



**GCSE COURSES GUIDE**  
**Years 10 and 11**

**2009-2011**



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## GCSE Information

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

Heads of Department will also talk, during lesson time, to you about GCSE subjects. They will tell you about the content, skills and coursework involved with each subject.

All staff are available to give you information, help and advice. Most pupils at Hampshire Collegiate School study 9 GCSE subjects of which 5 (English Language, English Literature, Mathematics, Double Award Science (two subjects)) are 'core' curriculum (compulsory). The remaining 4 subjects are chosen from the 'options'; a Modern Foreign Language is compulsory as one of your option choices.

### Making the right choice

It is important that you spend time and thought on your choices. The subjects you take at GCSE may determine your choice at A level, at Higher Education and 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 more in the subjects you enjoy studying. Your Tutor can advise you as to your best combination of option subjects.

**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.**

It is likely that during your adult working life you will move from job to job. Therefore it is important that you acquire a wide range of skills and knowledge. Try to keep your choices as wide as possible. The core curriculum of English, Mathematics, Science and a Modern Foreign Language gives you breadth in knowledge. Adding a **combination** of creative subjects, humanities or a second modern foreign language will help you. Pupils will also attend PSHE lessons, RE lessons and PE/Games.

### Making the choices

You will be asked to hand in your preliminary choices using this information. 'Option blocks' will then be produced to accommodate as many of your choices as possible. Please be aware that it is not possible to guarantee everyone's initial choices: not all combinations of subjects are feasible to create final option blocks for timetabling. Towards the end of term you will be given the option blocks to make your **final** choice; however, if there is insufficient demand for a GCSE subject then the course will not be run. After this, changes will only be accepted if they are deemed to be appropriate, and if there is space in the new set.

### Advice

Get as much information about GCSE as you can.

Sources:

Your Tutor and Head of Year  
Parents and other members of your family  
Careers library  
[www.ocr.co.uk](http://www.ocr.co.uk) (all OCR syllabuses)

Teaching staff  
Year 11, 12 and 13 pupils  
[www.aqa.co.uk](http://www.aqa.co.uk) (all AQA syllabuses)  
[www.edexcel.co.uk](http://www.edexcel.co.uk) (all Edexcel syllabuses)

## Art and Design

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

You will have the opportunity to learn techniques, such as batik and fabric printing, as well as having the opportunity to produce work in three dimensions, using materials such as papier-mâché, for example.

The first part of the course is structured and for the first half term work is set for the group as a whole. However, there is always flexibility, allowing you to develop your work and ideas in a personal way. You will be expected to work with increasing independence as the course progresses, in preparation for the Externally Set Assignment, at the end of the course.

Assessment is through the submission of a portfolio of work, this comprises work which you have produced during your lessons (60% of the total) and the Externally Set Assignment (40% of the total).

The portfolio will contain all the work you produce during year 10. This will be an extended project produced in response to a set starting point.

As well as this, your portfolio will contain the work you produce for your mock examination. This takes place during the autumn term of year 11 and is carried out during lessons between the start of term and the beginning of December.

The mock examination gives you the opportunity to experience responding to a GCSE examination paper, selecting, researching and developing the starting point of your choice. .

All the work in the portfolio, and the work produced for the Externally Set Assignment, is supported by contextual research; studying the work of artists who have explored a similar theme, process, technique or subject.

Contextual research is intended to inform and enrich your own practical studies and is a key component of all examination courses in Art and Design.

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 deadline for the completion of the portfolio is the first day of the spring term of year 11.

The Externally Set Assignment gives you a wide choice of starting points from which to show you can make a personal response.

The papers are issued during the first week of the spring term after the portfolio has been handed in for assessment.

You will be able to choose your starting point and begin your contextual research immediately.

There is no time limit on your research, preparation, supporting and contextual studies for the Externally Set Assignment.

You will undertake 10 hours of supervised time in which to complete your final piece, or pieces, for the Externally Set Assignment. These sessions will take place during your timetabled Art lessons during the summer term.

The final piece, (or pieces), are assessed in conjunction with all the other research, contextual and supporting studies, you have produced.

This supporting work is as important as the final, timed piece/s; all work is assessed as a whole. The work you produce for the (timed), supervised component of the Externally Set Assignment must be developed from primary source material.

As well as this piece (or pieces), your folder of work for the Externally Set Assignment must contain a minimum of 4 other completed pieces of work which have been developed from **primary** resources and first hand experience.

All primary pieces must be relevant to the contextual work you have undertaken.

The link between your personal responses and your contextual research must be logical and clear demonstrating analytical, critical and cultural understanding.

The deadline for the Externally Set Assignment is early May.

Differentiation is by outcome.

There are no tiers in Art and Design.

## Art and Design (Textiles)

This GCSE Art – Textiles course gives you the opportunity to develop your particular strengths and develop new skills in Art with a Textiles outcome in your work. This is supported by a great deal of individual discussion, review, planning and evaluation of work in progress, a process which continues throughout the course.

The difference in the Art – Textiles and the Art and Design course is that every final piece of work that you produce for both coursework and the examination is produced using a textiles process, such as; silk painting, batik, appliqué, printing and multi-media approaches. You will have the opportunity to learn these techniques. Although final outcomes will be in textile media, observational drawing is to be included in both the portfolio and the Externally Set Task where appropriate.

The first part of the course is structured and for the first half term work is set for the group as a whole. However, there is always flexibility, allowing you to develop your work and ideas in a personal way. As the course progresses you will need to be able to work more independently, planning and developing your own ideas. This will help you to prepare for the Externally Set Assignment, at the end of the course.

Assessment is through the submission of a portfolio of work, this is all of the work you have produced in lessons (60% of your final mark) and the Externally Set Assignment from the exam board (40% of your final mark).

The portfolio of work will contain all of the work produced in Year 10. This will be an extended project, which is teacher led at the start and then develops more individually as the year progresses. As well as this work, your portfolio will contain the work you produce for your mock examination. This takes place during the Autumn term of year 11 and is carried out in lessons. The mock examination will give you the opportunity to experience responding to a GCSE examination paper: selecting, researching and developing the starting point of your choice.

All of the work in your portfolio, and the work produced for the Externally Set Assignment is supported by contextual research; studying the work of artists who have explored a similar theme, process, technique or subject. You will be expected to show a clear link between your chosen artist and your own work. This an important part of the assessment process in Art-Textiles.

The deadline for completion of the portfolio is the first day of the spring term in year 11. After this you will be given the final Externally Set Assignment from the examination board. The paper gives you a number of a starting points to choose from to develop your own ideas, including making the link with an artist/s. You will start by researching your chosen artist/s.

Within the Externally Set Assignment you will produce a timed piece of work (10 hours). This will be carried out during your Art-Textiles lessons. During this time you will be expected to produce additional work outside of lesson time to support your timed piece. The timed piece is assessed with other work you have produced for the assignment. Your final pieces must be developed from a primary (first hand image) source and show influence of your chosen artist. On completion of this final assignment you should have 4 final primary pieces of work and supporting contextual studies, as well as observational drawings and photographs.

The deadline for the externally set assignment is early May. Differentiation is by outcome. There are no tiers in Art – Textiles.

## **Business Studies GCSE**

Do you see yourself at the head of a successful business? Have you got some great ideas for new products and services? Or maybe you see yourself working for a large corporation in marketing or management?

Business Studies GCSE provides pupils with an opportunity to develop an understanding of the nature and scope of business in a rapidly changing society and to develop Business Studies techniques and ideas. It provides a valuable insight into the working of a modern economy.

The course covers the broad areas of:

Marketing and Enterprise  
Business and People  
Production  
Finance  
The External Business Environment

Business studies is a lively course that requires pupils to keep abreast of current business affairs by reading the business pages of newspapers, researching on the internet and watching the news. It is essential for those who want a broad background in Business, which will allow them to progress to further education or employment.

## Design and Technology

### Design and Technology – Resistant Materials

The course is based on a 'design and make' project approximately 40 hours and two 1½ hour examination papers.

A problem or need is identified and the design process is used to develop a suitable solution. First, a design brief is created, focusing on the chosen problem. Research is carried out into the subject area and a selection of possible solutions are identified prior to a final idea being designed and made.

The aim of the course is to encourage pupils, male and female, to develop and demonstrate through effective use of tools and I.T. equipment, their designing and making skills using resistant materials. In doing this they will be following a course that is both meaningful and relevant in today's technological world.

The content of the course 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.
- The evaluation of existing products to identify future requirements.
- Completing coursework tasks forming a portfolio that reflects industrial needs.
- Developing good working practices through activities that involve a range of contexts, materials and processes.
- The identification of a need, research of the topic and then designing a suitable solution with production methods in mind.
- Using appropriate manufacturing processes.
- Using an evaluation process to identify areas for improvement throughout the project.

An awareness of the importance of design, research and experimentation will be fostered as well as an appreciation of craft skills. Pupils will also expand their powers of communication and become competent in a variety of workshop processes in metal, wood and plastic. A basic introduction to further areas of technology e.g. structures, mechanisms and electronics will be undertaken, where relevant, to the process chosen.

### Design and Technology – Graphic Products

The ability to communicate by drawings and diagrams is widely recognised in today's world of technology and industry. More so in that it crosses language barriers and provides us with a single system that can be universally understood.

The aim of the course is to encourage pupils to develop and demonstrate an effective use of graphics as a means of designing and making graphic products directly relating to industry. Information Technology is implemented at every stage in the design process reflecting its prominent use in industry today.

The content of the course provides pupils with the opportunities for making full use of relevant design and making skills through various means, especially:

- Following the design process through to an end product.
- The evaluation of existing products to identify future requirements.
- Completing coursework tasks forming a portfolio that reflects industrial needs.

- Developing good working practices through activities that involve a range of contexts, materials and processes.
- The identification of a need, research of the topic and then designing a suitable solution with production methods in mind.
- Using appropriate manufacturing processes.
- Using an evaluation process to identify areas for improvement throughout the project.

The course concludes with a detailed research and design project and two examination papers. This design based course requires the completion of a design folder and the production of a prototype using a students skill and innovation. The portfolio the student develops accounts for 60% of the GCSE (coursework) with the other 40% being a two part examination of design skills and design techniques.

## 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, look at plays, poems, newspaper articles, through improvisation, research and sustained rehearsal. If students are more 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 is in three parts, 60% of which is teacher-assessed coursework (40% practical and 20% written), and 40% is externally assessed practical examination. There is no written examination.

In Unit 1, students will respond to different kinds of stimulus material and explore ideas and themes from different topics. Unit 2 is a study of one complete play. Within Units 1 and 2, there is a balance of written and practical assignments. In Unit 3 they will either devise a play of their own or be involved in the production of an existing script.

A more specific breakdown of the course is described below.

<b>Title</b>	<b>Description</b>	<b>Assessment</b>
<b>Unit 1</b> <i>Drama Exploration</i> (60%)  Teacher assessed practical work supported by a portfolio of written work.	This unit is concerned with the use of Drama to explore ideas and issues in response to stimulus material selected from different times and cultures. Students will use Drama forms to deepen their knowledge and understanding of an idea or issue and communicate this through the medium of Drama.	A: Students participate in 'drama exploration workshop' lasting approximately 6 hours. B: Students produce a portfolio of written work to support this exploration
<b>Unit 2</b> <i>Exploring Play Texts</i> (60%)  Teacher-assessed practical work supported by a portfolio of written work.	This unit is concerned with the exploration of a complete and substantial play. The purpose is to give students knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of Drama to communicate their ideas to an audience.	A: Students participate in a 'drama exploration workshop' lasting approximately 6 hours. B: Students produce a portfolio of written work to support this exploration.
<b>Unit 3</b> <i>Drama Performance</i> (40%)  Externally assessed practical examination of one of the following options:  Option A:                      Devised performance. Option B:                      Performance support. Option C:                      Scripted performance.	This paper is concerned with the skills required to perform work to an audience. Students may demonstrate skills as performers or designers. Students may devise their own play or work from a script.	A practical examination of a performance, or technical support role within the context of the performance of a devised or scripted play to an audience.  This paper is externally assessed.

## English and English Literature

English GCSE will instruct you in the skills necessary for effective communication in the wider world. English Literature will introduce you to the finest literature written in our language: great plays, wonderful novels and imaginative poetry.

These two subjects are at the heart of the core curriculum. They are also closely linked; as a result, much of the work you do will count for both subjects, although you will emerge with two separate GCSE grades.

A mixture of coursework and exam is offered, to suit all styles of learning. In English, 20% of the final mark will be for spoken and 20% for written coursework. In English Literature, 30% of the final mark is awarded for coursework. The remainder of the mark in both subjects will come from exam assessment: 60% for English, 70% for English Literature.

### GCSE English Specification A

This is one of three specifications in English offered by AQA. The other specifications are Specification B and Specification B (Mature). There are separate papers for Higher (Grades A\*-D) and Foundation (Grades C-G)

Foundation Tier
3702
Higher Tier
3702



GCSE English Specification A	
<b>Paper 1</b>	<b>30% of the total marks</b>
Foundation and Higher Tier 1 ¾ hours	
Section A	Reading response to non-fiction/media texts 15%
Section B	Choice of one from three or more questions testing writing which seeks to argue, persuade or advise 15%
<b>Paper 2</b>	<b>30% of the total marks</b>
1 ½ hours	
Section A	Reading Response to poetry from different cultures and traditions in the AQA <i>Anthology</i> 15%
Section B	Choice of one from three or more questions testing writing which seeks to inform, explain or describe 15%
<b>Coursework</b>	<b>40% of the total marks</b>
<i>Speaking and Listening (EN1)</i>	
Three assessed activities 20%	
<b>Two</b> responses to <i>Reading (EN2)</i> and <b>two</b> responses to <i>Writing (EN3)</i> , comprising:	
◆	Shakespeare (EN2)* (5%) }
◆	Prose Study (EN2)* (5%) }
◆	Media (EN3 <i>analyse, review, comment</i> ) (5%) }
◆	Original Writing (EN3, <i>imagine, explore, entertain</i> ) (5%) } 20%
*indicates a “cross-over” response (i.e. it can be used to meet the coursework requirements of both GCSE English Specification A and GCSE English Literature Specification A).	

### GCSE English Literature Specification A

This is one of two specifications in English Literature offered by AQA. The other is Specification B.

There are two tiers of assessment: Foundation (Grades G-C) and Higher (Grades D-A\*).

Foundation Tier
3712
Higher Tier
3712



GCSE English Literature Specification A	
Separate paper for Higher (Grades A*-D) and Foundation (Grades C-G)	
<i>Minimum of six texts to be studied.</i>	
<b>Pre-1914</b> Prose Poetry Drama	<b>Post 1914</b> Prose Poetry Drama
<b>Written Paper</b>	<b>70% of total marks</b>
1 ¾ hours	
Section A:	One question based on post-1914 Prose. There will be a choice of questions
Section B:	One question based on pre- and post-1914 poetry from the <i>Anthology</i> . There will be a choice of questions.
<b>Coursework</b>	<b>30% of total marks</b>
Task 1: Pre-1914 Drama (Shakespeare *)	10%
Task 2: Pre-1914 Prose*	10%
Task 3: Post-1914 Drama	10%
*indicates a “cross-over” piece (i.e. can be used to meet the coursework requirements of both GCSE English Literature Specification A and English Specification A).	

# Geography

## Why choose Geography?

It is a 'rigorous academic subject' – recent HCS Geographers have gone on to study the subject at 'top' universities including Oxford, Durham and Bristol.

It is 'interesting' – you learn about the world around you, discuss topical issues, and study fascinating subjects like: 'The Restless Earth', 'Ice on the Land' and 'Globalisation'.

It expands your horizons – you gain knowledge of your world, and an understanding of current events. You also learn to appreciate different cultures in this country and in other parts of the world.

You will possess the skills that employers are looking for – geography graduates are found to be amongst the most employable.

## AQA Specification A

This specification highlights the critical importance of geography for understanding the world and for stimulating an interest in places.

The main focus is an understanding of physical processes and factors that produce diverse and dynamic landscapes that change over time. Students will acquire knowledge and understanding of places, environments and geographical patterns at a range of scales from local to global. Together with this, students will look at how humans interact with the physical world, exploring key issues which affect the world and people's lives.

- **Paper 1: Physical Geography:**
  - The Restless Earth
  - Ice on the Land
  - The Coastal Zone
- **Paper 2: Human Geography:**
  - Population Change
  - Globalisation
  - Tourism
- **Local Fieldwork Investigation:**
  - This will be in the form of a controlled assessment.
  - Maximum word guidance of 2000 words.
  - 6 hour write-up under direct supervision.

Numerous skills will be developed throughout the GCSE course. They include the ability to interpret from a variety of sources, such as photographs, satellite images, statistics, maps and books. Students will take part in debating and role play, learning to express their ideas logically whilst taking on board the opinions of others. They will also learn how to visually present information in a variety of ways such as in graph, table, model and map form. The use of ICT and GIS is also encouraged and developed.

## **The exams are weighted as follows:**

Paper One:	Physical Geography	1 hour 30 mins	40%
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Paper Two:	Human Geography	1 hour 30 mins	35%
Fieldwork Investigation:		Controlled assessment	25%

Pupils will be entered into either the Higher or Foundation level examination. Each tier examines the same issues, but the Higher tier offers opportunities for more extended answers. The Fieldwork Investigation is common to both tiers.

## **Fieldwork**

Fieldwork is an essential part of the GCSE course.

Data collection for their GCSE controlled assessment will consist of a residential fieldtrip (location to be confirmed). This will occur either at the end of Year 10 or at the start of Year 11 and will cost approximately £200.

Coursework:	A Fieldwork Investigation	25%
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## History

History is a non-compulsory subject at this level. The syllabus is that of the Edexcel exam board from which the Department has elected to follow the option on The Modern World since 1914. There is no Departmental policy of setting either by gender or ability. What follows is inevitably fairly loose in its detail because the Department comprises three subject specialists, all of whom are vastly experienced, and contain the expertise to vary the precise choice of options within units each year. Different sets might therefore be following slightly different subject matter. We regard this flexibility as one of our great strengths.

The course consists of four units, each of which constitutes 25% of the total marks.

Unit one comprises an outline study of the theme 'Peace and War: International Relations 1900-1991.' This leads to an examination lasting 75 minutes.

Unit two consists of a modern world depth study, one from either 'Germany 1918-1939', 'Russia 1917-1939' or 'the USA 1919-1941'. This too leads to an examination lasting 75 minutes.

Unit three comprises a modern world source enquiry. This will be selected from either 'War and the transformation of British society c.1903-1928', 'War and the transformation of British society c.1931-1951' or 'the USA 1945-1970.' A terminal examination of 75 minutes provides the basis for assessment.

Unit four is entitled 'Representations of History' and is the Controlled Assessment part of the course. This will be conducted during year 11 and will consist of one task undertaken under controlled conditions which is internally marked but externally moderated. It will be preceded by class time devoted to the subject material for assessment, though the writing-up process will be limited to around two hours. As precise questions and sources for this are only released by the Board shortly before the assessment, one cannot be precise as to what is involved (!), though there are a range of twelve topics covering both British and non-British units from which the department can choose.

Students have the opportunity to subscribe to a specialist GCSE History magazine called *Hindsight* in addition to using textbooks, websites and past papers as they become available. There is an annual revision conference locally for Year 11 pupils which we seek to attend. In recent years the Department has also run trips to the Imperial War Museum, the battlefields of Western Europe, Prague, Berlin, Cracow (including Auschwitz), New York, Philadelphia and Washington D. C.

## Information and Communication Technology (ICT)

The world is becoming increasingly dominated by the use of ICT systems, which influence every aspect of our everyday lives. The study of ICT will help provide you with the analytical, communication and technical skills that you will need as an active participant in this exciting and dynamic world. The course will also provide you with an essential foundation for any further courses, including those specific to the use of computers.

You will study:

- How ICT is used for work and leisure;
- The positive and negative effects of ICT on society;
- How to design and use ICT systems;
- Hardware, software and communication networks.

You will learn:

- How to use software such as word processors, databases, spreadsheets etc;
- About practical design of ICT systems;
- Key skills in numeracy, communication and ICT;
- How to apply ICT to real life situations and solve problems;
- How to use ICT to research, acquire, manipulate and present information.

### Assessment:

This course consists of four modules:

- Module 1 – 1hr 15min Examination - 20% of total marks
  - The questions are based on a basic knowledge and understanding of computer systems, communications technology and information.
- Module 2 – Coursework - 30% of total marks
  - You will produce two minor coursework projects. The first project is about presenting information and the second is chosen from handling data, modelling, measuring or control.
- Module 3 – 1hr 15min Examination - 20% of total marks
  - The questions are based on ICT applications, systems, networks and computer technology.
- Module 4 – Coursework 30% of total marks
  - The final module is a major coursework project where you should produce your own fully documented ICT system to tackle a real problem of your choice.

## Mathematics

Mathematics develops the cross-curricular skills of numeracy, logic and reasoning. Since these are all essential skills, it is one of the core subjects for GCSE and, as it is an objective subject, you have the instant satisfaction of “getting it right”. Mathematics is very much a doing subject and you must be prepared to be fully involved in every lesson as the majority of our work is problem solving.

The aims of the GCSE specification are that students demonstrate their knowledge and skills in the following:

### **Using and applying mathematics**

- Problem solving
- Communicating
- Reasoning

### **Number and algebra**

- Numbers and the number system
- Calculations
- Solving numerical problems
- Equations, formulae and identities

### **Shape, space and measures**

- Geometrical reasoning
- Transformation and coordinates
- Measures and construction

### **Handling Data**

- Specifying the problem and planning
- Collecting data
- Processing and representing data
- Interpreting and discussing results

### **There is no longer any coursework for mathematics.**

Assessment will be by two parallel examination papers each of 1 hour 45 minutes duration.

All students at HCS will be set in ability groups for mathematics so that they can progress at the appropriate speed. We expect all students to be entered for the Higher Tier, achievable grades A\*-D. There will be the option of entering for Foundation Level, achievable grades C-G, if necessary, although, as we expect every student to gain at least a grade C, most students should be able to cope with the Higher Tier examination. We have run a trial this year for early entry for the top students, with the hope of moving on to AS level in Year 11. Depending on the outcome of this trial, and the ability of the students, we will be considering repeating this for next year.

## Statistics

All pupils will be given the opportunity to take Statistics Higher Tier GCSE, achievable grades A\*-D, in addition to their mathematics, most probably as a lunchtime activity in Year 11. Most of the content of this course will be covered in normal mathematics lessons only the extra content will be covered in the activity.

Statistics will still have coursework, one piece worth 25% of the final mark. The other 75% is a single two and a half hour examination paper.

## Modern Languages: French, German and Spanish

During Years 7 to 9 at HCS, you have had the opportunity to study two modern foreign languages from French, German 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.

The main themes that will be covered are:

- *Out and about*
- *Customer service and transactions*
- *Personal Information*
- *Future plans, education and work*
- *Media and culture*
- *Sport and leisure*
- *Travel and tourism*

### How will you be assessed?

You will be assessed in the four language skills of Listening, Speaking, Reading and Writing. There are final examinations in Listening and Reading taken at the end of Year 11 and 'controlled assessments' of Speaking and Writing that are done in school with your teacher during Years 10 and 11.

### 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 yourself 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!

## Music

Candidates work from the Edexcel GCSE Music specification.

### What is GCSE Music all about?

GCSE Music is about making and listening to music. It covers performing, composing and listening in a wide variety of musical styles - popular music, world music, and classical music. There are opportunities to use music technology such as sequencing and recording.

### Will I enjoy this course?

You will enjoy this course if you want to study a subject that:

- involves performing
- involves listening to all kinds of music
- involves composing or arranging music
- gives you the opportunity to play music with others in e.g., rock groups, bands, orchestras, or local choirs
- gives you the opportunity to learn more about and use music technology

### What about exams?

There is one externally set and assessed exam in the summer. You will listen to a CD and answer questions based around set works that have been studied over the two years of the course. This exam is 40% of your overall GCSE music grade.

### Is there any coursework?

Yes. You will produce both a solo and an ensemble performance in any style on any instrument or voice, to be recorded at any time during the course. They will be recorded and marked by your teacher, then externally assessed. This unit is 30% of your overall grade. Controlled assessment for this unit includes the choice of music and the recording being closely supervised by the teacher.

You will also produce two compositions or arrangements of between two and four minutes in length, based on tasks set by your teacher. This unit is 30% of your overall grade. If you are interested in music technology, you may use computer sequences, multitrack recorders, digital recording, and sampling in the preparation and presentation of compositions. Controlled assessment for this unit includes 10 hours of write up and recording time under supervision and unlimited research, or preparation time leading up to the final writing down of the composition as a score or commentary.

### What other skills might I develop?

As well as covering Music at GCSE level, the course will enable you to develop Key Skills in Communication and Information Technology which could be useful to you in whatever you do afterwards. In particular, GCSE Music offers opportunities to develop the wider Key Skills in working with others (e.g. taking part in rehearsals and performing).

### What could I do next with GCSE Music?

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology as well as BTEC National Diplomas (in Music, Popular Music and Music Technology) and Vocational A-Level in Performing Arts. 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 job 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 which involves communication and expressive skills.

## 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 of class time and want to follow a course that will develop their knowledge and understanding through practical involvement. It will also help those considering a sports-related career or an A Level / 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 find ways to improve performance in a variety of roles; identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity and appreciate the benefits of promoting 'sport for all'.

**Assessment:** the course is assessed over two units.

Unit 1 is externally assessed through a written examination paper of 1 hour and 30 minutes. This will contribute a maximum of 40 per cent towards your total marks.

This includes information on having a healthy, active lifestyle, and how a healthy active lifestyle can benefit different components of the body including the heart, lungs, muscular and skeletal system.

Unit 2 is internally assessed in two sections.

Section 1 – four practical performances in the role of either player, leader or official. You can achieve 48 per cent of the marks from your four performances, two of which may be in the role of a leader or official.

Section 2 – analysis of performance in one of the chosen activities. This will be worth 12 per cent of the marks and should include planning, performing and evaluating a written Personal Exercise Programme.

### **Sports;**

Students can specialise in one activity and offer player, leader and official, for example the student can 1. Play hockey, 2. Act as a leader / coach in hockey and 3. Officiate in hockey. The fourth activity would have to come from a different activity area as students cannot offer four activities from the same area of activity.

### **Performer**

Sports should be chosen from at least two of the six following areas:

**Outwitting opponents:** Badminton, Basketball, Cricket, Football, Hockey, Netball, Rounders, Rugby, Softball, Tennis, Volleyball

**Replicating sequences:** Gymnastics, Trampoline

**Performing at maximum levels:** Athletics, Cross-Country, Golf, Swimming

**Overcoming adventurous challenges:** Horse riding, Sailing, Skiing, Snowboarding

**Exercising to improve health:** Fitness training

**Exploring and communicating ideas, concepts and emotions:** Dance

### **Leader**

Students opting for this role will be able to make a valuable contribution to the extra-curricular programme in a number of ways:

They could coach/manage junior teams and organising/managing inter-house competitions.

### **Official**

If students choose an official's role, they could be given the opportunity to officiate at a number of centre events such as:

Sports day, inter-house competitions and fixtures against other schools.

Credit will be given for NGB qualifications, in both roles, gained during the course.



## PSHE and Citizenship

PSHE aims to make pupils more aware of the world around them and encourages them to think more closely about issues and choices they may have to face later in life.

Pupils study for Level 2 COPE ASDAN Award. This award enables pupils to develop various individual skills at their own pace. This Award will be completed in Year 11 giving them a very strong Personal Progress file for future use. Final submission of this folder is optional, successful moderation awards pupils a GCSE B grade equivalent. Pupils must complete and evidence 12 challenges as well as fill in relevant paperwork to meet the criteria.

### Level 2 Certificate of Personal Effectiveness (GCSE grade B)

#### Aim

To provide a framework for the development, assessment and accreditation of personal and social skills, and Key Skills at level 2, through an activity based curriculum, as a preparation for adult life.

#### Pupils choose 12 challenges from the following modules: (three choices for each module)

- The Community
- International Links
- Sport and Leisure
- Beliefs and Ethics
- Economic and Consumer Issues
- Independent Living
- Healthy Living
- Science and Technology
- Expressive Arts
- Work Related Activities
- Information Transmission
- Handling Number

The following skills must be demonstrated across the 12 chosen modules:

01 Working with others (in a team)
02 Improve own learning and performance
03 Problem solving
04 Plan and carry out a piece of research
05 Communicate through discussion
06 Plan and give an oral presentation

## Religious Studies

Religious Studies at Key Stage 4 is taught in four 35 minute lessons per week. One of its wider aims is to help the student develop and apply a range of skills which will be vital throughout life. Students are expected to question; Religious Studies provides the climate in which challenging topics can be addressed, topics 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 syllabus B – **Philosophy and Applied Ethics**, which leads to a GCSE qualification. The syllabus is comprised of **four** units: **Philosophy 1 (Deity, Religious and Spiritual Experience, End of Life)**, **Philosophy 2 (Good and Evil, Revelation, Science)**, **Ethics 1 (Relationships, Medical Ethics, Poverty and Wealth)** and **Ethics 2 (Peace and Justice, Equality, Media)**.

### SUMMARY: Philosophy 1

TOPIC	ISSUES TO BE ADDRESSED
Belief About Deity	What do people believe about the nature of God? Are these beliefs reasonable? How does religion approach the concept of miracles? Is there such a thing as 'divine intervention'?
Religious and Spiritual Experience	Why worship – what does it mean? Is it limited to a place and time? The role of art and music in the expression of belief. What is the purpose of prayer – can they be answered? The link between food and religious expression.
The End of Life	The concept of the soul – how does it relate to the body; are they one entity or are they separate? The ideas surrounding the concept of life after death. How is the end of earthly life marked? Do funeral rites reflect belief or support the bereaved?

### SIMMARY: Philosophy 2

TOPIC	ISSUES TO BE ADDRESSED
Good and Evil	The concepts of good and evil. God and the Devil? The concepts of natural and moral evil. Why is there evil and suffering in the world? Can that question be answered? Understanding the ways of coping with suffering. What are the sources and reasons for moral behaviour – sacred texts/conscience/faith?
Religion, reason and revelation	What is meant by mystical and religious experience; what do they 'reveal'? Can God be revealed through the world? Do sacred texts have any importance? Is the Bible a source of divine 'authority'?
Religion and science	Origins of the world and life – scientific theories and the relationship between scientific and religious understandings of the origins of the world and humanity. The place of humanity in relation to animals and their treatment. Responses to environmental issues – is there a religious response?

SUMMARY: Ethics 1

Religion and human relationships	The roles of men and women in the family. Marriage and marriage ceremonies – do the ceremonies reflect Christian teaching about marriage. What is the response to civil partnerships? What are the beliefs about the ethics of divorce and re-marriage after divorce? Beliefs about sexual relationships and contraception.
Religion and medical ethics	Attitudes to abortion – why do people hold different attitudes? What are the responses to the issues raised by fertility treatment and cloning? The different attitudes to euthanasia and suicide. Why do people hold different attitudes? Beliefs about the use of animals in medical research.
Religion poverty and wealth	Views on wealth. What are the causes of poverty, hunger and disease – responses to the needs of the starving, the poor and the sick. Caring for others and the understanding of charity – how is it put into practice. The use of money for good or evil – giving to charity. Concept of moral and immoral – can a job be ‘moral’?

SUMMARY: Ethics 2

Religion, peace and justice	Attitudes to war and the Just War theory. Attitudes towards the use of violence. What is meant by the term ‘pacifism’? Justice – what does this mean? What is the aim of punishment? How should criminals be treated? Is there a case for capital punishment? What does the term ‘social justice mean? Can there be social injustice?
Religion and equality	What are the teachings on equality? Different attitudes towards racism. Different attitudes towards gender equality. Do women have a role in a Christian society? Is there prejudice towards other religions? What is the importance of forgiveness and reconciliation? Does faith have a part to play in reconciliation?
Religion and the media	The different forms of the media and its influence. Christianity’s portrayal by the media. Responses to films, books and comics which focus on religious/philosophical messages. Using the media to educate both Christians and non-Christians. The concept of censorship and freedom of speech, beliefs and attitudes towards the portrayal of violence and sex. What are the issues raised by freedom of speech?

This course aims to challenge young people, to make them think about the deeper issues in life, to encourage them to question and to seek answers to those questions.

## GCSE Additional/Separate 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.

You have already been studying the **Science A (Unit 1)** course in Year 9. By the end of Year 9 you will have taken a multiple choice examination of the material in the first half of the unit (1a) in all three Science subjects.

### Science/Additional Science:

If you opt for Science/Additional Science GCSE then you will, in Year 10, complete **unit 1b** for all three Sciences and complete your GCSE Science practical assessments for Unit 1. The unit 1b multiple choice examinations will be in **June 2010**.

**In Year 11** you will study **Additional Science (Unit 2)** and complete the Unit 2 GCSE Science practical assessments. This unit will be examined in **June 2011**.

This option will give you a good basic knowledge and understanding of scientific ideas and methodology. This is still done through the three main scientific subjects of Biology, Chemistry and Physics and the three subjects will still be taught by specialist teachers.

The **Additional Science** Course will give you **2 GCSEs**, studying Units 1 & 2.

### Separate Sciences:

If you opt to study the Separate Sciences then you will, in year 10, complete **unit 1b & unit 2** for all three sciences. You will also complete some of your GCSE Science practical assessments. Unit 1b & Unit 2 will be examined in **June 2010**.

**In Year 11** you will study **Separate Science (Unit 3)** for each science and complete your practical assessments. This unit will be examined in **June 2011**.

The **Separate Science** Course will give you **3 GCSEs**, studying Units 1, 2 & 3 for each science.

In both Additional and Separate science, you will be assessed in two ways:

- Multiple Choice papers for Unit 1 at the **end of Year 9 & end of Yr 10**. There are three papers in each sitting, one for each science, of 30 minutes.
- Written papers on Unit 2, with short answers, of 45 minutes in each of Biology, Chemistry and Physics. These will be sat at the **end of year 10 (for separate science) or at the end of year 11 (for Additional Science)**.
- Written papers on Unit 3, with short answers, **at the end of year 11 (for separate science only)**.
- Practical skills (centre-assessed units) marked by your teacher and moderated by the exam board, during each year of the course.

Lessons will be a mixture of discussions, problem solving sessions, formal lectures, note taking and practical work. The courses involve new topics as well as extensions of work covered in Years 7 to 8.

### **Centre-Assessed Units**

The centre-assessed units contribute **25%** to the total assessment in the **Science/Additional Science** and **25%** of each of the **Separate Sciences**. It is designed to test your implementation of practical skills and your ability to analyse your own and supplied data.

During Year 9 to 11 you will, in lessons;

- Plan practical procedures and make a prediction of the outcome of the experiment.
- Choose suitable apparatus, showing you can use it safely and with skill, to obtain reliable measurements recorded accurately.
- Process and display the data on a chart or graph.
- Look for patterns in the results and compare your conclusions to your original prediction.
- Comment on your chosen practical procedure and whether the evidence obtained is sufficient for your conclusion to be reliable.

While you are carrying out the practical activities you will be assessed on your implementation of the particular task. This is the **Practical Skills Assessment** and is assessed by your teacher.

In addition you will also be asked to complete an **Investigative Skills Assessment**. This is in the form of a **45 minute test** and is based on the data you obtained from practical work **and** on further data supplied by the examination board. You may take a number of these ISA's but only the one with the best mark needs to be submitted to the exam board.

## Co-Curricular and Activities

There are opportunities in Year 10 and 11 for you to enjoy a variety of co-curricular activities.

**Work for The Duke of Edinburgh Award**, starts at the beginning of Year 10. There are four sections: Service, Skill, Expeditions and Physical Recreation. Although encouraged to work individually, you may use school-based activities: for example, music lessons or public speaking. Expeditions take place in Year 10 at the end of Spring and the beginning of Summer terms; relevant compulsory training for this is given throughout the Autumn and Spring terms.

**Extra sessions of Art** are available each week, both during the lunch hour and after school, for pupils undertaking examination courses. These are for the pupils to continue to produce work for their folders of coursework or to undertake extra preparation, research and supporting studies for public examinations.

**Drama productions** provide opportunities not only for acting, but also for gaining experience in all fields of production: set and costume design, lighting, stage management, etc. Pupils can start or continue with Speech and Drama lessons. In Year 10 pupils often choose to begin working in pairs and take LAMDA Acting Examinations up to Grade 8, and then take Bronze Medal certification in Year 11. Speech and Drama helps in the development of presentation skills and boosts confidence. Group Acting Examinations are available at Grades 4 and 5. Previous extra-curricular activities have included “The Ragged Child”, “DNA” (for the Shell National Theatre Connection Project), “The Taming of the Shrew” (for the Shakespeare Schools’ Festival), “Daisy Pulls It Off” (November 2007).

**Music** provides many co-curricular activities for pupils of all abilities. Pupils can learn to play an instrument or sing through private, individual tuition. They can also perform together in various activities including the school’s concerts, musicals such as *One Million Tiny Plays About Britain*, and in ensembles such as the school’s orchestra, string group, jazz band, rock group, choir, recorder group, and small vocal ensemble. Pupils are encouraged to form their own music groups and can use practice facilities as they are available.

**In sport**, school teams compete in netball, indoor/outdoor hockey, rugby, football, cricket, tennis, athletics and rounders against local schools. In addition there are inter-house competitions in netball, hockey rounders, rugby, cricket and football. Pupils in older year groups are encouraged to help out at practices for the younger pupils in order to share their knowledge and expertise in major team games.

**There will also be a week’s work placement at the end of Year 10**, which provides an excellent opportunity to experience the world of work first hand. More information about this will be provided at the parents’ meeting at the beginning of Year 10.

## GCSE: Summary of Assessment Arrangements and Details

SUBJECT	Exam Board	Exam Papers & Length	Controlled assessments or Course Work	Controlled assessment or coursework as % of Final Mark
Additional Science (Unit 2)	AQA	Completed after Science A at the end of Year 11. 3 x Structured papers in June each @ 45 mins	Investigative Skills Assignment (ISA) & Practical Skills Assessment (PSA)	25%
Art and Design	AQA	1 Externally Set Assignment 10 hrs over 9 weeks (during lessons).	Portfolio of work to be completed by the first day of the spring term in year 11	60%
Art and Design (Textiles)	AQA	1 x Controlled Test over 9 weeks	3 pieces	60%
Biology (Units 1, 2 & 3)	AQA	Assessed as Science A (Unit 1) above in Years 9 & 10. In Year 10 take Additional Science (Unit 2) in June. In Year 11 take Unit 3 in June.	Investigative Skills Assignment (ISA) & Practical Skills Assessment (PSA)	25%
Business Studies	OCR	1 @ 1hr 30 mins 1 @ 1hr	Report	25%
Chemistry (Units 1, 2 & 3)	AQA	Assessed as Science A (Unit 1) above in Years 9 & 10. In Year 10 take Additional Science (Unit 2) in June. In Year 11 take Unit 3 in June.	Investigative Skills Assignment (ISA) & Practical Skills Assessment (PSA)	25%
Design Technology Resistant Materials Graphic Products	TBC	2 @ 1hr 30 mins 2 @ 1hr 30 mins	One Unit One Unit	60% 60%
Drama	Edexcel	Unit 1 and 2: Coursework Unit 3: Practical Drama Exam	Two portfolios	60%
English	AQA (A)	1 @ 1 hr 45mins 1 @ 1 hr 30 mins	4 Written (2 joint) 3 Oral	20% Written 20% Oral
English Literature	AQA (A)	1 @ 1 hr 45 mins	3 Written (2 joint)	30% Written
French	Edexcel	1 @ 30 or 40 mins 1 @ 35 or 40 mins	2 written tasks 2 recorded speaking tasks	60%
Geography	AQA (A)	1 @ 1½ hrs 1 @ 1½ hrs	2,000 words	25%
German	Edexcel	1 @ 30 or 40 mins 1 @ 35 or 40 mins	2 written tasks 2 recorded speaking tasks	60%
History	Edexcel	3 x 75 mins	1 main task with sub-questions. 2 hours approx to write up.	25%
ICT	OCR (A)	2 @ 1hr 15mins	2 x Minor Projects 1 x Major Project	60%
Mathematics	Edexcel	Higher & Foundation: 2 @ 1 hr 45 mins	None	

SUBJECT	Exam Board	Exam Papers & Length	Controlled assessments or Course Work	Controlled assessment or coursework as % of Final Mark
Music	Edexcel	1 @ 1 ½ hours+ practical work	Performing and composing	30% Performing 30% Composing 40% Listening
PE	Edexcel	1 @ 1 ¾ hrs	Continuous	60%
Physics (Units 1, 2 & 3)	AQA	Assessed as Science A (Unit 1) above in Years 9 & 10. In Year 10 take Additional Science (Unit 2) in June. In Year 11 take Unit 3 in June.	Investigative Skills Assignment (ISA) & Practical Skills Assessment (PSA)	25%
PSHE (CoPE Level 2)	ASDAN	1 x Assessed Folder of Evidence and Paperwork	No exam. 100% folder of evidence to be moderated	100%
Religious Studies	OCR	2 @ 1½ hrs	2 Pieces @ c.1,500 words	20%
Science A (Unit 1)	AQA	Start in year 9 and Completed in Year 10 6 x Modular Exams of 30 mins each 3 in June of year 9 & 3 in June of Year 10	Investigative Skills Assignment (ISA) & Practical Skills Assessment (PSA)	25%
Spanish	Edexcel	1 @ 30 or 40 mins 1 @ 35 or 40 mins	2 written tasks 2 recorded speaking tasks	60%
Statistics	Edexcel	1 @ 2½ hrs	1 Piece (also used for Mathematics)	25%

Examinations in many subjects are offered at Higher or Foundation Level. Higher level grades range from A\* to D only, below that they are Unclassified. Foundation level grades are C to G. Your teachers will advise you which level will be most appropriate for you to secure your best possible grade.



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Hampshire Collegiate School, Embley Park, Romsey, Hampshire SO51 6ZE  
Telephone: (01794) 512206 – Senior School  
Email: [info@hampshirecs.org.uk](mailto:info@hampshirecs.org.uk) [www.hampshirecs.org.uk](http://www.hampshirecs.org.uk)