

INTRODUCTION

Welcome to your booklet introducing the subjects offered for study to GCSE level during Years 10 and 11. Here at Northampton School *for Boys* we believe that you should receive a broad and balanced education. As such, all boys have a basic core curriculum. There is, however, choice of subjects within the Humanities, Technology and Enhancement options.

The purpose of this booklet is to provide you with information about the subjects on offer in Years 10 and 11 in order that you can express a preference for the right subjects for you.

Core

All students will study the following subjects:

English Language	A Humanities subject
English Literature	Core Physical Education (not examined)
Mathematics	Citizenship and Guidance (not examined)
Science	A Modern Foreign Language

These subjects are compulsory and cannot be changed.

It should be noted that the Science course leads to an award equivalent to two GCSEs upon successful completion of the course. Core Physical Education and Citizenship and Guidance do not lead to a GCSE examination. Students will continue with the Modern Foreign Language studied in Year 9, through to GCSE.

Optional Subjects

You will be requested to express your preferences in the subject areas listed below:

Humanities	Technology	Enhancement
Geography History	Computer Science* Design Technology Food and Nutrition Triple Science [#]	Art [†] Dance [†] Drama [†] Music [†] Photography [†] PE GCSE Religious Education Triple Science [#]

[†]Your preference in Expressive Arts will depend upon the subject combination you study in Year 9. For example, if you study Art/Photography/Music, you cannot select Drama or Dance. If you study Art/Photography/Drama/Dance, you cannot select Music, and if you study Dance/Drama/Music, you cannot select Art or Photography. It is preferable that you have studied Dance if you wish to take Dance but if you are part of extra-curricular activities involving Dance in or out of school then you would be accepted on the course if there is a place. If there is an issue with Expressive Arts choices please contact Ms Hasan or Mr Druker before handing in the preferences slip.

[#]Triple Science can be picked up in two blocks, however, please do not put it as first choice in both. Students who wish to study Triple Science will need to meet a set threshold in their end of Year 9 Science exams/end of term tests.

*Computer Science: Due to the subject content this course is most suited to students in set 1 for Maths.

Expressing your Preference

You should discuss which subjects to select with a wide range of people. In particular you should seek help and advice from your parents and your teachers.

Make sure you seek advice from your Form Tutor, your Subject teachers, and your Head of Year. Help is available with advice on specific careers in the Careers Area which is located within the Library.

You will be given a form on which to record your preferences. Return the completed form to your Form Tutor. Keep a note of your selections!



How Should I Choose?

Choose subjects which you enjoy. You are far more likely to be successful at subjects you enjoy studying.

DO NOT choose subjects because:

- your friends choose them, or
- you like your teacher - you are likely to have a different teacher next year!



Will I Get My First Preference?

Most of you will be able to study your first preference in Humanities, Technology and Enhancement. **This cannot, however, be guaranteed**; there is a limit to the number who can study each subject. It is, therefore, extremely important that you fill in a second, third and fourth preference, which you are prepared to accept, on the form which you will be asked to complete. Forms will be returned to you if these sections are not completely filled in.

Organisation of Groups

In some subjects you will be in mixed ability groups. You will be aware, however, that in English, Mathematics, Science, Humanities and Modern Languages you will be in sets.

The setting arrangement will be reviewed regularly during the course as part of continuous assessment.

GCSE Examination

The General Certificate of Secondary Education (GCSE) is an examination which caters for the full ability range of pupils. Some subjects involve controlled assessments in addition to an examination at the end of the course. Details of the Examination Boards, the amounts of controlled assessment and any projects required for each subject are listed separately at the end of this booklet.

WHAT DO I DO NOW?

- Read the whole booklet carefully
- Discuss your proposed preferences with your parents
- Discuss your proposed preferences with your teachers
- Fill in the Preferences 2021 - 2023 form
- Return completed form to your Form Tutor by **FRIDAY 7 May 2021**

SUBJECT INFORMATION

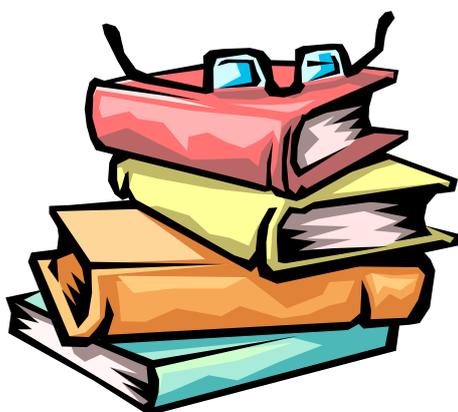
GCSE PREFERENCES

2021 - 2023

ENGLISH LANGUAGE and ENGLISH LITERATURE

Students follow AQA courses leading to two qualifications in English Language GCSE and English Literature GCSE. Students began studying for these qualifications in Year 9.

English Language is assessed through two examination papers, each lasting 1 hour and 45 minutes. You will learn to read, analyse and critically respond to a range of literary and non-fiction texts, and to write for a range of purposes. The examinations at the end of Year 11 will test your ability to retrieve information, summarise, compare, analyse and evaluate. They will also test your ability to write accurate, well-constructed texts which are appropriate for a given audience and purpose. Each paper is worth 50% of your total marks. You will be awarded a level 1 to 9 (9 = highest). Speaking and listening grades (pass, merit and distinction) are awarded by the examination board to reflect the student's ability in this skill, but do not contribute any marks to the overall GCSE.



English Literature is also assessed through two examination papers. Paper 1 spans 1 hour 45 minutes, and Paper 2 spans 2 hours 15 minutes. You will study a range of poetry, a 19th century novel, a modern play or novel and a play by Shakespeare. You will be assessed in two written examinations at the end of Year 11 which will test your ability to analyse language and structure, interpret themes, setting and character and your understanding of the context. You will study William Shakespeare's "Macbeth"; Charles Dickens' "A Christmas Carol"; AQA Power and Conflict Poetry; unseen poetry and a modern play ("An Inspector Calls" by J.B. Priestley) OR a modern novel ("Animal Farm" by George Orwell). Again, you will be awarded a level 1 to 9.

You can expect regular Home Learning focusing on the reading and writing skills assessed GCSE Level. There will be a continued emphasis on analytical responses and accurate writing skills.

MATHEMATICS

Mathematics at GCSE is split into the study of Number and Algebra, Geometry and Data Handling. You will follow the Edexcel GCSE Mathematics specification.

You will begin by reviewing numerical skills learned in Year 9, such as percentage work, fraction and decimal notation and indices, before picking up new material. There is an end of module assessment approximately every six weeks. These tests will help us to identify those students who are either coping easily with the work or finding it too difficult. It is very important that you revise well for these tests and do your best.

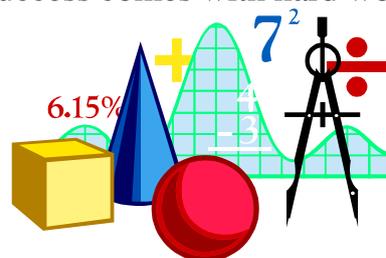
Under the umbrella of Algebra we also study graph work, in particular how difficult equations can be solved using a graphical method. We also study graphs in real life situations, such as foreign currency exchange.

Shape and Space covers many different aspects of Mathematics, such as Pythagoras' Theorem, Trigonometry and area and volume work. We study rudimentary proofs, such as why the angles in a triangle always add up to 180 degrees and, given that, how we can work out the sum of the angles in any polygon. Do not forget that you will be expected to bring a proper geometry set to lessons, as well as a scientific calculator. If you are not sure about your calculator, ask your Maths teacher.

Data Handling is becoming one of the fastest growing areas of Mathematics. The advent of computers has meant we can manipulate vast quantities of data easily and efficiently, but beware! Those who would seek to deceive are more than capable of turning figures to their own advantage. The study of data handling allows us to identify potentially misleading statistics, as well as calculating our own. We also work with the probabilities of single and multiple events.

You can expect regular Home Learning, much as you have had in Year 9. There is a stronger emphasis on method and presentation and problem solving. You should always ensure that your work is neat and clear. Extra help is also available in the form of lunchtime and after school clubs.

We hope you enjoy Mathematics at GCSE and remember, success comes with hard work!



SCIENCE

GCSE Combined Science (AQA Trilogy course)

The AQA Science course contains elements of Biology, Chemistry and Physics. The course will help you to make sense of the Science that you will encounter in everyday life and appreciate what it can tell you about yourself, your environment and the universe.

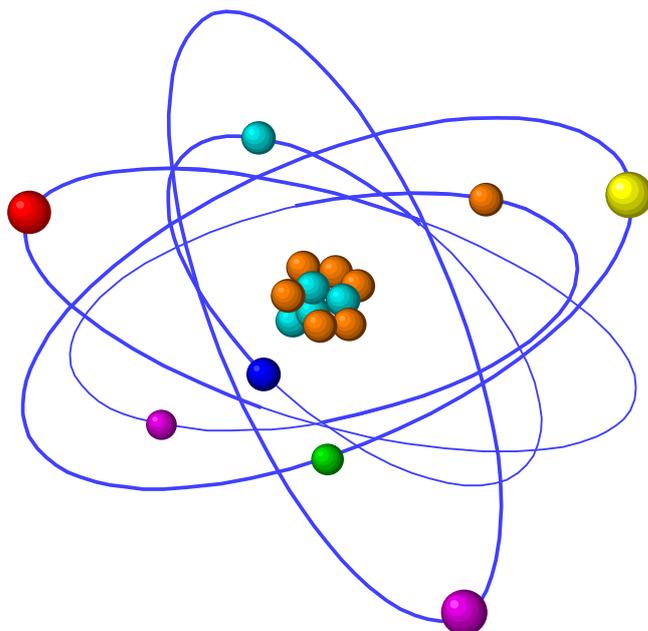
GCSE Science will develop your practical scientific capabilities and prepare you for more advanced courses such as A levels in individual Sciences.

At the end of the course there are six examinations. There is no coursework or controlled conditions assessment but pupils will need to complete a number of core practicals.

All students study Science however some of the best students in the year group, who are particularly interested in Science, will be considered for Triple Science.

If you do not express a preference for Triple Science then you will automatically be entered for Science and achieve the equivalent of two GCSEs.

High achieving students who are already sure that they want to follow a scientific career or study A Level Sciences are advised to choose the Triple Science option in the Enhancement column.



MODERN FOREIGN LANGUAGES

Español / Français /Deutsch

Students will be studying the new AQA GCSE course, which is assessed on the four skills of Listening, Reading, Speaking and Writing. Each skill makes up 25% of the overall exam grade and is assessed at the end of Year 11. The course is made up of the following topics, which are studied from Year 9 onwards:

Theme 1 - Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities



Theme 2 - Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3 - Current and future study and employment

- My studies
- Life at school/college
- Education post-16

Students will be following the Pearson Active Learn course, with text books and an interactive online tasks through *Languagenut* and *Quizlet*, which ensure their progress. Regular vocabulary learning is vital as well as keeping up with their Speaking booklets. Students will also have more emphasis on grammar and translation than in previous years, and will be expected to demonstrate their ability to work with verbs, nouns, tenses and sentence structures as well as idioms, passive voices and expand their knowledge of life in a foreign culture.

CORE PHYSICAL EDUCATION

(Not examined)

Physical Education aims to assist your overall development. We seek to develop skills in a range of physical activities. In order to build your confidence and self-esteem, you will be encouraged to develop the personal qualities of commitment, fairness and enthusiasm. It is equally important that you enjoy taking part in physical activities for their own sake. You will be encouraged to be physically active whilst at school and to continue your leisure pursuits in adult life.



Within the Key Stage 4 course all students will engage in a broad and balanced curriculum. Activities will include swimming, health and fitness, athletics and a range of both team and individual games.

Assessment is concerned with how well you, as an individual, make use of your talents and abilities. We aim to identify strengths and weaknesses and to address your individual needs.

No matter what your ability level, you will both enjoy and be successful at PE provided that you co-operate with each other and staff, and always apply yourself well in all activities.

There are many opportunities for you to develop your interests at all levels. As well as the various sporting clubs and teams, there is an extensive programme of Inter-House sport.

HUMANITIES

GCSE Geography

The new GCSE specification aims to help you acquire skills and knowledge relevant to helping you to understand the world we live in today. It can also be an important stepping stone towards specialising in Geography if you want to. It will allow you to appreciate issues and events both at a local, national and global scale.

Geography will help you develop your communication and teamwork skills, as you will often work on group projects. You will also develop your research and analysis skills including in IT and fieldwork, which means you will be able to collect and look for patterns in data.



Employers love the mix of technical and social skills people get from studying Geography, which they see as very **transferable**, i.e. useful for a whole range of jobs.

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with Geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting. The army, police, government, research organisations, law and business world also love the practical research skills that Geographers develop. Geographers learn about human and population development; Geography can be useful for jobs in charity and international relations too.

Assessment

Paper 1: Global Geographical Issues including climatic and tectonic hazards as well as looking at how India developed as an emerging country. Also, why is the world unequal in terms of levels of development and how can inequality be reduced?

Paper 2: UK Geographical issues, focuses on different physical and human landscapes in the UK, rivers and the impact of flooding. Coastal landscapes are also studied with a focus on how they can be managed to prevent coastal erosion and coastal flooding.

Paper 3: A decision making paper which looks at why natural resources like food, energy and water are under pressure and how we can manage these demands without damaging the environment. In this paper you will use your knowledge, understanding and skills to interpret Geographical sources and make decisions.

As part of the course you will take part in **fieldwork** away from school (this will incur a small cost) and you will become aware of many issues you have never considered before. In short we offer you the world!

GCSE History

In Years 10 and 11 we follow the new OCR Explaining the Modern World History syllabus. The course is designed to provide an understanding of International Relations during the 20th Century as well as providing an in-depth study on the effects of conflict over the last millennium.

Topics covered in Paper 1 are: Conflict and Cooperation (1918-39), the Cold War (1945-89), and from the end of the Cold War to 9/11. In addition, there is a depth study on America from 1917 – 1948.

Paper 2 offers a breadth study that considers the attitude and effects of war from 790AD through to 2010, looking at the impact these have had on British society.

Paper 3 links with this module, considering Castles (Form and Function) between 1000AD and 1750AD. In addition, this will include a depth study focusing on Personal Rule and Restoration of the Monarchy (1629-1660)



There are three formal examinations. All examinations will expect students to have a detailed knowledge of the periods studied, along with the ability to analyse and interpret source work and historical interpretations of events.

Through the use of various written and visual sources you will learn how the world has evolved from the end of WW1 through to the modern society. You will come to understand how the relations between the super-powers have affected the rest of the world.

It is important that you hold a personal curiosity about the past, and are keen to understand how the world we live in has been created by past events. We are sure you will find the course not only fulfilling, but also enjoyable.

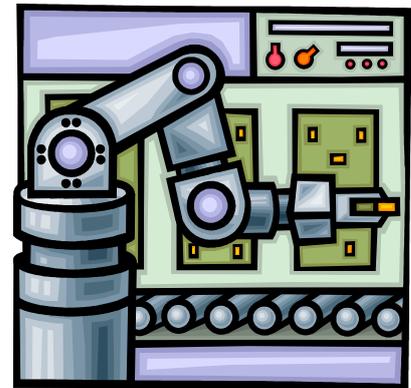
TECHNOLOGY

GCSE Design Technology

Design Technology at KS4 will enable you to design and make creative and original products through a variety of practical, theoretical and ICT activities. You will use a range of materials including woods, metals and plastics and learn a wide range of techniques to prepare you for the controlled assessment task and final examination.

In Year 10 you will work through five different modules before starting your controlled assessment task during Term 6, continuing in Year 11. Each module will develop and refine the skills that you need to become a successful designer, engineer or technologist suitable for a wide variety of academic and vocational future careers.

The **Controlled Assessment Task** is worth 50% of the total marks. You will select a single design-and-make activity from a choice of tasks set by the examination board. You will design, develop and manufacture a final product and produce a concise design folder and/or appropriate ICT evidence recording your progress. Your design folder will consist of approximately 20 pages of printed A3 paper or the ICT equivalent. You will spend approximately 35 hours on this activity during lesson time. As part of the evidence submitted you will make prototypes, include photographs of your finished products, as well as photographs of your working at various stages of the design-and-make process.



The Written Examination Paper is worth 50% of the total marks and is 2 hours long. This is one paper with three sections:

Section A – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions.

GCSE Food Preparation and Nutrition

If you love cooking and want to understand how and why ingredients work and the reactions created when preparing and cooking dishes, then this could be the course for you. There is a substantial amount of new theory and scientific concepts to cover that will be classroom based learning, however, when appropriate, we will learn through practical activities.

We are following the AQA specification which is broken down into the following assessment objectives:

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by yourself and others.



This will be assessed in the following format:

50% Examination: This will take place in the summer term of Year 11 and is 1 hour 45 minutes in duration.

- Section A - a range of multiple choice questions worth 20 marks
- Section B - five longer response questions to show your understanding of the five topics worth 80 marks.

50% Non-Examination Assessments: Both of the tasks below will involve practical evidence and a portfolio of work to support this. These will be set by the exam board during Year 11.

1. 15% Food Investigation Task – a science-based experiment to show understanding of chemical and functional properties of ingredients. Assessed out of 30 marks.
2. 35% Food Preparation Task – to plan, prepare, cook and present three dishes in three hours (dietary needs/life-stages/culinary traditions). Assessed out of 70 marks.

The topics covered throughout the course are:

1. **Food, Nutrition and Health** – understanding macro and micronutrients and what makes a healthy diet.
2. **Food Science** – understanding and demonstrating a range of cooking methods to show functional and chemical properties of ingredients.
3. **Food Safety** – food spoilage, contamination (e.g. enzymes and bacteria) and food safety principles in storing and handling foods.

4. **Food Choice** – the wide range of reasons for dietary choices e.g. moral/ethical; medical; religious/cultural; lifestyle etc.
5. **Food Provenance** – the environmental impact and sustainability of ingredients, food processing and production.

You will need to be prepared to practise cooking at home and provide many of the ingredients required for your assessed tasks. **You also need to have some basic kitchen skills already** - General practical skills; Knife skills; Preparing fruit and vegetables; Use of the cooker; Use of kitchen equipment; Basic cooking methods; Prepare, combine and shape; Sauce making; Tenderise and marinade; Dough; Raising agents; Setting mixtures.

We hope to see some budding scientists and future chefs and food nutritionists. For more information and to discuss your suitability for this course please speak with Mrs Law or Miss Roberts.

GCSE Computer Science

This thought-provoking and challenging GCSE is an ideal platform to learn and understand how computer systems work and how they are used in the everyday world. Students will develop their knowledge and understanding of computer science theory via their study of the fundamentals of computer systems, computer hardware, software, representation of



data in computer systems, databases, communications and networking and programming. Students will improve their problem-solving skills while using the development life cycle and agile models to analyse and solve problems. Opportunities will be given to undertake practical investigations into the use of computing while programming and development skills will be tested.

The course is assessed via two examinations, 50% each. The first is based around theory knowledge, and the second is based around programming and algorithm understanding.

This is an excellent foundation for those who wish to follow a course in Computer Science in the Sixth Form and is also a valued qualification in the world of work and useful for those with an interest in using computers to solve problems and who wish to learn about software engineering. There is a mixture of the traditional theory study of computer science along with its practical element of programming, providing a balanced experience. This is a fantastic opportunity to take an ever-growing subject that will challenge students to look at problems in a different light and find practical solutions while gaining understanding of computer systems.

For more information and to discuss your suitability for this course please speak with Mr Berkin.

GCSE Triple Award Science

This preference means students achieve three separate GCSEs in Biology, Chemistry and Physics.

You will study the three Science subjects with different teachers and at the end of the two-year course you will sit separate exams in each of the three subjects.

Physics is “the study of matter, energy, and the interaction between them”, but what that really means is that Physics is about asking fundamental questions and trying to answer them by observing and experimenting. The Physics course you will follow covers topics such as energy, electricity, atomic structure, forces, waves, magnetism and space physics. The course uses mathematics applied to real world situations and students who like Mathematics often find Physics enjoyable. Studying Physics at GCSE is very good preparation for Physics A Level and would be valuable to anyone considering a technical career.

Chemistry is the study of materials, chemicals and how they react. Chemists try and explain why things happen and seek to design new materials for all types of technologies. The GCSE course covers topics such as atomic structure, the periodic table, bonding, rates of reaction, organic chemistry and chemical analysis. Studying Chemistry is good preparation for both Biology and Chemistry at A Level and would be valuable to anyone considering a medical or paramedical career.

Biology is the study of living things, how they evolved and how they interact. The whole of the living world comes into Biology in all its diversity and wonder. For GCSE Biology you will study cell biology, organisation, infection and response, bioenergetics, homeostasis, evolution and ecology. Studying Biology at GCSE is excellent preparation for A Level Biology and also useful for anyone thinking of a career involving any aspect of health care or work with animals and plants.

At the end of the course there will be two exams, each worth 50% of the GCSE, in each of the three Sciences. There is no coursework or controlled conditions assessment but pupils will need to complete a number of core practicals.

It is not necessary to study Triple Science to take A Level Science subjects in the Sixth Form but for those who already know that they are going to follow a technical or science based career it is a logical and rewarding choice.

To be considered for Triple Science you will need to have demonstrated capability - through the end of Year 9 exam and in the termly tests during Year 9.

THE ENHANCEMENT COLUMN

Art

Specification

- a. Coursework Portfolio (60%)
- b. Externally set assignment,
which includes a 10-hour exam (40%)



Overview

Art requires curiosity, a creative mind and a passion for the visual world. Throughout the course students are encouraged to develop their awareness of contemporary art and aesthetics, whilst exploring a variety of approaches to making and learning about art. Drawing will be a significant medium for development throughout the course in order to explore and record observations and ideas in response to each project. Any student who wishes to study Art GCSE should be prepared to experiment with materials and ideas to create exciting works of art.

Artistic Practice

Over the course of the GCSE students will be taught how to format a project to explore a creative journey through the development of ideas, techniques and processes. Students will have the opportunity to develop their artistic knowledge and work independently to establish personal responses to their chosen area of study. The course is designed to build upon prior knowledge from Key Stage 3 and enable individual development across different projects.

Skills, Techniques and Processes

Art is an exciting course which offers a broad range of approaches and techniques, including drawing, painting, printmaking, photography, collage, mixed media, ceramics, three-dimensional construction and relief work. There will be an emphasis on recording from direct observation to display the formal elements, which include, line, tone, shape, form and use of colour. An integral aspect of the GCSE is a willingness to experiment with materials, develop creativity and explore a range of techniques.

Knowledge and Research

Developing a good knowledge of Fine Art is a vital part of the course. Each project will be underpinned by research into the work of artists, practitioners, and movements to support contextual understanding and inspire the development of ideas. Through appropriate research students will develop the ability to critically analyse their own work as well as the work of other artists. There will be an opportunity to visit galleries and

exhibitions and work alongside a visiting artist, which will play an important role in helping to make connections with the student's own practical work. Home Learning will be set on a regular basis and is an important aspect of the GCSE.

Dance

Specification

- Exam 40% Critical Appreciation Paper
- Practical Controlled Assessment 60% (30% Performance and 30% Choreography)

The specification acknowledges the important role that dance plays in young people's lives. Any student who wishes to study GCSE Dance will bring previous experience of dance from their KS3 studies to the course. The specification aims to build on that experience. The course places a major focus on Contemporary Dance, however, GCSE candidates may perform in and choreograph work in any dance style of their choice, provided it allows them to access the full range of assessment criteria. The study of dance as an art form contributes to students' aesthetic and social development.

Performance

As a physical activity it promotes fitness and well-being. As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team-working skills. Effective performance requires physical effort and the determination to succeed and improve.

Choreography

As choreographers, students employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, students develop their interpersonal and communication skills.

Critical Appreciation

As critics, students make informed decisions about the dances they see. They articulate their knowledge, opinions and preferences. Viewing professional dances fulfils students' cultural entitlement and broadens their artistic experience.

Overview

Dance expresses and communicates ideas and concepts through the interrelated processes of performance, choreography and critical appreciation. The practical emphasis of 60% will enable candidates to actively and physically demonstrate their knowledge and experience of dance in all three roles. The balance between performance and choreography is equally weighted at 30% each.

The written examination paper forms 40% of the final GCSE grade and is based on writing about their own practice in performance and choreography and on critical appreciation of dance performances that the students will study throughout the two-year course.



Drama

Drama will increase your confidence, improve social and communication skills and develop your creativity and imagination. You will learn about various performance and technical skills including acting, devising, directing and design, and gain knowledge of playwrights, theatre practitioners, genres and styles, placing these within their social, cultural, political and historical contexts.

You are expected to be enthusiastic and willing to participate in practical sessions (which use a wide variety of explorative strategies and dramatic techniques), performances (which take into consideration the elements of drama and the drama medium) and discussions. You should be prepared to give up time outside formal lessons for rehearsals and theatre visits. Home Learning will be set regularly and is an integral part of the course. Note taking after practical lessons is particularly important so that you have the necessary information prepared for revision purposes and in order to be able to evaluate your own work.

You will also be expected to experience a range of live theatre visits and, at times, participate in Drama workshops. It would also be beneficial if you took part in extra-curricular opportunities such as performances, festivals and competitions as this will help further develop your skills and experience of theatre.

The overall assessment is in three component parts; *Understanding Drama*, *Devising Drama* and *Text in Practice*. Each component part is broken down into varying sections to provide students with the opportunity to develop their understanding of drama as well as their practical skills:



1. Understanding Drama: Written examination 40% of GCSE

- a. Multiple choice (**4 marks**)
- b. Four questions on a given extract from the set play chosen (**44 marks**)
- c. A two-part question on the work of theatre makers in a single live theatre production (**32 marks**)

2. Devising Drama: Practical examination
40% of GCSE

- a. Process of creating devised drama
(**devising log 60 marks**)
- b. Performance of devised drama
(performer or designer) **20 marks**



3. Text in Practice: Practical exams
20% of GCSE

Performance of two extracts from one play as a performer or designer (**40 marks - 25 marks for each extract**)

Even if you choose the design route for Component 2 and 3 there will still be occasions where you will be expected to participate in practical tasks in Component 1.

A positive attitude, a high level of motivation and the ability to work co-operatively with others are perhaps more important than talent.

NB The topics and plays chosen for Component 2 and 3 are at the discretion of the drama teacher. For the examinations in Year 11 we choose topics/plays according to the theme given, those which are suitable for all boys (which can limit our choice) and which will engage the individual students and give them the best possible opportunity to gain the higher marks. In the past this has, at times, included topics/plays with strong language and hard hitting issues. If you have any concerns over your son participating in a performance of this nature in Year 11 please contact the relevant drama teacher. They will only be given a role in a play of this nature if we think they are mature enough to deal with it. Issues and the context of each play are always discussed as part of the rehearsal process.

Photography

The course is both practical and theoretical. The practical element will involve topic-based projects enabling you to develop your visual and technical skills. Being an art-based course, emphasis will be placed on creative interpretation and experimentation.



You will learn to use both 35mm SLR and digital SLR cameras, a variety of medium format cameras plus accessories such as extension tubes, lenses, flash guns, tripods, cable releases and filters. You will have access to a professional studio with both tungsten and flash lighting. You will also develop darkroom techniques including film processing, printing, toning and tinting, as well as digital imaging software such as Adobe Photoshop.

The aims of the course are to:

- actively engage in the creative process, in order to develop as effective and independent learners with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas with increasing independence
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts.

The course will be assessed through portfolio (60%) and an externally set assignment of 10 hours (40%).

GCSE Physical Education



We are delighted to offer GCSE Physical Education, which will run alongside the core PE programme. If you join the GCSE PE course you will still follow the core PE programme as well. The course will follow the AQA specification.

Students must understand that the course has both practical and theory elements. Students will have two double lessons a week for GCSE PE, both of which will be theory based.

Practical 40%

All students will need to complete THREE practical assessments. Students must perform in each of the following areas:

- 1) Team activity
- 2) Individual activity
- 3) Either a team or individual activity

Look at page 46 onwards on this attachment to see which activities students can be assessed in:

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

As part of their coursework all students will be assessed on their ability to analyse and evaluate practical performance in one activity and identify actions to bring about improvement.

Theoretical 60%

Students will sit two exam papers, each of which will last 1 hour and 15 minutes.

Paper 1	Paper 2
Applied anatomy and physiology Movement analysis Physical training Use of data 30% of GCSE	Sports psychology Socio-cultural influences Health, fitness and well-being Use of data 30% of GCSE

The exam papers will include multiple-choice, short answer and extended answer questions.

Within the theory content students will develop their knowledge in:

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

Students are expected to engage fully in both theory and practical lessons, ensuring they have the correct kit and equipment at all times.

GCSE Religious Studies

If you are interested in the big questions about human life, the universe and everything, GCSE Religious Studies could be for you.

You will follow the new OCR GCSE Religious Studies syllabus. This course consists of two parts. In Part One you complete an in-depth study of **two** major world religions, looking at both beliefs and practices. In Part Two you will study Philosophy and Ethics in the modern world. Together the units will provide you with a broad understanding of how British society has been shaped by faith, making this course ideal for those with an interest in all types of public service.

In Part One, Beliefs and Practices, you will be studying Christianity and Islam. We have chosen two contrasting faiths so that you can see the similarities and differences between two very different ways of viewing the world. In each faith you will look at the key teachings behind the beliefs and how they have been demonstrated in different ways through time. You will then study the ways in which worshippers follow their beliefs so that you can gain a sympathetic understanding of the importance of faith in a person's daily life. The emphasis will be on getting as close to the ideas and practices of believers as possible.

In Part Two, Philosophy and Ethics, you will look at some of the key questions about existence. You will start by considering if there is any factual basis to a belief in God and what might be the basis of an ultimate reality. You will then study the impact of issues like medical ethics, war and peace, and human relationships. Finally you will be asked to think about the ways in which those with beliefs might interact with those people who do not have a faith at all.

In both units the interest is on a clear and logical analysis of the issues. Developing rigorous thinking skills is of great interest to any employer or higher education establishment, and Religious Studies has an excellent reputation as a subject. If you know that you have an enquiring mind and are open to a wide range of ideas and opinions then you should seriously think about choosing Religious Studies.

The Religious Studies GCSE course will consist of **two** Beliefs and Practices papers, worth 25% of the final mark for each faith and **one** Philosophy and Ethics paper worth 50% of the final mark. Being able to write clearly and logically would be a great advantage to you in this course. It would also be helpful if you enjoy reading and finding out more about other cultures.

