



GCSE COURSES GUIDE

Years 10 and 11

2012-2014

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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 or controlled assessments involved with each subject.

All staff are available to give information, help and advice. It is expected that pupils at Hampshire Collegiate School will study and sit GCSE examinations in nine subjects.

Core

The core GCSE subject taken by all pupils are English language, English literature, Mathematics, Science and Additional Science.

In addition pupils may opt as part of the core to take a course that will lead to examination short course GCSE RS or a course in non-examinable PE.

All pupils will have games and PSHE lessons.

Options

Pupils must select four other GCSE subjects. Pupils wishing to study all three sciences (Biology, Chemistry and Physics) as separate subjects at GCSE should choose the option "Triple Science". Pupils must select of French or Spanish and then chose a further three subjects from Art, Art textiles, Business Studies, DT(Graphics), DT (Resistant Materials), Drama, French, Geography, History, ICT, Music, RE, Spanish, Sport Studies, Triple Science.

On the rare occasions where it is thought that a pupil may be disadvantaged in some way by taking a programme of nine GCSE subjects special arrangements may be made, after individual discussion with parents, the pupil and Head of School.

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, a humanity or a second Modern Foreign Language will help you.

Advice

Get as much information about GCSE as you can.

Sources:

Your Tutor and Head of Year

Teaching staff

Parents and other members of your family

Year 11, 12 and 13 pupils

Careers library

www.aqa.co.uk (all AQA syllabuses)

www.edexcel.co.uk (all Edexcel 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 options. 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
 - i. their 4 'options' subjects from the list of all subjects offered, plus a 'reserve', and
 - ii. 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.***

Option subjects are: Triple Award Science (Biology, Chemistry, Physics), French, Spanish, History, Geography, RS, Business Studies, Art, Music, Drama, ICT, DT: Resistant Materials, DT: Graphics, Art: Textiles, Sports Studies

- 3) The pupils' choices are cross-referenced with their tracking 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 option blocks are constructed to best fit the pupils' 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 may be used to 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

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

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

The course is divided into 2 components: the Portfolio (coursework) and the Externally Set Assignment (examination).

The Portfolio unit is produced during Year 10 and the first term of Year 11. The content of this is quite structured and projects will be set for the group as a whole but there is always flexibility which enables you to develop these in a personal way and to make a personal response.

You will be encouraged to work with increasing independence as the course progresses in preparation for the mock examination which takes place in lessons between September and November of year 11.

Work produced for the mock examination will be added to the Portfolio.

The deadline for the Portfolio is the end of January.

The Externally Set Assignment begins in February of year 11 and is carried out in lessons until May.

The Portfolio comprises 60% of the final GCSE grade and the Externally Set Assignment comprises 40%.

All work produced for the Portfolio and for the Externally Set Assignment is supported by contextual research which is intended to inform your own practical studies. This includes studying the work of artists who have explored a similar theme, process, technique or subject.

The Portfolio and the Externally Set Assignment are assessed at the end of the course. Assessment attempts to evaluate “process” as well as “product” and preliminary, investigative and supporting studies, together with your contextual research, are handed in together with finished pieces.

The Externally Set Assignment paper gives you a choice of topics to use as starting points from which to develop your work in an individual way.

The papers are issued in the spring term after you have handed in your Portfolio.

You will begin by making appropriate contextual studies, before going on to develop your own personal pieces which must be based upon primary, first-hand sources.

As well as this, you are required to produce a timed, supervised piece, which is carried out in lessons, with a limit of 10 hours. The timed piece, (or pieces), is assessed in conjunction with the other research, contextual and supporting primary pieces, along with evidence of the working processes, and development, involved in its production.

Business Studies

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 Courses

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 is identified prior to a final idea being designed and made.

The aim of the course is to encourage pupils 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 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, and 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

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

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

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. There is 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

English Literature

Pupils will sit one English **Language** exam and two **English Literature** exams. The English exam at the end of Year 11 is worth 40% of the total mark and the Literature exam is worth 75% of the final mark; this means that controlled assessment accounts for 60% of the English mark and 25% of the Literature mark.

Exams

English Language

Exam: “Understanding and Producing Non-Fiction Texts”

Section A: Reading – students are typically asked to read a passage of writing or analyse an advert and then answer a series of questions.

Section B: Students have to complete two writing tasks.

Example 1: Write a letter to a friend explaining why you would like him or her to join you in a visit to a place which you think is very special.

Example 2: Some people think it’s wrong that primitive peoples and their communities are disrupted by tourists and TV crews and that they should be left in peace. Write an article for a travel magazine which argues for **or** against this idea.

English Literature

Exam One: “Exploring Modern Texts”

Section A: Modern Prose or Drama

Section B: “Exploring Cultures”: “Of Mice and Men”

Exam Two: “Poetry Across Time”

Section A: students to compare two poems from their poetry anthology. One of the poems will be named. Please note, students will have to study 15 poems in total.

Section B: Responding to an unseen poem. Students will be given a poem that they have never seen before and they will be asked a series of questions.

Please note, here, that Section A is worth double the marks of Section B.

Controlled Assessments

English Language

1. An Extended Reading Task – “Of Mice and Men”. This is the same book that they are studying for the Literature exam. Students will, therefore, be answering two different questions on this novel.
2. Creative Writing: **students are required to produce two original pieces of work.**

Examples: Write a film review; write a newspaper column entitled “Don’t Get me Started”; write the text for a web-site article entitled “Change”.

3. Spoken Language Study. This is an entirely new topic. Students will be required to analyse a transcript of spoken language. This could be, for example, the transcript of a speech, an email or even a text message.
4. Speaking and Listening tasks – this is worth 20% of the final mark.

There are, then, four pieces of written work and three oral tasks to complete for English Language.

English Literature

1. The Significance of Shakespeare and the English Literary Heritage. Students have to compare one play by Shakespeare with a novel, a group of poems or play from the English literary heritage; this could be, for example, a selection of poems from World War One. This piece of coursework is worth 25% of a student’s final mark.

NOTES:

1. The first round of controlled assessments (Creative Writing) will be taking place in Year 10.
2. During the Summer Term in Year 10, students will be taking the “Extended Reading” and the “Spoken Language” assessments.
3. The Shakespeare unit will be completed in Year 11.

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 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%
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 field trip (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.

Controlled Assessment: 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 the History B Modern World History option offered by OCR.

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 A972 (30% of the total marks). This focuses on the theme of how British society was changed between 1939 and 1975. Particular emphasis is placed on the impact of World War II, the creation of the welfare state, immigration, the changing role and status of women, and the emergence of that dangerous phenomenon, the teenager! 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. At present, to complement paper two above, we are evolving a study of the modern monarchy in Britain from the Abdication crisis of 1936 to the marriage of Prince William!

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 student 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.

ICT

This is an exciting new GCSE ICT specification that includes familiar and popular aspects of previous GCSE ICT specifications. It will provide learners with fantastic opportunities to work with a variety of technologies, giving them greater choice and making it even more enjoyable for them to study. The qualification has been designed so that learners will be digitally literate, with an up-to-date understanding of the digital world around them.

Pupils complete a series of units covering many aspects of ICT:

B061: ICT in today's world

Candidates study a range of ICT systems, as used in the home, at school, and in society. Candidates need to be aware of current and emerging technologies and the impact that advances in technology may have on themselves and others.

B062: Practical applications in ICT

Candidates study a range of everyday software applications to be able to manipulate and process data and other information effectively and efficiently and to present information in a format suitable for purpose and audience.

Candidates will select from a range of set tasks written to enable them to demonstrate their practical ICT ability.

B063: ICT in context

Candidates study a range of ICT systems in a business or organisational context. Candidates should be aware of current and emerging technologies and their impact on themselves and on others. The question paper will be based upon pre-release material, relating to specified businesses or organisation(s) and its/their use of ICT. The pre-release material will be available to centres in the September of each year for the following January and June examination series. Candidates are not permitted to take any preparatory work into the examination room. This unit will incorporate and build on the knowledge and understanding gained in units B061 and B062. The pre-release material aims to extend the depth of study by focusing upon how the named organisation could use ICT.

B064: Creative use of ICT

Candidates study a range of creative software applications in order to create a multimedia solution to a given problem. They should be aware of how to analyse the problem as well as the steps needed to design, develop, test and evaluate the solution to the problem.

Candidates will be required to complete a task by creating and developing a multimedia solution with appropriate elements such as:

- sound clips
- video
- animation
- graphics.

Solutions may include but are not limited to:

- a multimedia presentation

- a multimedia website
- a computer game.

The problem will be set by OCR and will require the candidate to create a multimedia solution that combines a number of elements. Candidates will need to provide evidence of the analysis of the problem as well as the design, development, testing and evaluation of the solution. Candidates will take part in group work and their contribution to the group will be assessed. It is expected that a number of skills will be demonstrated, including appropriate editing skills. Candidates' solutions will be marked against the marking criteria using the 'best fit' approach. This unit will incorporate and build on knowledge and understanding gained in units B061 and B062.

B065: Coding a solution

There will be an OCR set scenario within which the candidates identify a potential coded solution to a problem using basic programming techniques. The scenario will be sufficiently open to allow a variety of viable solutions. This unit will incorporate and build on the knowledge and understanding gained in units B061 and B062.

Weighting is as follows:

Unit B06: 1 ICT in today's world – One hour exam, 20% overall mark.

Unit B062: Practical applications in ICT – Controlled assessment, 30% of overall mark.

Unit B063: ICT in context – One hour exam, 20% of overall mark.

And one of the following:

Unit B064: Creative use of ICT – Controlled assessment, 30% of overall mark.

Unit B065: Coding a solution – Controlled assessment, 30% of overall mark.

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: 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 coursework or controlled assessment for mathematics.

Assessment will be by two parallel examination papers each of 1 hour 45 minutes duration and the coursework element will be tested by more open ended questions in the examinations.

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. We expect every student to gain at least a grade C, all students should be able to cope with the Higher Tier examination.

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 has a coursework element, one piece worth 25% of the final mark, done as controlled assessment. The other 75% is a single two and a half hour examination paper.

Modern Languages: French and Spanish

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

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

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 you to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.

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

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.

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.

The controlled conditions for this unit include 10 hours of write up and recording time under supervision.

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. 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. It 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 a player, leader or official. You can achieve 48% 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% 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

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 extracurricular programme in a number of ways. They could coach/manage junior teams and organise/manage 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

One of the wider aims of the course 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. *There are no controlled assessments relating to this course 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 prayers be answered? An exploration of 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.

<p>Religion poverty and wealth</p>	<p>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’?</p>
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SUMMARY: Ethics 2

<p>Religion, peace and justice</p>	<p>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?</p>
<p>Religion and equality</p>	<p>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?</p>
<p>Religion and the media</p>	<p>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?</p>

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.

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.

Science/Additional Science:

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

The Unit 1 structured written examinations will be in **June of Year 10. You will be awarded a GCSE Science core grade at the end of Year 10.**

In Year 11 you will study **Additional Science (Unit 2)** and complete the Unit 2 GCSE Science practical assessments. This unit will be examined **at the end of Year 11**. 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. **You will be awarded a GCSE Additional Science grade at the end of Year 11.**

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** and begin to study **Unit 2** for all three sciences. You may also complete some of your GCSE Science practical assessments. **Unit 1** will be examined in **June of Year 10**.

In Year 11 you will **complete Unit 2** and also study **Separate Science (Unit 3)** for each science and complete your practical assessments. These two units will be examined in **June of Year 11. You will be awarded your 3 science GCSE grades at the end of Year 11.**

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 1 hour in length.
- Written papers on Unit 2, with short answers, of 1 hour in each of Biology, Chemistry and Physics. These will be sat **at the end of Year 11**.
- Written papers on Unit 3, with short answers, of 1 hour in each subject, **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 Years 10 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, Activities and Sports

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

Examples of these are:

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.

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 performances have included “Marat Sade”, “Grimm Tales”, “DNA” (for the Shell National Theatre Connection Project), “The Taming of the Shrew” (for the Shakespeare Schools’ Festival), “Daisy Pulls It Off”.

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*, *Sweeney Todd* and in ensembles such as the school’s orchestra, string group, jazz band, rock group, choir, recorder group, Glee Club 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.

Additionally, those pupils with National Governing Body (NGB) certification, may, on application, secure assistant coach placements in a variety of sports both during term time (e.g. lifeguarding) as well as during holiday periods.

There will also be a week’s work placement at the end of Year 11, 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 11.

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%

SUBJECT	Exam Board	Exam Papers & Length	Controlled Assessments or Course Work	Controlled Assessment or coursework as % of Final Mark
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	Written pieces. Reading task Speaking and listening	61%
English Literature	AQA (A)	1 @ 1 hr 30 mins	Written pieces. Reading task and Speaking and listening	26%
French	EDEXCEL	Listening: 30 or 40 mins Reading: 35 or 50 mins	Writing and Speaking controlled assessments worth 30% each	Listening and Reading papers worth 20% each
Geography	AQA (A)	1 @ 1½ hrs 1 @ 1½ hrs	2,000 words	25%
History	OCR	Paper 1: 2 hours Paper 2: 1½ hours	Teaching preparation time followed by up to 8 hours to write up to c.2,000 words on a Board set question.	25%
ICT	OCR (A)	2 @ 1hr 15mins (Higher tier) 2 @ 1 hr (Foundation tier)	2 x Minor Projects 1 x Major Project	60%
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

SUBJECT	Exam Board	Exam Papers & Length	Controlled Assessments or Course Work	Controlled Assessment or coursework as % of Final Mark
PE	Edexcel	1 @ 1 3/4 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: 30 or 40 mins Reading: 35 or 50 mins	Writing and Speaking controlled assessments worth 30% each	Listening and Reading papers worth 20% each
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. There is an expectation that all pupils will be entered for higher tier papers.



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GCSE CHOICES: SEPTEMBER 2012- July 2014

GCSE CORE SUBJECTS (5 GCSEs): English Language, English Literature, Mathematics, Double Award Science

GCSE OPTION SUBJECTS: You must choose **ONLY ONE** subject from each of the four option blocks A to D.
If English is your first language you must choose at least **ONE** modern foreign language from these blocks.

	Block A	Block B	Block C	Block D
	<ul style="list-style-type: none"> • Drama • French • Geography • History • Triple Science* 	<ul style="list-style-type: none"> • Business Studies • French • ICT • Music • Spanish 	<ul style="list-style-type: none"> • Art • Art: Textiles • Business Studies • Drama • Religious Studies • Sports Studies • Triple Science* 	<ul style="list-style-type: none"> • DT: Graphic Products • DT: Resistant Materials • French • Geography • History • Spanish
YOUR CHOICE				

* Attending these Triple Science lessons as well as the 'core' Science classes allows pupils to study for Biology, Chemistry and Physics as separate GCSEs.

Please complete and return to Mr Cates cliff.cates@church-schools.com
Thank you.

Pupil's Name **Signature**.....