



REDHILL HIGH SCHOOL



GCSE Options Booklet



Dear Year 9 Student,

Options time is an important point in your education, as it is here that you get to choose some of the subjects that you will study for the next two years. We know that it can be a difficult time and can cause anxiety because there are a lot of questions that you might have: Which subject is right for me? What if I don't know what I want to do at all?

Rest assured that we will help you to make choices about future learning that are right for you. This booklet and the options process are designed to make this time less worrying for you and your parents/carers. It is now your chance to start making decisions about your learning and to choose subjects that suit your aspirations, skills and needs. Please use all the information available to you: this booklet, advice from teachers and your parents. All of these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner.

Most students take ten GCSEs. We expect you to study English Language, English Literature, Maths and Maths-Numeracy. The majority of students then select a further six options from the full range of subjects. We strongly recommend that you study three sciences, a humanity (History or Geography) and a language (French or Spanish). You should choose the combination of subjects which best suits your interests and aptitudes, and to maximise your chances of a successful and enjoyable two years of study. Please see the Options Form for the full list of subjects.

During Year 10 and Year 11, you will also undertake compulsory lessons in Physical Education, Religious Studies and Personal, Social and Health Education (PSHE). Of these, only RS is an examined subject. By the end of their GCSE course you will not only have a secure understanding of your subjects, but will also have had an opportunity to explore your interests in greater depth, and you will be well-prepared for the intellectual demands of the A-level course.

There will be further opportunities to discuss options choices at Parents' Evening. The completed options form should be given to the School Office. Dates for these are to follow. We hope that the information allows you to make the right choices that will see you succeeding over the next two years and beyond.

ENGLISH LANGUAGE COURSE OUTLINE

English Language teaches the fundamentals of communication and appreciation of the potential and power of language.

Students will demonstrate oracy (speaking and listening), reading and writing skills so that they may communicate with others confidently, effectively, precisely and appropriately. They will also show proficiency in accessing and retrieving information from a wide range of written and dynamic / digital texts. Students will also learn skills such as summarising and synthesising content, inferring intended meaning and evaluating purpose. They will learn to understand the patterns, structures and conventions of oral and written language and the impact of variations in language, selecting and adapting speech and writing to different situations, purposes and audiences.

A C grade is required for admission to most universities and professions, although an increasing number require a B grade.

Unit 1: Non-examination assessment - Oracy (20%)

Task 1(10%): Individual Researched Presentation (40 marks)

One individual researched presentation, which may include responses to questions and feedback, based on WJEC set themes.

Task 2 (10%) Responding and Interacting (40 marks)

One group discussion to written and/or visual stimuli provided by WJEC to initiate the discussion.

Unit 2: External Examination – Reading and Writing: Description, Narration and Exposition (40%)

Section A (20% - 40 marks) - Reading:

Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B (20% - 40 marks) - Writing

One writing task will be selected from a choice of narration or exposition.

Unit 3: External Examination – Reading and Writing: Argumentation, Persuasion and Instructional (40%)

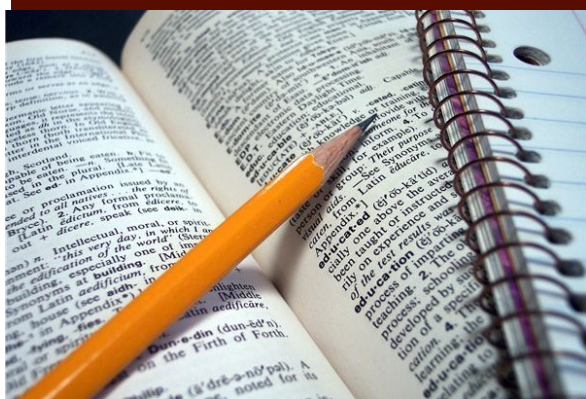
Section A (20% - 40 marks) - Reading

Understanding of at least one argumentation, one persuasion and one instructional text, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B (20% - 40 marks) - Writing

One compulsory argumentation writing task and one compulsory persuasion task.

NB - While the Unit 1 Individual Researched Presentation Racy Task may be attempted in Year 10, Unit 1 Task 2, and Units 2 and 3 are sat in Year 11.

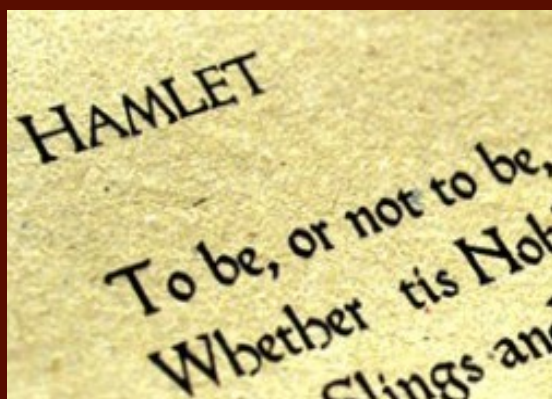


ENGLISH LITERATURE COURSE OUTLINE

This GCSE specification in English Literature is based on the conviction that the study of literature should centre on an informed personal response and a critical understanding of a range of texts in the genres of prose, poetry, and drama.

This qualification is made up of two externally assessed units, and one internally assessed unit. The two externally assessed units test learners' knowledge and understanding of prose from different cultures, contemporary unseen poetry and literary heritage and contemporary drama/prose. The internally assessed unit tests learners' knowledge and understanding of a play by Shakespeare and Welsh writing in English.

Teachers and their students have some flexibility in the choice of texts to be studied, and some overlap with GCSE English Language is possible and, indeed, encouraged, as it is felt that the study of literature can greatly enhance a student's writing skills, and that practising his/her own writing skills can lead a student to increased enjoyment of, and success in, reading and analysing texts.



Unit 1: Prose (Different Cultures) and Poetry (contemporary) (35%)

This culminates in an external examination. Section A requires study of a prose text from a different culture. It will require candidates to answer two questions on the chosen prose text. The first question (part (a)) will require close reading of an extract. The second question will offer a choice of tasks (parts (b) and (c)) relating to the text as a whole.

Candidates are not permitted to take copies of the set texts into the examination.

Section B will consist of a question which asks candidates to explore, respond to, and compare two contemporary unseen poems. In preparation for this unit, candidates will need to study contemporary poems, in addition to the Welsh writing in English poems studied for Unit 3. Teachers are advised to select a range of poems that cover different styles and themes.

Unit 2: Contemporary drama and literary heritage prose (40%)

This exam paper requires study of a contemporary drama text and a prose text from the English/Welsh/Irish literary heritage. It will require candidates to answer two questions on each text. In each case the first question (part (i)) will require close reading of an extract. The second question will offer a choice of tasks (parts (ii) and (iii)) relating to the text as a whole.

Candidates are not permitted to take copies of the set texts into the examination.

Unit 3: Shakespeare and Welsh writing in English (Non-examination assessment) (25%)

Section A: Shakespeare - 12.5%

Assessment will be based on a thematic essay question on a Shakespeare play. Candidates will be required to study a Shakespeare play (NOT Othello or Much Ado About Nothing) in its entirety. The stipulated theme for study will be published on the WJEC secure website in the April two years before the year of assessment. Candidates may have up to 2 hours to complete this non-examination assessment.

Section B: Welsh writing in English - 12.5%

Assessment will be based on a group of 15 thematically linked poems taken from the Library of Wales anthology, Poetry 1900-2000: One Hundred Poets from Wales (edited by Meic Stephens). Candidates will be required to study all the poems listed for the chosen theme.

MATHEMATICS COURSE OUTLINE

GCSE Mathematics and GCSE Mathematics – Numeracy, are two separate GCSEs. Both courses are assessed by examination at the end of the course. The courses are taught together in the same lessons as the content overlaps. All students will study towards entering the higher tier papers in both courses.

Mathematics – Numeracy will have an emphasis on those aspects of mathematics which are of most relevance to learners functioning as informed twenty-first century citizens. Solving problems in the real world and the problem-solving cycle will feature within the specification as well as the more numerical aspects of mathematics.

GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

GCSE Mathematics

Unit 1 – Non Calculator (50%)

1 hour 45 minute paper, 80 marks

The paper will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification.

Unit 2 – Calculator (50%)

1 hour 45 minute paper, 80 marks

The paper will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification.

GCSE Mathematics – Numeracy

Unit 1 – Non Calculator (50%)

Some of these questions will involve different parts that assess different aspects of numeracy but in the same context. Part-questions may vary in level of demand. Some questions will use multiple-choice assessment.

Unit 2 – Calculator (50%)

Some of these questions will involve different parts that assess different aspects of numeracy but in the same context. Part-questions may vary in level of demand. Some questions will use multiple-choice assessment.



ART COURSE OUTLINE

Art is a vibrant and creative subject at GCSE, allowing students to explore different techniques and create personal pieces of artwork. During the two year course students will be equipped with the skills to apply a range of media, make independent decisions, explore possible outcomes and understand the creative process. All work is supported by comprehensive annotation which describes and explains each task. We also hope to include visits, trips and speakers whenever we can, to further enhance the students' creative experiences.



This course comprises of portfolio and an external assessment. The portfolio accounts for 60% of the final GCSE and the exam 40%. It is expected that a breadth of media, styles and techniques will be evident in the portfolio. As ideas develop they will be supported by independently identified references and primary sourced images.

PORTFOLIO (60%)

FOUNDATION TASK

This introductory task offers the student the opportunities to explore a wide range of media and techniques during a very focused and directed six week period. The ability to record from observation will be key in this initial task.

POWER POINT PRESENTATION

The second task allows the student to explore several artists/makers and comment on the method, influences, subject matter, media, etc. of each chosen artist/maker. The final PowerPoint presentation will concentrate on just two references and an in-depth body of work will make clear comparisons between the two artists and be further supported by several primary sourced pieces delivered in an appropriate style.

DIGITAL TASK

This is a short task that explores the possibilities offered to a creative learner through the use of digital language. Results will be presented in digital and paper formats.

PERSONAL TASK

This is the main task and should reflect a more personal approach. Students, with discussion and guidance, will identify a theme, subject matter or genre on which to build a body of work. Students will research ideas, filling a sketchbook and produce an outcome that reflects all of their learning throughout the course to date.

EXTERNALLY SET ASSIGNMENTS (40%)

The exam paper will be distributed at the start of January and students will have approximately 4 months to respond to a single question from the examination paper. Stimuli are both written and visual and each student chooses their own question.

They will follow the same creative process that they are now familiar with and prepare for a ten hour examination that will take place over a two day period in the art room.

BIOLOGY COURSE OUTLINE

The GCSE Biology specification offers a broad course of study covering animal and plant structure and physiology as well as environmental concepts. It encourages learners to develop confidence in, and a positive attitude towards science and to recognise its importance in their own lives. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted. The course provides opportunities for the development of mathematical skills from data on the content of each topic covered. This could include the translation of information between graphical and numerical form; using data related to illness, using ratios, fractions and percentages. Studying Biology can lead to a wide variety of careers such as Medicine, Veterinary Studies, Biotechnology, Forensic Science, Pharmaceuticals and Agriculture.



Unit 1 Cells, Organs and Ecosystems (45%)

This is assessed at the end of Year 10. The assessment is in the form of a written examination of 1 hour and 45 minutes duration. It includes a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. This paper accounts for 45% of the qualification. The paper tests knowledge and understanding of the structure and function of cells and how they transport materials. The physiology of the respiratory system, circulatory system and digestive are also examined. Students are required to know the principles of photosynthesis and to be able to answer questions in the context of a named ecosystem. This is a tiered assessment i.e. Higher and Foundation level are available.

Unit 2 Variation, Homeostasis and Micro-Organisms (45%)

This is assessed at the end of Year 11. The assessment is in the form of a written examination of 1 hour and 45 minutes duration. It includes a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. This paper accounts for 45% of the qualification. The paper tests knowledge and application of cell division, stem cells, DNA and inheritance. An understanding of classification and biodiversity is essential to access a number of the questions. The structure and function of the kidney provides a wealth of data for assessment questions. Disease, and micro-organisms provide opportunity for practical skills to be assessed as well as population calculations. This is a tiered assessment i.e. Higher and Foundation level are available

Unit 3 Practical Assessment (10%)

This is assessed in the first half of the Lent Term between January and February. It is recommended that this should be in the final year of study. This is an untiered assessment. This paper accounts for 10% of the qualification. The examination comprises two sections:

Section A –Obtaining results –Students will be permitted to work in groups to obtain results from a given experimental method. This will be carried out under a limited level of control i.e. students may work with others to obtain results but they must provide their own responses to the questions set. This assessment will be conducted in 1 hour.

Section B –Analysing and evaluating results. Students will be assessed on their ability to analyse and evaluate the data obtained in section A. They will require access to their section A assessment to complete this. Section B will be carried out under a high level of control i.e. students must work independently. Section B will be completed in 1 hour.

BUSINESS COURSE OUTLINE

The GCSE Business specification offers a broad course studying all aspects of the business environment. This includes trade, business ownership, Human Resources, marketing, finance, logistics and production, amongst others.

The subject is relevant to a wide variety of roles and jobs and is interesting in its own right.

Unit 1 Business World (62.5%)

This is assessed at the end of Year 11. The assessment is in the form of a written examination of 2 hours duration. It includes a mix of short answer questions, structured questions, and extended writing. This paper accounts for 62.5% of the qualification. The paper tests knowledge and understanding of the six key areas—

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

Unit 2 Business Perceptions (37.5%)

This is assessed at the end of Year 11. The assessment is in the form of a written examination of 1 hour and 30 minutes duration. It includes a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. Students receive a business scenario on the day of the exam and are required to answer questions using their business knowledge.

Please note there is no NEA in this subject.



CHEMISTRY COURSE OUTLINE

GCSE Chemistry provides the foundations for understanding the material world. Pupils will appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas.

Chemistry underpins a wide range of science-based degree courses and careers and can lead to a future in chemistry, pharmacy, pharmacology, chemical engineering, biochemistry, biomedical sciences, medicine and dentistry.

Practical work is an intrinsic part of Chemistry. Practical skills will be developed throughout this course and an investigatory approach will be promoted.

Unit 1 – CHEMICAL SUBSTANCES, REACTIONS and ESSENTIAL RESOURCES (45%)

This topic brings together the fundamental ideas of Chemistry, enabling learners to understand the structure of the atom in detail and to link atomic and mass numbers to those of the sub-atomic particles. The arrangement of elements in the Periodic Table allows trends in properties of elements to be investigated. Reactions of Group 1 and Group 7 elements and simple qualitative tests are introduced. Different types of water hardness are investigated, with relevant knowledge of the ions involved, and the ethical issue of water fluoridation are considered. This unit also explores the structure of the Earth and the composition of the atmosphere, looking at changes in both over time.

An understanding of reaction rates is essential in Chemistry. This unit explores the effects of variables on rates and is a chance for a wide range of investigative practical work to be carried out. Finally, this unit explores in detail the reactions and uses of limestone. Social and environmental aspects relating the quarrying of limestone provide opportunities for discussion and debate. This unit is assessed by a written examination of 1 hour 45 minutes in Year 10.

Unit 2 – CHEMICAL BONDING, APPLICATION OF CHEMICAL REACTIONS AND ORGANIC CHEMISTRY (45%)

This unit explores the changes to atoms and electron structure during bonding, and pupils will use ideas, theories and models to explain abstract and complex concepts. Pupils will move on to consider the processes involved in extracting metals, based upon initial work with reactivity series and related reactions. Pupils will then study the energy changes that happen during chemical reactions, before moving on to understand the principle of reversible reactions with a basic introduction to equilibria.

During the course of this unit, pupils will investigate the reactions of acids in depth, giving ample opportunity for practical investigations. Finally, this unit provides an introduction to the skills and knowledge, including the representation and naming of organic structures, needed in organic chemistry. This unit is assessed by a written examination of 1 hour 45 minutes in Year 11.

Unit 3 – PRACTICAL ASSESSMENT (10%)

This assessment gives pupils the opportunity to demonstrate their ability to work scientifically. This will include experimental skills and strategies and skills in analysis and evaluation. The practical assessment will take place in the first half of the Lent term of the final year of study.



COMPUTER SCIENCE COURSE OUTLINE

GCSE Computer Science provides the foundations for understanding computing. The significant theoretical element is complemented by 2 practical areas that focus on Java and Python.

Unit 1 – Theory

This unit covers the theory behind computer science.

During the course you will learn about the components of the computer and understand how they interact to be able to process data.

This unit also covers computer logic. The student will learn how the computer 'counts' and outputs data.

The whole of Unit 1 is usually covered in term 1, so that we can focus the rest of our time on units 2 and 3

Unit 2 – Coding: Java (Greenfoot) and HTML

This unit covers the basics of Java and HTML. It deals with problem solving and applied computational logic.

This unit is assessed through an online test.

Unit 3 – Coding: Python

This unit is started in year 10 but develops mostly in year 11. The students will be challenged to create an appropriate program that will answer the specific needs of a business.

This unit becomes the core of an externally marked controlled assessment (course work).



DRAMA COURSE OUTLINE

“All The World’s A Stage...”

Drama is the most holistic of subjects. Artistic, academic, creative, practical and theoretic, it offers an immersive educational experience for the student. We develop performance, play writing, directing, design and technical skills alongside an academic knowledge of literature, culture and theatre. The focus on self-expression and creativity frees the imagination and working collaboratively with others develops inter-personal and intra-personal skills.

These vital life skills are needed throughout all of the professions. Presentation skills, verbal dexterity, team work, imagination and confidence are the qualities all young people should possess and drama naturally develops these qualities. From budding actor to designer, doctor to barrister, drama offers a wonderful and fun preparation for life beyond the classroom.

“All The World’s A Stage” – come and learn to tread those boards with ease!

Unit One- Devising Theatre (Non-exam assessment, internally marked) (40%)

Students create and perform their own piece of devised theatre based on a theatre practitioner or genre they have studied.

Students create an accompanying portfolio to support their performance.

Students write an evaluation of their performance.

Students can be assessed on either acting or design for this assessment.

This is usually assessed during Michaelmas Term, Year Eleven.

Unit Two: Performing Theatre (Non-exam assessment, externally marked by a visiting examiner) (20%)

Students participate in a performance of two extracts from a play.

Students can be assessed on either acting or design for this assessment.

This is usually assessed January-May, Year Eleven.

Unit Three: Interpreting Theatre (Written examination-1 hour, 30 minutes) (40%)

Section A: A series of questions on one set text, explored as an actor, designer and director.

Section B: Live Theatre Review-based on one of the theatre performances we attend during the course.

This examination usually takes place in May/June, Year Eleven.



FRENCH COURSE OUTLINE

French is spoken widely across Europe and the world and is currently the most popular foreign language to learn in this country. Being able to speak this wonderful language will allow you to travel and work all over the world, not just in France. During the two years of the GCSE course you will learn how to speak French confidently by studying various topics including holidays, work, and education and family relationships. You will build on what you have learnt already and develop your skills further in listening, reading and writing as well as speaking. You will also learn more about the culture and traditions in the French speaking world.

The specification covers three distinct themes:

Theme 1: Identity and culture

Theme 2: Local, national and global areas of interest

Theme 3: Current and future study and employment

These themes apply to all four question papers.

Unit 1 - Understanding and responding to different types of spoken language (25%)

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier). (40 marks (Foundation Tier), 50 marks (Higher Tier). Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Unit 2 - Understanding and responding to different types of written language (25%)

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) - 60 marks for each of Foundation Tier and Higher Tier.

Unit 3 - Communicating and interacting effectively in speech for a variety of purposes (25%)

Speaking for 7–9 minutes (Foundation Tier) + preparation time / 10–12 minutes (Higher Tier) + preparation time. 60 marks for each of Foundation Tier and Higher Tier.

Unit 4 - Communicating effectively in writing for a variety of purposes (25%)

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier). 50 marks at Foundation Tier and 60 marks at Higher Tier).



GEOGRAPHY COURSE OUTLINE

GCSE Geography uses an enquiry approach in the study of geographical information, issues and concepts. It is used to enable Geography learners to become critical and reflective thinkers by engaging them actively in the enquiry process. Content is organised around key questions and students should be encouraged to pose geographical questions of their own.

Fieldwork is an essential aspect of geographical education and of this qualification.

Geography is a cross-curricular subject, encompassing many other academic subjects. It is often seen by universities as both an art and science subject and is highly respected by employers. Geography graduates have one of the highest rates of graduate employment, pursuing a wide range of career paths.



Unit 1 – CHANGING PHYSICAL AND HUMAN LANDSCAPES (40%)

Core theme 1 focuses in depth on selected themes and issues relating to the landscapes of Wales. It examines how humans have affected the landscapes, with emphasis on the study on river and coastal landscapes, managing these, and the hazards associated with flooding and erosion. Core theme 2 focuses on the study of rural and urban links in Wales. Students must study two major cities, one in the UK and one in a low income country or newly industrialised country. Population and urban change features heavily in this core theme. One optional unit is also studied from a choice of either Tectonic landscapes and Hazards or Coastal Hazards. This unit is assessed by a written examination of 1 hour 30 minutes in Year 11.

Unit 2 – ENVIRONMENTAL AND DEVELOPMENT ISSUES (40%)

Core theme 5 focuses on both climate change during the Quaternary period to include the cyclical nature of glacial and inter-glacial period and the causes of climate change. Weather hazards and the factors which combine to cause these hazards and more general weather patterns are also examined. Ecosystems on a local, regional and global scale are studied, including the role humans play within contrasting ecosystems. Core theme 6 gives students the opportunity to develop their understanding of the concept of measuring global inequalities. Economic wealth indicators are examined and contemporary global patterns assessed. Further key questions look at geopolitical relationships between trade and patterns of development using examples from one MDC and one LDC for comparison. Water resource demand on a global scale is also assessed. The final key question in this unit looks at regional patterns of development, particularly the disparities within the UK and how they can be addressed. One optional unit is also studied from a choice of either Social Development Issues or Environmental Challenges. This unit is assessed by a written examination of 1 hour 30 minutes in Year 11.

UNIT 3 FIELDWORK ENQUIRY (Non-examined assessment unit or NEA) (20%)

This unit is a written report from the student who should be able to show evidence of understanding of enquiry processes and be able to present data and complete extended writing. The fieldwork enquiries consist of two investigations outside the classroom, each in a contrasting environment. In this research, students will have the opportunity to pose questions, investigate fieldwork methodologies and sample and design data collection sheets.

THIS UNIT WILL BE COMPLETED IN THE YEAR PRIOR TO THE AWARD.

HISTORY COURSE OUTLINE

GCSE History is a traditional subject that takes students on a exciting journey through time, asking them to consider the events, people and places that have shaped our world. It develops an understanding of cause and consequence, as well as the usefulness and reliability of sources. History GCSE promotes key written and oral skills of critical analysis and debate, as well as the acquisition of knowledge.

History is a well-respected route into a wide variety of careers such as law, teaching and librarianship, and popular in its own right. The course syllabus underwent significant revision for first award in summer 2019.

Unit 1 – THE ELIZABETHAN AGE, 1558-1603 (25%)

This option focuses in depth on selected themes and issues relating to the history of the Elizabethan Age, from 1558 to 1603. Students will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. This is assessed by a written examination of 1 hour in Year 11.

Unit 2 – GERMANY IN TRANSITION, 1919-1939 (25%)

This option focuses in depth on selected themes and issues relating to the history of Germany from 1919-1939. Students will be required to consider the impact of the First World War on Germany, the recovery of the Weimar Republic, the factors which led to the rise of the Nazis and the impact of the Nazi regime upon the lives of the German people. This is assessed by a written examination of 1 hour in Year 11.

Unit 3 – CHANGES IN HEALTH AND MEDICINE, c.1340 to the present day (30%)

This option focuses thematically on the main trends in the history of health and medicine in Britain from c.1340 to the present day. Students will be required to consider the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. This is assessed by a written examination of 1 hour 15 minutes in Year 10.

Unit 4 – Non-examined Assessment (NEA) – ‘Working as an historian’ (20%)

This unit involves the production of two pieces of work, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history. The topics studied are set by the exam board each year, and the tasks are completed in school in early Year 11.



MUSIC COURSE OUTLINE

Music encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. Students will develop knowledge and understanding of music within a variety of genres and styles, including music from Wales. The course enables learners to engage actively in the process of music study to:

- develop performing skills
- develop composing skills to organise musical ideas
- recognise links between performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music

Unit 1: Performing

Total duration of performances: 4-6 minutes = 35% of qualification (84 marks).

Section A: Performing (30%)

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other pieces may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Section B: Programme Note (5%)

A programme note for one of the pieces chosen for performance, linked to an area of study.

Unit 2: Composing

Total duration of compositions: 3-6 minutes = 35% of qualification (84 marks).

Section A: Composing (30%)

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Section B: Evaluating (5%)

An evaluation of the piece composed in response to a brief set by WJEC.

Unit 3: Appraising

Written examination: 1 hour = 30% of qualification (72 marks). This unit is assessed via a listening examination. There are eight questions in total, two on each of the four areas of study.

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

Units 1 and 2 are recorded and internally assessed at the end of the second term in Year 11. Unit 3 is an externally marked examination taken in the Summer of Year 11.



PE COURSE OUTLINE

GCSE Physical Education (PE) will enable the learner to engage in a practical course, designed to encourage learners to be inspired, motivated and challenged by the subject. Learners will acquire knowledge, understanding, skills and values to develop and maintain their performance in practical activities and understand benefits to health, fitness and well-being. Learners will also develop theoretical knowledge and understanding of factors that underpin physical activity and sport. PE is an exciting subject where you display your practical talents to the examiner to gain your practical marks.

Unit 1 Written exam paper (2hours) (50%)

Topics include:

Health, training and exercise.

Exercise physiology.

Movement analysis.

Psychology of Sport and physical activity.

Socio – cultural issues in sport and physical activity.

Unit 2 – Practical performance and Personal fitness programme (50%)

Pupils will be assessed in their practical performance in 3 activities.

One team activity.

One individual.

One other.

(All activities have to be chosen from an extensive list. You must be in a team sport outside of School to strengthen your marks. If you want to choose an activity that is outside of School you must have a coach or someone who can mark you for your assessment).

Personal fitness programme – a written piece of work to support the practical work in one activity.

This includes:

Self-analysis of current fitness levels.

Recommendations to improve performance.

Plan of fitness programme.

Completion and monitoring of fitness programme.

Evaluation of the programme.



PSYCHOLOGY COURSE OUTLINE

GCSE Psychology provides the foundations for understanding how individuals develop and interact with each other in an increasingly complex world.

Unit 1 – Criminal Psychology, Development and Psychological problems

Criminal Psychology focuses on what makes someone a criminal.,

Development focuses on child development from the pre-natal stage to adulthood.

Psychological problems embrace concepts of emotional balance and reacting to a complex world.

These three units are assessed in one specific exam.

Unit 2 – Social influence, Memory, Sleep and dreaming

Social influences focus on understanding how social influences have an impact on an individual.

Memory is about understanding how memories are formed and...lost.

Sleep and dreaming focuses on presenting alternatives that could explain the role of sleep in the development of a human being.

These three units are assessed in one specific exam.

Unit 3– Research methods

Psychology is a science and relies on understanding facts. There is therefore quite a lot of tools available to gather these facts.

This unit relies a lot on statistics and an understanding of mathematical concepts.

This unit is assessed in a specific exam.



PHYSICS COURSE OUTLINE

GCSE Physics provides the foundations for understanding how the world around us works, as well as the world inside us, and the world beyond us. It encompasses the study of the universe from the largest galaxies to the smallest subatomic particles.

Physics, and the problem-solving skills it develops, is useful in many different job families including agriculture, plans and land, environmental sciences, construction, engineering and manufacturing, medicine and nursing, medical technology, and science and research.

Practical work is an intrinsic part of Physics. Practical skills will be developed throughout this course and an investigatory approach will be promoted.

Unit 1 – ELECTRICITY, ENERGY AND WAVES (45%)

Electricity explores the relationship between current and potential difference and develops the idea of resistance before looking at renewable and non-renewable technologies for the generation of electrical power. It examines the National Grid and the use of transformers in the transmission of electricity, and domestic electricity and electromagnetism.

Energy explores how temperature differences can lead to the transfer of thermal energy by conduction, convection and radiation, using the molecular model of matter. This leads to kinetic theory, introducing the concept of pressure and the behaviour of a fixed mass of gas under different conditions of pressure, volume and temperature. Absolute zero is studied.

Waves covers electromagnetic, sound and seismic waves, and the conditions necessary for the total internal reflection of light. It introduces medical and communications applications of total internal reflection using optical fibres. This is assessed by examination in Year 10.

Unit 2 – FORCES, SPACE AND RADIOACTIVITY (45%)

Forces introduces the ideas of distance, speed, velocity, acceleration. These are applied to the safe stopping distances of vehicles and the factors involved. Newton's laws of motion explain the behaviour of objects moving through the air, and terminal speed. The equations for kinetic energy and change in gravitational potential energy are developed. The principles of force, energy and motion are used to analyse safety features of cars e.g. air bags.

Space covers the main features of our solar system. It looks at the observable stages in the life cycle of stars of different masses, and their stability. It explains the origin of the solar system. The evidence for the Big Bang theory and the concept of an expanding universe are discussed.

Radioactivity covers the structure of the nuclear atom and its representation using atomic notation, then the spontaneous nature of nuclear decay and the nature of alpha, beta and gamma radiation. The concept of half-life, and different uses of radioactive materials, is studied. Uses are related to half-lives and their penetrating powers. The physics of fission and fusion are studied. This is assessed by examination in Year 11.

Unit 3 – PRACTICAL ASSESSMENT (10%)

This assessment gives pupils the opportunity to demonstrate their ability to work scientifically. This will include experimental skills and strategies and skills in analysis and evaluation. The practical assessment will take place in the first half of the Lent term of the final year of study.



SPANISH COURSE OUTLINE

GCSE Spanish is the third most commonly spoken language globally with more than 400 million speakers and it is the second most spoken native foreign language worldwide, after Mandarin. Being able to speak the language will put students in high demand when they look for a job in the future. Being able to offer Spanish as a skill will also open up many more opportunities. The students will have the opportunity to take part in an exchange experience with Spanish schools.

The specification covers three distinct themes:

Theme 1: Identity and culture

Theme 2: Local, national and global areas of interest

Theme 3: Current and future study and employment

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries / communities where Spanish is spoken.

Unit 1 - Understanding and responding to different types of spoken language (25%)

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier). (40 marks (Foundation Tier), 50 marks (Higher Tier). Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Unit 2 - Understanding and responding to different types of written language (25%)

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) - 60 marks for each of Foundation Tier and Higher Tier.

Unit 3 - Communicating and interacting effectively in speech for a variety of purposes (25%)

Speaking for 7–9 minutes (Foundation Tier) + preparation time / 10–12 minutes (Higher Tier) + preparation time. 60 marks for each of Foundation Tier and Higher Tier.

Unit 4 - Communicating effectively in writing for a variety of purposes (25%)

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier). 50 marks at Foundation Tier and 60 marks at Higher Tier).

