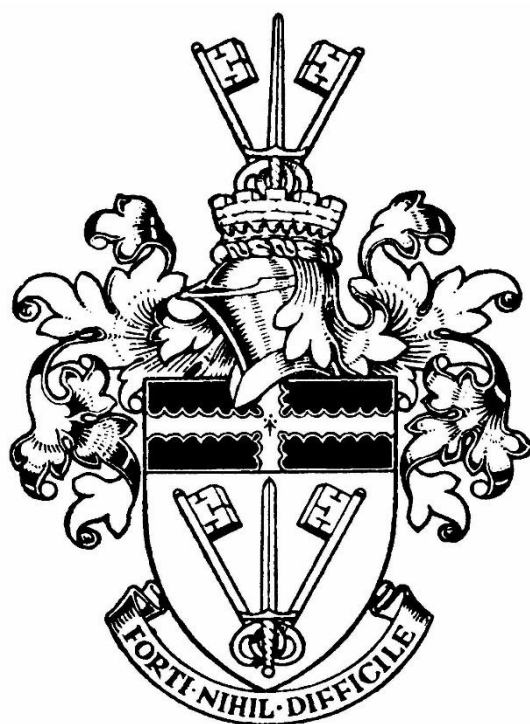


# GCSE COURSE PROSPECTUS



## Southend High School for Boys

Headteacher: Robin M Bevan MA, MEd PhD

Year 8  
January 2016

# FROM THE HEADTEACHER

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The Government has recently announced a programme of changes to qualifications and assessment. This will affect your son in Year 8. Current information suggests that all subjects will have been revised by the time your son reaches the end of Year 11. The new GCSEs will be assessed on a grading scale of 1 to 9. As yet we have only limited information; however, we still need to plan our curriculum and run our options process in order to begin the process of timetabling and ensuring staffing for next year.

Your son has now arrived at the stage of his school career when we must contemplate the courses which he will follow, leading to assessment at GCSE level. We have to set our sights on securing the top grades for every pupil in every subject at GCSE, and this will not happen unless students are routinely exposed to material and ideas beyond that level during Years 10 and 11. Therefore pupils in Year 8 are being asked to make some subject option choices now, ready to commence their GCSE studies a year early at the start of Year 9.

The Government has determined the requirements of the National Curriculum including the extent of any flexibility and opportunity within the curriculum for 14-16 year olds; we have tried to reflect some of these features in the school's options process. However, we continue to encourage the learning of modern foreign languages and we place some other restrictions on choices. Our aim at school is to ensure an appropriate and balanced curriculum for each individual so that educational and careers needs are sensibly catered for during the Key Stage.

The Government has stated that the following subjects remain compulsory:

- English (which leads to GCSE entries in English and English Literature)
- Mathematics
- Science
- Religious Education

The school has decided that, in addition, pupils should study the following:

- Modern Foreign Languages

The remainder of their GCSE subjects can be chosen from those listed in this booklet. This list of 'optional subjects' has been drawn up after much careful consideration. A further round of choices will follow during Year 9 but it is important to realise now that your son cannot start a course in Year 10 that he has not studied in Year 9.

We strongly recommend that pupils choose at least one of Geography or History. On the other hand, we strongly advise that pupils should choose at least one of Art, Drama, Music and PE. (If your son wishes to make a case for doing more than two of these subjects, he should make that clear to Mr Peek, Leader of Careers.)

In the case of all optional subjects, whether a particular course is able to run is dependent on the numbers wanting to do it. Courses that do not attract sufficient numbers to be economical may have to be cancelled. Selection of pupils most likely to benefit may have to take place if a course is oversubscribed and relevant selection criteria will be utilised in this eventuality.

In addition to the external examination courses, all pupils will follow a programme of Personal Social & Health Education (PSHE) (which includes sex education, careers education and Citizenship), and Physical Education (PE). Elements of Citizenship also occur within the RE course.

Pupils are being given an introduction to the whole subject of GCSE courses and choice. They will receive more detailed explanation about complex areas such as Science, and are being given considerable support by tutors and careers staff. Boys are encouraged to discuss preliminary choices with parents and indeed, to talk over matters with as many relevant parties as possible. The recent Full Report will have provided insight into current subject performance and given some clues as to the viability of pursuing a subject to GCSE in your son's case.

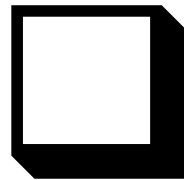
The Parents Evening on Monday 8th February will include a short introductory session (AT starting at 4.00 pm and ES starting at 5.00 pm) intended to offer further information and advice to parents on some of the above issues, before the individual subject consultations begin (AT: 4.30-6.30 pm; ES: 5.30-7.30 pm).

The rest of this booklet comprises three sections: a general introduction; the core examination subjects; the optional examination subjects.

If you have any specific queries or will be unable to attend the Parents Evening, please contact Mrs Brook (Leader of Year 8) or Mr Brandon (Leader of KS3) who are co-ordinating the programme.

**Robin M Bevan**  
**Headteacher**

# SECTION A



# GENERAL INTRODUCTION

# GCSE

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GCSE, the General Certificate of Secondary Education, was introduced in 1986 to meet the needs of pupils in the final stage of compulsory education, whether they plan to proceed to further study, training or employment. It has now been integrated within the revised National Curriculum: GCSE is considered the main 'pathway' for pupils in Key Stage 4 whose interests and talents lie primarily in academic study. New examination courses in English and Maths, for first completion in 2017, are already underway and revised specifications are being introduced in all other subjects.

For all subjects, the syllabus seeks to promote a balance of knowledge, understanding and skills and each will be assessed by a combination of coursework, controlled (ie classroom) assessments, and terminal examination. All courses followed are *full* GCSE courses.

Coursework will continue to play a limited role in GCSE assessment. Completing coursework assignments and preparing for controlled assessments requires high levels of planning, personal organisation and self-discipline. The weighting given to coursework varies from subject to subject and this information is included in the individual subject sections to be found later in this booklet.

At the start of Year 10 each pupil will receive a calendar of coursework deadlines (with a duplicate provided for parental reference). The school strongly advises both students and parents to make a careful note of these dates and to monitor progress in every subject, for, if a pupil falls behind on an assignment, it is very difficult for him to catch up and at the same time maintain his day to day commitments in other subjects.

# CAREERS CONSIDERATIONS

We would not expect your son to be too concerned with particular careers at an age where he is young, inexperienced and still developing intellectually. Indeed, it is quite possible that his interests, inclinations and specific ability will change or develop and it could be quite wrong to be set on a particular path at this age. It is therefore preferable to follow a pragmatic rather than a dogmatic approach when considering subjects for GCSE.

Our curriculum is constructed with this approach in mind. The core element ensures continuation in subjects that provide vital foundations for the rest of the curriculum in literacy and numeracy and furnish a solid basis of qualification for employment and University matriculation (up to, and including, Oxford and Cambridge entrance).

This “core” is enhanced by further, optional subjects, the selection of which should be given careful consideration as the final choice can have implications affecting future career prospects.

As it is unlikely that the majority of pupils will have a distinct idea about their career, it is important that the selection of subjects allows the greatest flexibility with regard to any change of direction that might occur.

In the past it has been the science subjects which have caused most problems in matching up with course requirements at university. The introduction of Combined Science has largely removed this difficulty. For those contemplating medical careers the three separate sciences may be advantageous but it is not an obligatory stipulation for entry to A Level sciences - these can be done with Combined Science GCSE.

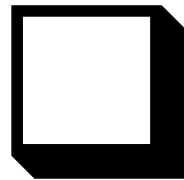
It is worth noting that those pupils who have formed their ideas concerning their future often pick occupations requiring the highest standards of GCSE and Advanced Level qualifications eg doctor, airline pilot, the law. These are also extremely competitive career areas.

The humanities, languages and the more practical subjects should not be undervalued. Such subjects broaden a pupil’s outlook, encourage rational and analytical skills and develop powers of expression - all qualities likely to appeal to future employers.

It is important that your son selects those subjects that he enjoys studying. This may be the final influencing factor as this will, hopefully, ensure the motivation needed to achieve the highest success in the GCSE examinations.

Careers staff are available for consultation in the Careers Office or by appointment.

# **SECTION B**



# **CORE EXAMINATION SUBJECTS**

# ENGLISH

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Students undertake a range of GCSE bridging units in the autumn and spring terms of Year 9. The actual GCSE course commences in the summer term.

The English language GCSE will require students to:

- read a range of texts, both non-fiction and fiction, and develop their ability to think critically about texts
- use knowledge gained from wider reading to develop their own writing
- learn to write effectively, coherently and accurately, using Standard English appropriately
- listen to and understand spoken language, and use spoken Standard English effectively.

Spoken language will be reported on as part of the English language qualification, but it will not form part of the final mark and grade.

The English literature GCSE will require study of:

- at least one play by Shakespeare
- at least one 19<sup>th</sup> century novel
- a selection of poetry since 1780, including Romantic poetry
- fiction or drama from the British Isles from 1914 onwards
- unseen texts



# MATHEMATICS

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## AIMS AND ASSESSMENT OBJECTIVES

The course should encourage pupils to develop:

- an interest in and understanding of mathematics;
- mathematical knowledge and oral, written and practical skills;
- problem-solving skills via investigative approaches;
- a willingness and ability to work independently and co-operatively;
- an appreciation of the interdependence of different branches of mathematics;
- the ability to apply mathematics to everyday situations;
- an ability to use mathematics across the curriculum;
- a firm foundation for further study of the subject.

Pupils will be entered for the GCSE examination at the Higher Tier.

## Qualification aims and objectives

The aims and objectives of the GCSE (9 - 1) in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## SYLLABUS CONTENT

This is prescribed by Ofqual and covers

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

There is emphasis on short exercise-type tasks, algebraic manipulation and longer, unstructured questions including problem solving.

There are three key assessment objectives.

AO1 is about using and applying standard techniques (40% of assessment).

AO2 is about reasoning, interpreting and communicating mathematically (30% of assessment).

AO3 is about solving problems with a much greater focus on solving non-routine problems in mathematical and nonmathematical contexts (30% of assessment).

## CAREERS AND FURTHER POTENTIAL

Approximately 60 pupils will also study GCSE Further Maths. From all groups, many proceed to study A Level Mathematics in the Sixth Form, where the subject has strong links with the Sciences, Economics and many other areas of study. The skills involved in the subject are of course vital to all, regardless of future specialisation or careers.

# SCIENCE

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## (Syllabuses awaiting accreditation by OFQUAL)

Science is a compulsory ‘core’ subject; all pupils must take a course which contains the elements of all three sciences.

### OPTIONS

Pupils have two options:

***GCSE Combined Science: Coordinated.*** This is a double award equivalent to 2 GCSEs

or

***GCSE Separate Sciences*** leading to 3 GCSEs

- AQA Biology
- AQA Chemistry
- AQA Physics

The *Separate Sciences* option is for those pupils who are really interested in science.

### ASSESSMENT SCHEME FOR COMBINED SCIENCE

There will be six exams, two biology, two chemistry and two physics papers. Each exam is 1 hour 15 minutes.

There is no longer a controlled assessment of practical / investigative skills. There are 16 “required practicals” which will be done in normal lessons. There will be questions about these practicals in the written papers.

### ASSESSMENT SCHEME FOR SEPARATE SCIENCES

There will be six exams, two biology, two chemistry and two physics papers. Each exam is 1 hour 45 minutes.

There is no longer a controlled assessment of practical / investigative skills. There are 8 “required practicals” for each subject which will be done in normal lessons. There will be questions about these practicals in the written papers.

### LINKS TO AS AND A2 LEVEL

Either option will provide the background necessary to study biology, chemistry and physics to AS level and beyond.

# **MODERN FOREIGN LANGUAGES**

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***YOU MUST TAKE AT LEAST ONE MODERN FOREIGN LANGUAGE.***

***YOU MAY TAKE TWO LANGUAGES.***

## **AIMS AND ASSESSMENT OBJECTIVES**

In modern foreign languages the *aims* are as follows:

- to provide a framework for the development of different skills, knowledge and understanding in a modern foreign language
- to develop understanding of the spoken and written forms of the language in a range of contexts;
- to develop the ability to communicate effectively in the language through both the spoken and written word, using a range of vocabulary and structures;
- to develop knowledge and understanding of the grammar of the language and the ability to apply it;
- to apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity;
- to develop knowledge and understanding of countries and communities where the language is spoken;
- to develop positive attitudes to language learning;
- to provide a suitable foundation for further study and/or practical use of the language.

The assessment objectives are as follows:

- listening and understanding spoken language (25%);
- communicating in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification (25%);
- understanding and responding to written language (25%);
- communicating in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification (25%).

## **SYLLABUS CONTENT**

Examination Board	French (AQA GCSE course) German (AQA GCSE course) Spanish (AQA GCSE course)
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Students follow the following themes on which all assessments are based:

1. Identity and Culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

## **ASSESSMENT SCHEME**

The exams will be weighted equally at 25% for speaking, listening, reading and writing.

## **CAREERS AND FURTHER POTENTIAL**

Successful acquisition of a language requires an ordered, logical and precise mind capable of consistent application together with the ability to adapt, develop and communicate. It is precisely because it reflects these qualities that it is a desirable qualification to an employer.

A high grade in GCSE will also denote a useful language tool which will be welcomed by employers in the City and elsewhere. In addition it should also act as a good foundation for further study (A Level or beyond); able linguists may look to higher education with a view to following either a pure language course in one or more languages or one of the increasingly popular combination courses (a language in conjunction with another subject, eg Business Studies, Economics, Law, Geography, European Studies, most sciences etc).

Languages are very desirable qualifications, especially since the expansion of our links with Europe has created an even higher demand for language skills. This is particularly evident in marketing and the service industries, whilst language skills are advantageous, if not essential, in many areas of travel, tourism, and communications; teaching and translation are other possible careers.

Recent studies have made it very plain that our role in Europe would be greatly enhanced if communications were conducted in the appropriate language; language skills have become more desirable with every passing year.

# RELIGIOUS STUDIES

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**New GCSE syllabus to be confirmed in due course**

## **AIMS AND ASSESSMENT OBJECTIVES**

Candidates study a wide variety of philosophical and ethical topics through the lens of Christian and Muslim beliefs. Candidates will broaden and deepen their understanding of Christian and Islamic theology and ethics (as well as some exploration of other faiths) through the exploration of timeless philosophical questions and contemporary ethical dilemmas. A non-religious viewpoint, for example, a Humanist view, is often explored, as well as key philosophers and thinkers in each particular unit of study, for example, Plato or Martin Luther King Jr.

Candidates undertake a broad and rich exploration of life's challenging questions, as well as the dilemmas that many may face in later life. The aim is for the candidates to acquire the ability to listen and think, and to offer an informed evaluation of their own.

The examination will test the following abilities:

- to demonstrate knowledge and understanding of: the key elements of the religion/philosophy studied, including beliefs, practices, source of authority and organisation.
- the effect of the religion/philosophy studied on individual and corporate moral behaviour, attitudes, social practices and lifestyles.
- The ability to produce evidence and arguments to support and evaluate points of view.

N.B. We promote the view that all students, regardless of race, religious conviction or unbelief should have the right of equal access to the Department. This subject enables candidates to develop their understanding of spiritual, moral, social and cultural issues in considerable depth. We promote tolerance and respect for the beliefs, cultures and lifestyles of all students.

## **SYLLABUS**

Examination Board: OCR Religious Education: J621 Full Course; J121 Short Course

The syllabus consists of Religious Philosophy and Ethics from the viewpoint of Christianity and other Religions and belief systems.

## **ASSESSMENT SCHEME**

All Religious Studies assessment is examination based.

Full Course will complete 4 x 1 hour papers (2 x 2hour examinations).

Short Course will complete 2 x 1 hour papers (1 x 2 hour examination).

Each paper will consist of 3 topics divided into six questions, one for each of the main religions. The questions will be sub-divided into 5 parts to look at different skills and subject areas within the topic.

## **FULL COURSE CANDIDATES**

**Full course candidates take both Ethics and Philosophy papers as follows:**

Year 9: The Lives of Christ and Muhammad; Justice and Punishment; Good and Evil; Life after Death and the End of the World

Year 10: religion and human relationships; religion and medical ethics; belief in deity; religion, wealth and poverty; religious and spiritual experience; revision

Year 11: religion, peace and justice; religion and science; good and evil; religion and equality revision

## **SHORT COURSE CANDIDATES**

**Short course candidates take the Ethics paper as follows:**

Year 9: The Lives of Christ and Muhammad, Justice and Punishment, Good and Evil, Life after Death and the End of the World (topics will be in less depth than full course)

Year 10: religion and human relationships; religion and medical ethics; religion, wealth and poverty

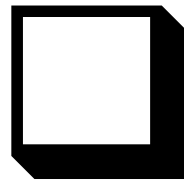
Year 11: religion, peace and justice; religion and equality revision

## **CAREERS AND FURTHER POTENTIAL**

The course is designed to enhance the spiritual and social development of pupils. It shares key skills with English and History. It will be of particular relevance to those who seek to work in the many vocational paths e.g. police, health, social work, educational professions; it is also highly valued in personnel-management, law, journalism and medicine. It will provide a strong basis for those who wish to take Religious Studies, Philosophy, Theology, Psychology, Law, History and English to a higher level.

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# SECTION C



# OPTIONAL EXAMINATION SUBJECTS

# ART & DESIGN

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## AIMS AND ASSESSMENT OBJECTIVES

The course should enable pupils to:

- draw, paint, use mixed media, 3D, computer manipulation, photograph;
- record observations, experiences and ideas in forms that are appropriate to intentions;
- analyse and evaluate images, objects and artefacts showing appreciation;
- develop and explore ideas showing an ability to review, refine and modify work as it progresses;
- present a personal response that realises their intentions and makes informed connections with the work of others.

## SYLLABUS CONTENT

Examination Board: Edexcel 1FA0

Typically the GCSE in Art has included the following:

### Theme 1

Approach: Expressive, experimental and exploratory in nature.

Subject matter: Organic and nature based.

### Theme 2

Approach: Broadening, building and developing upon the first theme.

Subject matter: the built environment, man-made objects and the students own experiences and surroundings.

- Skill Building: inks, oil pastels, and pastels, analysing colour, mark and much more in relation to modern artists;
- Small scale projects, experimentation sketchbook 1;
- Experimentation sketchbook 2;
- Building onto experimentation including using printmaking, revisit sketchbooks;
- Introduction to materials including acrylics;
- Acrylic experimentation, observational drawing, A3 sketchbooks, photography;
- Large scale projects, abstraction and imagination, printmaking, 3D, computer manipulation;
- Realism and abstraction.

## ASSESSMENT SCHEME

- A folder of coursework and work journals for unit 1.                      60%
- An exam folder with exam journals for unit 2.                                      40%

These units are then marked in the following areas

- Assessment Objective 1 (AOB1): the general range and relevance of preparatory work. The skills level of observation.
- Assessment Objective 2 (AOB2): Art and cultural connections and its relevance to the unit and main piece.
- Assessment Objective 3 (AOB3): experimentation and compositional development.
- Assessment Objective 4 (AOB4): The main piece(s) and the student's overview of their work where they appraise their work with particular reference to the other assessment objectives.

## CAREERS AND FURTHER POTENTIAL

The premier subject for architectural and design based careers. Even dentistry interviews for university will ask for evidence of art. Some students will want to study Art because it provides them with a portfolio of work which can gain them entry to a foundation course and a range of careers in the arts: architecture, advertising industry, TV, theatre, illustration, graphic design and many other areas including film and computer assisted video.



Everything around us has been designed by somebody. A start has to be made somewhere and it generally begins with a portfolio that shows an ability to draw and some inspiration to go with it.

There is a need for students to develop their knowledge about the background to Art, Design and Culture. With this in mind, students will be invited to attend trips each year to museums and galleries.

# **BUSINESS AND ECONOMICS**

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## **AIMS AND ASSESSMENT OBJECTIVES**

- Introduction to the world of business and economics
- Learn to apply knowledge to business and economic problems;
- Integrate concepts learnt to current business and economic topics.

## **SYLLABUS CONTENT**

No specific exam syllabus will be followed in Year 9.

Pupils will follow a range of activities e.g. mini-enterprises, financial accounting, the study of particular businesses in both the private and public sector, the economics of the consumer, the business cycle, and demand and supply etc. as a general introduction to the two GCSE subjects offered, either Business Studies or Economics.

It is not necessary for any pupil to decide at the beginning of the year which subject they intend to take for GCSE.

## **ASSESSMENT SCHEME**

During the Spring Term there will be an examination in both areas of Economics and Business Studies covered during the year. This plus teacher assessment will inform pupils about their ability for either subject at GCSE.

From Year 10 pupils will enter the AQA Business course *or* the OCR Economics course as currently available.

## **CAREERS AND FURTHER POTENTIAL**

Anyone interested in a future career in business will find the course stimulating and useful, but it is only an introduction. Pupils can take either Economics or Business in the Sixth Form without taking either GCSE. A good all-round level of attainment is hoped for, i.e. good written communication and numeracy skills plus a real interest in the business and economic world around you.

# CITIZENSHIP STUDIES

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## SYLLABUS CONTENT

The course content is divided into five themes:

**Theme A : Living together in the UK** (How have communities developed in the UK? What is identity? What are democratic values and where do they come from? How does local democracy work?)

**Theme B : Democracy at work in the UK** (Who runs the country? How does Parliament work? How is power shared between Westminster and the devolved administrations? How does government manage public money?)

**Theme C : Law and justice** (What is the law for and how does it affect us? How does the justice system work? Is crime increasing in society?)

**Theme D : Power and influence** (What power and influence can citizens have? What role and influence should the media have? Does the UK have power and influence in the wider world?)

**Theme E : Taking citizenship action** (Students must carry out an in-depth, critical investigation leading to citizenship action. The investigation and action can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally.)

## ASSESSMENT SCHEME

### Paper 1

*Written examination: 1 hour and 45 minutes    50% of the qualification    80 marks*

#### Section A

Questions are focused on specification *Theme A: Living together in the UK*.

#### Section B

Questions are focused on specification *Theme B: Democracy at work in the UK*.

#### Section C

Questions are focused on specification *Theme C: Law and justice*.

#### Section D

Extended-response questions related to two or more of specification Themes A–C.

### Paper 2

*Written examination: 1 hour and 45 minutes    50% of the qualification    80 marks*

#### Section A

Questions relate to the students' own citizenship action, as specified in specification *Theme E: Taking citizenship action*.

#### Section B

Questions require students to comment on others' actions and relate to specification *Theme D: Power and influence*.

#### Section C

Questions are focused on specification *Theme D: Power and influence*. One question will also link to content in one of Themes A–C.

## CAREERS AND FURTHER POTENTIAL

The specification provides a coherent, satisfying and worthwhile course of study for candidates, whether they wish to pursue the study of related social science subjects, such as Economics, Business Studies and Government and Politics, and/or as a preparation for responsible, participative citizenship in the community. It has the potential to be of value in many career areas, especially those related to legal affairs, the voluntary sector and the business sector.

# COMPUTER SCIENCE

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## AIMS AND ASSESSMENT OBJECTIVES

Computer science gives learners a real, in-depth understanding of how computer technology works as well as providing excellent preparation for higher study and employment in the field of Computer Science. It develops critical thinking, analysis and problem-solving skills through the study of computer programming.

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

## SYLLABUS CONTENT OVERVIEW - (New GCSE syllabus to be confirmed in due course)

Throughout the subject content the learning outcomes are specified. These will not change during the lifespan of the specification. There is no intention for the assessment to go beyond the items listed other than in exceptional circumstances, for example where the speed of the introduction of a ubiquitous new technology outstrips the speed at which the specification can be updated.

The subject content of this specification has been divided into sections for ease of reference.

Overview of the subject content:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
- Aspects of software development

## ASSESSMENT OBJECTIVES

The course is assessed in the following way:

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Computer Science specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science.

AO2: Apply knowledge and understanding of key concepts and principles of computer science.

AO3: Analyse problems in computational terms:

- To make reasoned judgements; and
- To design, program, evaluate and refine solutions.

## ASSESSMENT OBJECTIVE WEIGHTINGS FOR GCSE COMPUTER SCIENCE

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	NEA	
AO1	6.5	23.5	0	30
AO2	23.5	16.5	0	40
AO3	10	0	20	30
Overall weighting of components	40	40	20	100

## ASSESSMENT WEIGHTINGS

The marks awarded on the papers will be scaled to meet the weighting of the components.

Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	80	x2	160
Paper 2	80	x2	160
NEA	80	x1	80
Total scaled mark:			400

## CAREER AND FUTURE POTENTIAL

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly. Computer science continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

# DESIGN & TECHNOLOGY

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## AIMS AND ASSESSMENT OBJECTIVES

Design & Technology provides opportunities for pupils to combine their designing and making skills with knowledge and understanding in order to design and make quality products.

Specifically pupils should develop the ability to:

- apply knowledge and understanding in combination with design and communication skills to design products to suitable specifications (Designing);
- apply knowledge and understanding of relevant processes, materials and techniques and use materials, tools and other equipment to produce work to suitable specifications (Making).

## SYLLABUS CONTENT

It is anticipated that two options involving Design & Technology will be available from which **one** will be chosen.

- Design & Technology (Electronic Products)
- Design & Technology (Graphic Products)

Details of each individual syllabus are available from the department.

Generally, each Design and Technology course will follow a similar pattern in that it builds on the work covered in previous years.

The *Electronic Products* course develops skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge. You will prove these skills by producing a series of practical projects as well as through formal examinations. Combining knowledge and understanding with practical skills, these activities are intended to provide breadth in creative learning and depth in the application of practical and transferable skills which will help pupils progress with suitable skills into A-level subjects.

The *Graphic Products* course develops the skills required to produce high-quality drawings using instruments. Paper and card are used as the construction materials, although there may be some use of resistant materials for mould making etc. This course is suitable for those pupils who have a potential interest in graphic design and who wish to increase their knowledge of geometric constructions and formal drawing technique.

All courses require students to produce coursework equivalent to 40 hours activity that makes effective use of CAD/CAM, and offers the opportunity for pupils to develop their key skills in communication, application of number and IT.

Each of the courses includes the examination of existing products, the ways in which they have been produced and their effects on society; all lead to a full certificate at GCSE.

## ASSESSMENT SCHEME

In each of the above Design & Technology syllabuses the components are weighted:

Coursework	60%
Terminal examination	40%

## CAREERS AND FURTHER POTENTIAL

The nature of Design & Technology helps to develop skills in investigation, decision-making and problem-solving, and as such, has the potential to be of value in almost all career areas.

# DRAMA

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**Ed Excel GCSE Drama- first teaching from September 2016.**

## **AIMS AND ASSESSMENT OBJECTIVES**

Candidates are encouraged to:

- Engage in the process of dramatic study to develop as effective and independent learners.
- Work imaginatively and creatively in collaborative contexts.
- Reflect on and evaluate their own work and that of others;
- Develop and demonstrate competence in a range of practical, creative and performance skills.
- Consider and explore the impact of social, historical and cultural influences on drama texts and activities.

The examination will assess candidates ability to:

- Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas;
- Work collaboratively with others to create a Devised Drama for Exam performance.

## **SYLLABUS CONTENT & EXAMINATION**

- Component 1: Devising Performance - Coursework [ 40 %]**
- Practical Exploration and performance and Written Portfolio.
  
- Component 2: Performance from a Text- Coursework [ 20%]**
- Performance of two texts. This is assessed by a visiting Examiner.
  
- Component 3: Written examination- 1 hour and 30 minutes [ 40 %]**
- Bringing texts to life and Live Theatre Evaluation.

## **CAREERS AND FURTHER POTENTIAL**

GCSE Drama will nurture a student's creative and cultural development. The course teaches valuable skills of self-confidence, communication, self-awareness, imagination, independent thinking, teamwork, public presentation, and aesthetic sensitivity – all of which are useful in higher education or in almost any career.

GCSE Drama is a valuable subject in its own right, and it paves the way for entry onto the A Level Drama & Theatre Studies course.

# **GEOGRAPHY**

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## **AIMS AND ASSESSMENT OBJECTIVES**

The aims of Year 9 Geography and the GCSE course are:

- ❑ to provide an awareness and understanding of physical, economic, social, political and cultural processes and environments, and of people's interaction with them;
- ❑ to develop geographical, practical and learning skills;
- ❑ to encourage an awareness and appreciation of how values and attitudes are important in making judgements on geographical issues.

## **SPECIFICATION CONTENT**

During the first half of Year 9, students will continue to study National Curriculum topics in geography. However, through increasingly complex and challenging tasks, they will be prepared for the rigours of GCSE. They will investigate tourism during the autumn, with a focus on sustainability. This will be followed by a unit on hydrology and rivers. It is likely there will be local fieldwork carried out which will subsequently be written up; thus preparing students for the demands of the GCSE. Students then have the chance to study Asia from various perspectives.

From February half term, all Year 9 Geography students will follow the GCSE course. GCSE courses are currently being revised by the government and the new specifications have not yet been approved.

Below are some of the possible topics:

In Year 9, pupils are likely to study glaciation, with a focus on glaciated landscape of the UK followed by ecosystems and a closer look at tropical rainforests.

In Year 10, pupils are likely to study urban issues and challenges, coasts, and the changing economic world.

In Year 11 pupils are likely to study tectonics, resource management and climate (including extreme weather events in the UK).

In addition, there will be a fieldwork component. This will take the form of two local fieldwork investigations where primary data will be collected. These will be completed during the course of Years 10 and 11.

## **ASSESSMENT SCHEME**

There are usually two exam papers covering a balanced mix of human and physical geography. There will also be an exam to assess fieldwork skills.

All papers contain structured data-response questions and more open ended tasks and some multiple-choice questions too.

In addition there may be some pre-release material. We await more information regarding this in 2016.

## **CAREERS AND FURTHER POTENTIAL**

GCSE Geography is an obvious advantage for those wishing to continue the subject to A Level; the GCSE course will be of interest to all those who wish to study the environment and contemporary issues. There are some basic statistics, graphics and ICT, whilst the fieldwork allows individuals to work collaboratively at their own pace in the local environment.



The value of geography lies in its ability to link sciences and humanities; it is ideal for a large range of careers, including business, commerce, planning, journalism and any involving the environment.

The value of geography to employers lies in the skills geographers possess - numeracy, graphicacy, ICT, data analysis, literacy, team working - and the knowledge base students have. In a world where business is increasingly carried out on a global scale, geographers have the advantage in understanding the causes of globalisation and knowing about how problems can be managed. By studying contemporary processes and events at a range of scales, students develop an excellent understanding of the modern world and the challenges that will face us all in the future.

# HISTORY

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## AIMS AND ASSESSMENT OBJECTIVES

The aim of all History teaching is the development of interest in the past, and an appreciation of what is involved in understanding and interpreting it. The Key Stage 4 (GCSE) course at SHSB encourages these aims in a challenging and positive manner, and also aims to explore closely how the modern day world in which students live has changed, especially through the process of war. Since History is not solely factual knowledge, students are required to show awareness of the nature and use of historical evidence. They must develop skills such as the ability to locate and use information, construct logical arguments, and communicate clearly in written tasks, which may require concise or extended answers.

## SYLLABUS CONTENT

The syllabus is most likely from Edexcel.

This has in the past included Germany 1918-39, Russia 1917-39, Britain 1931-51, the Cold War 1945-91 and the Arab-Israeli Conflict 1948-1995. However, this is mostly going to change to a course that will have some aspects of medieval history, some early modern history and Nazi Germany. The course will be all exam based and will require far more factual depth than before.

## CAREERS AND FURTHER POTENTIAL

History is a suitable background for a lot of jobs, though perhaps the most relevant are law, policing, journalism, teaching and business. These all consider History to be a subject offering valuable training in areas that can be applied to them, such as problem solving, report writing, arguing a case, dealing with evidence, considering different points of view, making a judgement and synthesising complex information. The History department has further information and leaflets on this. History also combines well with most subjects at GCSE, or can be done on its own out of a simple liking for the subject. A Key Stage 3 Level 6 in Year 8 is a sensible minimum in order to do GCSE History. A grade 'B' is the ***mandatory*** minimum for taking History on to AS level.

# MUSIC

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## AIMS AND ASSESSMENT OBJECTIVES

The aims of the course are:

- to promote skills in performing, composing and analysing music;
- to develop an appreciation of all kinds of music;
- to support social and personal development through performing music with others in eg. rock groups, bands, orchestras or local singing groups;
- to encourage the use of music technology.

These aims are pursued through a number of assessment objectives.

## SYLLABUS CONTENT

Examination Board: EDEXCEL 2MU01

The three primary activities are:

- Listening;
- Performing;
- Composing.

## ASSESSMENT SCHEME

There is one written exam (40%) in the summer where you will listen to a CD and answer questions based on the 8 set works we have studied throughout the course. The music is drawn from a range of diverse styles.

The remaining 60% is coursework divided up as follows:

### *Performing (30%)*

Students have numerous opportunities to perform throughout the course, of which two are ultimately chosen for exam assessment. Of these, one must be a solo and the other an ensemble performance.

### *Composing (30%)*

Composing two pieces in a style which you have chosen, based on one of the 4 units we have studied throughout the course.

If you are interested in music technology, you may use computer sequences, digital recording and sampling in the preparation of compositions.

## CAREERS AND FURTHER POTENTIAL

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology. Alternatively you may wish to go into a job where it is useful to have had experience of music or where you will need to use some of the skills developed during the course. These might include careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills. Music can serve as proof of creative thinking.

If you choose GCSE Music, the school provides a free 15-minute instrumental lesson. It is also an expectation, in the light of this, that every GCSE Music student becomes involved with the extra-curricular music programme in some way.

Should you require further details please see Mr Worth. He will be happy to answer any queries you may have.

# **PHYSICAL EDUCATION**

## **AIMS AND ASSESSMENT OBJECTIVES**

The year aims to show:

- How to prepare for particular activities and recover afterwards;
- The short and long term effects of exercise on the body;
- The role of exercise in establishing and maintaining health;
- To show understanding of the principles involved.

Candidates will be assessed through both practical assessment and via theory study on the following objectives:

- physical performance, including the ability to interrelate planning, performing and evaluating whilst undertaking activity;
- analysis and improvement of performance, including officiating;
- knowledge and understanding of factors affecting performance; the health and safety aspects; reasons for participating in physical activity.

## **COURSE CONTENT**

Pupils will follow the National Curriculum Areas of Games, Racquet, Striking, Fitness and Athletic Activities.

Pupils will also be required to demonstrate their ability to analyse performance in these activities, and to incorporate the relevant skills, tactics and rules in competitive fixtures by officiating matches where applicable. Sporting aptitude will be assessed during PE, Games and extra-curricular sport throughout Year 9

## **CAREERS AND FURTHER POTENTIAL FROM YEAR 10**

Although GCSE PE is not an essential subject for any particular career, it is becoming increasingly regarded as a most useful qualification to possess. The health and fitness aspect is of course vital to all regardless of career or any future specialisation and employers in particular are looking for people who have a practical, as well as theoretical knowledge of fitness and diet in relation to health. GCSE PE also leads to AS Level in the Sixth Form.

NB This is an optional GCSE level area in addition to the normal PE and Games followed by all pupils. Owing to the practical elements of the Year 9 Extension area pupils are expected to take a full part in a range of extra-curricular sporting activities before and after school and on Saturday mornings.