper 1- Geographical Themes	Candidates answer three questions, each worth 25 marks. The paper has three sections as per the three themes above.	1 hour and 45 minutes	45%
Paper 2- Geographical Skills	The questions test your skills in interpreting and understanding geographical information including maps.	1 hour and 30 minutes	27.5%
Paper 3- Coursework	A school based project that is a write-up of fieldwork data.	Up to 2000 words	27.5%

Paper 4- Alternative to Coursework	The questions involve an appreciation of a range of techniques used in fieldwork studies.	1 hour and 30 minutes	27.5%
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Please note that candidates are entered for either paper 3 or paper 4, not both. Some students are more suited to coursework and others are more suited to exams. This course allows that flexibility.

What do employers want?

The skills and knowledge you gain from studying geography at GCSE, A Level or university, are relevant to almost all jobs and workplaces. The job market has become increasingly competitive and international. Around 75% of businesses think the UK is in danger of being left behind unless young people learn to think more globally. However, the transferable knowledge and skills developed by studying geography are actively sought out by employers allowing graduate geographers to consistently experience lower than average levels of unemployment.

Geography graduates are currently less likely to be unemployed than graduates who have studied other degrees such as English, history, mathematics, finance and accountancy or computer science.

It is a myth that geographers can only do certain types of jobs. In fact there are a wealth of jobs geographers do spanning almost every employment sector. It is a myth that geographers can only do certain types of jobs. In fact there are a wealth of jobs geographers do spanning almost every employment sector. Geography combines well with many subjects. Taken with sciences like Mathematics, Physics, Chemistry and Biology, Geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences, oceanography and geology; taken with humanities like English, French or History, Geography supports an equally wide range of university courses such as business, law, media, politics and philosophy and is well regarded by employers because the world we live in is changing. Geography can also lead to further training in such areas as the law, accountancy and journalism. The Russell Group of universities has selected it as one of their preferred 'facilitating' A Level subjects to support an application to their degree courses.

“Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world’s current problems boil down to geography, and need the geographers of the future to help us understand them. You will find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities and retail. Studying geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable. Geography illustrates the past, explains the present and prepares us for the future ... what could be more important than that?”

“Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.”

Michael Palin, CBE. Past President of the Royal Geographical Society (with I.B.G.)

HISTORY

GCSE History is examined through AQA History Specification B, course 9145.

Assessment

Assessment is through two equally weighted written papers, each of 1¾ hours which contributes to 37.5% of the final grade. Controlled Assessment makes up the final 25% of the grade.

Paper 1 - International Relations: Conflict and Peace in the Twentieth Century

The Origins of the First World War

Peacemaking 1918 -1919 and the League of Nations

Hitler's Foreign Policy and the origins of the Second World War

Paper 2 - Twentieth Century Depth Studies

This paper is in two sections which cover

Weimar Germany

Hitler's Germany

Conflict in the Middle East

Historical Enquiry – Controlled Assessment

The topic covered will be Britain at War. This makes up the final 25% of the course.

To support this section, the department organises a field study trip to an appropriate Museum.

MATHEMATICS

The format of GCSE Mathematics, along with all other GCSE subjects, is significantly different as we are now using the new specification with first examinations in May/June 2017. The previous A*-G grading system is being replaced by one with grades 9-1, in addition to some structural changes which are briefly described below.

The new GCSE Mathematics content has been divided into six main domains:

1. Number
2. Algebra
3. Ratio, Proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

All six areas are assessed via three end of course (i.e. at the end of Year 11) external examinations. There is no coursework element to the course therefore these exams make up 100% of the assessment. Paper 1 is a non-calculator assessment whereas a calculator is allowed for Papers 2 and 3. All papers are 90 minutes in duration and contribute equally to the overall grade. There are two tiers available: Foundation tier, with grades 1-5 available; and Higher tier, with grades 4-9 available. Students sit all three exams at the same tier.

There are relatively minor changes to (and a small increase in) the content but a change in style means that there is no longer a requirement to assess quality of written communication and functional elements. This should make the contents of the course more accessible to students who have difficulty picking out the key parts of a questions or understanding exactly what is required of them. However a lot more problem solving and applied questions will be asked.

There will usually be three Mathematics sets in Year 10, arranged according to ability. All sets are taught at the same time and the Mathematics department have a certain degree of flexibility to move students between sets if required throughout the course; we meet regularly to discuss such cases.

Students in set 1 and some of set 2 will enter GCSE at Higher tier. Set 3 and some of set 2 will normally enter at Foundation tier. However, all of set 2 will initially study Higher tier content, until at least Year 11 when a decision is made on which tier is most appropriate for each student on an individual basis.

GCSE Mathematics is an important foundation for many courses and careers. Almost all jobs and careers require a Mathematics GCSE, but the following are some that use Mathematics extensively:

Economics	Medicine	Architecture
Engineering	Accountancy	Teaching
Psychology	Computing	Banking
Insurance	Marketing	Pharmacy
Science	Environmental Studies	Business Management

MUSIC

The Music Department will be following the **OCR Specification (J536)**

Overview of the course

- (i) **Integrated Portfolio** - 30% of the total marks
A performance on the pupil's own instrument and a composition
- (ii) **Practical Component** - 30% of the total marks
An ensemble performance and a composition to a brief set by OCR
- (iii) **Listening and Appraising** - 40% of the total marks
A written paper with CD, assessing knowledge and understanding of Areas of Study 2, 3, 4 & 5

The Areas of Study are:

- 1 The pupil's own instrument on which they will be expected to develop their performing skills
- 2 The Concerto through time
- 3 Rhythms of the world
- 4 Film music
- 5 Conventions of pop

Assessment:

Both the integrated Portfolio and the Practical Component will be marked by the teacher and then moderated by the examination board. The Listening and Appraising component will be externally marked by the examination board.

PHYSICAL EDUCATION

Exam Board: Edexcel

There is an increased emphasis on the theoretical content now worth 60% and assessed through written examination.

GCSE will be graded 9-1 rather than A*-G, where 9 is the top grade.

The requirements for carrying out and assessing Non-Examined Assessment (NEA) have changed. NEA is worth 40% comprising of practical performance and performance analysis, both of which will be internally assessed and externally moderated:

- practicals are now 30% of the NEA and candidates must be assessed in three activities - one team activity, one individual activity and a free choice from the list published by the DfE
- students will be assessed in the role of player/performer only from the DfE's prescribed list of activities
- performance analysis is worth 10% of the NEA.

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes 36% of the qualification
90 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions.

Calculators can be used in the examination.

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes 24% of the qualification
70 marks

Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions.

Calculators can be used in the examination.

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated 30% of the qualification marks (marks per activity)

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview

The assessment consists of students completing three physical activities from a set list. One must be a team activity.

One must be an individual activity.

The final activity can be a free choice.

Students will be assessed against set assessment criteria found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria document on our website.

Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated 10% of the qualification

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

These will be assessed by the teacher and moderated by Pearson.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

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

SCIENCE

OCR Combined Science A (Gateway Science)

For GCSE Science most students will study OCR Combined Science A. The course is divided into the three Sciences; Biology, Chemistry and Physics. Each of the Sciences is divided further into topics, each covering different key concepts. Students will do examination papers in the individual Sciences at the end of Year 11, but will be awarded two GCSE grades for 'Combined Science'.

The aim of the course is to:

- Develop scientific knowledge and conceptual understanding
- Develop understanding of the nature, processes and methods of Science
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills
- Develop the ability to evaluate claims based on Science through critical analysis

Topics covered

Biology	Chemistry	Physics
Cell level systems	Particles	Matter
Scaling up	Elements, compounds and mixtures	Forces
Organism level systems	Chemical reactions	Electricity and magnetism
Community level systems	Predicting and identifying reactions and products	Waves and radioactivity
Interaction between systems	Monitoring and controlling chemical reactions	Energy
Global challenges	Global challenges	Global challenges

OCR Biology A, Chemistry A, Physics A (Gateway Science)

For students of suitable ability, there will be the opportunity to study the three Sciences as separate GCSEs. They will be awarded three, independent GCSE grades for Chemistry, Biology and Physics. This will require a larger volume of more challenging work.

Further information

If you require more information regarding GCSE Science please email Mr Pardoe:
gareth.pardoe@abbotsholme.co.uk

SPANISH

Spanish is the second most widely spoken language in the world. It is the mother tongue of Spain and all the Spanish territories in Europe and Africa and of most South and Central American countries from Argentina and Chile to Mexico.

Over 60 million tourists visited Spain last year. By choosing to study Spanish you would be able to communicate more confidently and accurately with Spanish speakers. Foreign language skills are also essential for many jobs in global businesses such as computing, marketing, and finance. By choosing to study a language you will enhance your chances of obtaining a good job in the future.

This course follows the AQA Board of Examinations Code 8698.

The general aim of the GCSE course is to enable pupils to successfully attain a number of objectives in a productive and supportive environment. The main aims are:

- To develop the ability to understand and use Spanish effectively for purposes of practical communication
- To develop the ability to use and understand Spanish both imaginatively and creatively
- To develop an understanding of the grammar of Spanish
- To offer insights into the culture and civilisation of Spanish-speaking countries and communities
- To form a sound base of the skills, language and attitude required for further study, work and leisure.

The candidates will be tested in the four main skills; listening, speaking, reading and writing. The four skills are tested at the end of the course by examination. All papers are available at either foundation or higher tier. However, candidates will not be able to mix tiers on different papers.

The teaching style retains a communicative methodology, emphasising the importance of understanding and communicating in everyday situations. A sound knowledge of Spanish grammar is required for success at GCSE and grammar teaching is an integral part of the course.

Course Content

The GCSE course covers three distinct themes, which apply to all four question papers.

Theme 1: Identity and Culture

- (d) Me, my family and friends
- (e) Technology in everyday life
- (f) Free-time activities

Theme 2: Local, national, international and global areas of interest

- (d) Home, town, neighbourhood and region
- (e) Social issues
- (f) Global issues

Theme 3: Current and future study and employment

- (e) My studies
- (f) Life at school
- (g) Education post-16
- (h) Careers choices and ambitions

Four skills are tested in Spanish at GCSE level -

Unit	Type of Tasks	Assessment Method & Weighting (%)
Paper 1: Listening	Understanding and responding to different types of the spoken language.	Examination (higher or foundation) 25%
Paper 2: Speaking	Communicating and interacting effectively in speech for a variety of purposes.	7-12 minutes examination depending on tier of entry (higher or foundation) 25%
Paper 3: Reading	Understanding and responding to different types of written language.	Examination (higher or foundation) 25%
Paper 4: Writing	Communicating effectively in writing for a variety of purposes.	Examination (higher or foundation) 25%

GCSE SUBJECT CHOICES FOR YEAR 10 SEPTEMBER 2016

To: The Director of Curriculum
Abbotsholme School
Rocester
Uttoxeter
Staffordshire
ST14 5BS

Student Name:.....

Preliminary GCSE Option Subjects (please place in order of priority)

1.
2.
3.
4.

Reserve