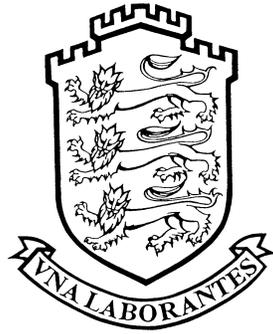


Kings' School



Winchester

Year 10 Options

2019 – 2021

Contents

	Page
Welcome	4
Framework	5

Core Subjects

English and English Language	7
English Literature	8
Mathematics	9
Science (Combined Science: Trilogy and Separate Science)	10

Non Examined Core Subjects

Personal, Social, Health and Economic Education/Citizenship	11
Religious Education	11
Enterprise and Work Related Learning	11
Physical Education	12

Option Subjects

Art	13
Business	14
Child Development	15
Computer Science	16
Dance	17
Design Technology	18
Drama	19
French	20
Food Preparation and Nutrition	21
Geography	22
German	23
Health and Social Care	24
History	25

Contents

	Page
Italian	26
Latin	27
Media Studies	28
Music	29
Photography	30
Physical Education	31
Psychology	32
Religious Studies	33
Sociology	34
Spanish	35
Sport Studies	36
Textiles	37
Triple Science	38

Welcome to Your Year 9 Options Booklet

Introduction

This booklet is designed to help you make the best choices for Year 10 and 11 courses (Key Stage 4). Our aim is to provide you with a wide range of appropriate courses, so you are able to select subjects and qualifications that interest you and you are able to succeed in. Take your time, consider different options carefully and use all of the help and advice available to you. Discuss possible options with your parents, Tutor and subject teachers. You will be placed into a particular pathway (additional, core or foundation) depending upon your current English set. Some courses appear in all three pathways, whilst others only appear within the pathways they are appropriate for.

We will do our best to give you your first choices, but that is not always possible. Some courses have maximum numbers because of limited space in specialist rooms or number of teachers available. If very few pupils opt for a subject, it may not be viable to run it. If we are not going to be able to offer you a first choice subject, Mr Rossiter, Assistant Headteacher will meet with you individually to explain why and to work out the best alternative.

General Guidance

- Consider taking the subjects that interest you most, as you will study them for two years.
- Think about which subjects you are good at, as this may lead to your best final results.
- Find out which subjects may help with your future career (if you already have some ideas).
- Do not choose a course because you get on with the teacher or your friend chooses it – you may end up with a different teacher and you may not be in the same class as your friend.

Time Schedule

6th February – The **Options Information Evening** provides detailed information about all of the courses on offer. Option forms are also given to pupils in school on this day.

26th February – The **Year Nine Parents' Evening** gives an opportunity to meet with teachers to discuss progress and potential suitability for option subjects.

8th March – The **Deadline for completed Option forms** to be given in to Tutors.

Options Pathways Framework

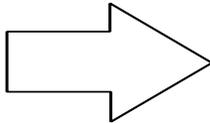
**YEAR 9
ENGLISH
GROUP**

**OPTION
PATHWAY**

OPTIONS ADVICE

ADDITIONAL

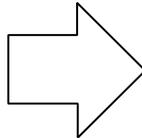
X1 Y1 X2 Y2



- Pupils in this Pathway are required to make 5 choices.
- A language must be one of these choices.
- It is also recommended that pupils choose one of the Humanities subjects and a practical/ creative subject in order to ensure a balanced curriculum.

CORE

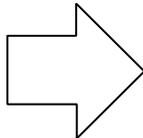
X3 Y3 X4 Y4



- Pupils in this Pathway are required to make 5 choices.
- We would strongly advise all pupils to continue with their language.
- Pupils are advised to include a practical/creative subject within their options programme.
- It is also recommended that pupils choose one of the Humanities subjects in order to ensure a balanced curriculum.

FOUNDATION

X5 Y5 X6 Y6



- Pupils within this pathway are required to make 5 choices.
- Some OCR National Certificate courses are available.
- Pupils who have a good attendance and behavioural record may be considered for a one day a week college placement at either Eastleigh or Sparsholt College.

Core Subjects

Which Subjects are in the Core?

The core curriculum is made up of subjects that all pupils continue to study.

	Lessons per week
• English – Language GCSE and Literature GCSE	4
• Mathematics – Mathematics GCSE	4
• Science – Combined Science (Dual Award) GCSE	4
(Separate Science is available as an option, which provides an extra two lessons)	
• Physical Education (PE)	2
• Personal, Social, Health and Economic Education / Citizenship (PSHEE)	½
• Assembly	½

Option Subject Time

You will study five option subjects, one chosen from each block. Each option subject is taught for 2 lessons per week.

If you are accepted to do a college course, this is taken instead of your choices in box 3 and box 4 on the options form.

The English Baccalaureate

The English Baccalaureate was introduced to encourage the study of a broad range of academic subjects.

These are the subjects that count towards the EBacc:

English, Mathematics, Science, Humanities (History or Geography),
Modern or Ancient Foreign Language and Computer Science.

English and English Language

Examination Board: AQA Specification No. 4700 English
4705 English Language

Brief Description of Course

Enjoyment, challenge, opportunity and achievement!
The courses encourage you to develop and demonstrate your ability to express yourself in reading, writing, speaking and listening. You will be encouraged to develop an investigative and analytical approach to English across a whole range of language.

How you will learn

You will learn by engaging in a variety of learning experiences: whole-class activities, discussions, research, personal study and more formal testing and assessment. You will be developing your English skills with an emphasis on critical, analytical and personal response.

Method of Assessment

Paper 1 – Explorations in Creative Reading and Writing

- Reading Literary Fiction – 19th /20th /21st Century Fiction - 25%: 1 hour incl. reading time
- 1 short question 4 marks
- 2 longer questions 2 X 8 marks
- 1 extended question 1 X 20marks
- Writing to describe and narrate 25%: 45mins
- 1 extended writing question 40 marks; 24 for content and 16 for technical accuracy

Paper 2 – Writers' Viewpoints and Perspectives

- Reading one non-fiction text and one literary non-fiction text - 25%: 1 hour incl. reading time
- 1 short question 4 marks
- 2 longer questions 1 X 8 marks, 1 X 12 marks
- 1 extended question 1 X 16marks
- Writing to present viewpoint 25%: 45mins
- 1 X extended writing 40marks, 24 for content and 16 for technical accuracy

For further information please contact: Miss Player (KS4 English Coordinator or Mrs Payne (Head of English)

English Literature GCSE

Examination Board: AQA

Specification No. 4710

Brief Description of Course

A challenging, interesting and rewarding course requiring pupils to explore a range of literary texts in drama, prose and poetry. Critical analysis and comparison are central to the course.

How you will learn

You will learn through a mixture of various teaching and learning styles, engaging with the material in an individual, small group and whole class context. Knowledge and skills are practiced and reinforced to prepare you for assessments and examinations. You are encouraged to develop your own critical, personal responses to the texts studied.

Method of Assessment

Paper 1 - 1hr 45mins: 40%

Section A: Shakespeare

- 1 question on the play i) Write in detail about an extract ii) Write about the play as a whole

Section B: 19th Century novel

- 1 question on the novel i) Write in detail about an extract ii) Write about the novel as a whole

Paper 2 – 2hr 15mins: 60%

Section A: Modern Texts

- Write one essay from a choice of two questions

Section B: Poetry

- Answer one comparative question – one named poem and one other from the Anthology cluster

Section C: Unseen poetry

- Answer one question on each of two unseen poems and one comparative question

There is no controlled assessment or coursework.

For further information please contact: Miss Player (KS4 English Coordinator or Mrs Payne (Head of English)

Mathematics GCSE

Examination Board: **AQA / Edexcel**

Linear Mathematics 9-1

Brief Description of Course

The study of mathematics will enable you to:

- develop knowledge, skills and understanding of mathematical methods and concepts
- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, every-day and real-world situations
- reason mathematically, make deductions and inferences and draw conclusions
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

You will study topics from six broad areas of mathematics:

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

How you will learn

You will continue to study mathematics following on from your Year 9 work at an appropriate level for you. Your knowledge and understanding of the subject will develop as you experience and participate in a range of activities such as:

- Practising and consolidating skills in class and at home.
- Working in pairs and groups to share ideas and compare strategies when solving problems.
- Using ICT efficiently to explore patterns; shapes and graphs.

Investigating and solving problems in real-life contexts.

Method of Assessment

- This course is Linear and is assessed with three exams at the end of the course in Year 11.
- Each exam paper contributes to 33.3% of the qualification.
- Each paper lasts 1 hour 30 minutes.
- Each paper contains 80 marks in total.
- Paper 1 is Non-calculator, Paper 2 and 3 are Calculator.
- Higher grades range from 9-4, Foundation grades range from 5-1.
- Assessment objectives mean that pupils will be questioned on their mathematical fluency, reasoning and problem solving abilities.

For further information please contact your Mathematics teacher or Mr Duckering (Head of Mathematics).

Combined Science GCSE (dual award)

Examination Board: AQA

Specification: **Trilogy 8464**
Biology 8461
Chemistry 8462
Physics 8463

Brief Description of Course

The Combined Science: Trilogy GCSE qualification equates to 2 GCSEs. Pupils follow a two year course consisting of a series of units which develop competence in the science disciplines of biology, chemistry and physics. The Separate Science GCSE qualification equates to 3 GCSEs in which pupils study an extra module (in italics below) and content in addition to the curriculum for the Combined Science: Trilogy GCSE.

Required practicals are spread throughout each Science over the two year course.

Biology Units

- 1 Cell biology
- 2 Organisation
- 3 Infection and response
- 4 Bioenergetics
- 5 Homeostasis and response
- 6 Inheritance, variation & evolution
- 7 Ecology

Chemistry Units

- 1 Atomic structure and the Periodic Table
- 2 Bonding, structure & properties of matter
- 3 Quantitative chemistry
- 4 Chemical changes
- 5 Energy changes
- 6 The rate and extent of chemical change
- 7 Organic chemistry
- 8 Chemical analysis
- 9 Chemistry of the atmosphere
- 10 Using resources

Physics Units

- 1 Forces
- 2 Energy
- 3 Waves
- 4 Electricity
- 5 Magnetism
- 6 Particle model of matter
- 7 Atomic structure
- 8 *Space Science*

How you will learn

The course identifies the activities and experiences learners will come across in everyday life, and links these to scientific ideas and their implications for society. It provides the opportunity to acquire and develop scientific skills, knowledge and understanding essential to the development of responsible attitudes to the world in which we live.

The course content will be covered using a variety of methods including opportunities for independent and group work, practical investigations, ICT simulations, data logging, class discussion, practice questions and quizzes.

Method of Assessment

There are six exam papers for both qualifications (1 hour 15 minutes for Combined Science: Trilogy and 1 hour 45 minutes for Separate Science GCSE) each consisting two biology, two chemistry and two physics. The exam papers assess knowledge and understanding from distinct topic areas including the required practicals.

Biology	Paper 1	Topics 1-4
	Paper 2	Topics 5-7
Chemistry	Paper 1	Topics 1-5
	Paper 2	Topics 6-10
Physics	Paper 1	Topics 1-4
	Paper 2	Topics 5-7

For further information please contact Mr Lean (Head of Science)

Non Examined Core Subjects

Personal, Social, Health and Economic Education & Citizenship (PSHEE)

All pupils continue to spend 40 minutes per week focusing upon areas of PSHEE or Citizenship. The topics covered include: Healthy Lifestyles, World of Work, Global Communities, British Values and Extremism, Personal Finance, Government/Parliament and Safer Driving.

Pupils are also taken off timetable to take part in more in depth sessions where relevant. These sessions involve a range of agencies working in the fields of health promotion and voluntary work. Some aspects of the PSHEE and Citizenship programme are delivered during year group assemblies.

Pupils are given the opportunity to contribute to the life of the School through Year and Whole School council, taking part in assemblies, hosting during open evening/parents evenings and supporting tutor groups during the transition from Year 6 to 7.

Core Religious Education at KS4

The statutory requirement for the provision of Religious Education in KS4 is met by a combination of dedicated blocks of time and cross curricular links with the Citizenship programme.

A dedicated team delivers a programme of Religious Education sessions in half day blocks- one in Year 10 and one in Year 11. The sessions cover a variety of philosophical and ethical issues, such as the place of religion in the twenty first century; medical ethics and just war theory.

The Religious Studies issues integrated into Year 11 Citizenship include discussion of British values, extremism, immigration, refugees and human rights.

The activities are varied, but are intended to stimulate debate, individual reflection and philosophical enquiry.

Enterprise and Work Related Learning

Teachers across all subject areas incorporate the development of enterprising skills within lessons. This encompasses life skills such as teamwork, independence, creativity, problem solving and risk management.

Work related learning in Year 10 provides a real life connection between skill development and future earning potential and employability. Real work allows pupils to practice and develop their skills and identify areas for development at an early stage.

Core Physical Education – Key Stage 4

Brief Description of Course

Physical Education at Key Stage 4 is a core subject taken by **all** pupils. All pupils must continue to bring all the correct kit and equipment for each activity. Even if they have a note excusing them from full participation, they must still bring their kit and some additional clothing if necessary so that they are still part of the lesson.

Pupils will have 2 lessons per week following their selected pathway as follows:

Lesson 1 – Fitness for Life - Pupils will follow a diverse range of activities designed to develop their personal health and wellbeing. Examples of lessons/activities are Health Suite, Exercise to Music, Aerobics, Boxercise, trampolining, climbing/ traversing and swimming.

Lesson 2 – Games for Life – Pupils will experience a wide variety of games. In addition to the traditional games covered at Key Stage 3, new and exciting experiences are provided such as lacrosse, volleyball, golf and many more. During this lesson those pupils that have opted to study a leadership course will work towards their qualification.

How you will learn

Pupils will be assessed each half term on their effort, attainment, behaviour, quality of work and reliability in terms of bringing the correct kit and equipment to maximise their performance and progress. This program recognises that all pupils are different and it is hoped that what is included will serve to inspire and motivate all students toward the development of a healthy and active lifestyle both in school and when leaving and entering society.

Method of Assessment

Grades awarded are Pass, Merit, and Distinction

For further information please contact Mr. Birch (Head of P.E.), Miss Wellington (Deputy Head of P.E.) or Mr Hall (Head of Games)

Art GCSE

Examination Board: AQA

Specification No. 4201

Brief Description of Course

GCSE Art is a two year course which encourages students to develop a portfolio of work encompassing a rich and varied range of skills and techniques. They will complete 2 units of coursework and a final exam. Within each unit there are four assessment objectives that must be completed, which are:

Artists Study– Researching Artists and Designers and cultures through different periods of history.

Research – collecting images, drawings, photographs and information that is relevant to the given theme.

Developing Ideas – creating imaginative and original responses to the given theme and experimenting with a variety of media.

Final Piece and Evaluation – create your own individual piece of artwork, then explain how it was achieved and if you have been successful.

Please note that pupils cannot take this subject with both Photography and Textiles.

How you will learn

The units are developed around a central theme i.e. natural forms, colour, landscapes etc. This will provide the focal point for all the practical work undertaken. Students will then be encouraged to explore a variety of avenues of research and compile evidence in a portfolio. This will include sketches, photographs and any other relevant images and information. They will research the work of other Artists and Designers, both historical and contemporary. Students will also explore other cultures looking at their traditions, artefacts and history. This research will provide the students with a wealth of information that they can use to help them develop their own original ideas for a final piece. Students will be encouraged to experiment with a wider variety of processes, techniques and media, whilst building upon the skills they have learned previously. In the making of a final piece, students are given the opportunity to do sculpture, textiles, silk painting and mixed media, alongside and in conjunction with paint and pastels.

Method of Assessment

Students will be assessed at the end of each unit and again at the end of the course.

They will sit a final exam in Year 11, comprised of 6-8 weeks preparation time followed by a 10 hour practical exam. It is important to note: 60% of marks – coursework, 40% of marks – final exam

It is therefore vital that all coursework is completed fully during the two years.

For further information please contact Mrs Churcher (Head of Art)

Business GCSE

Examination Board: Edexcel

Specification No. 1BS0

Brief Description of Course

Developing Enterprising Minds

Engaging themes will spark your child's imagination and inspire commercial thinking as they develop their business knowledge by studying this dynamic subject. We will deliver practical activities by using up to date and engaging real life business case studies. This will allow your child to apply their knowledge and understanding to different business situations. Pupils will study businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

This subject prepares your child for many aspects of their future working life whether they choose to run their own business or to work in the private or public sector.

How you will learn

While studying the first unit of this course you are likely to learn a lot of new things. You will be introduced to the world of small business and will look at what makes someone a successful business person. You will find out how to develop an idea and spot a business opportunity, and turn that into a successful enterprise. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved. In the second unit you will understand how a business develops beyond its start-up phase, to a national and global scale. You will examine how the interactions between departments and between the business and the outside world affect the success or failure of a growing business.

Please be aware that this subject is not about IT or Computers, it covers all of the aspects studied in the Year 9 BEE Festival Unit.

Method of Assessment

Paper 1: Investigating small business you will take a written examination paper worth 50% of the final grade.

Paper 2: Building a business is also worth 50% of the final grade.

Both question papers are 90 minutes long and will be a mixture of multiple choice, data response, short answer, extended writing and scenario based questions.

For further information please contact Mrs Bamford (Head of BEE) or your BEE teacher

Child Development Cambridge Nationals Level

1/2

Examination Board: OCR

Specification No. J818

Brief Description of Course

The Cambridge National Level 1 / 2 award in Child Development closely follows the format of the old GCSE in Child Development. It has been designed to fit into the curriculum and form a key part in a student's Progress 8 and Attainment 8 approved subjects.

This optional qualification focuses on the development of a child from conception to the age of five, developing knowledge, understanding and skills related to all aspects of child development. It is a flexible and practical work based qualification, suitable for students interested in working with children and would lead well into careers in nursing, midwifery, child care and primary teaching. It would also make ideal additional learning for anyone interested in taking the Cambridge National Level 1 / 2 award in Health and Social Care.

The 8 main topics covered are:

1. Reproduction
2. Parental responsibility
3. Antenatal care
4. Birth
5. Postnatal checks
6. Caring for a baby
7. Conditions for development
8. Childhood illnesses and safety

How you will learn

Students will be expected to participate fully in a wide variety of interesting tasks and activities. The coursework element is 50% of the award and pupils should be prepared to carry out independent research both in the classroom and as homework tasks. They will also be involved in the planning, completion and evaluation of practical work.

Visits will be made to local nurseries and outside speakers will be invited in to talk about their roles in child development. Pupils will also have the opportunity to gain a First Aid qualification and take part in a babysitting course.

Method of Assessment

Year 10:	Unit 2	Research task (dietary & equipment needs of babies and young children) - 25%
Year 11:	Unit 3	Child study (developing activities to observe development norms in children) - 25%
Year 11:	Unit 1	written paper - 50%

For further information please contact Mrs Rossiter (Head of Child Development/H&SC)

Computer Science GCSE

Examination Board: OCR

Brief Description of Course

GCSE Computing will enable learners to:

- Develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts.
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
- Use their knowledge and understanding of computer technology to become independent and discerning users of ICT, able to make informed decisions about its use, and aware of the implications of different technologies.
- Acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts.
- Develop computer programs to solve problems.
- Develop the skills to work collaboratively.
- Evaluate the effectiveness of computer programs/solutions and the impact of the issues related to the use of computer technology in society.

How you will learn

Students will carry out a practical investigation of a topic chosen from a set of options supplied by the exam board. They will also be given the opportunity to create solutions to various computing tasks. Is it the right course for me? You must enjoy **Mathematics, have a high level of mathematical understanding to be able to be an independent critical thinker and like solving problems.** Please note this is an extended pathway qualification, you must be able to achieve at least a grade B in Mathematics GCSE. Computer Science is included in the English Baccalaureate.

Method of Assessment

The assessment consists of two written examinations and an externally moderated non-exam assessment.

Unit 1 – Computer Systems; Written Paper 50% of the qualification

Unit 2 – Computational Thinking, Algorithms and Programming 50% of the qualification

Unit 3 – Programming Project

For further information please contact Mrs Bamford (Head of BEE)

Dance GCSE

Examination Board: AQA

Specification Number: 8236

Brief Description of Course

Dance is a powerful and expressive subject which encourages pupils to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This new course recognises the role of dance in young people's lives and pupils will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria. The theoretical study of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks. Whilst many pupils will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have. Pupils will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today.

How you will learn

This course focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. The practical and theoretical components of the course enables pupils to study dance by 'doing' and an anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. The study of the dance anthology will facilitate the development of pupils' skills in performance and choreography as well as broadening their knowledge and understanding of dance theory; the ability to critically appraise dances of different styles and cultural influences.

Method of Assessment

Component 1: Performance and Choreography.

Performance:

- Set phrases through a solo performance (approximately one minute in duration).
- Duet/trio performance (a maximum of five minutes in duration).
- 30 % of GCSE/40 marks

Choreography:

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five.
- 30 % of GCSE/40 marks

Component 2: Dance Appreciation.

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.
- 40% of GCSE: Written exam: 1 hour 30 minutes = 80 marks

For further information, please contact Miss Poole, Teacher of Dance

Design and Technology GCSE

Brief Description of Course

GCSE Design and Technology will prepare our pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This creative course allows pupils to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

How you will learn

The course will encourage pupils to:

- Solve problems, through designing and making principles
- Develop ideas and produce quality products, using a comprehensive variety of woods, metals, plastics and other manufactured materials. Hand skills and laser cutting (CAD/CAM) will be used in addition to a full range of software, equipment and tools
- Explore (and be examined in) a comprehensive range of core and specialist technical principles

Method of Assessment

One external exam at the end of the course, worth 50%. 2 hour duration.

One 'Design and Make' task, consisting of a contextual challenge set by the exam board, on the 1st June, towards the end of year 10. It will account for the remaining 50% of the total GCSE mark.

For further information please contact Mr Tresair (Head of Design and Technology)

Drama GCSE

Examination Board: AQA Specification No: GCSE DRAMA (8261)

Brief Description of Course

Students can choose to study GCSE Drama as either a performer or a technical designer. This means that for the first time students can opt to be solely assessed on design within the theatre (Set, Lighting, Costume & Make Up or Sound). The GCSE is studied in an academic setting, interrogating and exploring Drama as an art form and applying students' knowledge and understanding to the process of creating and developing their own performance/design work. We aim to develop confident, creative, independent thinkers with skills in research, working with others, analysis, communication, time management, ICT, problem solving, planning and organising.

Component 1: Written exam 40%

This component assesses the pupil's knowledge and understanding of Drama and theatre.

They study and write about one set text.

They analyse and evaluate the work of live theatre makers. (The pupils will see a professional performance and write about this in the exam.)

Component 2 Devising Drama 40%

This component assesses:

The process of creating Drama.

Performance of devised drama. (Pupils may contribute as a performer or designer)

Analysis and evaluation of own work

Component 3 Text in practice (practical) 20%

This component assesses a performance of two extracts from one play (pupils may contribute as a performer or designer)

How you will learn

The course enables learners to gain a practical understanding of drama, alongside applying this knowledge to their performances while developing their practical skills. Students can choose to be a performer or can take on the role of designer in lighting, sound, set or costume (incorporating make up). Learners must choose one role throughout each unit but can choose different roles throughout the course. Students will study a variety of classical and contemporary texts, practitioners, genre and stimuli developing their understanding of how to use specific processes to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work. Regular theatre visits and workshops with professional theatre companies will also develop performance skills and inspire creativity.

Method of Assessment

Component 1: Understanding Drama: 40%, written exam, 1hour 45 minutes, Open book, 80 marks in total. Marked externally

Component 2: Devising Drama: 40%, Devising log (60 marks), Devised performance (20 marks) 80 marks in total. Marked by teacher, moderated by AQA

Component 3: Text in practice: 20%, Performance of extract 1 (20 marks) performance of extract 2 (20 marks) 40 marks in total. Marked by external AQA examiner

For further information please contact Mrs Lee (Head of Drama)

French GCSE

Examination Board: Edexcel

Specification No: 1FRO

Brief Description of Course

Pupils will continue to study the 4 skills: listening, speaking, reading and writing. They will also work on translation skills and look at some authentic texts. The themes studied will include: Identity and Culture, Future Aspirations, Study and Work, International and Global Dimension, Holiday and Travel, School and Local Areas.

How you will learn

Pupils will continue to learn through a variety of activities, including pair and group work, independent activities, interactive resources and text books. Pupils will be expected to learn vocabulary and grammatical structures on a regular basis,

Method of Assessment

Reading 25% 45 minutes Foundation 60 minutes Higher

Listening 25% 35 minutes Foundation 45 minutes Higher

Writing 25% 1hour 10 minutes Foundation 1 hour 20 minutes Higher

Speaking 25% 7-8 minutes Foundation 10-12 minutes Higher

For further information please contact Mr Bailey (Head of French)

Food Preparation and Nutrition GCSE

Examination Board: AQA

Brief Description of Course

A **New** Food GCSE to challenge the brain as well as the taste buds.

This exciting new specification focuses on creative high level practical cooking techniques to ensure that students develop a thorough understanding of the scientific principles behind food and nutrition, healthy eating, food provenance, seasonality and the working characteristics of food materials. It prepares students for living in a contemporary, changing and multi-cultural society. It places an emphasis on the choice and management of resources and making justified decisions to meet individual dietary needs. **Food preparation and cooking techniques will be assessed through the non-exam component.**

How you will learn

The following topics will be covered:

- Food, nutrition and health- macro and micro nutrients, individual nutritional needs.
- Food science-functional and chemical properties of food
- Food safety-food spoilage and contamination
- Food choice-factors affecting food choice and British and International cuisines
- Food Provenance- environmental impact and sustainability of foods

There will be 2 lessons a week, one will be theory based and one usually practical.

Food Investigation provides an opportunity to explore a board set task through practical work. Students must apply and demonstrate their understanding of the function and performance characteristics of food commodities - ingredients. The written report must include photographic evidence of the practical work.

Food Preparation assessment requires students to research, select, plan, prepare cook and serve a **final menu of three dishes** within a 3 hour period to fulfil a chosen task. A written portfolio must include photographic evidence of the practical work.

Method of Assessment

Component	Duration	Weighting
Written paper	1 hr 45 minutes (100 marks)	50%
Food Investigation	10 hours (will contain some practical content)	50%
Food Preparation Assessment	20 hours to include a 3 hour practical test	

For further information please contact Mrs Southworth (Head of Food Technology)

Geography GCSE

Examination Board: AQA

Specification: 8035

Brief Description of Course

This is a rich and diverse course that highlights the critical importance of Geography for understanding the world and stimulating interest in places. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment. It adopts a traditional approach covering all the key ideas and debates such as climate change, globalisation, economic progress, urban regeneration and management of world resources.

Topics include natural hazards, physical landscapes, ecosystems, how human activities shape towns and cities, the effects of global industries on different countries and the challenge of managing energy resource.

This course will include two separate fieldwork days linked to the third examination as well as a decision making exercise based on a pre-release topic in March of the examination year.

How you will learn

Geographers study the issues and changes in the world around us. The case studies and topics that we cover are therefore always changing. Work for Geography GCSE students includes:

- Opportunities for both independent learning and group work
- Map drawing and reading
- Graph drawing and reading
- ICT skills
- Debate and discussion
- Problem solving and decision making
- Research
- Describing and explaining processes

Geography is included in the English Baccalaureate.

Method of Assessment

Paper 1: Living with the physical environment
Written paper – 1 hour 30 minutes – 35%

Paper 2: Challenges in the human environment
Written Paper – 1 hour 30 minutes – 35%

Paper 3: Geographical applications – 1 hour - 30%
Local fieldwork investigation and decision making exercise

For further information please contact Mr Strachan (Head of Geography)

German GCSE

Examination Board: AQA

Specification No. 8668

Brief Description of Course

German GCSE teaches you to understand, provide information and give opinions about various topics within the following contexts:

Identity and culture

Local, national, international and global areas of interest

Current and future study and employment

The course involves being able to understand written and spoken German, and also being able to write and speak German to a good standard. The skills are equally weighted.

How you will learn

You will complete various speaking, listening, reading and writing tasks. You will work alone, in pairs, groups and as part of the whole class. Language will be learned by listening to audio and watching video as well as listening and speaking to the teacher and one another. You will read and understand all kinds of different written German including short literary texts. Over the two years, you will learn all the language required to gain a good grade at GCSE as well as gaining an effective “toolkit” with which to go on to A-level studies if you wish. You will practise all the skills required for the final examination in Speaking, Listening, Reading and Writing. Lessons will focus on understanding as well as producing German.

Method of Assessment

Listening - 25% - Final exam.

Reading – 25% - Final exam. This involves various tasks including translation from German to English.

Speaking – 25% - Final exam. This includes a role play, discussion of a photo card and a general conversation.

Writing – 25% - Final exam. This includes tasks ranging from translation of sentences or a short passage from English into German to more open tasks.

Pupils will either be entered at higher or foundation level for all skills.

For further information please contact Mrs Lee (Head of German)

Health and Social Care

Cambridge Nationals Level 1/2

Examination Board: OCR

Specification No. J811

Brief Description of Course

The Cambridge National Level 1 / 2 award in Health & Social Care closely follows the format of the old GCSE in Health & Social Care. We are going to be following the Certificate course which is the equivalent to a GCSE, and forms a key part in a student's Progress 8 and Attainment 8 approved subjects.

This exciting course provides pupils with the opportunity to understand Health and Social Care within the community as well as for individuals.

Through a more applied approach to learning, pupils will not only increase their knowledge and awareness of how health and social care organisations operate but will also develop skills that will be of use to them in any line of work.

You should be thinking about doing this course if you are considering a job in the Health & Social Care industry, or are interested in learning more about the topics below:

- 1) Essential values of care for use with individuals in care settings.
- 2) Communicating and working with individuals in health, social care and early years' settings.
- 3) Understanding life stages and things that can affect health and wellbeing.
- 4) Using basic first aid procedures.

How you will learn

Students will be expected to participate fully in a wide variety of interesting tasks and activities. The coursework element is 75% of the award and pupils should be prepared to carry out independent research both in the classroom and as homework tasks. Good attendance is essential as the coursework component is worked on throughout the two years of the course.

Visits will be made to a local nursery and care home. Outside speakers will be invited in to talk about their roles in the Health & Social Care industry. St John's Ambulance will deliver part of the First Aid section of the course so pupils will all gain a First Aid qualification. Pupils will also have the opportunity to take part in a babysitting course.

Method of Assessment

Year 10:

- R022: Communicating and working with individuals in health, social care and early years settings (Controlled Assessment task – 25%)
- R031: Using basic first aid procedures (Controlled Assessment task – 25%)

Year 11:

- R0259: Understanding the nutrients needed for good health (Controlled Assessment task – 25%)
- R021: Essential values of care for use with individuals in care settings (Written exam – 25%)

For further information please contact Mrs Rossiter (Head of Child Development/H&SC).

History GCSE

Examination Board: AQA

Specification 8145

Brief Description of Course

The course consists of four units:

Paper 1:

- A. Period study: Germany 1890-1945 Democracy and Dictatorship
- B. Wider world depth study: Conflict and Tension between East and West 1945-75

Paper 2:

- A. Thematic study: Britain: Migration, empires and people c.790-present
- B. British depth study including the historic environment: Elizabethan England 1568-1603

How you will learn

This course will extend your knowledge and understanding of the past and the world today. It will also further develop your skills of analysis and evaluation of historical evidence. A variety of teaching and learning methods will be used: whole class teaching; group and discussion work; individual research and investigation; use of ICT, videos, the Internet, as well as a wide range of other historical evidence. History is included in the English Baccalaureate. A field visit to Germany (Munich, Nuremberg and Berlin) is planned.

Method of Assessment

Two written examination papers at the end of the course of study:

- Paper 1: 1hr 45 – 84 marks – 50% of the GCSE
- Paper 2: 1hr 45 – 84 marks – 50% of the GCSE

For further information please contact Mrs Slater (Head of History)

Italian GCSE

Examination Board: Edexcel

Specification No. 21N01

Brief Description of Course

Pupils will continue to study the four skills: listening, speaking, reading and writing. The themes we will study are: Identity and Culture, Future Aspirations, Study and Work, International and Global Dimension, school, Holiday and Travel.

The emphasis will be on producing engaging and informative language in both speaking and writing whilst developing a good ability to understand the spoken and written word.

How you will learn

Pupils will continue to learn through a variety of activities, including pair and group work, independent activities, interactive resources and textbooks. Pupils will be expected to learn vocabulary on a regular basis, throughout the course and progress will be measured by regular assessment of writing and speaking where we will see language becoming more confident, creative and imaginative.

Method of Assessment

All four skill areas are to be assessed at the end of the course in the May/June exams.

Listening - 25% - Final exam.

Reading – 25% - Final exam. This involves various tasks including translation from Italian to English.

Speaking – 25% - Final exam. This includes a roleplay, discussion of a photo card and a general conversation.

Writing – 25% - Final exam. This includes tasks ranging from translation of sentences or a short passage from English into Italian to more open tasks.

For further information please contact Mrs Kingsley (Head of Italian)

Latin GCSE

Examination Board: WJEC Eduqas

Brief Description of Course

The course continues to develop translation and comprehension skills, introducing more complex Latin grammar in preparation for reading extracts from original texts. In Year 10 the city of Rome and aspects of Roman society in the 1st century AD are studied. Towards the end of Year 10 and in Year 11 students will learn about chariot racing in ancient Rome and read a selection of extracts on this topic by classical authors such as Pliny, Suetonius, Ovid, Virgil, Juvenal and Martial. During Year 11 pupils will study either a Roman civilisation topic or a section of narrative text for the final paper of the GCSE qualification (see below).

How you will learn

In Year 10 students will follow the Cambridge Latin Course, book IV. A combination of written translation, language exercises, paired and group work and interactive games will be used to reinforce new grammar constructions. A range of source materials will be used to learn about the relevant Roman civilisation topics. In Year 11 extracts from works by Roman authors will be studied in class with access to vocabulary lists and translations. Students will develop their skills of literary appreciation through reading, discussion and written tasks.

Method of Assessment

There are three exam papers for GCSE Latin:

Paper 1	Latin Language	June exam session	50% of the qualification
Paper 2	Latin Literature and Sources	June exam session	30% of the qualification
Paper 3	Either Latin Literature (narratives) Or Roman Civilisation	June exam session	20% of the qualification

For further information please contact Mrs Dineen (Head of Latin)

Media Studies GCSE

Examination Board: EDUQAS

Brief Description of Course

Candidates study the 'mass media', which incorporates television, radio, film, newspapers, magazines, popular music, video, desktop publishing, video games, photography, independent, community and alternative media organisations. Four key concepts are explored: media language, audience, representation and institution. There is an emphasis on the development of practical skills in simulated exercises. Pupils are encouraged to create actual media products. They subsequently analyse and evaluate their effectiveness. There is an increased emphasis on the relevance and importance of the media industry in today's society – it impacts on everyone's daily life and is the fastest growing area of employment.

How you will learn

You will study all popular areas of the media: TV, film, radio, magazines, advertising, pop music, the internet, video games and newspapers. You will create products for these areas using up to date equipment and technology and learn about current products in the Media and how they appeal to an audience and represent certain social groups. You will need to know how to work with others and plan your time. You will need to listen to different opinions and possibly change some of your own. You will work hard and you will learn a lot!

Method of Assessment

Two one hour and thirty minute examinations at the end of Year 11. (70% of the final mark) One Practical Production assignment during Years 10 and 11. (30% of the final mark)

For further information please contact Mr Palmer (Head of Media Studies)

Music GCSE

Examination Board: AQA

Specification No. 8271

How you will learn

The GCSE Music course is quite practical, with considerable performing and composing on the pupil's instrument. The course comprises of 60% coursework and 40% listening. Pupils sit a listening exam at the end of year 11. The course is taught in two lessons per week over the two years, with one homework set each week.

Method of Assessment

Coursework (60%):

Performance pieces include one solo and one piece as part of an ensemble lasting a combined minimum of **four** minutes. The performance as part of an ensemble must last for a minimum of **one** minute. Students must compose two pieces of music; one in response to an externally set brief in Year 11 and the other a free composition. The combined duration of the compositions must be a minimum of **three** minutes.

Listening exam (40%):

There are two "areas of study" that pupils cover for the listening exam – the first looks at the development of Western music over time and the other area of study focuses on popular music since 1960.

It is strongly advised that pupils begin the course at a Grade 3 standard or equivalent on their chosen instrument.

For further information please contact Mr Clarke (Head of Music)

Photography GCSE

Examination Board: AQA

Brief Description of Course

The photography exam is run along very similar lines to the current Art and Design course. The photography course involves pupils recording observations by understanding and using DSLR cameras and learning how to edit in post-production. They will submit practical work and critical studies from the following:

Portraiture
Documentary

Fashion Photography
Photo Journalism

Experimental Imagery
Location Photography

Please note that pupils cannot take this subject with both Art and Textiles.

How you will learn

Pupils will create a portfolio of work in Year 10 in which they will learn how to use a DSLR, looking at aspects such as aperture control, shutter priority, ISO and lighting. They will then produce their first coursework portfolio based on a response to a set theme, such as Natural Forms or Mental Health. In Year 11 pupils will undertake their mock exam and GCSE exam, again responding to set themes. They will learn how to use the DSLR cameras manually and understand the process of annotating their work along with studies of Photographer's techniques. Ownership of a digital camera is not essential for this course; however, this does benefit and support the pupils for work set outside of school time. The pupils will also manipulate their digital photographs using computer-based software such as Photoshop and a whole host of apps on iOS.

Method of Assessment

They will be marked on four main assessment objectives;

- Recording and Observing
- Analysing and evaluating
- Developing and exploring ideas
- Presenting a personal response

The course consists of 60% Coursework and a 40% weighted Examination (A timed 10-hour exam in which pupils develop their final response).

For further information please contact Mr Palmer (Head of Photography)

Physical Education (Full Award) GCSE

Examination Board: AQA

Specification No. 8582

Pupils will have **1 theory and 1 practical** lesson per week. The theory units studied are as follows:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Method of Assessment

This course leads to **1 GCSE grade** in Physical Education. There are two components to the course, one physical and one theoretical.

Practical component (40% of final grade): In this part of the course pupils will be expected to demonstrate a sound ability to perform, coach or officiate in their chosen sport(s). Each assessment will equate to 10% of their final grade, with the final 10% of the practical component being assessed via a controlled assessment where pupils analyse and evaluate a chosen performance. These elements will require a high level of physical fitness and/or sporting acumen. **Pupils must be assessed in one individual activity, one team activity and then one more activity from either group.** The expectation for these is that pupils are performing and competing on a regular basis.

Theoretical component (60% of their final grade): In this part of the course pupils will need to complete **two examinations of 1 hour and 15 minutes.**

Paper one: The human body and movement in physical activity and sport

Paper two: Socio-cultural influences and well-being in sport and physical activity

Accelerated GCSE PE (Year 10 only)

Accelerated Physical Education: This course leads to **1 GCSE** and is studied instead of completing core PE lessons in year 10. If you are in **X1 or Y1 for English and Maths**, you are eligible to complete this 1 year course. In year 11 pupils return to their normal core PE lessons. The PE department reserves the right to approve pupils place on the course based on their **practical** ability.

For further information please contact Mr. Birch (Head of P.E.), Miss Wellington (Deputy Head of P.E.) or Mr Hall (Head of Games)

Psychology GCSE

Examination Board: AQA

Brief Description of Course

Psychology is the scientific study of the human mind and mental states and of human and animal behaviour.

The course is suitable for pupils with an interest in discussion, evaluation and exploring different theories of human behaviour. The subject is available for anyone in X/Y4 and above for English and X/Y3 and above in Maths and Science.

How you will learn

AQA Psychology at Kings' encourages pupils to:

- use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry
- acquire knowledge and understanding of Psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- understand how psychological research is conducted, including the role of scientific method and data analysis
- present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- develop an understanding of the relationship between Psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in Psychology
- develop an understanding of psychological issues, the contribution of Psychology to individual, social and cultural diversity, and how Psychology contributes to society.

Method of Assessment

Paper 1: 1hr 45mins (100marks, 50% of the course) Cognition and behaviour

1. Memory 2. Perception 3. Development 4. Research methods

Paper 2: 1hr 45mins (100marks, 50% of the course) Social context and behaviour

1. Social influence 2. Language, thought and communication 3. Brain and neuropsychology
4. Psychological problems

For further information please contact Miss Player (Teacher of Psychology)

Religious Studies GCSE

Philosophical and Ethical Studies

Examination Board: OCR

Specification No. J625

Brief Description of Course

This is an option for those pupils who enjoy discussing some of the fundamental questions in life. This course will cover an understanding of both religious and non-religious belief through beliefs and practice whilst considering the influence of religion on individuals, communities and societies.

Pupils will engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. Pupils will study two religions and apply this in philosophical and ethical contexts and in particular the themes of:

The existence of God, gods and the ultimate reality.
Religion, peace and conflict.
Dialogue between religious and non-religious beliefs and attitudes.
Religion and families.
The study of two world faiths.

How you will learn

Pupils will develop their skills of decision making, collaboration and independent working through examination of a wide range of topical issues using a variety of methods such as debates, questioning, research, analysis, class discussion, practice questions and visits and visitors.

The course develops pupils' ability to construct and develop balanced critical arguments using evidence analysis.

Method of Assessment

Two 2 hour papers each worth 50% of the overall marks

For further information please contact Miss. Banwell (Head of Religious Studies)

Sociology GCSE

Examination Board: AQA

Specification No. 8192

Brief Description of Course

As a Greek Poet once said "there are many wondrous things in the world, none more so than us".

Sociology is the study of how society is organised and how we experience life. This new specification GCSE explores key sociological concepts, thinkers and research methodology. The first part of the course will investigate sociological thought in families and education. In the second part of the course, pupils will investigate crime and deviance and social stratification.

Throughout the course pupils will develop their understanding of the research methods used in sociological enquiry and will learn to construct effective research models appropriate to different research purposes.

Sociology will appeal to anyone who enjoys being challenged by new ideas, is interested in the world around them and wishes to develop their powers of critical thinking and analysis.

How you will learn

Sociology uses a wide variety of research, analysis and learning techniques. Within the classroom, pupils will learn through discussion and debate; source analysis, independent research and written work. Outside the classroom, you will be encouraged and supported in developing your awareness of relevant current affairs.

Method of Assessment

Candidates will sit two exams at the end of Year 11.

Paper 1 - The sociology of families and education (50%).

Paper 2 - The sociology of crime and deviance and social stratification (50%)

For further information please contact Mr Sharp

Spanish GCSE

Examination Board: Edexcel

Specification No. 1SP0

Brief Description of Course

Pupils will continue to study the 4 skills: listening, speaking, reading and writing. They will also work on translation skills and look at some authentic texts. The themes studied will include: Identity and culture, Future aspirations, study and work, International and global dimension, holiday and travel, school and local areas.

How you will learn

Pupils will continue to learn through a variety of activities, including pair and group work, independent activities, interactive resources and text books. Pupils will be expected to learn vocabulary and grammatical structures on a regular basis,

Method of Assessment

Final exams in June series 2018

Reading 25% 45 minutes Foundation 60 minutes Higher

Listening 25% 35 minutes Foundation 45 minutes Higher

Writing 25% 1hour 10 minutes Foundation 1 hour 20 minutes Higher

Speaking 25% 7-8 minutes Foundation 10-12 minutes Higher

For further information please contact Ms Hayes (Head of Spanish)

Sport Studies OCR Cambridge Nationals Certificate (Level 1/2)

Examination Board: OCR

Specification No: 120 GLH

Brief Description of Course

Learners will **normally** have 1 theory and 1 practical lesson per week. The units studied are as follows:

Contemporary Issues in Sport – This is an externally assessed Unit, requiring pupils to sit a written paper Unit test. Pupils will explore a range of topical and contemporary issues in sport relating to participation levels and barriers as well as the promotion of values and ethical behaviour through sport. Additionally they will look at high profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

Developing Sports Skills – This unit is assessed by an internally set assignment. Pupils look at the skills, techniques, demands, rules, regulations and scoring systems of one team and one individual activity. Pupils also develop their fitness and their ability to coach, officiate and analyse performance. For this unit of work the pupils are assessed in basketball as their team activity and badminton as their individual activity.

Sports Leadership – This unit is assessed by an internally set assignment. This unit requires pupils to develop their skills of leadership, coaching and communication as they work towards leading a 30 minute coaching session for their peers. They must also be heavily involved in the planning and delivery of a medium sized sports event for younger pupils.

Developing Knowledge and skills in outdoor activities – This will allow pupils to identify the range of outdoor activities that are available in the UK and be able to identify organisations that provide access to these facilities. Pupils will take part in a range of outdoor activities in preparation for an internally set written assignment.

How you will learn

It is intended that lessons are vocational in nature. This means that a “real life” context be applied to all lessons and assignments. The focus is on how the material being learned in both theory and practical lessons could be used in the work place. It is an enjoyable and challenging course suitable for any pupil that has a genuine interest in sport, leisure and recreation.

Method of Assessment

You will be assessed via completion of 3 in depth assignments that have practical and theoretical components.

You will also be assessed via a written one hour Unit test paper, for Contemporary Issues in Sport, which is completed in examination conditions.

Each assignment will have a variety of tasks relating to the subject matter covered in lessons and is designed to support your learning and demonstrate your performance and understanding of each unit.

Grades awarded are Pass, Merit, Distinction and Distinction Plus.

For further information please contact Mr. Birch (Head of P.E.), Miss Wellington (Deputy Head of P.E.) or Mr Hall (Head of Games)

Textiles GCSE

Examination Board: AQA

Specification No. 4204

Brief Description of Course

GCSE Textiles is an exciting and creative course which involves working with traditional and contemporary textiles. Students will experiment with a range of media, techniques and concepts to create a portfolio of work. They will complete 2 units of coursework and a final exam. Within each unit there are four assessment objectives that must be completed, which are:

Textile Artists/Designers Study- Students research the work of other artists, designers and cultures through different periods of history.

Research- Students will collect images, drawings, photographs and samples of things that are relevant to the given theme.

Developing Ideas- Students will explore and experiment with a wide variety of textiles techniques and equipment to create a variety of possibilities for a final outcome.

Final Piece- Students will create a unique and original final piece based on their research and their artists study.

Please note that pupils cannot take this subject with both Art and Photography.

How you will learn

During the first year of the course, students will build up their knowledge and skills through a range of projects which will enable them to experience various techniques, materials and processes. Students will use sketchbooks and design sheets in order to develop a body of work. As the course progresses, pupils will gain confidence and will independently generate ideas through extensive personal research and investigation. They will continually evaluate, demonstrating an increased ability to constructively analyse their own work as well as building subject specific vocabulary and terminology. Pupils will look at other textile artists and crafts people for inspiration and will be expected to visit exhibitions and local colleges in order to further enhance their awareness of the subject.

Method of Assessment

Students will be assessed at the end of each unit and again at the end of the course. They will sit a final exam in Year 11, comprised of 6-8 weeks preparation time followed by a 10 hour practical exam. It is important to note: Coursework =60% of the final marks and the Final exam =40% of the overall grade

It is therefore vital that all coursework is completed fully during the two years.

For further information please contact Mrs Churcher (Head of Art)

Triple Science GCSE

Examination Board: AQA

Specification: Biology 8461
Chemistry 8462
Physics 8463

Brief Description of Course

Students with a real interest in science are able to take a GCSE course in each of the three science disciplines: Biology, Chemistry and Physics. Each science is taught through a series of units which are common with the GCSE Combined Science Trilogy GCSE course but are explored in greater breadth and depth. In Physics there is also an additional Space physics unit. There are 10 Biology, 8 Chemistry and 10 Physics required practicals which are spread through the courses.

Biology Units

- 1 Cell biology
- 2 Organisation
- 3 Infection and response
- 4 Bioenergetics
- 5 Homeostasis and response
- 6 Inheritance, variation & evolution
- 7 Ecology

Chemistry Units

- 1 Atomic structure and the Periodic Table
- 2 Bonding, structure & properties of matter
- 3 Quantitative chemistry
- 4 Chemical changes
- 5 Energy changes
- 6 The rate and extent of chemical change
- 7 Organic chemistry
- 8 Chemical analysis
- 9 Chemistry of the atmosphere
- 10 Using resources

Physics Units

- 1 Forces
- 2 Energy
- 3 Waves
- 4 Electricity
- 5 Magnetism
- 6 Particle model of matter
- 7 Atomic structure
- 8 Space physics

How you will learn

The course identifies the activities and experiences learners will come across in everyday life, and links these to scientific ideas and their implications for society. It provides the opportunity to acquire the scientific skills, knowledge and understanding essential to the development of responsible attitudes to the world in which we live.

The course content will be covered using a variety of methods including opportunities for independent and group work, practical investigations, ICT simulations, data logging, class discussion, practice questions and quizzes.

Method of Assessment

There are two 100 mark, 1 hour 45 minute exam papers per science, each contributing 50% to the GCSE. The exam papers assess knowledge and understanding from distinct topic areas including the required practicals.

Biology	Paper 1	Topics 1-4
	Paper 2	Topics 5-7
Chemistry	Paper 1	Topics 1-5
	Paper 2	Topics 6-10
Physics	Paper 1	Topics 1-4
	Paper 2	Topics 5-8

For further information please contact Mr Lean (Head of Science)