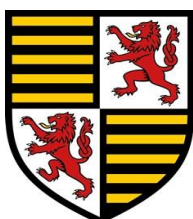


# Warminster School

## GCSE Prospectus

### 2017 – 2019



1707

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## **General Information**

The aim of this booklet is to inform pupils and parents about the curriculum in Years 10 and 11 and to provide some guidance for choosing options.

All pupils will follow courses to GCSE in the core subjects of English, Mathematics and Science, devoting over half of their study time to these key areas. Pupils will follow a Science programme leading to the award of a double GCSE or three separate GCSEs, depending on their ability. Similarly two English GCSEs will be available to the higher sets. Pupils will study French or Spanish unless they are following our full Learning Support programme, or are one of the small group of overseas pupils who will continue with the English as an Additional Language programme. In some circumstances pupils requiring only one or two learning support lessons, and who have studied a language at KS3, can follow the GCSE programme. Please contact the Head of Learning Support for further details.

Three further timetabled subjects will be taken and pupils are able to express a choice from those listed below. Information about these and all other courses is set out in detail later in this prospectus.

Most pupils will, therefore, take nine full GCSEs: English, English Literature, Mathematics, MFL, Sciences (up to three GCSEs) and three options.

### **GCSE Reforms**

As I'm sure you have heard, GCSEs have been reformed over recent years with all subjects from September 2017 following new specifications. The new exams are intended to contain more content, be more demanding and include more extended writing. All GCSEs have now changed to the new format, which also includes a revamped grading system using numbers (9-1) not letters (A\*-G). Under the revised system, a grade 4 is equivalent to the bottom of a current grade C, with a grade 5 representing a position between the top of grade C and the bottom of grade B. Grades 8 and 9 will reflect current A\* standard.

### **Option Subjects**

#### **SPANISH**

Spanish may be studied in place of French as the compulsory Modern Foreign Language or in addition to French as one of the three options.

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#### **GEOGRAPHY**

We recommend that all pupils will choose at least one of these three humanity subjects. It is possible to take two.

#### **HISTORY**

#### **RELIGIOUS STUDIES**

.....

## **BUSINESS STUDIES**

## **COMPUTER SCIENCE**

## **DESIGN & TECHNOLOGY**

**(Resistant Materials)**

**(Electronic Products)**

**(Graphics)**

In order to keep some breadth and balance in the choice we would encourage pupils to study a subject with a practical or creative bias. It is possible to do two of these subjects, but not two DT subjects.

## **ART**

## **DRAMA**

## **MUSIC**

## **PHYSICAL EDUCATION**

### **Other Courses**

All pupils follow a non-examination course in Personal and Social Education. The Careers Department and Form Tutors also combine to give pupils a lot of support and advice. At this stage pupils are given the opportunity to take part in the 'Preview' Careers Questionnaires, leading to a valuable individual careers report.

### **Tiering in GCSE examinations**

Some subjects will be examined through a **foundation tier** covering grades 5 – 1 and a **higher tier** covering grades 9 – 4. Tiering provides pupils with the opportunity to show what they know and understand by presenting them with question papers that are targeted at a band of attainment. Details of the tiering for subjects can be found on the subject page.

**Making your GCSE Choices:** Pupils will be having a series of option talks with subject leaders and an introduction to the careers library in the first weeks of the Spring term. Pupils will be issued with an options form in the Spring Term which will be due back to us by Monday 20 February.

The form asks you to indicate your top three choices from the options listed. With a free choice it may not be possible or sensible to satisfy all combinations so **we would be grateful if you could indicate one or two reserve choices**. Room is provided to allow you to make any further comments or requests.

Mr M Sully  
Deputy Head (Academic)  
November 2016

## English Language and Literature

Depending on ability, pupils will be entered for one of the following: Cambridge IGCSEs in First Language English (0500) and Literature (0486) **OR** AQA English Language 8700 and English Literature 8702. The decision will be made at the end of Year 9 based on attainment, learning style and need for support, however there may be opportunities to change courses in the Autumn Term. Most pupils will study both Literature and Language, but in some cases, following consultation with parents, it may be decided taking Language only will give a better chance of success.

Both boards offer an interesting choice of traditional and contemporary texts to stretch and challenge pupils. The coursework option of the IGCSE particularly suits the learning profiles of some pupils.

Both syllabuses are considered to be an excellent preparation for the study of English at IB, A Level and beyond.

### Cambridge IGCSE First Language English [Syllabus Code 0500]

First Language English is offered at Extended Tier (Grades A\*-E) and Core Tier (Grades C-G). [There may be a switch to numerical grades in the coming year.]

All pupils will take either Paper 1 (Core) **or** Paper 2 (Extended) end of course examination and Component 4 (coursework undertaken during the two year course).

**Paper 1: Reading Passage (Core)** 1hr 45 mins (50% of total marks, *Grades C-G only*)

Pupils are required to read and respond to of 500-600 words and 300-350 words.

3 Questions covering: comprehension, language analysis, transformational writing and summarising.

OR

**Paper 2: Reading Passages (Extended)** 2 hours (50% of total marks *Grades A\*-E*)

Pupils are required to read and respond to two passages of 600–700 words each.

3 Questions covering: transformational writing, language analysis and summarising.

AND

**Component 4: Coursework Portfolio** (Grades A–G, internally assessed but externally moderated by Cambridge)

Pupils submit a portfolio of three assignments, each of 500–800 words, one of which tests reading as it is in response to a selected piece of writing.

### Cambridge IGCSE English Literature [Syllabus Code 0496]

All pupils will take **Component 1** (Poetry and Prose) and **Component 3** (Drama) as end of course examinations and **Component 5** (coursework) is undertaken during the course.

**Poetry and Prose:** 1 hour 45 mins (50%)

Pupils are required to answer two questions on two texts: one poetry and one prose. There is a choice of two questions (one passage-based and one essay) on each text.

AND

**Drama:** 4 mins (5)

Pupils are required to answer one question on one text.

There is a choice of two questions (one passage-based and one essay) on the text..

AND

**Component 5:** Coursework Portfolio (Grades A–G, internally assessed but externally moderated by Cambridge)

Pupils submit a portfolio of two assignments each on a different text; one text can be also used for examination.

**AQA English Language** [Syllabus Code 8700]

This course is examined at the end of two years with two exams.

Language will be covered through a bespoke course of 20th and 21st century literary non-fiction and prose, examining in particular writer's craft.

**Paper 1:** Explorations in Creative Reading and Writing - Written Exam 1 hour 45 mins (50% of total marks *Grades 9-1*)

Section A: Reading

Pupils are required to read and respond to an extract taken from 20th or 21st century literature prose fiction (such as novels and short stories). All texts will be unseen.

4 Questions covering: comprehension, language analysis and analysis of structure.

Section B: Writing

Pupils are required to complete an extended writing task.

**Paper 2:** Writers' Viewpoints and Perspectives Written Exam 1 hour 45 mins (50% of total marks *Grades 9-1*)

Section A: Reading

Pupils are required to read and respond to two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. All texts will be unseen.

4 Questions covering: comprehension, language analysis and analysis of structure.

Section B: Writing

Pupils are required to produce a written text for a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

**Speaking and Listening:** Non-Examination Assessment: Spoken Language

Pupils are required to cover three tasks set and assessed by their teacher, the marks of which do not contribute to the overall grade. Pupils must make a formal presentation and respond to questions and feedback, using Standard English.

## **AQA English Literature [Syllabus Code 8702]**

This course is examined at the end of two years with two exams.

All exams are closed books (texts cannot be taken into the examination).

### **Paper One: Shakespeare and the 19th century novel**

#### Section A: Shakespeare

Pupils are required to answer a question based on an extract from the Shakespeare play they have studied; they must also refer to the play as a whole.

#### Section B: The 19th Century novel

Pupils are required to answer a question based on an extract from the 19th century novel they have studied; they must also refer to the play as a whole.

### **Paper Two: Modern Texts and Poetry**

#### Section A: Modern Texts

Pupils are required to answer one question from a choice of two, based on a modern text (prose or drama) they have studied.

#### Section B: Poetry

Pupils are required to answer one question from a choice of two, based on the study of an anthology of poetry. One poem will be printed on the paper and the other will be one of their choice.

#### Section C: Unseen Poetry

This section is in two parts:

Part 1 – Pupils must write about an unseen poem printed on the paper.

Part 2 – Pupils must compare the poem in Part 1 with a second unseen poem on the paper.

Mrs C George  
Head of English

## **English as an Additional Language**

(Exam Board – Edexcel)

Pupils from overseas, who need improved fluency in English, receive expert tuition in all skills in small groups, where their specific areas of need are addressed. They are prepared for the IGCSE in English as a Second Language (Edexcel). The exam tests the key skills of Reading, Writing and Listening. Pupils may choose to take an optional Oral Test. The result of this is endorsed separately. Edexcel's International GCSE in English as a Second Language has been primarily designed as a qualification for pupils who are either obtaining their secondary education through English as a medium of instruction, or who are studying English in order to enhance their future educational or employment prospects.

In addition we offer the opportunity for them to sit the IELTS exam if required. They can take the General Training or Academic modules by arrangement. Cross-curricula support is given, as and when necessary in consultation with subject teachers, who are supportive and encouraging, as they recognise and accept the challenges for our international learners.

Mrs S Shanks

Head of English as an Additional Language



# Mathematics

(Exam Board - AQA)

## New GCSE Format

Mathematics was one of the first subjects to be moving to the new style GCSE with a greater emphasis on students applying the maths that they learn. As well as this, students will be required to remember significantly more formulas compared to previous GCSE Maths course. In order to cover the specification we will begin teaching of the GCSE course in January whilst the students are still in Year 9.

## Assessment

Students are entered for assessment at one of two tiers; Foundation or Higher.  
The levels available for each tier are as follows;

	Foundation Tier	Higher Tier
Grades Available	1 - 5	4 - 9

For each tier, assessment consists of three written examination papers taken in June of Year 11, there is no controlled assessment.

Further details are as follows;

Paper 1	Written exam (no calculator)	1 hr 30 mins	33 $\frac{1}{3}$ %
Paper 2	Written exam (calculator)	1 hr 30 mins	33 $\frac{1}{3}$ %
Paper 3	Written exam (calculator)	1 hr 30 mins	33 $\frac{1}{3}$ %

## Outline of the course

Knowledge of topics, studied in previous years, is extended within the areas defined by the National Curriculum.

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability & Statistics	15	15

Revision of fundamental concepts continues and it is usually during this part of the course that pupils begin to appreciate the reasoning behind the methods they use. As the pupils mature they learn how topics and skills, they were introduced to earlier, can be developed to cope with a greater range of problems. The context in which skills are applied becomes wider and pupils are encouraged to recognise the connections between concepts. As pupils prepare for the written papers, they learn how to identify problems quickly and to solve them by co-ordinating several skills within the one solution.

### **Assessment objectives**

All units address the following three assessment objectives. These refer to mathematical skills that demand an increasing level of mathematical competence. For example, AO1 would refer to problems which do not require a great deal of independent thought. AO3 is one where the ability to choose methods and evaluate the validity of those methods would be demonstrated, which requires a higher level of mathematical ability.

	<b>Overall</b>
<b>AO1:</b> recalling and using knowledge of the prescribed content	40-50% of questions
<b>AO2:</b> selecting and applying mathematical methods in a range of contexts	25-30% of questions
<b>AO3:</b> interpreting and analysing problems and generating strategies to solve them	25-30% of questions

### **Setting**

Students will be put in to sets at the beginning of the course. The bottom set will follow the Foundation Tier, second bottom set will initially follow the Higher Tier, although a final decision on tier of entry will be made following the mock exams in Y11. All other sets will follow the Higher Tier.

Set movements can take place throughout the course, meaning that just because a student starts in a particular set, it doesn't stop them from progressing to a higher set, or from moving to a set that suits them better.

### **Resources**

In addition to the textbook issued to each pupil, additional resources are constantly used to reinforce and consolidate topics. Materials for practical work, video and software packages for graph-plotting and algebraic manipulation are available. We now use a program called MyMaths alongside traditional resources which really benefits the students.

Mrs S A Howes  
Acting Head of Mathematics

## Sciences

(Exam Boards – AQA GCSE and Edexcel GCSE  
2016/17 (Year 9) to 2019 (Year 11))

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All pupils should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

All national examination boards revised and reformed their GCSE courses for first teaching to Year 10 pupils on a two-year course from September 2016, and with first external certification taking place in 2018. Warminster School has traditionally begun its teaching of science GCSE courses in Year 9, which offers proven and substantial benefits for our pupils.

At Warminster we pride ourselves on putting the interests of each individual pupil first and foremost and in partnership with pupils we strive to add value to attainment potential. In our KS4 GCSE programme we offer courses in:

Edexcel Level 1/Level 2 GCSE (9 - 1): Biology (1BI0)  
Edexcel Level 1/Level 2 GCSE (9 - 1): Chemistry (1CH0)  
Edexcel Level 1/Level 2 GCSE (9 - 1): Combined Science (1SC0)  
AQA GCSE: Physics (8643)

Details of the above courses can be obtained from the AQA and Edexcel web sites at

AQA: <http://www.aqa.org.uk/subjects/science/gcse/physics-8463/introduction>

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#tab-2>

Warminster School has chosen the most appropriate qualifications that are 'inclusive for all'. Our programme and delivery structure offers unprecedented versatility in terms of GCSE certification routes. The Warminster Scheme, which is built on excellence, methodology and best practice followed previously, has built-in wider implications, benefits and new options for our pupils. It is designed to offer pupils as full a range of options as possible, and allows us to widen our ability to advise on the best certification route for a pupil to attain the highest GCSE grade number outcome in Year 11, be it in the form of three GCSE qualifications or two. GCSE grading is by number: 9-1 for separate sciences with Grade 9 being above current A\* standard. Grades for Combined Science use a 17-point scale (from 9-9, 9-8 through to 2-1, 1-1). A level 5 is considered to be comparable to a current high GCSE grade C. Foundation tier covers grades 1-5 and Higher tier exam entries cover grades 4-9. There is no controlled assessment (coursework) element but written examination papers will contain questions on practical science that build on a

series of Core Practicals that must be undertaken by all pupils. In the examination papers pupils will also be assessed on their use of mathematical skills. A minimum of 10% of marks will test mathematics skills in the Biology papers, which rises to 20% in the Chemistry papers and to 30% in the Physics papers. In Foundation tier papers, mathematics skills are tested up to KS3 standard and in the Higher tier papers mathematics skills are tested up to Level 1 GCSE Mathematics.

All current (2016/17) Year 9 pupils, regardless of teaching group (Set), follow the same programme of study with a separate science mind-set and use the with same hard and digital suites of teaching and learning resources and assessments. All pupils are given the same opportunities. Comprehensive performance reviews take place twice a year following mid- and end-of-year internal, standardised examinations, and these are in addition to topic-based, in-class or prep time, written or web-platform assessments. As teaching groups are academically streamed, Set changes are made as required and post examinations, or at other times if needed. Pupils in Year 9 are taught for 1.5 hours per week in each science. There are three Sets in Year 9.

In 2017/18 (Year 10) it is envisaged the number of teaching groups will increase, which will support smaller set sizes. This will afford pupils more in-class, individual help and support. In Year 10 in 2017/18 pupils will continue to follow the same separate science focused courses and using the same, standardised and differentiated resources. In Year 10 all pupils are taught for two hours per week in each science. Individual pupil, teaching group and year cohort performance and progress are consistently and closely monitored and comparative use of Yellis baseline predictive grade test scores is made. Pupil-teacher agreed aspirational grades are also set. Pupils sit formal internal and standardised examinations towards the end of the Autumn term and mid-way through the Summer term. At the end of Year 10 results from sitting identical internal exam papers, coupled with previous block exam performance history, results of standardised in-class and prep time tests and assessments, externally produced predictive grade data and views and opinions of teachers, will all inform our recommendations to pupils and parents as to which is the best GCSE certification route for each pupil in Year 11 (2018/19). Such discussions centre on the best interests of pupils, their potential, highest grade (number combination) outcome, and future aspirations. In Year 11 in 2018/19 we look to provide as far as is practical three certification options; continue studying towards three separate science GCSEs, drop one science and continue with two science subjects, or continue studying all three sciences and certificate in Edexcel GCSE: Combined Science. All three routes are suitable for advancement to sixth form courses or other KS5 courses. Teaching is undertaken by subject specialists.

In Year 11 pupils continue their studies receiving 2 hours teaching, learning and investigation time in each subject each week. Mock examination results in January 2019 will determine which tier entries (Higher or Foundation) are most appropriate for each pupil for them to get the higher grade number outcome.

Dr D R Hankey  
Head of Science

## **Edexcel GCSE: Biology**

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Biology has been designed to meet “World Class Qualification Principles”. It consists of two externally-examined papers. These are available at foundation tier and higher tier. Students must complete all assessments in the same tier. Students must complete all assessment in May/June in any single year.

### **Papers 1 and 2:**

- Both assessments are 1 hour and 45 minutes long, are out of 100 marks each, and consist of ten questions. Students must answer all questions.
- Both will include multiple-choice, short answer questions, calculations and extended open-response questions.
- Both are available at foundation tier and higher tier.
- The foundation tier paper will target grades 1–5.
- The higher tier paper will target grades 4–9.
- 27 marks on each paper will be overlap questions that appear in both the foundation and higher tier papers.

### **Content assessed in Paper 1**

- Topic 1 – Key concepts in biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, disease and the development of medicines

### **Content assessed in Paper 2**

- Topic 1 – Key concepts in biology
- Topic 6 – Plant structures and their functions
- Topic 7 – Animal coordination, control and homeostasis
- Topic 8 – Exchange and transport in animals
- Topic 9 – Ecosystems and material cycles

### **Working scientifically**

The GCSE in Biology requires students to develop the skills, knowledge and understanding of working scientifically. Working scientifically will be assessed through examination and the completion of the eight core practicals.

### **Practical work**

In addition to routine and suggested practical work, pupils must carry out eight mandatory core practicals, which can be examined in the written papers. Pupils use lab books to record their practical work.

## **Progression**

Students can progress from this qualification to:

- A-level and IB courses in Biology
- Level 3 vocational qualifications in science, for example BTEC Level 3 in Applied Science
- Employment, for example in a science-based industry where an Apprenticeship may be available.

## **Edexcel GCSE: Chemistry**

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chemistry has been designed to meet “World Class Qualification Principles”. It consists of two externally-examined papers. These are available at foundation tier and higher tier. Students must complete all assessments in the same tier. Students must complete all assessment in May/June in any single year.

### **Papers 1 and 2:**

- Both assessments are 1 hour and 45 minutes long, are out of 100 marks each, and consist of ten questions. Students must answer all questions.
- Both will include multiple-choice, short answer questions, calculations and extended open-response questions.
- Both are available at foundation tier and higher tier.
- The foundation tier paper will target grades 1–5.
- The higher tier paper will target grades 4–9.
- 27 marks on each paper will be overlap questions that appear in both the foundation and higher tier papers.

### **Content assessed in Paper 1**

- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria
- Topic 5 – Separate chemistry 1

### **Content assessed in Paper 2**

- Topic 1 – Key concepts in chemistry
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science
- Topic 9 – Separate chemistry 2

### **Working scientifically**

The GCSE in Chemistry requires students to develop the skills, knowledge and understanding of working scientifically. Working scientifically will be assessed through examination and the completion of the eight core practicals.

## **Practical work**

In addition to routine and suggested practical work, pupils must carry out eight mandatory core practicals, which can be examined in the written papers. Pupils use lab books to record their practical work.

## **Progression**

Students can progress from this qualification to:

- A-level and IB courses in Chemistry
- Level 3 vocational qualifications in science, for example BTEC Level 3 in Applied Science
- Employment, for example in a science-based industry where an Apprenticeship may be available.

## **AQA GCSE: Physics**

The AQA GCSE course in Physics is a linear qualification. A range of question types are used, including multiple choice, short answer and those that require extended responses. Extended response questions are of sufficient length to allow students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. Extended responses may be prose, extended calculations, or a combination of both, as appropriate to the question.

Examination assessment consist of two externally marked papers. These are available at foundation tier and higher tier. Pupils must complete all assessments in the same tier and in in May/June in any single year.

### **Papers 1 and 2:**

- Both assessments are 1 hour and 45 minutes long and are out of 100 marks each.
- Both include multiple-choice, short answer questions, calculations and extended open-response questions. Both are available at foundation tier and higher tier. The foundation tier paper targets grades at 1–5. The higher tier paper target grades 4–9.

### **Content assessed in Paper 1:**

Topics 1 – 4: Energy; Electricity; Particle model of matter; and Atomic structure.

### **Content assessed in Paper 2:**

Topics 5 – 8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Questions in Paper 2 may draw on an understanding of Energy and Electricity.

### **Practical assessment;**

Questions in the written exams draw on the knowledge and understanding pupils have gained by carrying out practical activities. These questions count for at least 15 % of the overall marks for the qualification. In addition to routine and suggested practical work, pupils must carry out 10 mandatory core practicals. Pupils use lab books to record their practical work.

### **Working scientifically**

The GCSE in Physics requires students to develop the skills, knowledge and understanding of working scientifically. Working scientifically will be assessed through examination and the completion of core practicals.

### **Progression**

Students can progress from this qualification to:

- A-level and IB courses in Physics
- Level 3 vocational qualifications in science, for example BTEC Level 3 in Applied Science
- Employment, for example in a science-based industry where an Apprenticeship may be available.

## **Edexcel GCSE: Combined Science**

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Combined Science consists of six externally examined papers. These are available at foundation tier and higher tier. Students must complete all assessments in the same tier. Students must complete all assessment in May/June in any single year.

### **Common to Papers 1 to 6:**

- The assessment is 1 hour and 10 minutes, is out of 60 marks and consists of six questions.

Students must answer all questions.

- The paper will include multiple-choice, short answer questions, calculations and extended open-response questions.
- Papers are available at foundation tier and higher tier.
- Students must complete all assessments for this qualification in the same tier.
- The foundation tier paper will target grades 1–5.
- The higher tier paper will target grades 4–9.
- 16 marks of the paper will be overlap questions that appear in both the foundation and higher tier papers.

### **Paper 1: Biology 1**

Topic 1 – Key concepts in biology,

Topic 2 – Cells and control,

Topic 3 – Genetics,

Topic 4 – Natural selection and genetic modification,

Topic 5 – Health, disease and the development of medicines

### **Paper 2: Biology 2**

Topic 1 – Key concepts in biology,

Topic 6 – Plant structures and their functions,



Topic 7 – Animal coordination, control and homeostasis,

Topic 8 – Exchange and transport in animals,

Topic 9 – Ecosystems and material cycles

### **Paper 3: Chemistry 1**

Topic 1 – Key concepts in chemistry,

Topic 2 – States of matter and mixtures,

Topic 3 – Chemical changes,

Topic 4 – Extracting metals and equilibria

### **Paper 4: Chemistry 2**

Topic 1 – Key concepts in chemistry,

Topic 6 – Groups in the periodic table,

Topic 7 – Rates of reaction and energy changes,

Topic 8 – Fuels and Earth science

### **Paper 5: Physics 1**

Topic 1 – Key concepts of physics,

Topic 2 – Motion and forces,

Topic 3 – Conservation of energy,

Topic 4 – Waves,

Topic 5 – Light and the electromagnetic spectrum,

Topic 6 – Radioactivity

### **Paper 6: Physics 2**

Topic 1 – Key concepts of physics,

Topic 8 – Energy - Forces doing work,

Topic 9 – Forces and their effects,

Topic 10 – Electricity and circuits,

Topic 12 – Magnetism and the motor effect,

Topic 13 – Electromagnetic induction,

Topic 14 – Particle model,

Topic 15 – Forces and matter

### **Practical work**

Students must carry out 18 mandatory core practicals from across the three sciences.

Dr D R Hankey

Head of Science

# Modern Languages: French, Spanish

(Exam Board – Edexcel IGCSE)

This qualification comprises three external assessments : Paper 1 (Listening) is worth 25% of the IGCSE qualification, Paper 2 (Reading and Writing) is worth 50% and Paper 3 (Speaking) is worth 25% of the IGCSE qualification.

This qualification enables students to:

- develop understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- develop the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- develop a knowledge and understanding of the target language grammar and its practical application
- develop a knowledge and understanding of countries and communities where the target language is spoken
- develop positive attitudes towards modern foreign language learning
- acquire a suitable foundation for further study of the target language, or another language.

The syllabus content will revolve around a study of the following **topic areas**:

- Home and abroad
- Education and Employment
- House, home and daily routines
- The modern world and the environment
- Social activities, fitness and health

## **Assessment:**

### **Listening**

The listening assessment is a 40-minute examination paper set and marked by Edexcel, plus five minutes' reading time.

The total number of marks for the paper is 50.

The examination will cover a range of topic areas selected from those listed above. The examination will consist of several short recordings.

Students will have five minutes' reading time to read through the paper and familiarise themselves

with it before the recordings are played. The recordings, each of which will be heard twice, will last no longer than 40 minutes including pauses. All texts will be spoken by French/Spanish speakers.

Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers.

### **Reading and Writing**

Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.

The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, newspaper and magazine articles. The texts will be related to the topic areas listed above.

In the first extended writing task (question 3b), students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage. The response will be assessed for communication and content and knowledge and application of language.

For the second piece of extended writing (question 6), students will select **one** writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in French.

### **Speaking**

The speaking test will recognise the achievement of the student in speaking the target language.

The test will be divided into **two** sections:

Section A: Presentation and discussion based on a single picture

Maximum four minutes:

- Presentation: maximum of one minute.
- Discussion: maximum of three minutes.

Section B: Two conversations

Maximum six minutes.

Students will take part in conversations with the centre-appointed interviewer on **two** separate topic areas. These topic areas will be different from the topic area chosen by the student for Section A. Section B will last up to a maximum of **six minutes**, with approximately three minutes for each conversation.

No dictionaries will be permitted for any of the papers.

The GCSE course will be primarily concerned with both the reception and transmission of messages and information in the foreign language, using material which is authentic and realistic. Indeed, as far as possible, the language material encountered by the student will be the everyday material he/she would normally expect to encounter and use whilst staying in the foreign country.

Mrs N Rogers

Head of Modern Languages

## Edexcel GCSE Art and Design

The GCSE in Art and Design will comprise of two components: a coursework component worth 60% and a controlled assessment component worth 40%.

### Component 1 Personal Portfolio (60%)

Pupils create a personal portfolio of work comprising of:

Supporting studies  
Personal responses

### Component 2 Externally Set Assignment (40%)

Pupils work must comprise:

Preparatory studies  
Personal responses

A 10 hour sustained focus period in which the pupils create a personal response

Drawing is at the heart of art and design and forms a core element of the practice of artists, craftspeople and designers. Drawing in the context of this GCSE is taken to mean: recording the observed world, using mark-making in appropriate media

exploring ideas visually through the act of mark-making investigating, through the exploration of drawing media to find new ways of expressing ideas, feelings or observations experimenting with various tools, materials and techniques.

Pupils will be expected to demonstrate the ability to record ideas, observations, insights and independent judgements visually and through informative written annotation, using suitable specialist vocabulary. The purpose of integrated written annotation is to encourage students to analyse critically, evaluate and reflect on their own work and that of others.

Pupils are required to submit evidence of using **drawing** to support the development process in both components and use **written annotation** and appropriate **specialist terminology**.

#### **The assessment objectives aim to:**

Develop ideas through investigations, demonstrating critical understanding of sources.

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Record ideas, observations and insights relevant to intentions as work progresses.

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

There are 72 marks available for each component and grading is from 9-1.

A GCSE in Art can lead on to an A Level in Art and Design or Photography. It may also be useful for those contemplating careers in such fields as advertising, marketing, design, architecture, publishing and the media.

Mrs L A Clayton  
Head of Art

## **Business Studies (GCSE)**

(Exam Board – to be confirmed)

The GCSE in Business Studies course is designed to give students a sound understanding of business and the ability to use knowledge, skills and understanding appropriately in the context of varied business situations.

The course is studied over two years and is examined at the end of the course. This assessment is made up of a range of questions from multiple choice, short answer and longer length answers. There is no controlled assessment/coursework.

### **Course Content**

- **Business Activity and the Changing Environment** – examines the objectives of businesses, the changing environment and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints upon, the pursuit of those objectives.
- **Human Resources** – looks at people in organisations focusing on their roles, relationships and management in business.
- **Accounting and Finance** – explores the use of accounting and financial information as an aid to decision making.
- **Marketing** – focuses on identifying and satisfying customer needs in a changing and competitive international environment.
- **Operations** – examines the way organisations use and manage resources to produce goods and services.

Over the two years, students will look at a wide range of businesses. There is no doubting that the course will provide students with a strong grounding in business.

The course will not only provide an excellent qualification but will prepare students for the rigours of A-Level or IB study in either Business Studies or Economics. Additionally, the skills developed in this course such as:

- investigating and analysing issues,
- constructing well-argued, well-evidenced, balanced and structured arguments,
- develop and apply quantitative skills relevant to business, including using and interpreting data will help pupils in many varied endeavours.

Adam Jacob

Head of Economics and Business

# Computer Science

(Exam Board – OCR)

Warminster School now offer pupils the opportunity to study GCSE Computer Science as one of their optional subjects. The introduction of this course represents a shift of focus away from how computers are used in business (as studied in ICT courses) to how we can use computers to solve problems.

## What will I learn on this course?

Those studying GCSE Computer Science will, among other things, develop their understanding of current and emerging technologies; learn about algorithms; computational thinking; become independent users of technology; work collaboratively; evaluate the effectiveness of computer programs; discuss the impact of technology in society.

Pupils will also learn the *Python* programming language.

## What examinations will I have to take to get my qualification?

Content Overview	Assessment Overview	
<b>Computer systems</b> <ul style="list-style-type: none"> <li>• Systems Architecture Memory</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• System software</li> <li>• Ethical, legal, cultural and environmental concerns</li> </ul>	Computer systems (01) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	<b>40%</b> <b>of total GCSE</b>
<b>Computational thinking, algorithms and programming</b> <ul style="list-style-type: none"> <li>• Algorithms *</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>	Computational thinking, algorithms and programming (02) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	<b>40%</b> <b>of total GCSE</b>
<b>Programming project **</b> <ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing and evaluation and conclusions</li> </ul>	Programming project (03/04) 40 marks Totalling 20 hours Non-Exam Assessment (NEA)	<b>20%</b> <b>of total GCSE</b>

\* Algorithm questions are not exclusive to Component 02 and can be assessed in all components.

\*\*Indicates inclusion of synoptic assessment.

**What could I go on to do at the end of my course?**

A Level Computer Science is also available as an option at Warminster School and this is the obvious next step for pupils who have studied the subject at GCSE. However, the logical approach to problem solving that is used in Computer Science could be applied to a range of subject areas and future careers.

Mr C Chakabva  
Head of Computer Science



# Design & Technology

## Graphic Products, Resistant Materials, Systems and Control

(Exam Board – TBC)

At present the exam boards are writing new specifications for launch in September 2017. Although draft specifications have been released they will not be finally ratified by Ofqual until later this term. However, having looked at the draft specifications, it is clear that the format and content of each is similar in many areas to the courses we currently offer although with a greater emphasis on mathematical and scientific awareness. The illustration below is based on the iGCSE run by Cambridge International Examinations. This course is called Design Technology but offers the opportunity to focus in either Graphic Products, Resistant Materials or Systems and Control. These areas are explored below.

**Assessment:** Examination - 50% (1 core knowledge and 1 focus area exam)  
Coursework - 50%

**Graphic Products** is concerned with the design and manufacture of 3D quality products that are made from paper, card, board, plastic and pre-manufactured components. Typical GCSE projects have included a pop-up book, DVD point of sale stand, chocolate packaging, board game and scale model kits. Graphic Products involves a significant amount of graphic techniques, CAD/CAM and modelling and would suit candidates considering potential futures in areas such as Architecture, Illustrator, Graphics Designer, Advertising and Stage Set Design. An interest/ability in subjects such as ICT and Art would be desirable.



**Resistant Materials** is concerned with the design and manufacture of products made from woods, metals, plastics and smart materials. Typical GCSE projects have included a guitar case, child's toy, free-standing clock or CD storage system. Resistant Materials involves a significant amount of design work, modelling, CAD/CAM and materials testing and would suit candidates considering potential futures in areas such as Architecture, Civil Engineering or other resistant materials related professions. An interest/ability in subjects such as Art and/or Physics would be desirable.

**Systems and Control** is concerned with the design and manufacture of products that incorporate electronic systems and computer control. Typical GCSE projects have included electronic games, automatic temperature controlled greenhouse window systems or intelligent electro-mechanical buggies. Electronic Products involves a significant amount of electronics and CAD/CAM, and would suit candidates considering potential futures areas such as Electronic, Mechanical or Aeronautical engineering. interest/ability in subjects such as ICT, Physics and Mathematics would be desirable.



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### **Course Content**

The course will follow directly on from the work completed in Year 9 and there is opportunity for further study at A Level.

During the first year of the course students will complete small 'Design and Make' assignments to extend their skills and knowledge and to prepare them for their major projects in Year 11. Structured guidance is given to each pupil to ensure that they can reach their potential and enjoy the project work. Students are very proud of their work and are keen to take their projects home. The major project contributes 50% of the final GCSE grade. Throughout the two years, students learn about the tools, techniques and technology with which they need to work. This information is examined at the end of the course and counts for 50% of the final GCSE grade.

Combined with this work, pupils will also study and examine a wide range of different topics including:-

- The relationship between the client, designer and manufacturer,
- A range of different products and what makes one successful,
- Mass-production techniques,
- Computer Aided Design and Manufacture (CAD/CAM).

### **Resources**

Pupils will be issued with the relevant support materials. The Design Centre is well equipped with computers, a CNC router, PCB (Printed Circuit Board) manufacturing facilities, 3D printers, a sublimation machine, CNC vinyl cutters, a laser cutter, lathes, hot metalwork area, a comprehensive selection of portable and static machines and other specialised processing equipment. During this course students will be charged for the materials they use.

Mr S P Rossiter  
(Head of Design and Technology)

# Drama

(Exam Board – Edexcel)

This qualification encourages creativity and has its focus on practical work. Pupils develop skills that will support progression to further study of drama and a wide range of other subjects. The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Drama consists of two coursework components and one externally examined paper.

## Component 1: Devising

Coursework - 40% of the qualification – 60 marks

Content overview:

- Create and develop a devised piece from a stimulus.
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Assessment overview:

- Internally assessed and externally moderated.
- There are two parts to the assessment:
  - 1) a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks).

The options for portfolio submission are:

- handwritten/typed evidence between 1500–2000 words
- recorded/verbal evidence between 8–10 minutes
- a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)

2) a devised performance/design realisation (15 marks, assessing AO2).

## Component 2: Performance from Text

Coursework - 20% of the qualification – 48 marks

Content overview:

- Students will either perform in and/or design for two key extracts from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

Assessment overview:

- Externally assessed by visiting examiner.
- This may be group, solo and/or partner-based routes for assessment.
- Performance/design realisation covering both key extracts is worth 48 marks.
- If two separate performances are done covering two key extracts, then each performance/design realisation is worth 24 marks.

## Component 3: Theatre Makers in Practice

Written examination: 1 hour 30 minutes

40% of the qualification – 60 marks

Content overview:

- Practical exploration and study of one complete performance text.

- Choice of eight performance texts.
- Live theatre evaluation – free choice of production.

Assessment overview:

Section A: Bringing Texts to Life

- 45 marks
- This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text.
- Performance texts are not allowed in the examination as the extracts will be provided.

Section B: Live Theatre Evaluation

- 15 marks
- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Mrs E Harris  
Head of Drama

# Geography

Exam Board- Edexcel

Geography is the subject which holds the key to our future - Michael Palin

Edexcel specification B highlights the importance of Geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their sense of place in the world, their values and responsibilities to other people and to the environment. GCSE Geography will facilitate pupils to have a greater understanding of the systems and processes that surround them, and will undoubtedly help them to be knowledgeable about the changes to the world that they will live through.

Following reform to GCSE specifications, there is a move to allow students to understand more about the UK and also introduce more contemporary ideas to GCSE to inspire and motivate students. A modern and engaging approach covers key ideas and debates such as climate change, changing urban environments, the rise of the developing world, resource insecurity and management of endangered ecosystems such as the Arctic Tundra.

The GCSE is split into 3 Units which have differing content

## **Unit 1 Global Geographical Issues**

- (1 hour 30 minute exam)
- Hazardous Earth: Climate hazards, extreme weather and tectonic events
- Development Dynamics: Theories and differences of development with a focus on India
- Challenges of Urbanisation: The rise of urban living and the impacts of this for a global mega city.

## **Unit 2 UK Geographical Issues**

- (1 hour 30 minute exam)
- The UK's evolving landscape: Rivers and Coasts
- The UK's human landscape: How cities in the UK are evolving in a globalised world
- Fieldwork: investigation into human and physical geography.

## **Unit 3 Making Geographical Decisions**

- (1 hour 30 minute exam)
- People and the Biosphere
- Forests under Threat: comparing threats to the rainforest and taiga forests.
- Consuming Energy resources: energy security and the rise of renewable energy

The focus of the specification is an understanding of physical processes and factors that produce diverse and dynamic landscapes that change over time. This includes an appreciation of the interdependence of both human physical geography and will result in pupils understanding more about the world, the challenges it faces and their place within it. Students will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economies. Fieldwork and classwork will encourage questioning,

investigation and critical thinking about issues affecting the world and people's lives. Students will use a variety of resources through the GCSE including maps, visual media and GIS software to obtain, present and analyse information.

Geography GCSE will also equip students with essential skills such as problem solving, decision making, synthesising ideas, identifying issues and communicating findings through the undertaking of a fieldwork investigation. There are 2 compulsory days of fieldwork over the two years. The GCSE also ties in well with other subjects such as ICT, the Sciences and Citizenship.

Controlled assessment has been axed from all GCSE specifications, and rather than submitting a write-up of an investigation to the exam board, pupils are examined on the skills learnt through their fieldwork investigations.

6<sup>th</sup> Form Geographers we have taught have gone on to study:

Medicine, veterinary science, optometry, engineering, physics, oceanography, sports science, environmental science, marine biology, countryside management, natural sciences, criminology and most importantly Geography!

Geography is becoming one of the most appreciated degrees by employers in all fields due to the transferable skills learnt, the appreciation of the world and an understanding of the key issues surrounding the lives of everyone on Earth which has meant that many geographers have gone on to become:

Surveyors, engineers, cartographers, accountants, town planners, architects, journalists, transport managers, DJs, lawyers, weather forecasters and if they are really talented, teachers.

Mr H B Phillips  
Head of Geography

# History

(Examination Board: AQA)

GCSE History provides students with the opportunity to study key historical issues and questions, enabling a crucial understanding of the world today. Pupils are given the opportunity to examine key individuals, events and developments across extensive periods of time from a political, social, economic and cultural perspective, thereby encouraging an appreciation of the societies studied, and the experiences of the people in these societies.

## **Course Outline and Assessment**

### ❖ **Component 1: Understanding the Modern World**

#### ***Germany 1890-1945***

This unit focuses on the development of Germany during a turbulent half-century of change. The period witnesses the development and collapse of democracy and the subsequent rise and fall of the Nazi dictatorship.

Pupils will study political, social, cultural and economic aspects of these developments and the role of ideas in influencing change. They will also examine key individuals and groups and their impact on major developments.

#### ***Conflict and Tension, 1918-1939***

This wider world depth study enables pupils to understand the complex and diverse interests of different individuals and states after the First World War. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues that caused it.

**Assessment:** Exam - 1 hour 45 minutes (50% of GCSE)

### ❖ **Component 2: Shaping the Nation**

This component helps pupils to understand the history of Britain and key events, people and developments that have shaped the nation

#### ***Britain: Migration, empires and the people: c. 790 to the present day***

This thematic study will enable pupils to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. Pupils will study invasions and conquests, Britain's relationship with Europe and the wider world. It will also consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. The component also examines the causes, impact and legacy of the British Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

#### ***Elizabethan England, c. 1568-1603***

This unit allows pupils to develop an in-depth knowledge of the last 35 years of Elizabeth I's reign. The study will focus on the major events affecting Elizabeth's reign including the problem of

marriage, the development of theatre, exploration and discovery, scandals and plots and conflict with Spain.

**Assessment:** Exam - 1hr 45 minutes (50% of GCSE)

### **What skills are required to study GCSE History?**

Students choosing GCSE History should be ready to work with chronology, themes and source material. A variety of skills will be developed over the course of the GCSE, including critical analysis, independent thought and research. Good communication skills, both in a written and verbal form, an inquisitive mind and a keen interest in the past are paramount to success.

### **Proposed Educational Visits**

In addition to excellent departmental resources, an educational visit to the Imperial War Museum and Hampton Court Palace are planned to support the GCSE pupils through their studies.

**History is a widely respected, academic GCSE, which provides valuable, but not essential, preparation for History at A Level or the IB.**

Mrs J Walker  
Head of History





# Music

(Exam Board – Edexcel)

The GCSE course in Music is an ideal choice for those who have a fundamental enthusiasm for music in all its forms. The specification aims to encourage music responsiveness, creativity and a strong sense of stylistic awareness by means of involvement in three main units of the course; furthermore it comprises sufficient flexibility to enable a tailor-made course for each individual pupil.

All GCSE Music pupils are expected to participate fully in all musical aspects of the School. The ability to read music is a requirement due to the listening and analysing aspect of the paper. All pupils taking GCSE Music need to be taking regular instrumental and/or vocal lessons.

## Assessment Units

The Scheme of Assessment comprises **three** units.

### Unit 1: Performing Music (30%)

Candidates develop their performing skills in both a solo and ensemble context. It encourages pupils to develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests and skills.

Each candidates should perform two different pieces:

1. A solo performance on any instrument or voice, lasting no more than 5 minutes
2. An ensemble performance

The unit is assessed internally and externally moderated.

### Unit 2: Composing Music (30%)

Composing music emphasises the creative aspect of music and allows pupils to appreciate the process of creating music.

Each candidate needs to compose *two* pieces of music each based on a different Area of Study. The total length of submission (i.e. both pieces) should not be more than 4 minutes. Pupils are allotted 10 hours of supervised time to complete each composition, which will be internally marked and externally moderated.

### Unit 3: Music – Listening and Appraising (40%)

A listening exam in which pupils will be examined on musical elements, musical contexts and musical language.

The areas of study are:

### ***Instrumental Music 1700–1820***

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

### ***Vocal Music***

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

### ***Music for Stage and Screen***

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner from the soundtrack to Star Wars Episode IV: A New Hope

### ***Fusions***

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

### **Assessment overview**

The paper is made up of two sections and is out of a total of 80 marks.

**Section A:** Six questions related to six of the eight set works

- One short melody/rhythm completion exercise
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language

**Section B** – Extended response comparison between a set work and one unfamiliar piece

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

Mrs C Robinson  
Director of Music

# Physical Education

(Exam Board – AQA)

## Background

The new GCSE Physical Education specification has been written following close work with teachers and the Youth Sport Trust to develop a course that will inspire pupils. New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.

The draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of the proposed approach to GCSE Physical Education. Further changes may be required and no assurance can be given that this proposed qualification will be made available in its current form.

## New Subject Content

There has been a 50% increase in the theory content of the course and as such, the qualification now requires two examinations papers along with a reduced practical assessment.

The theory content is as follows:

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

## Assessment

### Paper 1: The human body and movement in physical activity and sport

#### ***What's assessed?***

Applied anatomy and physiology

Movement analysis

Physical training

Use of data

#### ***How it's assessed***

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

#### **Questions**

Answer all questions.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

## **Paper 2: Socio-cultural influences and well-being in physical activity and sport**

### ***What's assessed?***

Sports psychology

Socio-cultural influences

Health, fitness and well-being

Use of data

### ***How it's assessed***

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

### ***Questions***

Answer all questions.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

## **Non-exam assessment: Practical performance in physical activity and sport**

### ***What's assessed?***

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

### ***How it's assessed***

Assessed by teachers

Moderated by AQA

100 marks

40% of GCSE

### ***Questions***

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Confirmation of the exact specification is expected very soon. The weighting of theory to non-examined content will definitely be changing to 60% theory and 40% non-exam assessment (practical).

Mr T. Morison

Head of Physical Education

# Religious Studies

(Exam Board—OCR)

## Why take GCSE Religious Studies?

*Modern and engaging* – Your students can gain a deeper understanding of two religions, and explore philosophy and ethical studies in the modern world. It is very difficult to understand world politics—whether it be the US presidential elections or the insurgencies in Thailand—without an understanding of religion. As the sociologist Peter Berger said, “We don’t live in an age of security, we live in an age of explosive, persuasive religiosity.”

*Designed to inspire* – The specification includes exciting content that explores relationships and families, peace and conflict, belief in God and non-religious belief. From discussing beliefs about ethics, to discussing what people believe about the afterlife, Religious Studies taps into teenagers’ curiosity and enables pupils to think for themselves with respect to the big questions.

*Skills for today’s world* – Religious Studies can open up the possibility of in-depth debate, which leads to critical evaluation and analysis. Increasingly the skills and content taught through Religious Studies are required in fields as diverse as journalism, medicine, law, social work and the worlds of business and politics. Religious Studies is an academic subject which has a high status in the UK. Aside from the world of work, we are living in an increasingly plural society, and studying two religions helps people to appreciate different cultures, inculcating and developing skills and traits such as respect and wisdom.

*Straightforward assessment* – It has a simple, clear assessment structure that consists of three written examinations and no coursework.

## Course content:

### **Studying and evaluating the beliefs, teachings & practices of two religions:**

- Christianity (including teachings on the nature of God, Christ, salvation, creation, evil and suffering, the afterlife; practices such as worship, missionary work, pilgrimage, charity work)
- Islam (teachings of Islam, nature of Allah, Prophethood, books, angels, practice, worship)

### **Religion, philosophy and ethics in the modern world from a religious perspective of one religion:**

- Relationships and families
- The existence of God, gods and the ultimate reality
- Religion, peace and conflict
- Dialogue between religious and non-religious beliefs and attitudes

Mr M Harris  
Head of Religious Studies