

# GCSE Courses Guide

Years 10 and 11

**2017–2019**



Helping you make the right choice...

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## Introduction

In this booklet you will find an outline of all the GCSE courses offered at Hampshire Collegiate School.

Heads of Department will also talk to you during lesson time about their subjects at GCSE. They will tell you about the content, skills and coursework or controlled assessments involved with each subject. The process will start on Thursday 12 January where you will attend a 'GCSE Information Evening' at school, where you can find out about all subjects on offer, especially those that might be new to you.

All staff are available to give information, help and advice. Under normal circumstances pupils at Hampshire Collegiate School will study nine GCSE subjects. It is worth being aware that for universities, quality of GCSE grades is much more important than quantity.

Universities and colleges put more weight on the quality of your grades than the number of subjects taken. They are also looking for candidates who have a commitment to interests and hobbies beyond the taught curriculum.

## What subjects do I have to study and what option subjects are there?

### Core subjects

The core GCSE subjects you will follow are:

- English Language and English Literature (two GCSEs)
- Mathematics
- Science and Additional Science (two GCSEs)

In addition you may opt, as part of the core, to take a course that will lead to an examined short course GCSE in Religious Studies: Philosophy and Applied Ethics instead of a weekly PE lesson. This short course is taught on one lesson a week and the qualification is equivalent to half a full GCSE.

You will also have a Games afternoon and a fortnightly lesson of Personal, Social and Health Education (PSHE) as part of your core timetable.

### Option subjects

As well as this core you will normally select a further four subjects to study at GCSE. You are strongly advised to select a Modern Foreign Language, either French or Spanish (see English Baccalaureate information below) and then a further three subjects from the table overleaf.

Art (Fine Art)	French	Physical Education
Business Studies	Geography	Religious Studies
Computer Science	History	Spanish
Design & Technology	Music	Textiles Design
Drama	Photography	Triple Science*

\*Pupils wishing to study all three sciences (Biology, Chemistry and Physics) as separate subjects at GCSE should choose the option "Triple Science".

## Making the right choices

It is important that you spend time and think carefully about your choices. The subjects you take at GCSE will determine your options at A level, in Higher Education and even in your career. Try to identify your strengths and match them to the requirements of the subjects on offer and remember that you will probably achieve better results in the subjects that you enjoy studying.

It is important to keep as many opportunities as possible open for the future, whilst also ensuring that the choices you make reflect your academic strengths and interests. In light of this, you should discuss the options available to you with your parents, your teachers and your tutor. We all want you to make the right choices so that you enjoy the next couple of important years of your education.

It is worth being aware that universities and colleges place more importance on the quality of your GCSE grades, than the number of subjects taken. They are also looking for candidates who have a commitment to interests and hobbies beyond the taught curriculum.

## What is the English Baccalaureate?

You may have heard of the 'English Baccalaureate' or 'EBacc'. It is not a qualification; rather a collection of academic subjects that are highly valued by some universities and the Government as providing a solid and rigorous foundation for future academic study.

To get the EBacc you need to get a grade 5 or above in all of these subjects:

- an English GCSE
- Mathematics GCSE
- **either** History **or** Geography GCSE
- two Science GCSEs
- a Modern Foreign Language GCSE (French or Spanish).

The subjects you take at GCSE will determine your options at A level, in Higher Education and even in your career...and remember that you will probably achieve better results in the subjects that you enjoy studying.

It is important to study a broad and balanced curriculum. These subjects are included in the EBacc to give you the opportunity to study a core of diverse subjects, ensuring that doors are not closed off to you in terms of future progression. The EBacc subjects allow progression to 'facilitating A Level subjects' for those hoping to go to university to study higher level academic qualifications.

The Russell Group (a recognised group of leading UK universities) describes 'facilitating A Level subjects' as the subjects that are required more than others for entry to university courses. These are essentially the A Level versions of the EBacc subjects.

### KEY DATES:

Thursday 12 January  
Year 9 GCSE Information Eve

Wednesday 25 January  
Year 9 Parents' Evening

Monday 13 February  
GCSE Option Form return  
deadline

So, if it plays to your strengths you should consider making History or Geography, together with a Modern Foreign Language part of your option selection. However, we are aware that this does not suit all and so, if selecting the EBacc subjects doesn't play to your strengths then you should not let this worry you. You should select what you enjoy and are good at.

There are many questions that you are likely to have at this stage and there are responses to some of the most frequently asked questions in the following section of this booklet. The remainder of the booklet outlines all of the GCSE courses offered at HCS. These have been separated into two sections: the core subjects and the option subjects.

## Procedure for Determining the GCSE Options Subjects

The procedure for determining your options subjects is outlined below:

1. Parents and pupils have the opportunity to attend the GCSE Information Evening on 12 January, at which the academic departments are available to discuss the subjects on offer at GCSE.
2. On 25 January there is a Parents' Meeting at which your progress and potential option choices can be discussed.
3. On Monday 13 February students will submit their option choices form.
4. Your choices will be cross-referenced with your grades and school reports to highlight any options that may be ill advised or inappropriate, and the Heads of Department will be asked for their feedback. At this stage you may be told that your effort and/or level of achievement must improve in order for that choice to be considered appropriate. Tutors and subject teachers will discuss any feedback with you.
5. The option blocks are constructed to best fit your choices, after which all parents will be contacted by letter confirming your current options.
6. The end-of-year examinations may be used to confirm the options. Any inconsistencies will be resolved in discussions between you, relevant staff, Tutor, Head of Year, parents, Mr Bowyer (Director of Studies) and Mr Yates (Deputy Head Academic).
7. Please feel free to contact Mr Bowyer ([steve.bowyer@hampshirecs.org.uk](mailto:steve.bowyer@hampshirecs.org.uk)) or Mr Yates ([graham.yates@hampshirecs.org.uk](mailto:graham.yates@hampshirecs.org.uk)) at any time if you have any queries.

## Frequently asked questions

### Why do I need to choose my GCSE options now?

It may seem quite early to be thinking about what subjects you would like to study next September; however, a lot of planning needs to take place so that we can ensure that we can build a timetable to accommodate the variety of choices students make.

### Can I change my mind about my option choices later?

Yes you can. However, once you have made your initial choices in March, we will take those choices and begin to build the timetable around them. If you subsequently decide to change your mind about your options, you may find either that the combination of subjects you wish to study is not possible or, that one or more of your subject choices is already full. This would obviously be disappointing, so it is in your best interests to think very carefully and consult as many people as possible now, so that when you fill in the Option Form you are as confident as you can be that those are your preferred choices.

### Many GCSE subjects have been reformed recently. Which ones and what does this mean?

The Government have introduced a programme of GCSE reform that began with the introduction of new GCSEs in Maths and English to be first examined in 2017. The second and third stages of the reforms will be completed by September 2017 meaning all GCSE subjects will be reformed by the time you begin your GCSEs.

Key features of the new GCSEs are:

- No tiered papers except in maths, science and MFL. Under the previous system, foundation and higher tier papers were available in many subjects to support students of different abilities.
- A fully linear structure, i.e. no modules, no coursework, no controlled assessments, except 10% in Science for practical experiments.
- Exams are the default method of assessment, 'except where they cannot provide valid assessment of the skills required', such as Art, Drama and Design Technology.
- Increased extended writing with fewer bite sized questions in examinations
- Focus on a knowledge-based curriculum.

### How will I be assessed?

The reformed GCSE subjects will mainly be assessed through written examinations. You can find more detailed information on how each subject is assessed in the subject sections of this booklet. If you can't find the information that you need in this booklet, please ask your subject teachers.

### How will I be graded at the end of the GCSE courses?

All reformed GCSE subjects will be graded on a scale of 1-9 (9 being the highest), this replaces the A\* - G grading system currently in place. The following chart shows how the two systems compare:

Existing GCSE grades	G	F	E	D	C	B	A	A*	A**
New GCSE grades	1	2	3	4	5	6	7	8	9

### What should I do if I need help choosing?

I hope that this booklet, together with the time that your subject and form tutors spend with you in discussing your options, will enable you to make informed, intelligent choices. However, if you do need further help then please make sure that you ask the relevant staff. These are likely to be your subject teachers, form tutor, relevant Heads of Department, Mrs Fernandez (Head of Year 9), Mr Bowyer (Director of Studies), Mr Yates (Deputy Head Academic).

### I want to keep my Sixth Form, university and career options as open as possible: what should I choose?

It's almost impossible to avoid closing some doors at this stage (you cannot, for example, pick up a language for A Level study if you haven't chosen to continue with it at GCSE). The core subjects followed by all students at HCS should, however, help you to maintain satisfactory breadth for many possibilities in the future. You may want to ensure that this is the case by selecting subjects that form the English Baccalaureate (see previous section). At the same time, if you are certain of your ambitions, or want to specialise in creative arts, or languages, for instance, it is not necessarily a terrible idea to pick a narrower range of subjects, so long as you have given detailed consideration to the consequences.

### What are the key dates?

Thursday 12 January	Year 9 GCSE Information Evening
Wednesday 25 January	Year 9 Parents' Evening
Monday 13 February	Option Forms returned

## Core GCSE: English Language

The English Department is responsible for two GCSEs: English Language and English Literature. There will be no Controlled Assessment element and all exams will be taken in June 2019 when your son/daughter will have to do two English Language exams and two English Literature exams. The new grading structure, with grades available from 1 (lowest) to 9 (highest), will apply.

For the English Language GCSE, students will be required to cover a diverse and exciting range of topics from creative reading and writing to understanding aspects of spoken language. The emphasis in the English Literature GCSE is on set texts; students will study texts from different time periods and different genres. There is a stimulating range of texts to choose from, including drama, poetry and prose.

Students will be required to cover a diverse and exciting range of topics from creative reading and writing to investigating aspects of spoken language.



### English Language Exams

#### **Paper 1: “Explorations in Creative Reading and Writing” 50% of GCSE**

Section A: Reading: students will be asked to read a passage of fiction and then answer a series of questions, analysing the language and structure of the text.

Section B: Writing: students will produce one piece of creative writing, thematically linked to the reading part of the paper.

Example: Write the opening part of a story about a place that is severely affected by the weather.

#### **Paper 2: “Writers’ Viewpoints and Perspectives” 50% of GCSE**

Section A: Reading: students will be asked to read one passage of non-fiction and one passage of literary non-fiction. They will then answer a series of questions, analysing the language and viewpoint of the texts.

Section B: Writing: students will be asked to write an essay in which they present a viewpoint.

Example: ‘Homework has no value. Some students get it done for them; some do not do it at all. Students should be relaxing in their free time.’ Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

**There will also be a non-examination assessment for spoken language.**

## Core GCSE: English Literature

Unlike English Language, the emphasis in the English Literature GCSE is on set texts; students will study texts from different time periods and different genres. There is a stimulating range of texts to choose from, including drama, poetry and prose.

### Paper 1: “Shakespeare and the 19th-century Novel” 40% of GCSE

Section A: Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Possible texts include ‘Romeo and Juliet’ or ‘The Tempest’.

Section B: The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Possible texts include ‘Great Expectations’ or ‘Frankenstein’.

### Paper 2: “Modern Texts and Poetry” 60% of GCSE

Section A: Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. Possible texts include ‘Animal Farm’ or ‘The Curious Incident of the Dog in the Night-Time’.

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

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

**All assessments are closed book, which means that students cannot consult texts in the exam.**

There is a stimulating range of texts to choose from, including drama, poetry and prose.



## Core GCSE: Mathematics

Mathematics education is undergoing reform, and we have already started to teach the new GCSE specification to all Year 9 students. The key aims of the GCSE are:

- To ensure students have the numerical skills required to progress to employment
- To stretch the most able students and prepare them more thoroughly for the study of A level mathematics
- To embed problem solving more rigorously in teaching, learning and assessment.

These three aims ensure that Mathematics is relevant to every student and as a core subject will prepare them for whatever they choose to do after GCSEs.

In this course students will cover the following topics:

- Number
- Ratio, proportion & rates of change
- Geometry and measures
- Algebra
- Statistics
- Probability

Assessment will take the form of three examination papers, each of 1 hour 30 minutes in duration. The papers may test any of the content taught, but assess different mathematical skills.

All 3 papers require a range of skills including; using and applying standard techniques, reasoning, interpreting and communicating mathematically and solving problems within Mathematics and in other contexts

Paper 1 — (calculator not allowed)

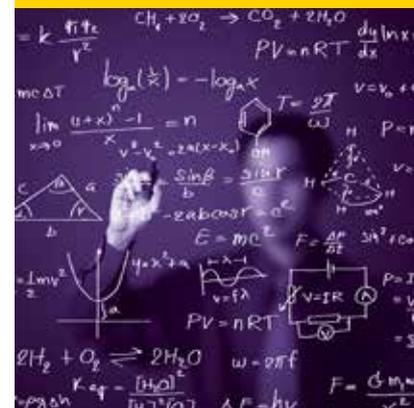
Paper 2 and 3 (calculator allowed)

All students at HCS will be set in ability groups for Mathematics, so that they can progress at the appropriate speed. The tiers are now separated differently with a 5 (C+/B-) available on the foundation paper. It is therefore expected that the bottom set will be entered into the foundation tier with the rest of the cohort entered into the higher.

Starting the course in Year 9 will leave more space for students to grow in confidence with the depth and rigour required and ensures that they will all be able to reach their potential.

The top set will have the opportunity to study Maths beyond GCSE in the form of an additional qualification which will introduce them to the power and elegance of advanced Mathematics. This will be excellent preparation for A Level study while still in Year 11.

Due to the increased demands of this course, we will start the course at the beginning of the Summer Term in Year 9. This will leave more space for students to grow in confidence with the depth and rigour required and ensures that they will all be able to reach their potential.



## Core GCSE: Science

Science and Technology increasingly determine the nature of our society, culture and the environment. Life at home, at school and in the work place is constantly changing to meet the new challenges of scientific change. Everyone needs to be equipped with knowledge and understanding to take advantage of new opportunities and change as they arise. A good understanding of science will allow effective contribution to social, medical, environmental, industrial and ethical issues

Life at home, at school and in the work place is constantly changing to meet the new challenges created by scientific discovery. Everyone needs to be equipped with the knowledge and understanding to take advantage.

### GCSE Combined Science: 2 GCSE grades

**You are already studying the first part of this GCSE course in Year 9.**

**In Year 10 and 11** you will complete the course and sit all of your examinations in June 2019.

You will gain a good basic knowledge and understanding of scientific ideas and methodology. It is taught through the three main scientific subjects of Biology, Chemistry and Physics and the three subjects will still be taught by specialist teachers.

**You will be awarded two GCSE grades at the end of Year 11. Topics studied are outlined in the table below.**



Biology	Chemistry	Physics
1. Cell Biology	8. Atomic Structure and the periodic table	18. Energy
2. Organisation	9. Bonding, structure and properties of matter	19. Electricity
3. Infection and response	10. Quantitative Chemistry	20. Particle model of matter
4. Bioenergetics	11. Chemical changes	21. Atomic Structure
5. Homeostasis and response	12. Energy changes	22. Forces
6. Inheritance, variation and evolution	13. The rate of Chemical change	23. Waves
7. Ecology	14. Organic Chemistry	24. Magnetism and electromagnetism
	15. Chemical analysis	
	16. Chemistry of the Atmosphere	
	17. Using resources	

## Assessment:

There are six exam papers, two in each subject:

Subject:	Biology	Chemistry	Physics
Paper 1	Topics 1-4 1 hour 15 mins 16.7% of GCSE	Topics 8-12 1 hour 15 mins 16.7% of GCSE	Topics 18-21 1 hour 15 mins 16.7% of GCSE
Paper 2	Topics 5-7 1 hour 15 mins 16.7% of GCSE	Topics 13 – 17 1 hour 15 mins 16.7% of GCSE	Topics 22-24 1 hour 15 mins 16.7% GCSE
Question type	Multiple choice Structured Short answer Open response	Multiple choice Structured Short answer Open response	Multiple choice Structured Short answer Open response
Qualification achieved	GCSE Combined Science: Trilogy – Two GCSE grades		

Practical work is at the heart of science. All students will carry out 16 required practicals during the GCSE course. The practical skills will be assessed in the written papers. These questions will account for 15% of the overall marks for the qualification.

## GCSE Separate Sciences – 3 GCSE grades

You are already studying the first part of this GCSE course in Year 9. In Year 10 and 11 you will complete the course and sit all of your examinations in June 2019.

You will gain a greater depth of study of the topics covered in Combined Science. You will gain knowledge and understanding of scientific ideas and methodology. It is taught through the three main scientific subjects of Biology, Chemistry and Physics and the three subjects will still be taught by specialist teachers.

You will be awarded your 3 Science GCSE grades in Biology, Chemistry and Physics at the end of Year 11.

### Topics studied:

Biology	Chemistry	Physics
1. Cell Biology	1. Atomic Structure and the periodic table	1. Energy
2. Organisation	2. Bonding, structure and properties of matter	2. Electricity
3. Infection and response	3. Quantitative Chemistry	3. Particle model of matter
4. Bioenergetics	4. Chemical changes	4. Atomic Structure
5. Homeostasis and response	5. Energy changes	5. Forces
6. Inheritance, variation and evolution	6. The rate of Chemical change	6. Waves
7. Ecology	7. Organic Chemistry	7. Magnetism and electromagnetism
	8. Chemical analysis	8. Space Physics
	9. Chemistry of the Atmosphere	
	10. Using resources	

## Assessment:

There are six papers, two for each subject:

Subject:	Biology	Chemistry	Physics
Paper 1	Topics 1-4 1 hour 45 mins 50% of GCSE	Topics 1-5 1 hour 45 mins 50% of GCSE	Topics 1-4 1 hour 45 mins 50% of GCSE
Paper 2	Topics 5-7 1 hour 45 mins 50% of GCSE	Topics 6-10 1 hour 45 mins 50% of GCSE	Topics 5-8 1 hour 45 mins 50% GCSE
Question type	Multiple choice Structured Short answer Open response	Multiple choice Structured Short answer Open response	Multiple choice Structured Short answer Open response
Qualification achieved	GCSE Biology	GCSE Chemistry	GCSE Physics

Practical work is at the heart of science. All students are expected to carry out 8 required practicals during the GCSE course in each subject. The practical skills will be assessed in the written papers. These questions will account for 15% of the overall marks for each of the three qualifications.

## GCSE OPTION

## Art & Design

### Fine Art

The GCSE Fine Art course gives you the opportunity to explore and experiment with your own particular strengths and interests in Art and Design. You can choose between an endless supply of sources and inspiration on which to base your own creative talent. This is supported by considerable individual discussion, review and evaluation of your work in progress, a process which continues throughout the course.

Through given and individually selected areas or themes, you will explore relevant images, artefacts and resources relating to Fine Art, from the past and from recent times, including European and non-European examples. You will be able to explore and use a range of media to produce your artwork. You will also work in one or more other areas of Art & Design, such as Sculpture, Graphics and Photography. You may explore overlapping areas and combinations of these areas.

### Photography

The GCSE Photography course gives you the opportunity to develop your own particular strengths and interests in Art, Design and Photography, extending existing skills and learning new ones. This is supported by considerable individual discussion, review and evaluation of your work in progress, a process which continues throughout the course.

Group size is up to 10 students, selected from interview process if over-subscribed.

You will have the opportunity to experience new digital techniques, such as exploring approaches to lighting, using a DSLR camera on a range of manual modes, manipulating your images in a digital darkroom and applying creative effects using Photoshop software. There is a significant technical aspect to this course, but the main thrust is to engage in using the camera as part of the creative art process, using a range of digital and traditional art media to produce personal and original images.

### Textile Design

Textile design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles. The GCSE textile design course gives you the opportunity to develop your own particular strengths and interests in Art and Design, and to continue to learn new skills. This is supported by considerable individual discussion, review and evaluation of your work in progress, a process which continues throughout the course.

Art & Design gives you the opportunity to develop your own particular strengths and interests in Art, Photography or Textiles, extending existing skills and learning new ones.



You will have the opportunity to experience new techniques such as batik or fabric printing. Students can work in one or more areas of textiles which includes printed and/or dyed materials, Constructed and/or applied textiles or stitched and/or embellished textiles. Students will be expected to demonstrate practical skills in the context of specific chosen areas of study or any combined areas of study. You will be encouraged to use sketchbooks to experiment with ideas based on individual art themes. Using a range of practical skills, you will demonstrate and apply your art in textile artefacts and artwork.

## Art & Design Assessment

Each course is divided into two components: the Portfolio (coursework) and the Externally Set Assignment (examination). The Portfolio unit is produced during Year 10 and the first term of Year 11. The content of this is quite structured and projects will be set for the group as a whole, but there is always flexibility, which enables you to develop these in a personal way and to make a personal response.

You will be encouraged to work with increasing independence as the course progresses, in preparation for the mock examination, which takes place in lessons between September and November of Year 11. Work produced for the mock examination will be added to the portfolio. The deadline for the portfolio is the end of January. The externally-set assignment begins in February of Year 11 and is carried out in lessons until May.

The portfolio comprises 60% of the final GCSE grade and the externally-set assignment comprises 40%. All work produced for the portfolio and for the externally set assignment is supported by contextual research, which is intended to inform a student's own practical studies. This includes studying the work of artists and photographers who have explored a similar theme, process, technique or subject. The portfolio and the externally-set assignment are assessed at the end of the course. Assessment attempts to evaluate process as well as product and preliminary, investigative and supporting studies, together with your contextual research, are handed in together, with finished pieces.

The externally-set assignment paper gives you a choice of topics to use as starting points from which to develop your work in an individual way. The papers are issued in the Spring Term, after you have handed in your Portfolio. You will begin by making appropriate contextual studies, before going on to develop your own personal pieces which must be based upon primary, first-hand sources. As well as this, you are required to produce a timed, supervised piece, which is carried out in lessons, with a time limit of 10 hours. The timed piece, (or pieces), is assessed in conjunction with the other research, contextual and supporting primary pieces, along with evidence of the working processes and development, involved in its production.

## GCSE OPTION

## Business Studies

The GCSE Business Studies course teaches students skills for a modern world. Students have the opportunity to develop as enterprising individuals with a practical set of key skills, including problem solving and decision-making, interpreting and analysing data. The course uses a variety of real business contexts to consider issues and challenges facing entrepreneurs and commercial organisations. Students will need to have an interest in current business affairs and keep up-to-date by watching the news and reading the business section of a quality newspaper.

Business Studies is particularly useful for careers with management and leadership roles. A business qualification will give you the skills to run your own business and make important decisions more effectively.

The GCSE Business Studies course teaches students skills for a modern world.



### Paper 1 Business Activity, Marketing and People

- **Business Ownership:**

This section investigates the purpose of business activity and enterprise including types of business ownership and the effect business activity has on stakeholders.

- **Marketing:**

This section considers how firms research their markets, set prices, devise advertising campaigns, design new products and decide where to sell.

- **Human Resource Management:**

This section considers suitable ways in which businesses might recruit, motivate and retain their staff. It also looks at the impact of current legislation on recruitment and employment.

### Paper 2 Operations, Finance and Influences on Business

- **Operations:**

In this section, learners explore what business operations involve, their role within the production of goods and the provision of services and the role technology can play in this process.

- **Finance:**

This section introduces candidates to the importance of finance to a business. It investigates sources of finance and financial advice when setting up a small business. Learners will study revenues, costs and profit, cash flows and break-even analysis.

- **Influences on Business**

This section introduces candidates to the importance of external influences on business. Candidates will learn about ethical and environmental considerations, the economic climate and how globalisation has impacted business.

## Methods of assessment

### **Paper 1 Business Activity, Marketing and People**

1hr 30 minutes - written exam worth 50% of the GCSE

### **Paper 2 Operations, Finance and Influences on Business**

1hr 30 minutes - written exam worth 50% of the GCSE

Both papers are of a similar format.

Section A contains multiple choice questions worth 15 marks

Section B includes short, medium & extended response style questions which use stimulus materials that draw on real business contexts - worth 65 marks

## GCSE OPTION

## Computer Science

This year the pupils have the opportunity to pursue Computer Science at GCSE. This has a greater focus on programming than ICT and emphasises the importance of computational thinking as a discipline.

This new specification will:

- Put computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence
- Allow students to apply the academic principles they learn in the classroom to real-world systems in an exciting and engaging way
- Have an expanded maths focus, much of which will be embedded in the course

The new specification is split into three components:

### Component 1 – Computer Systems

This component focuses on computer systems and is an examined unit making up 40% of the assessment total. It covers:

- Systems architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- Systems software
- Ethical, legal, cultural and environmental concerns

### Component 2 – Computational Thinking, Algorithms and Programming

This component is a written exam, focused on computational thinking and algorithms and accounts for 40% of the total GCSE. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write, correct and improve algorithms. It covers:

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic

This year the pupils have the opportunity to pursue Computer Science at GCSE.



- Translators and facilities of languages
- Data representation

### **Component 3 – Programming Project**

(non-exam assessment)

This component is the non-exam assessment where pupils will undertake a programming project over a period of 20 hours. This will account for 20% of the GCSE.

The Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science GCSE will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will be the best preparation for learners who want to go on to study Computer Science at AS or A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

## GCSE OPTION

## Design & Technology: Product Design

AQA GCSE Design and Technology prepares students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The aim of the course is to encourage pupils to explore ideas, model and test ideas and manufacture products through knowledge of market, environmental and economic needs. In doing this, you will be following a course that is both meaningful and relevant in today's technological world. Students will be encouraged to design and make products with creativity and originality, using a range of materials and techniques. Packaging, labelling and instructions are encouraged as part of the complete design proposal and advertising, points of sale and the like can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

Students will focus on:

### 1. Core Technical Principles

This includes new and emerging technologies, energy storage and generation, modern and smart materials, systems approach to designing, mechanical devices and materials and their working properties.

### 2. Specialist Technical Principles

This includes selection of materials or components, forces and stresses, ecological and social footprint, scales of production, sources and origins, using and working with materials, stock forms, types and sizes, specialist techniques, surface treatments and finishes.

The course is assessed in 2 ways:

**Paper 1** A 2 hour written exam accounting for 50% of the GCSE

### Non-exam Assessment (NEA)

A substantial single design and make task completed over 30-35 hours in Year 11 and accounting for 50% of the GCSE. This will arise from one of 5 contextual challenges set by AQA. Students will submit a prototype and portfolio (approx. 20 pages of A3). This task provides pupils with the opportunities for making full use of design and making skills through various means, especially:

- Following the design process through to an end product or prototype
- Collecting information and evaluating existing products to assist in the design and development of a product
- The identification of a need, research of the topic and then designing a suitable solution with production methods in mind
- Exploring a range of modelling techniques and using appropriate manufacturing processes
- Using an evaluation process to identify areas for improvement throughout the project

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world.



## GCSE OPTION

## Drama

GCSE Drama is all about exploring and understanding what it is like to put yourself in somebody else's shoes. Students will develop their improvisation and acting skills, create their own work, and look at plays, poems and newspaper articles to create devised work and study texts through to final performance. If students are interested in the technical aspects of drama, they will have opportunity to focus on these as part of the course. Students will be expected to work both individually and as a supportive member of a team.

The course comprises of 3 components.

Component 1, students will respond to different kinds of stimulus material and practitioners to create devised theatre. This accounts for 40% of the GCSE.

Component 2 is a performance or design of extracts from one complete text. The performances are based on the study of two 10 minute extracts from the text. This accounts for 20% of the GCSE.

Component 3 students sit a written examination based on a set text and a live theatre review. This accounts for 40% of the GCSE.

A more detailed breakdown of the course is outlined below:

### Component 1

#### Devising Theatre 40% (60 marks)

- Students may be assessed on either acting or design.
- Students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.
- Students must produce:
  - A realisation of their piece of devised theatre
  - A portfolio of written evidence
  - An evaluation of the final performance or design (1 hour 30 minutes)

### Component 2

#### Performing from a Text 20% (60 marks)

- Students will be assessed on either acting or design.
- Students explore two extracts from the same performance text chosen by the centre.
- Students participate in one performance using sections of text from both extracts.

Students will develop their improvisation and acting skills, create their own work, and look at plays, poems and newspaper articles to create devised work; working both individually and as a supportive member of a team.



### **Drama Performance (Component 2)**

Externally assessed practical examination of one of the following options:

Option A: Devised performance.

Option B: Performance support.

Option C: Scripted performance.

This focuses on the skills required to perform work to an audience. Students may demonstrate skills as performers or designers. Students work from a published script. There is a practical examination of a performance, or technical support role within the context of the performance, of a scripted play to an audience. This paper is externally assessed.

### **Component 3**

**Written Examination: 40% 1 hour 30 minutes (60 marks)**

#### **Section A: Set Text**

A series of questions on one set text from a choice of 5

- The Tempest (William Shakespeare)
- The Caucasian Chalk Circle (Brecht)
- Hard to Swallow (Mark Wheeller)
- War Horse (Nick Stafford)
- DNA (Dennis Kelly)

#### **Section B: Live Theatre Review**

One question from a choice of two requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

## GCSE OPTION

## Geography

The GCSE Geography course offers students the chance to study an engaging and dynamic subject, which focuses on the world around them. The Geography department has chosen the exam board AQA, with the specification highlighting the critical importance of Geography for creating a better understanding of the world and for stimulating an interest in places. Students will explore case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). They will study how physical processes can produce diverse and dynamic landscapes that change over time, and together with this, students will look at how humans interact with the physical world.

Numerous transferable skills will be developed throughout the GCSE course. This includes the ability to interpret from a variety of sources, such as photographs, satellite images and maps. Students will also learn a wide range of graphical, numerical and statistical skills, which will be assessed in all three written exams. In addition, students will develop their communication skills, through debate and discussion, learning to express their ideas logically whilst taking on board the opinions of others.

Fieldwork is an essential aspect of geographical education, bringing the subject content alive. As part of the course, students will visit a coastal landscape to facilitate understanding of coastal landforms, cliff collapse and coastal management. In addition, students will study a contrasting landscape, such as an urban environment, with the knowledge and understanding gained from both pieces of fieldwork being used as part of the Geographical applications paper. Finally, a residential to Iceland, 'The Land of Fire and Ice', will be offered. This is not a compulsory element of the course, but will provide students with an excellent opportunity to witness the processes of Tectonics, Glaciation and Coasts at first hand.

Learn about the world around you, discuss topical issues, and study fascinating subjects like: 'The Restless Earth', 'Ice on the Land' and 'Tourism'; gain knowledge of your world, and an understanding of current events.



### Geography AQA Subject content

#### Paper 1: Living with the physical environment

##### What is assessed?

Section A: The challenge of natural hazards - Tectonic hazards, Weather hazards, Climate Change

Section B: The living world - Ecosystems in the UK, Tropical rainforests, Cold Environments

Section C: Physical landscapes in the UK – Coastal landscapes in the UK, Glacial landscapes in the UK

Geographical skills

**How is it assessed?** 1 hour 30 minutes; 35% of GCSE

## Paper 2: Challenges in the human environment

### What is assessed?

Section A: Urban issues and challenges – Global pattern of urban change, a case study of a major city in an LIC or NEE, a case study of a major city in the UK, sustainable urban living

Section B: The changing economic world – Global variations in economic development and quality of life, strategies for reducing the global development gap, changes in the economy of the UK

Section C: The challenge of resource management – The changing demand and provision of resources in the UK – Food, Water, Energy; Global issues relating to water resources

Geographical skills

**How is it assessed?** 1 hour 30 minutes; 35% of GCSE

## Paper 3: Geographical applications

### What is assessed?

Section A: Issue evaluation – Assessment will consist of a series of questions related to a contemporary geography issue(s), leading to a more extended piece of writing which will involve an evaluative judgment. A resource booklet will be available before the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material.

Section B: Fieldwork – Students are to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. The two enquiries must take place in contrasting environments and show an understanding of both physical and human geography.

Geographical skills

**How is it assessed?** 1 hour 15 minutes; 30% of GCSE

## Why choose Geography?

Geography teaches students to become critical and reflective thinkers by engaging them actively in the enquiry process and by encouraging students to pose geographical questions of their own. Combining this with the knowledge and understanding they will gain of the 'human-physical' world and the interactions between the two aspects of Geography, students will have the ability to become globally and environmentally informed and thoughtful, enquiring citizens. Learning about the world you live in from a local scale to a global scale is an essential part of education, which Geography lies at the forefront.

## GCSE OPTION

# History

## Key subject aims

Following the Edexcel International GCSE in History qualification will enable students to:

- Acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- Use historical sources critically, in context, recording significant information and reaching conclusions
- Organise and communicate their knowledge and understanding of history and draw conclusions and make historical judgements.



## Course outline

The course will cover the following 4 key aspects:

### 1. Development of Dictatorship: Germany, 1918–45

The establishment of the Weimar Republic and its early problems  
The recovery of Germany, 1924-29  
The rise of Hitler and the Nazis  
Life in Nazi Germany  
The impact of the Second World War on Germany

### 2. A Divided Union: Civil Rights in the USA 1945–74

McCarthyism and the Red Scare  
Civil Rights in the 1950s  
The impact of Martin Luther King and Black Power  
Protest movements: students, women and anti-Vietnam  
Nixon and Watergate

### 3. The Origins and Course of the First World War 1905–18

The alliance system and international rivalry, 1905-14  
The struggle for control in the Balkans, 1905-14  
Growth of tension in Europe, 1904-14  
The Schlieffen Plan and deadlock on the Western Front  
The War at Sea and Gallipoli  
The defeat of Germany

## GCSE OPTION

**4. The Changing Nature of Warfare 1803–1905**

- Warfare at the beginning of the nineteenth century
- Changes in land and sea warfare during the Napoleonic Wars
- Changing methods of land warfare, 1815-1905
- Changing methods of sea warfare, 1815-1905
- Warfare at the beginning of the twentieth century

The course is assessed in two 1 hour 30 minute exams and there is no controlled assessment.

**Stretch and challenge**

Students will be challenged throughout the course through the use of different assessment strategies and will develop this abilities to:

- Respond effectively to a variety of question prompts such as analyse, evaluate, discuss, compare and contrast.
- Craft extended responses to questions to incorporate case studies and to articulate their views effectively.

## GCSE OPTION

## Modern Languages: French & Spanish

During Years 7 to 9 at HCS, you have had the opportunity to study two modern foreign languages: French and Spanish. You are required to continue with at least one foreign language, but you may want to consider continuing with both.

By the end of Year 9, you will have already covered many of the topics from the GCSE Specification. You will therefore already know a lot of the vocabulary and grammar that you need at GCSE level, for example, talking about yourself, your family and your school. You will build on these topics as well as moving onto new ones, whilst further developing your ability to understand and communicate in the target language.

For GCSE we follow the AQA specification for both French and Spanish.

There are 3 themes that are divided into different topic areas.

### Theme 1: Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals in Spanish-speaking countries/communities

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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

### Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

### How will you be assessed?

You will be assessed in the four language skills of Listening, Speaking, Reading and Writing, with each skill being worth 25% of the final GCSE examination.

There are final examinations in all four skills taken at the end of Year 11. The speaking examination is conducted and recorded by your language teacher and then sent to the exam board for marking. There are foundation and higher papers for each skill.

You will build on existing topics as well as moving onto new ones, whilst further developing your ability to understand and communicate in the target language.



### What are the benefits of studying a language at GCSE?

- You will learn more about the country where the target language is spoken and be able to communicate when you travel there.
- You will add an international dimension to your choice of GCSE subjects, which is something that many future employers and higher education providers look for.
- You will learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- You will create greater opportunities for you to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.

Whatever language(s) you choose to pursue, you will also be given every encouragement to visit or revisit the countries concerned and use your developing skills!

### GCSE: Summary of Assessment Arrangements and Details

French	AQA	Listening: 35 or 45 mins (F/H) Speaking: 9 or 12 mins (F/H) Reading: 45 or 60 mins (F/H) Writing: 60 or 75 mins (F/H)	NO controlled assessment or coursework	Final examination in all four skills worth 25% each of total mark
Spanish	AQA	Listening: 35 or 45 mins (F/H) Speaking: 9 or 12 mins (F/H) Reading: 45 or 60 mins (F/H) Writing: 60 or 75 mins (F/H)	NO controlled assessment or coursework	Final examination in all four skills worth 25% each of total mark

## GCSE OPTION

## Music

GCSE Music contains a mixture of practical and written activities. It is about making and listening to music. It covers performing, composing and appraising in a wide variety of musical styles – instrumental music 1700-1820, vocal music, music for stage and screen and fusion music. If you are interested in music technology, you may use computer sequencers, multi-track recorders, digital recording, and sampling in the preparation and presentation of compositions.

### The GCSE Music course divides into three units.

1. The **Listening** unit accounts for 40% of the marks and is based on four areas of study; Instrumental music - 1700-1820, Vocal music, Music for stage and screen and Fusion music. In each of these areas, we study two set works in terms of analysis and historical/social background. Pupils are expected to have developed some aural skills, as well as a thorough knowledge of the eight set works.
2. The **Composition** unit is completed as coursework and accounts for 30% of the marks. Initially in Year 10, students will compose many short practice tasks, learning to apply the knowledge they have gained from the set works. In Year 11, they then begin working on the two compositions they will hand in under controlled conditions. One of these compositions needs to draw its stimulus from a board set brief and the other is a free composition.
3. The **Performance** unit is also completed as coursework and accounts for 30% of the marks. It is assumed that pupils have instrumental/vocal lessons to help prepare for the final recorded performance; in class lessons there will be occasional 'workshops' and practice performances. Students will prepare one solo and one ensemble performance; their best, recorded performances are the ones that will be submitted.

GCSE Music is essential preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology. You may wish to take GCSE Music for its own sake, perhaps to form the basis of a future interest.

Alternatively, you may wish to go into a profession where it is useful to have had experience of music or where you will need to use some of the skills developed during this course. These might include careers in the music industry, publishing, entertainment and teaching or any job that involves communication and expressive skills.

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology.



## GCSE OPTION

## Physical Education

The GCSE PE course will appeal to those who have a keen interest in sport and recreation, always look forward to PE lessons, take part in sport/recreation outside class time and want to follow a course that will develop their knowledge and understanding through classroom lessons and practical involvement. It will also help those considering a sports-related career or an A Level / BTEC / higher education course.

Pupils will learn to develop knowledge and practical skills in a range of physical activities, examine the effects of exercise and see how training can improve performance. Pupils will learn the importance of a healthy and active lifestyle and appreciate the benefits of promoting 'sport for all'. They will also have an opportunity to improve performance in a variety of roles.

### Content and Assessment Overview

#### Component 1: Fitness and Body Systems

1hr 45 minute exam 36% of GCSE

- The human body and movement in physical activity and sport
- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

#### Component 2: Health & Performance

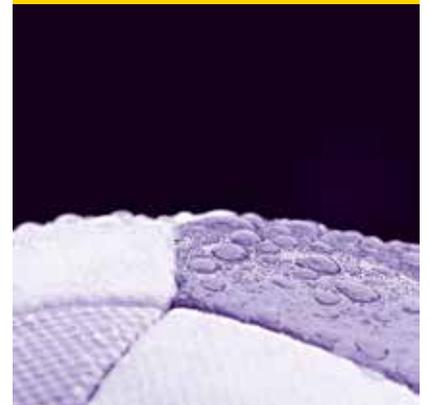
1hr 15 minute exam 24% of GCSE

- Socio-cultural influences and well-being in physical activity and sport.
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

#### Component 3: Practical Performance 30% of GCSE

Three practical performances in the role of a player/performer. One of these performance must be an individual sport, one a team sport and the third can be either.

Pupils will learn to develop knowledge and practical skills in a range of physical activities, examine the effects of exercise and see how training can improve performance.



**Component 4: Personal Exercise Programme** 10% of GCSE

Students produce a personal exercise programme and will analyse and evaluate their performance. This accounts for 10% of the qualification.

**Practical Performance Physical Activities**

Each candidate will be assessed in three practical sports within their GCSE. These sports are totally up to the candidate, however must be chosen from a list supplied by AQA. It is important to note that a candidate is not able to perform in the same sport twice for both individual and team games, for example Badminton singles and doubles.

Sports should be chosen from the following areas.

Team Sports		Individual Sports	
Association Football	Lacrosse	Amateur Boxing	Equestrian
Badminton	Netball	Athletics	Rock Climbing
Basketball	Rowing	Badminton	Sculling
Camogie	Rugby League	Canoeing/Kayaking (slalom)	Skiing
Cricket	Rugby Union	Canoeing/Kayaking (sprint)	Snowboarding
Dance	Squash	Cycling	Squash
Gaelic Football	Table Tennis	Dance	Swimming
Handball	Tennis	Diving	Table Tennis
Hockey	Volleyball	Golf	Tennis
Hurling		Gymnastics (artistic)	Trampolining

For anyone that is looking into continuing Physical Education to college or even further, our AQA Physical Education specification will give a fantastic foundation to build on. We currently run the AQA A-Level as well so there is a seamless link between the two qualifications that pupils are able to enjoy and access confidently.

This subject really is a 'must' for all pupils with an interest in the body, health, fitness, nutrition, data analysis and a whole host of other exciting topics. '

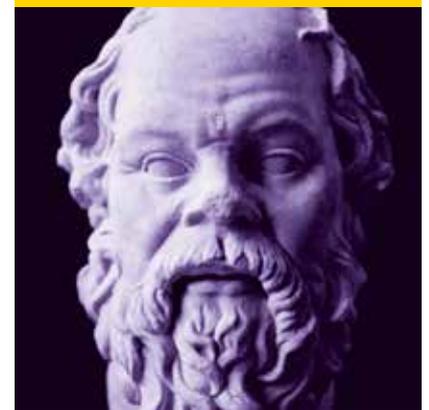
## GCSE OPTION

## Religious Studies

Students will be encouraged to develop and understand their personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness. In particular, participants will:

- Develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority.
- Develop the ability to construct well-argued, well-informed, balanced and structured written arguments.
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
- Demonstrate knowledge and understanding of two religions
- Understand the influence of religion on individuals, communities and societies; understand significant common and divergent views within religions and beliefs

Challenging topics can be addressed, such as the ultimate meaning and purpose of life, beliefs about God, issues of right and wrong, what it means to be human, the existence of evil and suffering in the world and our response to violence and social injustice.



Students will follow the OCR Religious Studies specification, leading to a GCSE qualification. There are three components to the course:

1. Beliefs and teachings & Practices: Christianity
2. Beliefs and teachings & Practices: Judaism
3. Religion, philosophy and ethics in the modern world from a religious perspective

Assessment will be three examinations, one for each component of the course, to be taken at the end of the second year of study.

### Beliefs, teachings and practices

In the Beliefs and teachings & Practices components, students will have the opportunity to study key concepts within each faith in order to develop knowledge and understanding of the basis of teachings, beliefs and practices. As part of the study, they will recognise and consider the existence and importance of common and divergent views. They will be able to acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, belief and practices and be able to refer to them in responses. Students will also have the opportunity to develop their ability to explain, analyse and evaluate topics, in order to be able to offer reasoned and supported arguments in discussions about key issues.

Component	Topics
Beliefs and teachings - Christianity	Nature of God; Concept of God as a Trinity of persons; Biblical accounts of Creation; The problem of evil and suffering and a loving and righteous God; Jesus Christ; The importance to Christians of: The incarnation, The crucifixion, The resurrection, The ascension; The concept of salvation; Eschatological beliefs and teachings
Practices - Christianity	Worship; Sacraments; Prayer; The role and importance of pilgrimage and celebrations; The role of the church in the local community and living practices; Mission; The role of the church in the wider world
Beliefs and teachings - Judaism	Nature of God; The divine presence; The Covenant at Sinai; The Messiah; Promised Land; Key moral principles; The importance of the Mitzvot; Sanctity of Life; The importance of eschatological beliefs and teachings
Practices - Judaism	Worship; Law; Shabbat; Festivals; Dietary laws; Rituals

### Religion, Philosophy and Ethics in the modern world

The third component of the course will study religion, philosophy and ethics in the modern world from the perspective of Christianity. The syllabus is divided into four themes of study:

1. Relationships and families: religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination
2. The existence of god: gods and ultimate reality and ways in which god, gods or ultimate reality might be understood through revelation, visions, miracles or enlightenment
3. Religion, peace and conflict: violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation
4. Dialogue within and between religions and non-religious beliefs: how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches

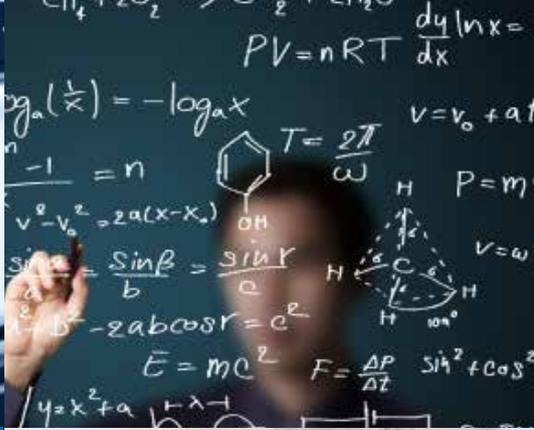
This course aims to develop students' analytical skills and provide a grounding in ethical and philosophical argument, both as a basis for further study in the subject to "A" level and as a valuable qualification and support for further study in other humanities and the sciences.

Short course GCSE is a further option and can be studied during the weekly PE lesson.

## GCSE: Summary of Assessments

Subject	Exam Board	Exam Papers	Controlled Assessments or Coursework...	...as % of Final Mark
<b>Art Photography Textiles</b>	AQA	One externally set assignment over 9 weeks (during lessons)	Portfolio of work, to be completed by the end of January in Year 11	60%
<b>Biology (Separate Science)</b>	AQA	Two papers at 1hr 45 mins	None	0%
<b>Business Studies</b>	OCR	Two papers at 1 hour 30 mins	None	0%
<b>Computer Science</b>	OCR	Two papers at 1 hour 30 mins	Programming project (20 hours)	20%
<b>Chemistry (Separate Science)</b>	AQA	Two papers at 1hr 45 mins	None	0%
<b>Design Technology: Product Design</b>	AQA	One paper at 2hrs	Creative Design and Make Activity (40 hours)	50%
<b>Drama</b>	Eduqas	Unit 3: Practical drama exam	Unit 1 and 2: Coursework	60%
<b>English Language</b>	AQA	Paper 1: 1hr 45 mins Paper 2: 1hr 45 mins	None	0%
<b>English Literature</b>	AQA	Paper 1: 1hr 45 mins Paper 2: 2hrs 15 mins	None	0%
<b>French</b>	AQA	Four exams, one in each component, worth 25% each of total mark: Listening: 35 or 45 mins Speaking: 9 or 12 mins Reading: 45 or 60 mins Writing: 70 or 80 mins	No controlled assessment or coursework	0%

Subject	Exam Board	Exam Papers	Controlled Assessments or Coursework...	...as % of Final Mark
<b>Geography</b>	AQA (A)	Two papers at 1hr 30 mins One paper at 1hr 15 mins	None	0%
<b>History</b>	OCR	Paper 1: 1hr 30 mins Paper 2: 1hr 30 mins	None	0%
<b>Mathematics</b>	Edexcel	Higher & Foundation: Three papers at 1hr 30 mins	None	0%
<b>Music</b>	Edexcel	One paper at 1hr 45 mins	Performing (30%) and composing (30%)	60%
<b>PE</b>	Edexcel	One paper at 1hr 45 mins One paper at 1hr 15 mins	Practical performance Analysis of performance (written and verbal)	40%
<b>Physics (Separate Science)</b>	AQA	Two papers at 1hr 45 mins	None	0%
<b>Religious Studies</b>	OCR	Two papers at 1hr One paper at 2hrs	None	0%
<b>Combined Science (2 GCSEs)</b>	AQA	Six papers in June of Year 11, each at 1 hour 15 mins	None	0%
<b>Spanish</b>	AQA	Four exams, one in each component, worth 25% each of total mark: Listening: 35 or 45 mins Speaking: 9 or 12 mins Reading: 45 or 60 mins Writing: 70 or 80 mins	No controlled assessment or coursework	0%



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