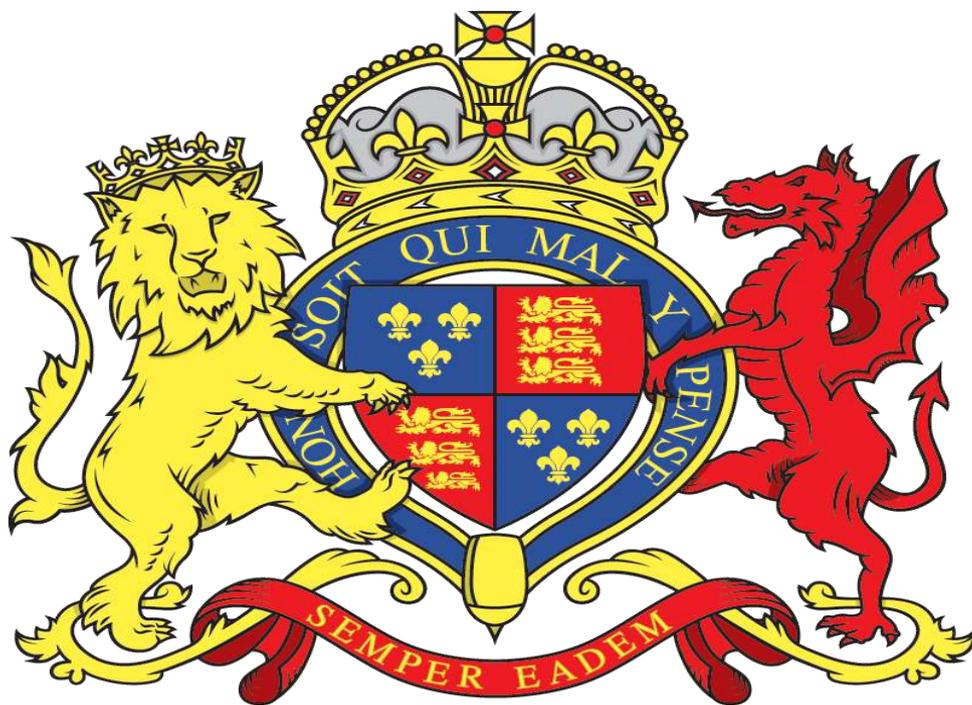


ELIZABETH COLLEGE



GCSE COURSES

2022 – 2024

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ELIZABETH COLLEGE CURRICULUM

For Years 10 & 11
2022-2024

Core Curriculum

All students will take GCSEs in **English, Mathematics (IGCSE), Sciences** and study the GCSE short course in **Religious Studies**. Some students will be invited to study for GCSEs in English Literature within their English lesson allocations and some students may also study Additional Mathematics which is a free-standing qualification.

All courses will be examined by terminal exams, in line with government policy which means that for the majority of subjects, all exams will be taken in summer 2023.

In addition, the curriculum includes the following non-examined core subjects, **PHSE & Life Skills, Physical Education**, along with one compulsory **Games** afternoon, and one afternoon when students take part in the **Combined Cadet Force (CCF), Sports Leadership** or **Community Service**.

In line with changes to GCSE grades, all subjects will be graded 9-1, with grade 9 representing the highest A* grade and grade 5 a good C grade. Please refer to the chart on page 4.

Choices

All students will choose four option choices, including a choice of language which will need to be chosen from within the option blocks; most students will study at least one, unless they are on the Learning Enrichment register.

If Separate Sciences are chosen, this counts as one of the choices.

As a general rule, it is wise at this stage to keep future choices as open as possible to give the widest range of options at A Level.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Core Subjects

ENGLISH LANGUAGE & ENGLISH LITERATURE

Head of Department
Examination Board

Mr M Buchanan
Edexcel IGCSE

These are two separate subjects which qualify for distinct and individual awards.

❖ IGCSE English Language

The English Language specification is a combined course which offers a variety of language and literature topics to develop skills in reading texts of all kinds critically. The course also develops skills in writing across a range of genres including letters, articles and short stories; students are challenged to accurately adapt a formal style to a specific audience and purpose in each case. English Language assessment is currently based upon **60% examination** and **40% coursework** for all students:

<u>Paper 1</u>	Reading/Writing	(60%)
	Examination Length	2 hours 15 minutes
<u>Paper 3</u>	Literature/Imaginative Writing	(40%)
	Internally assessed and externally moderated coursework	

❖ IGCSE English Literature

The English Literature course is taught alongside English Language to students who have demonstrated higher ability in literary analysis. This means that these students have much less time for the consolidation of their writing skills; it is assumed that these are already proficient from KS3 study. English Literature includes the study of a selection of **prose, drama and poetry**; this allows students to develop more advanced skills in literary criticism while extending their knowledge of the breadth and depth of literature from around the world.

English Literature is based upon **60% examination** and **40% coursework** in Year 11:

<u>Paper 1</u>	Poetry and Modern Prose	(60%)
	Examination length	2 hours
<u>Paper 3</u>	Drama and Literary Heritage	(40%)
	Internally assessed and externally moderated coursework	

If you have any queries about your child's suitability for the Literature course, please do not hesitate to get in touch with the Head of English.

MATHEMATICS

**Head of Department
Examination Board**

**Mr A Mulholland
Edexcel IGCSE**

The course covers: **number, algebra, geometry, and statistics**. The students have studied each of these areas of Mathematics in Years 7 to 9, so there is a natural progression into Years 10 and 11. Alongside learning content, students continue to develop effective use of their calculators and computers as well as their problem solving skills.

Students are entered for the Higher Tier examinations, which lead to Grades 9 to 4. Higher Tier IGCSE provides a rigorous preparation for A Level. Those who will find this level more difficult may focus on Foundation Tier work initially, which covers Grades 5 to 1, which overlaps with Higher Tier. These students may sit the Foundation Tier examination in the January of Year 11, which allows them to gain confidence before tackling the Higher Tier IGCSE examination at the end of the course.

*Assessment at Foundation and Higher is by two written examinations.
Calculators are permitted in both papers.
There is no controlled assessment.*

The most able students will have the opportunity, once the IGCSE content has been securely learned, to study Additional Mathematics. This is a Free Standing Mathematics Qualification offered by the OCR Examination Board which introduces them to Pure and Applied Mathematics. This course is available only to Set 1 students and is ideal preparation for A Level Further Mathematics.

*Assessment of Additional Mathematics is by one written examination.
Calculators are permitted.
There is no controlled assessment.*

MODERN FOREIGN LANGUAGES
(French, German or Spanish)

**Head of Faculty and German Department
Examination Board
Head of Spanish Department
Head of French Department
Examination Board**

**Mr R Morris
Edexcel IGCSE
Mr Morris
Mrs A Demongeot
Edexcel GCSE**

Most students will select either French, German or Spanish as their modern **foreign language**. The options of Spanish or German are open only to those who have studied these subjects in Years 8 & 9. Able linguists may also choose two languages. For a small number of students, it may be appropriate to select an alternative subject to language, in discussion with the Vice-Principal.

IGCSE German

Students are trained to be proficient in culturally engaging content, learning the four skills of **listening, speaking, reading and writing**.

The **listening** examination requires the candidate to understand and respond in French/German/Spanish to the spoken target language.

The **speaking** test involves a single exam requiring communication in the target language in response to five questions about a picture chosen by the student and also in general conversation answering questions on two additional core topic areas stipulated by the exam board on the day. This oral examination takes place at the end of April/beginning of May, before the final summer examinations.

The **reading** and **writing** examination requires the candidate to understand and respond in German to the written target language and also includes two pieces of work written in the target language one of 60-75 words and the other of 130-150 words. There is also a structured grammar exercise, which is part of the reading and writing paper. The **listening, reading and writing** exams all take place in the summer exam session.

GCSE Spanish and French

The MFL department offers 2 different GCSE options in Spanish and French; GCSE Higher and GCSE Foundation.

The listening examination requires the candidate to understand and respond in French/Spanish to the spoken target language.

In the speaking examination there are three tasks: Task 1 – a role play based on one topic that is allocated by Edexcel. Task 2 – questions linked to a picture stimulus based on one topic that is allocated by Edexcel and Task 3 – a conversation revolving around two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Edexcel. This oral examination takes place at the end of April/beginning of May, before the final summer examinations.

The reading examination requires the candidate to understand and respond in French/Spanish to the written target language. The writing examination assesses students on their ability to communicate effectively through writing in Spanish/French for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in Spanish/French. There is also a translation section:

Foundation tier – three open response questions and one translation into Spanish/French.

Higher tier – two open response questions and one translation into Spanish/French. The listening, reading and writing exams all take place in the summer exam session.

Assessment is by:

<i>Listening examination</i>	-	<i>25%</i>
<i>Reading examination</i>	-	<i>25%</i>
<i>Speaking examination</i>	-	<i>25%</i>
<i>Writing examination</i>	-	<i>25%</i>

SCIENCES

Head of Biology Department
Head of Chemistry Department
Head of Physics Department
Examination Board

Mr R Le Sauvage
Mrs G Dallin
Mr P Davis
AQA

The Science Faculty offers GCSE courses either leading to the equivalent of two GCSEs (GCSE Combined Science - known rather confusingly as Trilogy because all three sciences are covered) or to three GCSEs in Biology, Chemistry and Physics (referred to as Separate Sciences). In line with UK and College policy, all students embarking upon GCSE courses in any Sciences will follow linear courses. These will be examined by written papers at the end of Year 11. These papers will assess both the theory content and the practical skills developed throughout the course.

All students at Elizabeth College receive six periods of Science per week as a part of the core curriculum. This enables us to deliver the content of the Combined Science (Trilogy) course. Students who wish to prepare for GCSEs in the three Separate Sciences are allocated a further three periods of Science and 90 minutes homework a week within the option block system, enabling them to address the additional material required for separate GCSE certification in Biology, Chemistry and Physics.

Assuming the common College minimum requirements are met, entry to A level Sciences will be available to all students, regardless of their GCSE options.

RELIGIOUS STUDIES
Humanities Faculty

**Head of Department
Examination Board**

**Mr T Edge
AQA**

The Religious Studies Department teaches the AQA short course in Religious Studies. This is taught in one lesson a week through year 10 and two lessons a week in year 11. There is a 1 hour 45 minute written examination at the end of year 11.

The course consists of two topic areas; Christian and Islamic beliefs; Relationships and families and Religion, peace and conflict. (Studied from the perspective of religious and non-religious world views).

The course gives the opportunity to study many current and classical problems in philosophy, theology and ethics and encourages the essential skills of teamwork, problem solving, enquiry, analysis and evaluation. The focus of the department is on learning to understand people and the world around us in these challenging and changing times. We hope to encourage the development of compassionate and ethical individuals with enquiring and rational minds. The course is equally suitable for those with or without religious faith.

There is no coursework.

Optional Subjects

ART & DESIGN: ART, CRAFT & DESIGN

Creative Arts Faculty

**Head of Department
Examination Board**

**Mr A Stephens
WJEC/Eduqas**

Students following this course are able to work across a range of areas within Art & Design, including painting, printmaking, sculpture, graphic design, illustration, textiles, architectural studies, photography and film. There is time to explore a range of materials, techniques and processes, and to explore personal ideas. We encourage students to develop an adventurous and enquiring approach. Successful students should demonstrate an understanding of past and contemporary art practice and be able to produce artwork that is personal, imaginative and meaningful. There is an emphasis on recording first hand observations, and we expect students to use drawing, as well as photography and other means, to record and communicate their ideas. Ideally, students opting for this course are already enthusiastic about the subject and excited about developing their skills and ideas through Art & Design.

Assessment

Personal Portfolio

Students will produce an extended unit of work in response to a set theme. This work, along with the associated preparatory and supporting studies will form the coursework. The mark for the coursework will represent 60% of the total.

Externally Set Assignment

Students will carry out work in response to a theme set by the examination board. They will have 30hrs supervised activity to complete their project including a 10hr sustained focus. The mark for this assignment will represent 40% of the total.

Both elements of the submission, the personal portfolio and externally set assignment, are marked by the Head of Art and externally moderated by a representative of the examination board.

ART & DESIGN: GRAPHIC COMMUNICATION

Creative Arts Faculty

**Head of Department
Examination Board**

**Mrs M Schofield
WJEC/Eduqas**

This course involves students in **Design, Evaluation** and **Production** projects of their own choice which is realised in the form of a **3D model/2D** Graphical outcome. The course is concerned with the communication of ideas and information through drawing, and is a vehicle for the development of problem solving activities and creative exploration of materials and processes. The method of inputting the design information is largely by graphical means with an emphasis on using a combination of computer graphics and hand drawing. The use of models, mock-ups and other two and three-dimensional presentations is part of the course.

The course builds upon essential key skills learnt in Years 7 - 9, to include **investigations, graphical communication, ICT applications** within technology, and a wide range of practical and graphical skills assimilated in the College Design & Technology foundation course.

The course is structured as follows:

Foundation skills: With an emphasis on material investigation, drawing and development of models. (September-November)

Personal Project and Portfolio: This is a sustained piece of work that will run for just over a year. It will encompass a broad range of Primary research, extensive design, exploration and model work and a final product. (60% of grade, 120 marks)

Sustained project and exam piece: This will be chosen from a variety of themes set by the exam board. Students will work on this in year 11 from Jan-May, including a 10hr focussed session/exam.

In choosing this course, students must be prepared to commit to the considerable sustained dedication required to complete coursework successfully.

Students are given a £40 allowance to spend on materials over the course that is provided by the College. Should they wish to make/design projects that exceed this amount then parents will be billed for the difference.

ART & DESIGN: 3D STUDIES

Creative Arts Faculty

Head of Department
Examination Board

Mrs M Schofield
WJEC/Eduqas

This GCSE course in **Art and Design (previously Resistant Materials)** allows students to carry out designing and making activities through the main medium of **woods, metals and plastics**, although other materials such as **glass** and **textiles** can be used in project work. Students are encouraged to take a broad view of Design, considering how past and present designers and technologies affect our society today. Students will follow a variety of tasks, which closely reflect the work of industrial designers today. This will include research techniques, designing and developing product solutions using CAD software, model making, planning and manufacturing a high quality 3 dimensional product and evaluating the artefact, preferably in conjunction with the product client.

The course builds upon essential key skills learnt in Years 7 – 9, to include investigations, graphical communication, ICT applications within technology and a wide range of practical and graphical skills assimilated in College Resistant Materials foundation course.

The course is structured as follows:

Foundation skills: With an emphasis on material investigation, drawing and development of models. (September-November)

Personal Project and Portfolio: This is a sustained piece of work that will run for just over a year. It will encompass a broad range of Primary research, extensive design, exploration and model work and a final product. (60% of grade, 120 marks)

Sustained project and exam piece: This will be chosen from a variety of themes set by the exam board. Students will work on this in year 11 from Jan-May, including a 10hr focussed session/exam.

In choosing this course, students must be prepared to commit to the considerable sustained dedication required to complete coursework successfully.

Students are given a £40 allowance to spend on materials over the course that is provided by the College. Should they wish to make/design projects that exceed this amount then parents will be billed for the difference.

In choosing this course, students must be prepared to commit to the considerable sustained dedication required to complete coursework successfully.

Students are given a £40 allowance to spend on materials over the course that is provided by the College. Should they wish to make/design projects that exceed this amount then parents will be billed for the difference. Please note that this £40 allowance is not given to you as a cash alternative if you do not spend it all/choose to purchase your own materials.

BUSINESS STUDIES
Social Science Faculty

Head of Department:
Examination Board:

Mr E Adams
Edexcel IGCSE

Qualification aims and objectives

The Edexcel International GCSE in Business qualification enables students to:

- develop an interest in and enthusiasm for the study of business
- develop an understanding of business concepts, business terminology, business objectives and the integrated nature of business activity
- understand how the main types of business are organised, financed and operated
- develop and apply knowledge, understanding and skills to contemporary business issues in a wide range of businesses from small enterprises to large multinationals and businesses operating in local, national and global context
- develop critical-thinking and enquiry skills to distinguish between facts and opinion, calculating, interpreting and evaluating business data, to help build arguments and make informed judgements
- develop an understanding of the dynamics of business activity and the related considerations of ethics and sustainability for global businesses

Content of the course

1. Business activity and influences on business

This section covers the various objectives of a business, changing business environments 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 on, the pursuit of these objectives.

2. People in business

This section looks at people in organisations, focusing on their roles, relationships and management in business.

3. Business finance

This section explores the use of accounting and financial information as an aid to decision making.

4. Marketing

This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.

5. Business operations

This section examines the way organisations use and manage resources to produce goods and services.

Assessment

Paper 1: Investigating small businesses

This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a small business – up to 49 employees.

Paper 2: Investigating large businesses

This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business – more than 250 employees.

Both papers will be 1 hour and 30 minutes in duration, consisting of four compulsory questions each worth 20 marks and 80 marks in total. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

CLASSICAL CIVILISATION

Humanities Faculty

**Head of Department
Examination Board**

**Mr DRL Inderwick
OCR**

The aim of the course is to study some of the key areas of the ancient Greek and Roman World. The course gives the opportunity to study a wide range of topics looking at literary and visual sources. The thematic topic will include, for example, the role and duties of the gods, a comparison of key temples in Greece and Rome and the role of Heracles in Greek and Roman mythology. The culture topic will compare Athenian, Spartan and Roman military systems whilst the literature topic covers the duel between Hector and Achilles in the Iliad and the destruction of Troy in the Aeneid.

There are two examination papers:

1. Thematic Study: **Myth and Religion** Exam 1 hour 30
50% of total marks
2. Literature and Culture: **War and Warfare** Exam 1 hour 30
50% of total marks

There is no coursework or controlled assessment element.

COMPUTER SCIENCE
Social Science Faculty

**Director of Digital Learning
Examination Board**

**Mr D Costen
OCR**

'Everybody should learn how to program a computer because it teaches you how to think' - Steve Jobs

It must be noted that this is not a general ICT course.

A Computer Science qualification will, above all else, be relevant to this modern and changing world. It is an exciting time to be involved in Computer Science. The world is making great leaps in technology and this is impacting all facets of our lives, from the Internet of Things, to Transport and Gaming making Computer Science highly relevant to the modern student.

Computer Science is a practical subject where students can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. This course will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

There is no expectation that the students will already be able to programme however as this is a primary aspect, the course will be most suited to students with strong logical thinking skills and aptitude in mathematics.

These skills will be the best preparation for students who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

A GCSE in Computer Science will encourage students to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

Assessment

Content Overview

Assessment Overview

Content Overview	Assessment Overview	
Paper 1: Computer systems	80 marks -1 hour and 30 minutes - Written paper	50% of total GCSE
Paper 2: Computational thinking, algorithms and programming	80 marks -1 hour and 30 minutes - Written paper	50% of total GCSE
Programming project	Assessed in written paper 2.	

DANCE

**Head of Department
Examination Board**

**Mrs Meijer
AQA**

The aim of the GCSE Dance course is to provide an opportunity for students who are naturally energetic, imaginative and are keen to develop their physical ability and creative strength. This is a highly physical course where students will learn different techniques and disciplines as well as unlock their creativity by improving their performance confidence and appreciation of professional works. Workshops and trips will (in normal circumstances) support the course which develops an appreciation of the intricate diverse world of dance performance.

Dance gives young people

- | Confidence | Problem solving skills | Leadership skills |
|--|---|---|
| <ul style="list-style-type: none">• Confidence to present themselves in front of others.• Confidence to be seen and not hide.• Confidence to show people what they can do. | <ul style="list-style-type: none">• Working out how to create movement that fits a theme teaches them how to find a solution to a problem.• Working out the best exercise to improve a particular skill teaches them how to work on their own weaknesses to achieve. | <ul style="list-style-type: none">• Is it easy to create movement for a group of people, design them in space, communicate what you need and rehearse them until it's perfect? GCSE dancers do this all the time!• Leadership skills are skills that encourage innovation and success.• Leaders move up in the world. |

How is GCSE Dance Assessed?

40% Written exam

The question paper has three sections and will take 1.5 hours. The exam is marked out of 80.

Section A - relates to the knowledge and understanding of [choreographic processes](#) and [performing skills](#). Questions will relate to a given stimulus for students to write a response.

Section B - relates to the [critical appreciation of their own work](#). Questions will relate to students' own experience of performance, or choreography or both from within the course.

Section C - relates to the [critical appreciation of professional works](#) and students will answer questions relating to the GCSE Dance Anthology they have studied.

60% Practical

Performance 30% - marked out of 40	Choreography 30% - marked out of 40.
It two specific dances taught to the students, so they can show their performance skills. <ul style="list-style-type: none">• Solo performance (12 marks)• Duet/trio performance (24 marks)	Students must demonstrate their creative response to a choice of one stimulus, from a prescribed task list set by AQA. The choreography must be a complete dance, including movement material and a selected aural setting, either as a solo or group dance

We will aim to actively engages students in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Developing critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.

DRAMA
English and Drama Faculty

**Head of Department
Examination Board**

**Mr M Walters
AQA**

The GCSE course in Drama is an exciting, inspiring and practical course for students who are excited about performing and creating theatre. The course promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Students will be given opportunities to participate in and interpret their own and others' drama, investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning, produce and realise a piece of original theatre. Students will also study two contrasting plays and perform extracts from them. The course is useful training for English GCSE oral and theatre based literature.

Summary of Assessment:

Component 1: Understanding Drama

There is a written examination which is 1 hour and 45 minutes. There are three sections to this:

Section A: A short multiple choice section testing students understanding of key roles in the theatre and stage position

Section B: A series of questions on an extract from **one** set text chosen by the department.

Section C: **One** question on a given aspect of a live theatre production seen during the course. This comprises **40% of the marks**.

Component 2: Devising Theatre

Students can be assessed on **either** acting **or** design. Students will create, develop and perform an original piece of devised theatre in response to a stimulus set by teaching staff. Students must also produce a supporting logbook that includes an evaluation of the final performance. This is **internally** assessed. **40%** of exam.

Component 3: Interpreting Theatre (written exam)

Students can be assessed on **either** acting **or** design.

Students will study and perform **two** extracts from the **same** performance text chosen by the teacher.

Students will participate in **one** performance using sections of text from both extracts. Performances will be externally assessed by a visiting examiner. **20%** of the marks.

The course requires participation on a trip to London theatres to see a wider range of plays and one musical. Students will also attend a practical workshop, be given a backstage tour of the National Theatres, and have a Q and A session with a West End Theatre actor.

GEOGRAPHY
Social Science Faculty

**Head of Department
Examination Board**

**Mr S Huxtable
AQA**

AQA GCSE Geography

AQA Geography is a relevant, dynamic and up to date Geography GCSE course. The course aims to make us more aware of our responsibilities to other people, the environment and the sustainability of the planet. The course is a linear course.

There is no coursework. The three external examinations, one on Physical Geography, one on Human Geography and an examination on Geographical Applications, will be sat at the end of Year 11.

Unit 1 Physical Geography (35%)

The first unit of the course covers natural hazards including earthquakes, volcanic eruptions, tropical revolving storms and extreme weather in the UK. The other Physical Geography topics covered include coasts, rivers, deserts and tropical rainforests. There will be some local fieldtrips including visits to Moulin Huet and Port Soif.

Exam 1 hour 30 minutes

Unit 2 Human Geography (35%)

The second unit covers urban areas such as megacities and sustainable cities. The other topics are development including the UK economy and the management of energy resources such as energy and water.

Exam 1 hour 30 minutes

Unit 3 Geographical Applications (30%)

This section of the course covers fieldwork, graphical and map skills.

There will be two local fieldtrips in preparation for the fieldwork section of this examination. One investigating Human Geography in St Peter Port and one investigating Physical Geography along the coast of Guernsey.

There is also a decision-making exercise in this examination which is based on a pre-release booklet.

Exam 1 hour 15 minutes

HISTORY
Humanities Faculty

**Head of Department
Examination Board**

**Mr J Rowson
Edexcel IGCSE**

International GCSE in History – 20th Century Course

This course follows on naturally from the topics studied in Year 9. The aim of the course is to offer students the opportunity to study some of the major international issues of the 20th Century which have shaped the world we live in today. As well as studying fascinating subject material such as the Cold War, students also develop invaluable, and transferable, historical skills. By developing skills such as explaining causation, or analysing significance students are able to learn how to present clear and logical arguments in their written work. Discussion and debate will also help to develop verbal reasoning skills.

The History IGCSE consists of two final examinations.

Paper One – Depth Studies

Students study two key periods of 20th Century:

Germany, 1918-45 - looking at the impact of WW1, how Hitler was able to rise to power, life in Nazi Germany and WW2.

A World Divided: superpower relations, 1943-72 - looking at the causes of the Cold War, the Berlin Airlift and building of the Berlin Wall, the Cuban Missile Crisis and improving relations after 1963.

Knowledge based.

Worth 50% of final marks - Exam 1 hour 30 minutes

Paper Two – Investigation and Breadth Studies

Paper Two requires students to study one historical investigation and one breadth study.

The historical investigation looks at the Vietnam Conflict, from 1945-74 focusing on French involvement, guerrilla warfare and America's increasingly doomed intervention and ultimate defeat. This ties in well with Paper One, Cold War.

The breadth study looks at conflict in the Middle East from 1917-2012, looking at the roots of the Arab Israel conflict, and reasons why achieving peace in the region has proved to be unsuccessful.

Partially knowledge based and partially testing the ability to use historical sources.

Worth 50 % of final marks - Exam 1 hour 30 minutes

LATIN
Humanities Faculty

**Head of Department
Examination Board**

**Mr DRL Inderwick
EDUQAS**

This GCSE course in Latin has been specifically written for the Cambridge Latin Course, the Latin course we use in years 7 to 9 and is certified by EDUQAS.

The aim of the course is to study the **Latin language**, but within the context of the literature and society of Ancient Rome.

Students take **three** papers.

Paper 1: Latin Language

Students answer a written translation and comprehension paper and a further shorter passage for translation and comprehension. There is a list of prescribed vocabulary.

Paper 2: Latin Literature

Students answer questions on approximately 100-110 lines of Latin literature. These are taken from a variety of authors and have a common theme.

Paper 3: Further Latin Literature or Roman Civilisation

Students answer questions **either** on a further 100-110 lines of Latin Literature **or** on a theme from Roman Civilisation. The literature is a continuous narrative taken from one author.

*Assessment is by **written examination** on understanding and appreciation of Latin Language (50%), understanding and appreciation of Latin Literature or other ancient sources (30%) and analysis, evaluation and response to Latin Literature or other ancient sources (20%).*

MUSIC
Creative Arts Faculty

**Head of Department
Examination Board**

**Miss E Willcocks
OCR**

This course is suitable for those with a keen interest in music of any style. Students are encouraged to broaden and extend their musical skills through a range of activities. Performing, composing and listening skills form the basis of the assessment structure.

Students will explore the following Areas of Study:

- **AoS1: My Music:** examining students' own interests, promoting improved skills and knowledge of instrumental/vocal/Music Tech studies
- **AoS2: The Concerto through time:** examining how this genre of composition developed throughout the Baroque, Classical and Romantic periods.
- **AoS3: Rhythms of the World:** examining rhythmic roots and influences, with particular focus on India & Punjab, Eastern Mediterranean & Middle East, Africa, Central and South America
- **AoS4: Film Music:** examining music written for and used in films
- **AoS5: Conventions of Pop:** examining Rock 'n' Roll 1950-60s, Rock Anthems 1970s, Pop Ballads 1970-90s, solo artists 1990 onwards

Assessment is by coursework worth 60% (one solo performance, one ensemble and two compositions) **and one written paper worth 40%** (listening and appraising music drawn from the Areas of Study).

30% = Integrated Portfolio (solo performance & student designed composition)

30% = Practical Component (ensemble performance & board set composition)

40% = Listening & Appraising (90 minute written exam, AoS 2-5)

Please note that this course is a combination of practical music and academic study. Acquiring some basic theory skills (e.g. Studies in ABRSM or Trinity theory of about grade 4 or 5) would therefore be useful in preparation for taking GCSE Music. Digital sequencing may be used in place of an instrumental or vocal performance.

PHYSICAL EDUCATION

PE, Games and Sporting Activities Faculty

**Head of PE Department
Examination Board**

**Mr T Eisenhuth
AQA**

Do you have a passion for sport? Do you want to know what makes your favourite athlete great? Then GCSE PE is the qualifications for you.

What is GCSE PE and what is assessed:

Non Exam Assessment: 40% of your final grade

Assessed on 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).

Along with assessment of performance, students will be asked to analysis and evaluate a performance to bring about sustained improvement in one of the chosen activities, (commonly referred to as coursework).

Ideally students will be playing at least one sport regularly club level to ensure they get the most out of the GCSE course.

How the practical is assessed

- Assessed by teachers
- Moderated by AQA

How the marks are broken down:

Practical 30% - For each of the three activities, students will be assessed in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

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

Examination Element - 60% of your final grade (2 Exam Papers)

Subject Content:

- 1- Applied anatomy and Physiology
- 2- Movement Analysis
- 3- Physical Training
- 4- Use of Data
- 5- Sports Psychology
- 6- Socio – Cultural Influences
- 7- Health, Fitness and well-being

Students will have a mixture of practical and theoretical lessons throughout the course. (GCSE PE lessons will be in addition to their one lesson of core PE each week).