



GCSE Options 2017-2019

The student guide to choosing your options at Key Stage 4

Introduction.....	3
The timetable for option choices	4
Making your choices.....	5
GCSE English Language and English Literature (AQA)	6
Mathematics (AQA)	7
Science (AQA).....	8
Triple Science	9
French (Edexcel).....	10
Core Physical Education.....	12
Art and Design (Edexcel)	13
Computer Science (OCR).....	14
Design Technology (WJEC)	16
Drama (AQA).....	17
Food Preparation & Nutrition (AQA)	18
Geography (AQA).....	20
History (AQA).....	22
Music (OCR).....	24
PE (AQA).....	25
Religious Studies (Eduqas)	26
And finally... ..	27
GCSE Option Choice Form	28

Introduction

As you progress at Sexey's there is the opportunity to express preferences about some of the subjects you would like to study in Years 10 and 11.

In Key Stage Four (Years 10 and 11) learning is composed of a 'core' curriculum which is studied by all students at the school. The core includes English Language and English Literature, Mathematics, Science, French, Physical Education, and Personal, Social & Health Education (PSHE). In addition, students will undertake some areas of learning that are 'optional'.

When students are choosing options, it is useful to consider:

- What subjects do I enjoy? If you enjoy subjects, you will probably do better in them.
- What subjects am I good at?
- What is involved in the course I will be taking in terms of subject matter and assessment?
- Do my choices provide a broad and balanced range of courses that will keep my options open in the future?
- How might your choices affect you in the next stages of your education and future careers?
- Whether older students who are currently undertaking courses about what is involved can provide some useful perspective.

All students must undertake the subjects in the core curriculum. In addition, they must all take one of Geography or History (students can take choose to take both subjects if desired). Beyond this we encourage students to consider the broader value of the creative subjects.

There is one other matter to consider. Do you wish to choose to take Triple Science (Biology, Chemistry, Physics)? If you do, you will need to opt for Triple Science in Block A. Many schools have introduced structures which allow students to study for the three Sciences with more time. In effect, this allows students a much greater chance of maximising their performance in these subjects.

The next two years of your education are particularly important. Although most of this booklet is addressed to you, the student, the school is not in any way underestimating the interest or influence of parents. Therefore, we also encourage parents to read through the booklet and give their child all the help and advice they can.

We are pleased to offer a broad choice of options but please note, although we are offering all of the 'option' subjects mentioned in this booklet, they will only run if there is sufficient demand. It will inevitably happen that some students, for a variety of reasons, will not be able to take all their preferred options; when this is the case we will discuss this with the student and their parents. It occasionally happens that a parent has a strong opinion against a subject that his / her child wishes to choose. May we emphasise that the school believes that all the 'option' subjects being offered are worthy of study and our experience is that a student will achieve their best results in subjects where motivation is strongest. As the options form will only be considered complete once signed by a parent you will need to come to an agreement!

When you have carefully considered the choices, available and decided which options you want to study, please complete and return the Option Choice Form. **The deadline for choices is Monday 20th February 2017**

The timetable for option choices

Monday 16th January 2017

Option booklets are issued to students and posted on the school website. Staff will be asked to discuss the GCSE courses for their subject over the next week.

Friday 27th January 2017

1600-1630 GCSE Options talk with Mr D J Bull

1630-1830 Year 9 Parents Evening

Monday 20th February 2017

Deadline for completing options forms. Completed forms should be returned to Mr Bull, forms will not be considered completed unless signed by a parent. Tutors and subject teachers will be asked for advice to spot where unwise choices may have been made, and if this has happened, the students concerned will discuss the matter with Mr Oats, the Head of Key Stage 4.

Making your choices

When you make your choices, there is a lot to think about. The option blocks have been put together to give you the opportunity to choose a balanced curriculum. Please read this options book thoroughly and if there is something you do not understand, ask for an explanation.

To avoid choosing the wrong subjects for you, we recommend you collect as much information about the subjects as possible. We strongly recommend you gather and consider the following information before you make your decision:

1. What is this subject about?
2. Do I have the skills, abilities and knowledge that I need as a foundation for this subject?
3. What will the lessons be like?
4. What kinds of assignments will I be set?
5. How is this subject assessed? What proportion of the course is examined? Is there controlled assessment?

To obtain this information you could talk to: subject teachers, tutors, parents and students in Years 10 and 11.

When making your choices, you will need to ask yourself whether or not you will need a particular subject to follow a particular career. There are resources in the library and on the internet, that you can use to see if a particular subject will help you in, or is essential for, a future career.

You must not choose a subject for the wrong reason. For example, because your best friend is doing it or because you like the teacher you have now. Nor should you reject a subject for an illogical reason. One of the most important things to consider is whether or not you enjoy the subject; two years is a long time if the subject is one you do not like.

Note to parents

During the first few weeks of study (September 2017) there will be an opportunity for your child to reflect on the option choices they have made and for the school to evaluate the suitability of these choices. After this point we expect that all students will remain committed to their courses of study and we expect that they will continue this through to examination level. We do not allow students to 'drop' or change subjects part way through the course.

GCSE English Language and English Literature (AQA)

This is a compulsory subject

The GCSE specifications for English Language and English Literature have been in place since September 2015. The courses are assessed through final exams worth 100% of the course, to be taken at the end of the two years. They will be graded according to the marking system of 1-9 (9 being the highest grade available).

The focus in English Language will be a skills-based approach. Students will read, understand and analyse a wide range of different literary and non-fiction texts from the 19th, 20th and 21st centuries. The texts they write about in the exam will be unseen.

Paper 1: Explorations in Creative Reading and Writing – analysing an unseen text from the 20th or 21st century and complete a writing task (descriptive or narrative writing – it will be the same theme or topic as the extract). For example, the student may have an extract from a novel such as *Jamaica Inn* by Daphne du Maurier to read and analyse.

Paper 2: Writer's Viewpoints and Perspectives - Non Fiction analysis (a 19th century non-fiction text such as a diary entry or newspaper report) and a writing task (writing to present a viewpoint).

No allocation of marks is given for speaking and listening ability, although this will be assessed by the individual teacher and noted as a separate endorsement on their certificate.

In English Literature, the students will read a range of plays and novels chosen from a list of texts chosen by the examining board. The choice of text will be made by the individual teachers within the English Department.

Paper 1: Shakespeare (such as *The Merchant of Venice* or *Much Ado About Nothing*) and the 19th century novel (such as *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson or *The Sign of Four* by Sir Arthur Conan Doyle).

Paper 2: Modern texts (a choice of either post 1914 drama or prose, such as *An Inspector Calls* by JB Priestley or *Animal Farm* by George Orwell) and a collection of poems which will be supplied by the examining board. The students will also have to write about an unseen poem in their final exam.

Mr C. Manning, Head of English

Mathematics (AQA)

This is a compulsory subject

Mathematics is a core National Curriculum subject. Students are taught in ability groups. Which set a student should be in is determined by ability, potential, performance and attitude. Students who wish to take Mathematics at A Level should be aware that they ideally need to be in set 1 and aiming for the higher grades.

Students starting Year 10 in September 2017 will be following the new Mathematics GCSE (AQA 8300). This is a linear course and the exams being taken by this cohort will be graded under the new system from 9 (highest grade) to 1 (lowest grade). The examinations are split into Foundation Level (grades 1-5) and Higher Level (grades 4-9). Students must sit all their papers at the same level.

The final decision as to which level a student is entered for will be taken following the mock exams. There will now be three exam papers in Mathematics whichever level is taken. Each paper is worth a third of the overall grade and lasts for 1 hour 30 minutes. Paper 1 is Non-Calculator, Papers 2 and 3 are Calculator papers.

It is envisaged that in addition to the GCSE in Mathematics some Higher Level students will be offered the opportunity to take the Level 2 Certificate in Further Mathematics (GCSE). These are likely to be students who are capable of continuing with Mathematics at A Level and beyond, in order to give them a deeper understanding of the subject than is afforded by the GCSE in Mathematics alone. There are two papers for Further Mathematics. Paper 1 (Non-Calculator) is worth 40% of the final mark and Paper 2 (Calculator) is worth 60% of the final mark.

Recent changes in the Mathematics GCSE means that there will be fewer questions where the solution is directed and candidates will be asked to explain their method with full written solutions. Mathematics education has changed greatly in recent years and it is hoped that students will sense the relevance to everyday life of many topics, and the challenge and intrinsic interest of others. It is also a valuable tool in helping to solve problems in many other subjects.

Many A Level subjects require mathematical skills which are studied at GCSE level and in some cases these have to be extended without the advantage of studying A Level Mathematics. A sound basic knowledge of the subject is therefore an essential tool for academic progress in many fields. Students with good grades in Mathematics are always valued, whether for further education or employment. Through Mathematics, skills of logical thinking, problem solving and perseverance are developed

Mrs E. Maude, Head of Mathematics

Science (AQA)

This is a compulsory subject

Science is a core National Curriculum subject, so all students must study elements of Biology, Chemistry and Physics through to the end of Year 11. From September 2016, all state secondary schools in England started the new GCSE courses in Science.

The main changes in the new GCSEs are

- No controlled assessment (ISAs).
- No assessment of quality of written communication.
- The minimum exam time for each GCSE Biology, Chemistry and Physics will be 3 hours 30 minutes.
- The minimum exam time for Combined Science will be 7 hours.
- 15% of GCSE marks will be for practical skills.

Grades

- The A* to G grades will be replaced by 9 to 1 for Biology, Chemistry and Physics.
- Combined Science will have a 17 point grading scale, from 9–9, 9–8 through to 2–1, 1–1.

Practical work

Students will do eight practicals for each of Biology, Chemistry and Physics, and 16 for Combined Science. Students will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.

All examinations for Science will now be taken at the end of the year 11 in May/June.

Combined Science (Double Science)

All students will follow this unless Triple Science (below) is selected as an option.

Students will cover a variety of topics from all three sciences, this allows them to gain 2 GCSE grades by the end of Year 11. There will be 6 exams (2 in each science) with a variety of question types including multiple choice, structured, closed and short answer.

The topics covered will include:

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

Further information on the specification can be found at www.aqa.org.uk/gcse-trilogy

Triple Science

This is an optional subject.

Some students may be interested in following a course which will enable them to obtain separate GCSEs in Physics, Chemistry and Biology. One group will be working towards this during Years 10 and 11. These students would be expected to be able to achieve a good level 6 or above in the end of Key Stage 3 assessment which will take place in May 2016. This will show us that the student has an aptitude, interest and enthusiasm for Science. We would normally expect students in the top Year 9 set and some from the middle set to be able to follow this option.

Any student who is considering the Triple Science option should discuss it carefully with their teacher and/or the Head of Science. There is an expectation that students who follow the Triple Science route will be proactive in consolidating their knowledge away from the classroom. This will include reading scientific publications, newspapers, watching science programs and generally taking an interest in the way that Science is used and reported in the wider world.

The topics covered will be similar to combined science but they will be explored in more depth. As with the combined science there will be 2 exams for each subject and students would gain their three separate GCSEs at the end of Year 11.

Further information on the specifications can be found here:

www.aqa.org.uk/gcse-biology www.aqa.org.uk/gcse-chemistry www.aqa.org.uk/gcse-physics.

If, after choosing this option, you do not gain a level 6 in the end of Key Stage assessment, you will be requested to reselect an option from the remaining subjects within that block.

Mr P. Hunt, Head of Science

French (Edexcel)

This is a compulsory subject

Why learn a foreign language?

'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language that goes to his heart.' Nelson Mandela.

Learning a foreign language is more than just a boost to your CV or handy for travelling. Learning a Modern Foreign Language is an asset for life. If you speak one or more languages, research shows that your brain is already more flexible and efficient at many important tasks than that of someone who only speaks their mother tongue.

Key changes to GCSE

Common to all awarding organisations:

- Removal of controlled assessments
- 100% external assessment – all papers will be set and marked by the awarding organisation
- Tiered papers and 25% assessment weightings per skill.
- Short translations from and into the target language.
- Some target language questions in the listening and reading paper.
- Authentic stimuli in the reading paper including literary texts.
- Compulsory themes linked to: identity and culture; local, national, international, and global areas of interest; current and future study and employment
- Introduction of a new 9-1 grading system (top grade = 9)

Specification Overview:

The new specification provides breadth, stretch and challenge and enables students to show what they know, understand, and can do through tests covering the whole ability range. All examination questions will be set in the context of the following five topic areas:

Themes

- Identity and Culture
- Local, national, international, and global areas of interest
- Current and future study and employment

5 main topics:

- 1) Identity and culture
- 2) Local area, holiday, travel

- 3) School
- 4) Future aspirations, study and work
- 5) International and global dimension

Assessment:

- Paper 1: listening exam (25%)
- Paper 2: speaking exam (25%) role play, response to picture stimulus and conversation
- Paper 3: reading and understanding exam (25%) texts in French with answers in French plus translation tasks
- Paper 4: writing exam (25%) creative, spontaneous response plus translation tasks.

Benefits of the acquisition of a foreign language:

- French is spoken officially in more than 30 countries worldwide.
- Studying a language will provide you with a wider range of career opportunities in various fields: translating and interpreting, media and fashion, teaching, work in the travel and tourism industry, politician, lawyer, banking, and many more.
- In every environment, speaking languages gives you access to a whole new world: music, the internet, cultural history, people you would never have met. This applies to the workplace as much as anywhere else.
- Any language can be of use. It will depend entirely on the choice of career path. In the enlarged European Union, those who speak one or more languages will have access to more opportunities in international trade and European institutions.

Mrs A. Harris-Urwin, Head of Modern Foreign Languages

Core Physical Education

This is a compulsory subject

You will have approximately three lessons of Core PE per fortnight, one single lesson and a double.

The emphasis at Key Stage 4 (Year 10 & 11) is on participation; promoting a healthy active lifestyle and giving you the opportunity to exercise safely and promoting lifelong participation in sport and fitness. It is extremely important to use your PE lessons as a break away from academic study, these lessons are especially important in exam time.

Each class will study an activity for 6 weeks, an example pathway can be viewed below, however our KS4 curriculum is extremely flexible and can alter depending on the cohort.

Classes are based around competitive and recreational sport. Competitive pathways include traditional games and fixtures will be played in the double PE lesson. All GCSE PE students are expected to be in the competitive pathways.

The recreation pathways have an element of traditional games mixed with recreational activities. Pupils are welcome to suggest new activities providing we have the facilities and staff to provide them.

Changes that have been made recently are the introduction of Dance to the girl's side and Hockey to the boys.

The PE department have the same expectations of KS4 students regarding kit and behaviour and all pupils must bring kit regardless of injury as you will always be given a role within the lesson.

Miss K. Johnstone, Director of Sport

Art and Design (Edexcel)

This is an optional subject

If you have enjoyed Art so far then you will enjoy Art GCSE. The Art and Design course at Key Stage Four allows students more opportunity to use a wider range of materials and greater scope to choose the areas they want to work in. The Art GCSE course offers students the means to develop knowledge, skills and understanding learnt at Key Stage Three, whilst preparing students for A Level. The first year will give a foundation in the various skills and place emphasis on investigation, analysis, and experimentation. The syllabus gives a weighting of 60% to coursework and 40% to the exam unit. All work is presented as an exhibition at the end of the course.

The **coursework** is made up of a series of projects such as 'Natural Forms' and 'Synthetic Connections'. Students are expected to document their ideas, experiments and artist research in their sketchbooks paying attention to presentation, as well as producing larger pieces to add to their portfolios. All coursework projects are very structured to help students feel supported whilst providing them with plenty of opportunities to make the most of their creativity. The majority of the coursework is completed during Year 10.

The **exam** unit is undertaken at the end of Year 11 and is a project set by the examination board taking the form of a broad theme such as 'Order, Disorder' and 'Ordinary, Extraordinary'. The externally set paper will also contain some suggestions for possible starting points, direction and areas of study. Students will have twelve weeks in which to prepare for the timed test. During this time students should explore the theme looking at a range of starting points recording all research, development and experimentation in a sketchbook focusing on their chosen specialism. At the end of this period students will sit a ten hour timed examination to create a final piece.

Portfolios are marked and regularly monitored by teaching staff, making sure students show evidence of the four assessment objectives:

- AO1 Collecting, recording and presenting
- AO2 Responding and commenting on artists' work
- AO3 Exploring, experimenting and refining ideas
- AO4 Presenting a personal response explaining links to artists' work

Mrs S. Reddick, Head of Art

Computer Science (OCR)

This is an optional subject

Computers play an increasingly important role in society and we are becoming increasingly dependent on deploying robust and reliable systems. In the current economic climate thousands of businesses and organisations are crying out for knowledgeable computing professionals and this course seeks to engage and encourage the next generation of computer scientists.

You should consider studying Computer Science if you are interested in learning about how computers function and want to learn how to create programs. It is a practical subject where you can apply the knowledge and skills learned in the classroom to real-world problems. Computer Science is all about formulating, tackling and solving problems in a particular and unique way. You will develop 'computational thinking' skills and learn how to analyse and create practical solutions which must be interpreted clearly and unambiguously because, ultimately, these solutions will be carried out by a computer – a mindless machine!

Component 1 - Computer systems

This component focuses on Computer Systems. You will study the following:

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

is an examined unit and makes up 40% of the assessment total.

Component 2 - Computational Thinking, Algorithms and Programming

This component is focused on computational thinking, algorithms and logic. You will study the following:

- Algorithms
- Programming techniques and producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

This component is also an examined unit that makes up 40% of the assessment total

Component 3 - Programming Project

This component is the non-exam assessment where you will be challenged by a range of engaging tasks to apply the knowledge and skills you have learned.

It is based on a 20 hour controlled task that makes up 20% of the assessment total.

Mr L Fauceglia, Head of ICT and Computer Science

Design Technology (WJEC)

This is an optional subject

Design Technology offers students an opportunity to demonstrate their creativity and problem solving ability whilst developing skills in decision making, critical analysis and making to a high level.

GCSE Product Design - encourages students to design and make creative and original products and packaging, which mirror commercial outcomes using a wide variety of materials such as wood, metals, and plastics. This will involve using hand tools, machinery including the laser cutter, 3D printer and CAD/CAM in addition to learning about quality control, health and safety and ergonomics.

Over two years these courses aim to provide students with the following skills through the two main areas of content, **Designing** and **Making**:

- Analysing and evaluating products and processes.
- Develop ideas and planning.
- Consider how past and present design and technology affects society.
- Recognise the moral, cultural and environmental issues inherent in design and technology.
- Opportunity to manufacture with CAD/CAM

What will be assessed during the course?

Throughout year 10 students will develop a range of practical skills and knowledge of materials through a range of projects in preparation for the assessed units. In year 11 students work individually on their own coursework project chosen from a list of exam board set design tasks. This **controlled assessment** is a major design and make project worth 50% of the final mark. Students will produce a detailed A3 folder of work documenting all the practical work undertaken and produce a final product prototype that would be suitable for large-scale manufacture.

The **written examination** taken at the end of the course is worth 40% of the final mark and examines knowledge and understanding in each of the following areas

- Technical principles
- Design and Making principles
- Analyse and evaluate Design decisions and wider issues in Design and Technology

These courses will appeal to students if they have really enjoyed Design and Technology at Key Stage 3, like doing project work and enjoy creating new and interesting products. Skills acquired through Technology can be applied to many careers and students can further their study of Design and Technology at A Level.

Students should be aware that the practical element of the course requires them to pay towards materials used.

Mrs S. Waller, Head of Design and Technology

Food Preparation & Nutrition (AQA)

This is an optional subject

GCSE Food Preparation and Nutrition is a new exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition and food science.

Subject content – what is covered?

Students will demonstrate effective and safe cooking skills by planning, preparing and cooking a wide variety of food commodities whilst using different cooking techniques and equipment.

Food preparation skills are integrated into these five core topics:

1. **Food, nutrition and health** – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health (including the physiological and psychological effects of poor diet).
2. **Food science** – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
3. **Food safety** – Food Spoilage, Contamination and the Principles of Food Safety.
4. **Food choice** – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. **Food provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.

How will the course be assessed?

Written exam: Food preparation and nutrition (50%) 1 hour 45 minutes

The paper will be taken at the end of year 11 and assess the five areas of content.

Non-exam assessment (NEA):

Task 1 Food science investigation (15%) Written Report

A scientific food investigation which will assess knowledge, skills and understanding in relation to functional and chemical properties of food. Students will submit a written report (1500 – 2000 words) including photographic evidence of the practical investigation.

Task 2 Food preparation assessment (35%) Written Portfolio

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within three hours, planning in advance how this will be achieved.

Students will submit a written portfolio including photographic evidence of all trialling.

Learning is by a combination of theory and practical lessons and it is expected that students will cook each week in order to develop their practical skills. They should be aware that the practical element of the course requires ingredients either brought in from home or purchased from school on a termly basis.

Mrs S. Waller, Head of Design and Technology

Geography (AQA)

This is an optional subject, but students must choose to take Geography or History

Geography teaches about Earth's places, people, environments and societies. At its core lies the understanding of the relationships between people and the environment. Geography allows students the opportunity to travel the world via the classroom, learning about both the physical and human environment. Students will understand how geography impacts upon life every day and will discover the key opportunities and challenges facing the world. There will be opportunities to undertake fieldwork outside of the classroom and students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The AQA Geography Syllabus course content

- ***Living with the physical environment:***
 - Natural Hazards
 - Tectonic hazards
 - Weather hazards
 - Climate change
 - The Living World
 - Ecosystems
 - Tropical rainforests
 - Hot deserts
 - UK Physical Landscapes
 - Coastal landscapes in the UK
 - River landscapes in the UK

- ***Challenges in the human environment:***
 - Urban issues and challenges
 - The changing economic world
 - The challenge of resource management
 - Resource management
 - Energy

- ***Geographical applications***
 - Issue evaluation
 - The study of pre-released material allowing students to investigate a particular issue(s) derived from the specification
 - Fieldwork
 - Students will undertake two contrasting fieldwork investigations in a coastal and an urban environment

Assessment

Living with the physical environment

Physical geography questions One hour 30 minute exam 35% of GCSE

Challenges in the human environment

Human geography questions One hour 30 minute exam 35% of GCSE

Geographical applications

Issue evaluation and fieldwork assessment One hour 15 minute exam 30% of GCSE

What are the advantages of choosing GCSE Geography?

GCSE Geography will allow students to learn how today's world was shaped and understand the challenges we face in the future. Students will also examine Earth's natural resources and the increasing battles between the man-made and natural world. This knowledge, paired with students' essential curiosity, will provide young geographers with the sought-after transferable skills for success in further education and the workplace.

For more information visit: aqa.org.uk/geographygcse

Mr D. Glover, Head of Geography

History (AQA)

This is an optional subject, but students must choose to take Geography or History

The study of History is, first and foremost, interesting and enjoyable; full of the sort of dramas, wars, heroes and villains that mark our own age. The History Department at Sexey's is passionate about helping students to explore the events and individuals who have shaped our world. The syllabus, adopted in 2016, ensures that students study a broad range of content, covering different continents and eras from the medieval to the later 20th Century.

There are many other reasons why History is well worth considering:

- It allows students to be critical of the information they receive.
- It develops skills like the ability to produce coherent arguments and the ability to evaluate a range of evidence.
- It will also help students to articulate ideas with force and clarity.
- History is useful in a variety of careers including: journalism, the legal profession, broadcasting, forensic science, the civil service, teaching and advertising.

The Course (AQA) Four topic areas examined in TWO examination papers

Students will be asked to:

- Analyse, explain and evaluate sources
- Identify, explain and evaluate the strength of different viewpoints
- Write accounts, descriptions, explanations of events and to evaluate their significance or importance
- Produce a series of shorter answers and longer extended responses.

Paper 1: Understanding the Modern World Examination 1 hr 45 mins (50%)

Section A: IC Period study - Germany, 1890–1945: Democracy and dictatorship

Focused on the two key developments in German history over the 50 year period; a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

Section B: Wider world depth study – Conflict and tension between East and West 1945–1972¹

Focused on international conflict and tension, this unit explores the origins and development of the Cold War and some of its iconic flashpoints such as the Berlin Airlift, the Cuban Missile Crisis as well as the Hungarian Rising and Prague Spring.

¹ Some of the content of Section B will be delivered in the latter part of the Year 9 but will be revisited in Year 11

Paper 2: Shaping the Nation 1 hr 45 minutes (50%)

Section A: 2A British Thematic Study —Health and the people: c 1000 to the present day.

This enables students to understand change and continuity across a long sweep of history and explain the key turning points, developments and periods of progress in our medical history. Topics include the impact of the Renaissance on medical understanding, the surgical revolution of the 19th Century and the development of Penicillin.

Section B: British Depth Study – Elizabethan England 1568 – 1603

This unit allows the students to study, in-depth, the major events of Elizabeth's reign including her personality and court, the execution of Mary Queen of Scots and its impact, threats to her life and war with Spain, including the Spanish Armada.

There is an additional element within this unit that is focused on the historical environment: each year a site will be studied and the aim is to enrich the students understanding of Elizabethan England. There will be no requirement to have visited the site.

The historic environment can be explored through the examination of Elizabethan buildings such as Tudor manor houses, theatres, villages, towns and key historic developments and events such as voyages and trade, revolts and battles and the historic environment in which they took place.

For all series, the specified site will be published three years in advance at www.aqa.org.uk/history

Mrs T. Bazen, Head of History

Music (OCR)

This is an optional subject

Wherever you find people, you hear music. From the chant in the temple to the beat on the dancefloor, music is an essential part of human life.

The GCSE Music course is creative, inspiring and challenging. It is accessible to students from a wide variety of musical backgrounds; so, rock drummers, classical pianists, folk singers and DJ/Producers alike are all encouraged to broaden their musical horizons.

The GCSE Music course is essentially divided into three main areas; Performance, Composition and 'Listening & Appraising' – learning about and responding to different musical genres.

INTEGRATED PORTFOLIO (30%) consists of:

- **Performance 1** – you play a piece on your own instrument, which can be either a solo or a performance with a group in which you play a key role.
- **Composition 1** – you write a piece of music in any style, for any instrument(s) that you choose.

PRACTICAL COMPONENT (30%) consists of:

- **Performance 2** – an ensemble performance, involving two or more players, in which you play a significant role.
- **Composition 2** – you write a piece based on a brief set by the exam board.

LISTENING EXAM (40%)

- This is sat at the end of Year 11: you will answer questions about music from four Areas of Study:
 - Film Music
 - The convention of Pop music from 1950 to the present day
 - The Concerto through time
 - Rhythms of the World

Prior instrumental or vocal experience will help; however, it is not essential in order to achieve a good final grade in GCSE Music. A genuine desire to explore music in different forms and extend your creative skills is essential.

All practical elements of the course can be completed using ICT.

Mr B. Badley, Director of Music

PE (AQA)

This is an optional subject

At GCSE PE is a linear qualification where all students will take their exam and non-exam assessment at the end of the course.

Subject content

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health fitness and well-being

You will sit TWO exam papers and have one non-exam assessment.

In **Paper One** you are assessed on applied anatomy and physiology, movement analysis, physical training and the use of data.

Paper Two assesses sports psychology, socio-cultural influences and health, fitness and well-being. Both exams are 1 hour and 15 minutes long. Both have 78 marks available and are worth 30% each.

The exams are 60% of your total grade.

Non-exam assessment (practical)

This is your practical performance in THREE different activities, this must be a mixture of team and individual sports. The non-exam assessment is assessed by your PE teachers in core and GCSE PE lessons. It is then moderated by the exam board-AQA. By the time you get to Year 11 you will have been assessed in over 8 activity areas within school, your best three scores will be the ones that will go forward. It is advisable to look at the specification so that you can see what activities are on offer, there are some that we can assess outside of school. For example, horse riding and skiing. You will also complete a piece of coursework based on one of your three activity areas. In this area you must show how well you can analyse and evaluate performance. This is worth 100 marks and is 40% of your final grade.

Who would it suit?

The course would suit those who have an interest in sport and physical activity, pupils who represent the school in numerous sports will find that the practical aspect is well suited to them. The theory (60% of final grade) is closely linked to biology and fitness. This is an excellent course for those who want to study A level PE, Btec Sport and Exercise Science or other sport related accredited courses. It is a good foundation for any pupils thinking about careers in sport, the health profession or public sector.

Miss K. Johnstone, Director of Sport

Religious Studies (Eduqas)

This is an optional subject

Component 1: Religious, Philosophical and Ethical Studies in the Modern World (50%)

Candidates will study the following four themes.

Theme 1: Issues of Relationships

Theme 2: Issues of Life and Death

Theme 3: Issues of Good and Evil

Theme 4: Issues of Human Rights

This includes perspectives both from a religious and non-religious worldview through the component.

Component 2: Study of Christianity (25%)

Students will study the beliefs, teachings and practices of Christianity.

Component 3: Study of a World Faith (25%)

Students will study the beliefs, teachings and practices of Islam.

GCSE Religious Studies will:

- Develop students' knowledge and understanding of both religious and non-religious beliefs such as atheism and humanism.
- Develop students' knowledge and understanding of religious beliefs, teaching, and sources of wisdom and authority, including through their reading of key texts and scriptures of the religions studied.
- Religious Studies helps to develop greater understanding of the religious issues behind important events in history.
- Develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Challenge students to reflect on their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

Religious Studies is an engaging, stimulating and intellectually demanding course. It is a well-established academic subject, highly regarded by universities and professions such as journalism, social care and community work, childcare and education, police work, business

and law, charity and diplomatic work. It is a subject that encourages discussion and debate, thoughtful reflection, and the skills to assess and critically analyse different opinions and beliefs in an atmosphere of mutual tolerance and respect.

Assessment is by examination only at the end of Year 11

Component 1	2 hours
Component 2	1 hour
Component 3	1 hour

Mrs S. Nurse, Head of Theology and Philosophy

And finally...

Now you have read through the booklet, the next step is to make your choices. Remember the do's and don'ts referred to at the beginning of the booklet. Please ensure you:

- Seek advice from subject teachers.
- Seek advice from tutors.
- Seek advice from parents / carers.
- Talk to older students studying courses you are interested in.

After thinking very carefully about the options available, you should make your choices and commit to them. Remember, you will study these courses for two years.

If you have any questions, however big or small, it is very important that you ask. See your subject teachers, Mr Oats or myself if in any doubt.

Good luck!

Mr D. J. Bull, Deputy Head

djbull@sexey.somerset.sch.uk

GCSE Option Choice Form – Year 9 February 2017

Pupil name	
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Tutor group	
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In Year 10 all students will take the following subjects:

- English Language
- French
- English Literature
- PE
- Mathematics
- PSHE
- Science

All other subjects must be selected from the 3 option blocks below. One of these choices **must** be either Geography or History (you may choose both if you wish).

In the blocks below tick the subjects that are your first, second or third choices within that block.

A		B		C	
Science (Triple)	1	Computing	1	Art	1
	2		2		2
	3		3		3
		Design Technology	1	History	1
			2		2
			3		3
Geography	1	Drama	1	Music	1
	2		2		2
	3		3		3
History	1	Food Technology	1	Religious Studies	1
	2		2		2
	3		3		3
Art	1	Geography	1	Sports Studies	1
	2		2		2
	3		3		3

Forms² must be signed by a parent and returned to Mr Bull by **Monday 20th February**

Parents Signature _____

² Forms will be distributed with this booklet and additional copies are available to download from the website and from the main school office