

GCSE COURSES GUIDE
Years 10 and 11

2010-2012

Contents

GCSE Information	4
Procedure For Determining The GCSE Options Subjects	5
Art and Design	6
Art and Design (Textiles)	8
Business Studies GCSE	9
Design and Technology	10
Design and Technology – Resistant Materials	10
Design and Technology – Graphic Products.....	10
Drama	12
English Language and English Literature	14
Geography	15
History	17
Information and Communication Technology (ICT)	18
Latin	19
Mathematics	20
Statistics	21
Modern Languages: French, German and Spanish.....	22
Music	23
Physical Education.....	24
PSHE and Citizenship.....	25
Religious Studies	26
GCSE Additional/Separate Science	28
Science/Additional Science:	28
Separate Sciences:	28
Co-Curricular and Activities.....	30
GCSE: Summary of Assessment Arrangements and Details.....	31

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. Please note that if you wish to study all three sciences (Biology, Chemistry and Physics) as separate subjects at GCSE then the Triple Science option must be taken. All students follow a core course in RE.

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 and PE/Games.

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.edexcel.co.uk (all Edexcel syllabuses)

Teaching staff
Year 11, 12 and 13 pupils
www.aqa.co.uk (all AQA syllabuses)
www.ocr.co.uk (all OCR syllabuses)

Procedure For Determining The GCSE Options Subjects

With around 20 subjects currently offered for study at GCSE at H.C.S., it is clear that pupils could not be expected to study them all. Therefore, pupils will all study some *core* (compulsory) subjects, with their remaining subjects being chosen from a set of 4 *option blocks* (one subject per 'block'). The procedure for determining these options subjects is outlined below:

- 1) Parents and pupils have the opportunity of attending the GCSE Information Evening in January, at which the academic departments are available to discuss the subjects on offer at GCSE.
- 2) After the Information Evening, pupils will be asked to choose their 4 'options' subjects from the list of all subjects offered, plus a 'reserve'. Tutors will give guidance to the pupils regarding appropriate choices. ***In many cases these will be their final choices, although pupils may change their options at a later date.***
- 3) The pupils' choices are cross-referenced with their Tracking Card grades and school reports to highlight any options that may not be appropriate, and the Heads of Department are asked for their feedback. At this stage, pupils will not be told that they should not study a chosen subject, but they may be told that their effort and/or their level of achievement must improve in order for that choice to be considered appropriate. Tutors and subject teachers will discuss any feedback with the pupils.
- 4) The 4 option blocks are constructed to best fit the pupil's choices, after which all parents will be contacted by letter confirming their child's current options.
- 5) A Parents Meeting is held towards the end of the Spring Term at which the pupils' progress and any 'options issues' can be discussed.
- 6) The end-of-year examinations (hopefully!) confirm the options. Any inconsistencies are resolved by discussions between the pupil, their parents, relevant staff, Tutor, Head of Year and Pastoral Leader.

We aim to provide a programme of study at GCSE that is academically appropriate to the pupils, and with which all concerned parties are in agreement. The recommendations of the staff, and the views of the parents and pupils are sought, and considered.

Please feel free to contact Mr Cates (Pastoral Leader of Years 9, 10 & 11) at any time if you have any queries regarding the GCSE options. Mr Cates can be contacted at cliff.cates@church-schools.com

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 and evaluation of work in progress, a process which continues throughout the course.

You will be introduced to new 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.

During Year 10 the course is structured and projects are set for the group as a whole, but there is always flexibility, allowing you to develop these in a personal way. However, you will be encouraged, and 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 Portfolio component (coursework: 60% of the total) and the Externally Set Assignment (examination: 40% of the total).

The Portfolio contains all the work you produce in Year 10, as well as the work you produce for the mock examination. This takes place during the autumn term of Year 11.

The mock examination takes place during your normal Art lessons and will prepare you for the Externally Set Assignment. You will have the opportunity to experience working from the previous year's examination paper, selecting, researching and developing the question of your choice.

The structure and timescale of the mock examination is identical to the GCSE Externally Set Assignment itself, which begins at the end of January in Year 11.

All the work in the Portfolio component is supported by contextual research. This is intended to inform and develop your own practical studies and includes studying the work of artists who have explored a similar theme, process, technique or subject.

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

The deadline for the completion of the Portfolio is January (Year 11).

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 wide choice of topics to use as starting points from which to develop your work in an individual way and to show you can make a personal response. The papers are issued in January after you have handed in your Portfolio. You will be able to choose your starting point and begin your contextual research immediately.

There is no time limit for your research, preparatory, supporting and contextual studies and these do not need to be produced under supervision, which means you are able to work on them at home as well as during your lessons.

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

The timed piece/s is assessed in conjunction with all your other research, contextual and supporting studies. This supporting work is as important as the timed piece/s; all work is assessed as a whole. The work you produce for the timed component of the Externally Set task must be developed from a primary (first-hand) source.

As well as the final timed piece/s your folder must contain a minimum of 3 other completed pieces which also have been developed from primary sources and first-hand experience.

All primary pieces must be relevant to your contextual study and there must be clear links between them demonstrating analytical, cultural and critical 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 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 progress 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 of 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 follows the Edexcel GCSE course and consists of a controlled assessment task where the students research, design and evaluate a graphic product to a given brief. This is worth 60% of the final grade. The remaining 40% is gained by sitting the final exam.

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, male and female, to develop and demonstrate an effective use of graphics as a means of designing and making graphic products directly related to real life scenarios. 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 controlled assessment 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 follows the Edexcel GCSE course and consists of a controlled assessment task where the students research, design and evaluate a graphic product to a given brief. This is worth 60% of the final grade. The remaining 40% is gained by sitting the final exam.

Either of the Design and Technology courses would provide an ideal foundation for the GCE Advanced Level Product Design course.

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 to create devised work and study texts through to final performance.

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.

Title Description Assessment

Unit 1

Drama Exploration (30%)

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

Unit 2

Exploring Play Texts (30%)

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.

Unit 3

Drama Performance (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 Language and English Literature

The English Department at Hampshire Collegiate School will aim to make both English Language and English Literature dynamic, contemporary and stimulating subjects. We are excited about the new AQA (A) GCSE course we will be offering and look forward to the opportunities presented by the controlled assessments. At the end of the course, our students will communicate effectively using the written and the spoken word. In addition, we hope that they will develop a lifelong love of literature and the arts. All students will study both English Language and English Literature and will obtain two GCSE grades. We aim to give every student the best possible chance to achieve the highest grades possible in both subjects. In recent years, our GCSE grades have been outstanding, with a large number of students achieving As and A*s and consequently electing to take Language or Literature at A Level.

The GCSE course structure balances controlled assessment with exams. There will be two controlled assessment modules and one exam in English Language and one controlled assessment module and two exams in English Literature. Material covered will range from great Shakespearean drama and classic 19th Century prose, to poetry and the latest media articles. The course will encourage students to write persuasively, creatively, descriptively and informatively. They will be assessed for their dramatic skills, for speaking in groups and on their own. Students will take pleasure in close study of great texts, but will also examine contemporary spoken language. Trips will be organised to see relevant local performances and, where possible, we will invite theatre groups in to perform texts to enrich students' learning experiences.

All assessment will adhere strictly to guidelines set down by the exam board, giving students the best chance to aspire to the very highest standards, while our comments will suggest how to improve their marks. Students must play their part, however: they will need to plan carefully to meet the firm deadlines that will be set.

At the end of the English Language and English Literature GCSE courses, we anticipate that all students will feel more cultured and more confident as a result.

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 'Tourism'. 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
- Development
- 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 use of ICT and GIS is also encouraged and developed.

The exams are weighted as follows:

Paper One:	Physical Geography	1 hour 30 mins	37.5%
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Paper Two:	Human Geography	1 hour 30 mins	37.5%
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%

History

History is a non-compulsory subject at this level. For those who have the wisdom to pursue it, the Department has elected to follow History B Modern World History course offered by OCR. There is no Departmental policy of setting either by gender or ability.

The course consists of three units. Unit A971 (45% of the total marks), consists of an outline study of twentieth century international relations – in practice a consideration of who was to blame for the start of the Cold War 1945-1949, the winners and losers in the 1962 Cuban Missile Crisis, and why the United States failed to prevail in Vietnam. The unit also requires students to undertake a study in depth, currently 'The USA 1945-1975: Land of freedom?' There is a terminal written exam, lasting 2 hours, which targets the application of knowledge of the foregoing aspects. The work for this unit is completed during Year 10.

In Year 11, candidates study Unit 972 (30% of the total marks). This focuses on the theme of how British society was changed between 1890 and 1918. Particular emphasis is placed on the impact of the Liberal welfare reforms after 1906, the campaign for women's political rights, and the domestic impact of the Great War. The terminal exam of 90 minutes requires students to analyse and evaluate contemporary source material in its historical context.

Year 11 also requires students to undertake a controlled assessment worth 25% of the final marks. This is internally marked but externally moderated. Students are taught a topic in preparation for this over several weeks and are then given about 8 hours to write up their response to a set question. Typically they might aspire to produce 2,000 words. The question, inevitably, will change from year to year. A possible example would be to assess the impact of a prominent twentieth century individual such as Sir Winston Churchill or Dr Martin Luther King

Students have the opportunity to subscribe to a specialist GCSE History magazine called *Hindsight* in addition to using textbooks, websites and past papers. 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.

Latin

Studying Latin at GCSE offers you the opportunity to broaden your knowledge both of Roman culture and the Latin language itself, both of which have profoundly influenced the modern world. Knowledge of Roman culture is invaluable for understanding fully much of Western literature and art. Studying the Latin language, which forms the basis for English, can increase your vocabulary in French and Spanish as well. It is also the basis for technical terms in several other subjects, such as the sciences, the law and medicine.

You will study works, both prose and poetry, by a variety of well known Latin authors and discuss their style, literary content and cultural implications. You will learn new, essential grammar and build a strong vocabulary of Latin words, both of which will enhance your English.

Latin is a rigorous academic subject which trains your mind to analyse language minutely and accurately. This analytical training can carry over into other subjects.

Assessment

There is no coursework to complete for Latin nor is there a speaking component. There are four papers, set by the exam board OCR, which are administered during the regular examination period.

A401 and A402 are papers which test pupils' general translating ability using Latin which they have not seen before. Pupils prepare for these papers by learning new grammar as needed and translating in lessons in addition to mastering a set vocabulary list of about three hundred words divided into manageable portions throughout the course. Paper A401 has a mythology and domestic life theme; Paper A402, which is more challenging, has history as its theme. For both of these papers, pupils will answer a variety of comprehension questions in English about passages in Latin and also translate a passage of Latin into English.

A403 (prose) For this paper, pupils prepare several extracts set by the exam board from well known Latin works, such as Caesar's *Gallic Wars*, Tacitus' *Annals* and Pliny's *Letters*.

A404 (poetry) For this paper, pupils prepare several extracts set by the exam board from such well known Latin poets as Catullus, Ovid, Horace and Virgil.

In both papers A403 and A404, they are then asked to demonstrate an understanding of Latin literature by translation and/or explanation of words, phrases, sentences or passages of the original Latin text; demonstrate an understanding of the cultural content and context of the literature; demonstrate an appreciation of literary effects such as simile, metaphor, alliteration, assonance and the author's use of rhythm, words and word order, as appropriate to the text studied; evaluate, analyse and produce personal responses to the Latin prose literature they have studied.

Latin GCSE is good preparation for medical, scientific and legal studies and will reflect positively on any academic record.

Mathematics

Mathematics develops the cross-curricular skills of numeracy, logic and reasoning. Since these are essential all 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 therefore you must be prepared to be fully involved in every lesson as the majority of our work is problem solving.

2010 sees the introduction of new syllabi and we have chosen the one offered by EDEXCEL which is based on three units.

Unit 1 – Statistics and Probability

In this unit students cover: Statistics and Probability and also some aspects of Number, Algebra, Geometry and Measures.

Assessment will be one written paper (1hr 15mins), with the use of a calculator, which will be worth 30% of the total GCSE.

Unit 2 – Number, Algebra, Geometry 1

In this unit students cover: Number, Algebra, Geometry and Measures.

Assessment will be one written paper (1hr 15mins), without the use of a calculator, which will be worth 30% of the total GCSE.

Unit 3 – Number, Algebra and Geometry 2

In this unit students cover: Number, Algebra, Geometry and Measures.

Assessment will be one written paper (1hr 40mins), with the use of a calculator, which will be worth 40% of the total GCSE.

As there is no longer coursework in Mathematics 20-30% of each paper will assess the functional elements of mathematics. Some of the questions will be written in a way that allows the student to choose their own approach to illicit the desired outcome.

Stress will also be put on ‘Quality of Written Communication’ therefore students will need to be using the language of mathematics more than in the past to explain situations and the reasoning behind their approach.

The format of the new examination will offer many alternatives, with modules being sat at the end of Year 10 and the end of Year 11. Modules will be able to be taken at different levels - the only stipulation will be that Unit 3 must be the final module sat.

We will most likely sit Unit 1 or possibly Unit 1 and Unit 2 at the end of Year 10 and the terminal module at the end of Year 11. We anticipate these will all be at higher level but if necessary one or more module could be at foundation level.

We have been trialling early entry for our strongest mathematicians for the last two years, with them taking their final assessment in the Christmas of Year 11 then starting an AS module. If we follow this same option again, the chosen students will follow the old syllabus which is assessed by two 1 hour 45 minute examinations. The mathematical content will be similar but the structuring of the examinations will be different. Students will be able to

change from one course to the other at almost anytime throughout the course with the agreement of their teacher, the Head of Department and their parents.

Statistics

There will be the option, for all students, to take GCSE Statistics as an extra GCSE. We usually cover the extra work needed, to sit this GCSE, as a lunchtime activity during Year 11. Assessment will be one 2 hour examination and one piece of controlled assessed coursework.

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 Information and Communication 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 encourage pupils to be more aware of the world around them and explore issues and choices they may have to face later in life.

Pupils will cover the following topics in Year 10/11:

- **Work Related Activities**
 - Planning and writing a CV
 - Interviews
 - Careers file
 - Personal goals
 - Revision skills

- **Healthy Living – Lifestyles**
 - Making decisions about personal health
 - Influences and pressures
 - Assertiveness skills to resist unhelpful pressure
 - Drugs
 - Alcohol
 - Stress / time management
 - Safe Sex – Contraception / STI's
 - Sun safety
 - Causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management

- **Beliefs and Ethics**
 - Challenging racism and discrimination
 - Respect for all - refugees and human rights
 - In the news - crime and young people

- **Financial tools and services**, including budgeting and saving, managing personal money

From time to time, there may be a need to make changes to the curriculum, to respond to current and local issues.

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)**.

Assessments for this subject will be in the form of four examinations, related to the different elements of the course. These examinations will take place at the end of the second year of study.

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?

SUMMARY: 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 B (Unit 1)** course in Year 9. By the end of Year 9 you will have completed half of the material necessary for Unit 1 in all three Science subjects.

Science/Additional Science:

If you opt for Science/Additional Science GCSE then you will, in Year 10, complete the remainder of Unit 1 for all three Sciences and complete your GCSE Science practical assessments for Unit 1.

The Unit 1b structured written examinations will be in June 2011.

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 2012. 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 1 & Unit 2 for all three sciences. You will also complete some of your GCSE Science practical assessments. Unit 1 & Unit 2 will be examined in June 2011.

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 2012.

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 the following ways:

- Written paper papers for Unit 1 at the end of Year 10. There are three papers, one for each science, each 45 minutes in length.
- Written papers on Unit 2, with short answers, of 45 minutes duration in each of Biology, Chemistry and Physics. These will be sat at the end of Year 10 (for the separate Sciences) 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 the separate Sciences only).
- Practical skills (centre-assessed units) marked by your teacher and moderated by the Examination 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 previous years.

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 Examination 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.

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 B 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 over 9 weeks (during lessons).	Portfolio of work, to be completed by the end of January in Year 11	60%
Art and Design (Textiles)	AQA	1 Externally Set Assignment over 9 weeks (during lessons).	Portfolio of work, to be completed by the end of January in Year 11	60%
Biology (Units 1, 2 & 3)	AQA	Assessed as Science B (Unit 1) in Year 10. In Year 10 also 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 B (Unit 1) in Year 10. In Year 10 also 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	Edexcel	1 @ 1hr 30 mins	Creative Design and Make Activity (40 hours)	60%
Drama	Edexcel	Unit 1 and 2: Coursework Unit 3: Practical Drama Exam	Two portfolios of written work	60% practical and written coursework
English	AQA (A)	1 @ 2 hrs	2 modules	61%
English Literature	AQA (A)	1 @ 1 hr 30 mins	1 module	26%
French	Edexcel	Listening and Reading papers worth 20% each. 1 @ 30 or 40 mins 1 @ 35 or 40 mins	2 Writing and 2 Speaking controlled assessments worth 30% per skill	60%
Geography	AQA (A)	1 @ 1½ hrs 1 @ 1½ hrs	2,000 words	25%
German	Edexcel	Listening and Reading papers worth 20% each. 1 @ 30 or 40 mins 1 @ 35 or 40 mins	2 Writing and 2 Speaking controlled assessments worth 30% per skill	60%
History	Edexcel	1 @ 2 hrs 1 @ 90 mins	1 main task. Up to 8 hours to write up.	25%

SUBJECT	Exam Board	Exam Papers & Length	Controlled assessments or Course Work	Controlled assessment or coursework as % of Final Mark
ICT	OCR (A)	2 @ 1hr 15mins (Higher tier) 2 @ 1 hr (Foundation tier)	2 x Minor Projects 1 x Major Project	60%
Latin	OCR	4 x 1 hr papers, each worth 25% of the final mark.	None	
Mathematics	Edexcel	Higher & Foundation: 2 @ 1 hr 45 mins	None	
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 B (Unit 1) in Year 10. In Year 10 also take Additional Science (Unit 2) in June. In Year 11 take Unit 3 in June.	Investigative Skills Assignment (ISA) & Practical Skills Assessment (PSA)	25%
Religious Studies	OCR	4 x 1 hr end of unit examination papers sat at the end of Year 11. Each unit worth 25% of the final mark.	None	
Science A (Unit 1)	AQA	Start in Year 9 and examined in Year 10 3 x Modular Exams of 45 mins each (one for each subject) in June of Year 10.	Investigative Skills Assignment (ISA) & Practical Skills Assessment (PSA)	25%
Spanish	Edexcel	Listening and Reading papers worth 20% each. 1 @ 30 or 40 mins 1 @ 35 or 40 mins	2 Writing and 2 Speaking controlled assessments worth 30% per skill	60%
Statistics	Edexcel	1 @ 2½ hrs	1 piece	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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