

# THOMAS MILLS HIGH SCHOOL



## CHOICES FOR YEAR 9

INFORMATION PACK  
FOR  
2019 – 2020

COURSE CONTENT IS CORRECT AS AT THE TIME OF PUBLICATION

SPRING 2019

## OPTIONAL COURSES

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## OPTIONS CHOICES 2019

In addition to the Core GCSE subjects of Mathematics, English Language, English Literature and the Sciences; pupils will take 4 optional subjects.

All options will be taught over three years and the examinations will be taken at the end of Year 11.

1 of their choices is restricted in that pupils have to choose one of French, Geography, German or History.

We recommend that pupils choose a "balanced" selection of options and there is some advice overleaf which may help with the decision making process.

Pupils are given a free choice for the remaining three options.

Pupils are asked to choose 5 GCSEs from the free choice list and number them in order of preference.

They will then be offered three of these five choices.

The free options choices are:

Art

Business Studies

Computer Science

Design Technology: Food Preparation and nutrition

Design Technology: Resistant Materials

Design Technology: Textiles

Drama

French

Geography

German

History

Latin

Music

Physical Education

Religious Studies

Spanish

Resistant materials and Textiles are different routes through the same GCSE. It is therefore **NOT** possible to study both subjects.

### **PLEASE NOTE**

All courses are offered subject to demand and school resources. If any subject fails to attract sufficient pupils to make it economically viable for the school to run a group, it may need to be discontinued.

## Choosing GCSE subjects

Choosing GCSEs can be difficult, however the most important part of the process is choosing the right combination for you.

Take time to speak to your teachers and to older pupils who take the subjects. You can take advice from parents, older siblings, older friends and relatives but remember that you have to study these subjects for three years.

### 1) Choose subjects you will enjoy

You will be studying these subjects for the next three years. You will not be able to drop subjects until after you have completed your GCSEs in Year 11 so it will definitely help if there are aspects of the course you enjoy. This could work to your advantage because if you enjoy a subject you are more likely to work harder and therefore achieve a higher grade.

When choosing subjects you enjoy, ask yourself two things;

- a) What's the content of this subject? (Are you interested in the things you will be learning about?)
- b) What skills does it require? (Do you think you can build the skills this subject requires?)

Do not assume you know what a subject entails. This requirements at GCSE can be very different in some subjects from those at Key Stage 3 and may be very different from what you imagine. If in doubt, ask!

### 2) Choose what you are good at

If you have been successful in a subject in the past, it means you are more likely to be successful at it in the future. This means you are more likely to get higher grades which will be useful when making career choices when you are older. In addition to that, most people enjoy subjects that they feel they are good at.

### 3) Choose your GCSEs for your future

If you already have an idea of careers you would be interested in, then look to see if there are any particular subjects you should choose. For the majority of careers you do not need specific options choices but it is worth looking into this before you choose.

For college courses and apprenticeships you should aim for good results in both the core subjects and your options to demonstrate that you are conscientious. An excellent attendance, punctuality and behaviour record is equally important.

For universities and graduate careers, A-Level choice is more important than GCSEs. However, many, but not all, A-Levels will require that you have studied the subject at GCSE, so you might need to think about that as well. Speak to your subject teachers and your tutor before you make your final decision.

### 4) Keep a broad range of subjects

Once you have made your choices, look to see if you have a broad range of different subjects. This allows you to have a more varied school day and increases the chance you will find a subject you really excel in. It also keeps your options open for the future.

**DO NOT** choose a subject because your friends are doing it. You might not enjoy it and there is a good chance you won't be in the same group as them anyway.

## Key Members of Staff

There are some members of staff you may wish to speak with before you make your choices.

**Your tutor** can help you think about the subjects you have been successful in and go through the options process with you. your tutor should be the member of staff you ask for general advice about choosing options.

**Miss Preston** will remind you of all of the deadlines and the process.

**Careers Advice:** Mrs Treeby is responsible for careers and can help you find more information about any career which may interest you. This is especially important if you are thinking of a quite specialised career that may have specific entry requirements.

**Options Subjects:** It is always a good idea to discuss your choices with your subject teacher. However, there are key teachers (normally, but not always, the Head of Department) who can advise you and go through what the course actually entails.

### Subject

Art	Mrs. Sholl
Business Studies	Mrs. Ewing
Computer Science	Mr. Green
Drama	Mrs. Peters
Geography	Mr. Giffin
History	Mr. Pope
Latin	Miss Hopley
French	Mrs. Capjon
German	Mr. Heath
Spanish	Mr. Cory
Music	Mr. Hanley
Physical Education	Mr. Harding
Religious Studies	Miss Lambert
Food and Nutrition	Mrs. Jeffrey
Resistant Materials	Mr. Thompson
Textiles	Mrs. Jeffrey

### Core Subjects

The core subjects are obligatory for all pupils. For more detailed information about each of the subjects you will study you should, in the first instance, speak with your subject teacher.

## GCSE Grading System

The way in which GCSEs are graded has been changed and will no longer be graded from A\* - G.

This change has been phased in over several years, you will have all of your GCSEs graded on the new system.

The new system runs from 9 - 1, with a grade 9 being the highest grade. The table below shows an approximate comparison of the new grades to the old system. The grades are not directly equivalent, however, a new grade 7 is comparable with the bottom of an old grade A.

New GCSE Grades	Old GCSE Grades
9	A*
8	A
7	
6	B
5	
4	C
3	
2	E
1	F
	G

# MODERN LANGUAGES COURSES

You are able to study one of the following combinations: -

- German
- French
- German and French
- German and Spanish
- French and Spanish
- German, French and Spanish

Examining Board: AQA  
Specification No.: 8658 (French); 8668 (German); 8698 (Spanish)

Content: You will use your chosen language in the contexts of whole class, pair, group work and role play. You will develop comprehension through reading and listening and will use the written language and ICT where appropriate.

Skills: All work is geared to the development of skills in listening; speaking; reading and writing.

Interest:

French:  
You will build on the skills you have already developed in Years 7-8. You should develop an interest in the culture of France and you will experience French being used in various topics: my world, holiday time & travel, work & lifestyle and the young person in society. As well as being useful for your future career, learning French is fun. You will have the opportunity to join an exchange visit.

German:  
You will build on the skills you have already developed in Years 7-8. You should develop an interest in the culture of Germany and you will experience German being used in everyday situations; personal and social life, the world of work and internationally. As well as being useful for your future career, learning German is fun. You will have the opportunity to join an exchange visit. If you are not certain whether to choose German or French, choose the one you like best or talk to your language teachers.

Spanish:  
You should develop an interest in the culture of Spain and you will experience Spanish being used in various topics: my world, holiday time & travel, work & lifestyle and the young person in society. As well as being useful for your future career, learning Spanish is fun. This is your chance to learn one of the world's leading languages and exploit your knowledge of languages.

# GEOGRAPHY

- Examining Board:** OCR B (Geography for Enquiring Minds)  
**Specification No:** J384  
**Content:** Geography is about making sense of different types of environments and trying to provide solutions to problems.
- The human environment**
- (Development) • Why are some countries richer than others?
  - (Urban Futures) • How can we manage the issues of rapid urban growth?
  - (Resource Reliance) • How can we make sure that everyone in the world has enough to eat?
- The physical environment**
- (Hazards) • Why do volcanoes erupt? Why do we have weather extremes?
  - (Rivers) • Why does flooding occur, and why is it a problem?
  - (Coasts) • Why is the coastline near us falling into the sea?
- The environment**
- (Resource Reliance) • Will we run out of natural resources?
  - (Climate Change) • What is global warming, will it affect us?
  - (Ecosystem) • Why are natural ecosystems important?
  - (Ecosystem) • Is there more to polar environments than ice?

## Specification Overview

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>• Global Hazards</li> <li>• Changing Climate</li> <li>• Distinctive Landscapes</li> <li>• Sustaining Ecosystems</li> <li>• Fieldwork</li> <li>• Geographical Skills</li> </ul>	<p><b>Our Natural World (01)</b> 70 marks 1 hour 15 minutes Written paper</p>	<p><b>35%</b> of total GCSE</p>
<ul style="list-style-type: none"> <li>• Urban Futures</li> <li>• Dynamic Development</li> <li>• UK in the 21<sup>st</sup> Century</li> <li>• Resource Reliance</li> <li>• Fieldwork</li> <li>• Geographical Skills</li> </ul>	<p><b>People and Society (02)</b> 70 Marks 1 hour 15 minutes Written paper</p>	<p><b>35%</b> of total GCSE</p>
<ul style="list-style-type: none"> <li>• Geographical Skills</li> <li>• Decision Making Exercise</li> </ul>	<p><b>Geographical Exploration (03)*</b> 60 marks 1 hour 30 minutes Written paper</p>	<p><b>30%</b> of total GCSE</p>

\*indicates inclusion of synoptic assessment

- Skills:** Personal skills: preparing, researching, debating, discussing, decision making and talking with the public.
- Interest:** Geography is fun! It is an enjoyable, varied course. We have a number of visits out of school which will help you to understand some of the ideas covered in class. The subject stimulates people to think about local and world issues. Geographers are highly employable and are taught to be balanced in their views!
- Fieldwork:** Each year of the course you will take part in fieldwork to collect data for geographical skills. In Year 9 we go to Southwold to study coasts, Year 10 to Ipswich to study urban regeneration and Year 11 to Winterton-on-Sea to study ecosystems.

# HISTORY

**Examining Board:** OCR History B (Schools History Project) (9-1)

**Specification No:** J411

<b>Unit title and description</b>	<b>Assessment and timescale</b> All examined in the summer of Year 11	<b>Weighting</b>
<b>Thematic Study</b> <u>The People's Health, c.1250 to present</u>  <b>British Depth Study</b> <u>The Elizabethans, 1580-1603</u>	<b>British History</b> Thematic study and Depth study  40 marks each (80 marks total) 1 hour 45 minute exam paper	20% of total GCSE  20% of total GCSE
<b>History Around Us</b> <u>(local history focus)</u>	<b>History Around Us</b>  40 marks 1 hour paper	20% of total GCSE
<b>Period Study</b> <u>The Making of America, 1789-1900</u>  <b>World Depth Study</b> <u>Living under Nazi Rule, 1933-1945</u>	<b>World History</b> Period study and Depth Study  40 marks each (80 marks total) 1 hour and 45 minute exam paper	20% of total GCSE  20% of total GCSE

**Skills:** Investigations of historical figures and events will involve research, and explanation of events, presentation of arguments orally and on paper, problem solving, critical analysis of a range of opinions and the ability to draw relevant conclusions making reasoned judgments. Two of the units also have a large focus on source skills and analysing utility. All these are vital skills for any future career.

**Interest:** A fascinating subject with wide appeal, not only is History worth studying for its own sake, it will also enable you to gain a greater understanding of how the world in which we live today has evolved. A study of the past is essential if you are to fully understand the present. It is useful for many careers in areas such as the law, journalism, business, town planning, tourism, media, environmental and conservation work. Employers and universities like to see you follow a balanced course at GCSE and History is an important part of keeping that balance and providing valued transferable skills.

# DESIGN & TECHNOLOGY: FOOD PREPARATION AND NUTRITION

**Examining Board:** OCR

**Specification No:** GCSE Food Preparation and Nutrition J309

**Content:** The Food Preparation and Nutrition qualification aims to equip students with the knowledge, understanding and skills required to cook a range of complex dishes. They will develop and apply the principles of food science, nutrition and healthy eating. Students will also investigate the huge challenges that we face globally to supply the world with nutritious and safe food.

**Non-examined Assessment:** Students will complete **two non-examined assessment (NEA) tasks** which contributes 50% of the final GCSE grade.

**Task 1 (15% of the final GCSE grade): Food Investigation Task**

Students will investigate the working characteristics, functional and chemical properties of ingredients. They will then produce a written report of 2000 words to include evidence of researching and testing; to demonstrate the link between science and food production. Areas for investigation may include: yeast cookery, raising agents, ingredients used to 'brown' or glaze food surfaces and many others.

**Task 2 (35% of the final GCSE grade): Food Preparation Task**

Students will be required to plan and prepare a number of dishes to meet a theme published by the exam board. They will need to demonstrate food preparation and presentation skills, sensory testing, time management, costing and nutrition knowledge as well as consideration of seasonality and food provenance.

Students will prepare, cook and present three dishes within a three-hour period.

**Students will also complete a summative written examination (1 ½ hours)**

**Skills:** Students will be able to build on practical skills acquired in Key Stage 3 and learn how to use a range of food processing techniques through the course. Students should also practice food preparation skills at home.

**Interest:** Much of the course will be delivered through practical experiences and will appeal to those students who are interested in food preparation, food science, nutrition and health issues, as well as students interested in a career within the food and hospitality.

**Students opting to study this subject needs to provide their own ingredients for practical lessons.**

# DESIGN & TECHNOLOGY: TEXTILES

**Examination Board:** Pearson Edexcel GCSE (9 - 1)

**Specification No:** 1DT0/1E - Textiles

**Content:** Students will develop subject knowledge in design and technology that builds on Key Stage 3, incorporating knowledge and understanding of different material areas and manufacturing processes in order to design and make prototype products in response to identified needs, problems and opportunities.

Much of the subject content is delivered in 'short focused tasks' with both practical products and theory outcomes. Students will study areas including: fibres, yarns, fabric construction, components, dyeing and printing, quilting, 'Smart' materials, wearable electronics and product construction techniques. A wide range of practical and theoretical work will be undertaken to expand skills, knowledge and understanding; developing students' creative, designing and practical skills. **Please note that this cannot be chosen alongside Materials Technology. However, Textiles can be chosen with Food and Nutrition.**

**Non-Examined Assessment:** Students will complete **ONE non-examined assessment (NEA) task** which contributes 50% of the final GCSE grade.

Students will complete a practical project based on a 'contextual challenge' released by the exam board on 1<sup>st</sup> June (Year 10). The project will test students' skills in investigating, designing, making and evaluating a prototype of the product.

**Examinations:** Students will sit **ONE written examination** (1 hour and 45 minutes) which contributes 50% of the final GCSE grade.

The paper consists of two sections:

Section A: Core (40 marks)

Section B: Textiles (60 marks)

**Skills:** As you work on a variety of different projects based around different materials and processes. You will develop skills that will deepen your understanding of processes and constructional methods that will allow you to manipulate a variety of materials with confidence and accuracy. At the same time, you will be developing your ability to communicate design ideas and information with clarity and style.

**Interests:** You should choose this option if you enjoy fashion and textiles. This course allows students to demonstrate their practical skills and experience in a similar way to those developing textiles products in the fashion industry. Students will study commercial fashion, home furnishing textiles products and textiles materials – fabric construction and surface decoration. Students will also learn about careers in the fashion industry and develop teamwork and communication skills.

# DESIGN & TECHNOLOGY: MATERIALS TECHNOLOGY

**Examination Board:** Pearson Edexcel GCSE (9 - 1)

**Specification No:** 1DT0/1F

Students will develop subject knowledge in Design and Technology that builds on Key Stage 3, incorporating knowledge and understanding of different material areas and manufacturing processes in order to design and make prototype products in response to identified needs, problems and opportunities.

Much of the subject content is delivered in 'short focused tasks' with both practical products and theory outcomes. Students will study areas including: timbers, metals, polymers, composites, 'Smart' materials, electronics and product construction techniques.

A wide range of practical and theoretical work will be undertaken to expand skills, knowledge and understanding; developing students' creative, designing and practical skills.

Courses will allow pupils to progress onto study Design and Technology at A-Level and subsequently at University. **Please note that this cannot be chosen alongside Textiles. However, Materials Technology can be chosen with Food and Nutrition.**

**Content:** Building on the skills and knowledge you have gained from work done in Key Stage 3, you will study in greater depth the ways in which materials (woods, metals, plastics, composites and 'Smart Materials'), can be used in the designing and making of quality products. A wide range of practical and theoretical work will be undertaken to expand your skills, knowledge and understanding to improve your creative, designing and practical skills.

**Non-Examined Assessment:** Students will complete **ONE non-examined assessment (NEA) task** which contributes 50% of the final GCSE grade.

Students will complete a practical project based on a 'contextual challenge' released by the exam board on 1<sup>st</sup> June (Year 10). The project will test students' skills in investigating, designing, making and evaluating a prototype of the product.

**Examinations:** Students will sit **ONE written examination** (1 hour and 45 minutes) which contributes 50% of the final GCSE grade.

The paper consists of two sections:

Section A: Core (40 marks)

Section B: Materials specialism (Either Timbers, Metals, or Polymers) (60 marks)

**Skills:** As you work on a variety of different projects based around different materials and processes. You will develop skills that will deepen your understanding of processes and constructional methods that will allow you to manipulate a variety of materials with confidence and accuracy. At the same time, you will be developing your ability to communicate design ideas and information with clarity and style.

**Interests:** You should choose this option if you enjoy problem solving tasks that allow you to use the skills you learn in other subjects such as mathematics and science to create and develop both theoretical and practical solutions. If you enjoy using creative skills such as model making, drawing and sketching to share ideas. If you would like to extend your knowledge and understanding of how woods, metals, plastics, composites and smart materials can be used to produce solutions.

# ART

**Examining Board:** EDEXCEL  
**Specification No:** 1AD01

**Content:** The Edexcel GCSE course in Art and Design comprises of two units:

- Unit 1: Personal Portfolio of coursework in Art and Design (60%)
- Unit 2: Externally Set Assignment in Art and Design (40%)  
10-hour exam

Both units would normally provide evidence of three years' full-time study at Key Stage 4.

The GCSE in Art and Design is to be a general course, encompassing art, craft and design and to enable students to explore a range of 2 or 3 dimensional approaches to their studies, either as freestanding or related experiences. Work produced for this will demonstrate the use of formal elements and creative skills, and give form to thinking, feeling, observation, design and ideas. Students will show evidence of trying to extend their own and others' way of seeing the world. The disciplines associated with the course are: painting and drawing, printing, sculpture, alternative media, photography.

**Component 1:**  
Personal Portfolio (60%) Assessment is by an exhibition of coursework displaying a range of outcomes.

**Component 2:**  
Exam (40%) 12 weeks preparation time in work journal + 10 hours practical exam.

**Interest:** Explore both contemporary and historical sources of art, craft and design, take an individual approach, and develop skills to select and produce their best work.

# BUSINESS STUDIES

**Examining Board:** OCR  
**Specification:** J204

**Content:** In this course you will gain an insight into the world of business and learn all about what it takes to set up a business and manage one. It's important to know about business! Most people work for a business of some kind and all of us are customers of businesses. Some ambitious people will want to either be business managers or to run their own business.

You will learn how small to medium sized businesses are developed and discover how they promote themselves and keep customers happy. You will also discover how important it is to manage their finances and the people who work for them.

The full GCSE course will be studied during Years 9, 10 and 11.

The assessment is split up as follows:

**Examinations** – 2 examinations, both with a duration of 1 hour 30 minutes and each being 80 marks. There will be calculations, multiple-choice, short-answer and extended writing questions.

There are two areas that we study and deal with how to be enterprising and focuses on the aspects that the Dragons in the Den would find important. The units are:

- **Business 1: business activity, marketing and people**  
(Component code: 01)
- **Business 2: operations, finance and influences on business**  
(Component code: 01)

**Interest:** This course will appeal to you if you have:

- An interest in the business world.
- The desire to know what needs to be done to set up your own business and make it work.
- An interest in the news and the world around you.

Why it's useful:

- When you get a job, you will understand the way a business works.
- Employers value the qualification.
- You will gain valuable skills.

# COMPUTER SCIENCE

**Examining Board:** AQA

**Specification No:** 8520

**Content:** GCSE Computer Science is about using mathematical principles to solve problems. It involves the students learning to think computationally and working with real-world, practical programming techniques that give them a good understanding of what makes technology work.

The students will work on different software and develop skills in order to tackle the task set by AQA.

**Assessment:** **40% Examination 1 (Paper 1: Computational Thinking and Problem Solving – 80 marks)**

**Written examination sat at the end of the course**

What's assessed?

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of the following computer science topics: fundamentals of algorithms, programming, fundamentals of data representation and computer systems.

**40% Examination 2 (Paper 2: Written Assessment – 80 marks)**

**Written examination sat at the end of the course**

What's assessed?

Theoretical knowledge of the following topics: fundamentals of data representation, computer systems, fundamentals of computer networks, fundamentals of cyber security, and ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

**20% Non-Exam Assessment (80 marks)**

The non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Students will be expected to follow a systematic approach to problem solving.

The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

**Skills:** The course develops programming knowledge as well as making students aware of the different theoretical aspects of Computer Science.

**Interest:** If you want to become more confident with programming, enjoy problem solving including using mathematics and are looking to demonstrate higher levels of skills for use in the sixth form or other further education then this course should be considered.

# DRAMA

**Examining Board:** OCR  
**Specification No:** J316

**Content:** Drama students experience a range of practical work, in scripted performance and devised work. During the course students will have the opportunity to see live theatre.

The qualification is made up of three components. There are two non-exam assessments (60% of the overall qualification) and one exam assessment (40% of the overall qualification). Theory and practical work will be integrated throughout the course.

## Components

### **Component 1 (30%)**

Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board.

40 marks: For the evidence in the portfolio

20 marks: For the final performance.

### **Component 2: Text Performance (30%)**

Students will study a text chosen by the centre. Students will take a part in two performances of two extracts from the text. They can work as a performer or designer in this component.

20 marks: Interpretation of the text and creating an intention for performance

40 marks: For the demonstration of the chosen theatrical skill in the final performances

### **Component 3: Exam assessment (40% of qualification)**

The exam component will be assessed at the end of the qualification and will be 1 hour and 30 minutes in length. Students will have to complete two compulsory sections.

Section A: Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board.

Section B: This section asks the students to review a performance they have seen on their course.

Please see: <http://www.ocr.org.uk/Images/222754-qualification-factsheet.pdf>

## Interest:

Drama is an interesting, enjoyable subject which provides opportunities for students to work with others in a practical way. It encourages both co-operative and independent methods of working. You will enjoy this course if you want to study a subject that is both practical and creative; you should also enjoy working as part of team.

# GCSE LATIN

**Examining Board:** OCR (9-1)

**Interest:** If you are academically ambitious, this is the option for you. Studying Latin to GCSE offers you a first rate education in language and humanities, and is fascinating in its own right. This qualification will also be very useful if you might consider studying an academic subject at University, and is especially relevant for English, Law, Medicine, Modern Languages, History, and of course Classics and Classical Studies.

**Content:** We follow the Cambridge Latin Course: you will learn Latin while reading exciting stories set around the Roman Empire in the 1<sup>st</sup> century AD.

Through learning Latin, you will gain a far deeper understanding of English, and will be encouraged to make connections with modern European languages.

In Year 11 you will study some Roman literature, for example the story of Boudicca's rebellion and the tragic passion of Dido and Aeneas.

**Assessment:** Final examinations in Year 11:

50% Language (translation and comprehension) 90 minutes

50% Literature: 2 papers, 1 hour each

# MUSIC

**Examining Board:** Edexcel  
**Specification No:** 2MU01

**Component:** Component 1  
**Performing**  
30% of total GCSE  
**Overview:**  
2 performances  
Solo – minimum 1 piece – minimum 1 minute  
Ensemble – minimum 1 piece – minimum 1 minute  
Together total minimum of 4 minutes across the solo and ensemble pieces

**Assessment:** Minimum total 2 pieces, 30 marks each. **Total of 60 marks**

Component 2  
**Composing**  
30% of total GCSE  
**Overview:**  
2 compositions  
1 to set brief – minimum 1 minute  
1 free composition – minimum 1 minute  
Together total minimum of 3 minutes

**Assessment:** 2 pieces, 30 marks each. **Total of 60 marks**

Component 3  
**Appraising Exam**  
40% of total GCSE  
**Overview:**  
4 Areas of Study with 2 Set Works each:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusion

**Assessment:** Exam 1 hour 45 minutes. **Total of 80 marks**

**Interest:** Music GCSE offers an opportunity to study the three main areas of music - listening, composing and performing, and develop links between them. It is obviously a good choice for skilled instrumentalists and singers or if you are interested in listening to and learning about all types of music.

# PHYSICAL EDUCATION

**Examining Board:** OCR

**Specification No:** J587

**Content:** 1. Theory component (60%).

a. Written exam 1 (30%):

**Applied anatomy and physiology:**

- The structure and function of the skeletal system.
- The structure and function of the muscular system.
- Movement analysis (biomechanics).
- The cardiovascular and respiratory systems.
- Effects of exercise on body systems.

**Physical training:**

- Components of fitness.
- Applying principles of training.
- Preventing injury in physical activity and training.

a. Written exam 2 (30%):

**Socio-cultural influences:**

- Engagement patterns of different social groups.
- Commercialisation of physical activity and sport.
- Ethnic and socio-cultural issues.

**Sports psychology:**

- Classification and characteristics of skills.
- Goal-setting.
- Mental preparation.
- Types of guidance and feedback.

**Health, fitness and well-being:**

- Distinguish between physical, emotional and social.
- Diet and nutrition.

2. Non-examination assessment (40%):

a. Practical performances (30%):

- Three practical activities, one from the 'individual' category, one from the 'team' category, and one other from either category.
- Marks are allocated for skills in practice situations and also for full competitive performance.

b. Analysing and evaluating performance (10%):

- Analyse personal performance.
- Evaluate strengths and weaknesses.
- Produce an action plan to improve the quality and effectiveness of performance.

**Skills:**

The theory component will develop the knowledge, understanding, application and analysis of the factors that underpin performance and involvement in physical activity and sport.

The practical component will develop the relevant skills and techniques in physical activity and sport, as well as the ability to analyse and evaluate performance.

**Interest:**

The course is varied and demanding, it will suit those genuinely interested in physical activity and sport.

# RELIGIOUS STUDIES

**Examining Board:** AQA  
**Specification No:** GCSE 8062 Religious Studies A

**Component 1:** **The Study of religions: beliefs, teaching and practices**

**What is assessed?**

Beliefs, teachings and practices of **two** religions:

- Christianity
- Hinduism

**How is it assessed?**

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG))
- 50% of GCSE

**Questions**

The questions within each religion have a common structure of two five-part questions of 1, 2, 4, 5 and 6 marks plus one 12-mark question. Each religion is marked out of 48.

**Component 2:**

**Thematic studies**

**What is assessed?**

Four Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme C: The existence of God and revelation
- Theme E: Religion, crime and punishment

**How is it assessed?**

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG))
- 50% of GCSE

**Questions**

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24.

**Skills:**

a) **Study Skills:**

Note taking, essay writing, research, selecting important information, arguing a case clearly, assessing and evaluating the ideas of others.

b) **Communication Skills:**

Expressing your viewpoint clearly, taking part in debates, group presentations, listening to others' views, asking appropriate questions of visiting speakers.

c) **Social skills:**

Working in a group, treating those with different views with respect, appreciating some of the real problems some people face: poverty, racial prejudice etc.

**Interest:**

Be prepared for active learning!

This course will suit students who are interested in comparing scholar's beliefs and ideas with their own. Students are expected to be aware of current news items covered by the courses.