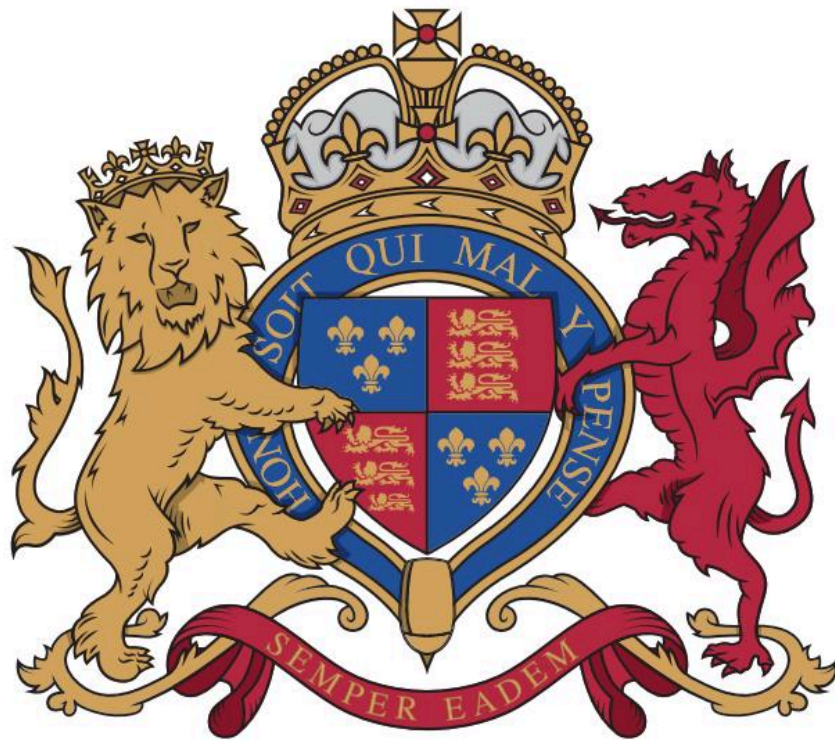


# ELIZABETH COLLEGE



GCSE COURSES

2024 – 2026

# CONTENTS

Page 3	The Curriculum
Core Subjects	
Page 5	English Language & English Literature
Page 6	Mathematics
Page 7	Modern Foreign Languages
Page 9	Sciences
Page 10	Religious Studies
Option Subjects	
Page 12	Art & Design: Art, Craft & Design
Page 13	Art & Design: Graphic Communication
Page 14	Art & Design: 3D Studies
Page 15	Business Studies
Page 16	Classical Civilisation
Page 17	Computer Science
Page 18	Drama
Page 19	DT : Resistant Materials
Page 20	Film Studies
Page 21	Geography
Page 22	History
Page 23	Music
Page 24	Physical Education

## THE CURRICULUM

### Years 10 & 11 2024-2026

#### Core Curriculum

All students take GCSE in **English Language** and IGCSE in **Mathematics**, GCSEs in the **Sciences**, and a short course GCSE in **Religious Studies** along with at least one GCSE or IGCSE in a **Modern Foreign Language** (some students may be disapplied from foreign languages on our recommendation or agreement where there is a diagnosed Special Educational Need or Disability which affects the acquisition of language). Some students will be invited to study for an IGCSE in English Literature within their English lessons allocation and some may also study Additional Mathematics (a free-standing qualification) within their Mathematics lessons allocation.

All these courses will be examined by terminal exams which will be taken in summer 2025; there is also an element of coursework in the English Literature specification.

In addition, the curriculum includes the following non-examined core subjects, **PSHE & 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**.

#### Option subjects

Students choose which Modern Foreign Language they will study from French, German or Spanish and then choose three further option subjects. These three further option subjects may be chosen from within the Creative and Performing Arts, Humanities and Social Sciences, the Sciences<sup>1</sup>, Physical Education, and Languages<sup>2</sup>.

The core subjects ensure a good range of academic disciplines and the options allow students to keep future choices as open as possible giving a wide range of subjects from which to choose at A Level.

All GCSE and IGCSE subjects are graded 9 to 1, with grade 9 representing the highest. Additional Mathematics is graded A to E.

---

<sup>1</sup> All students work towards either two Science GCSEs (still studying Biology, Chemistry and Physics) *or* may choose to work towards three GCSEs, one in each of the Separate Sciences. Choosing Separate Sciences takes up one of the three option subjects.

<sup>2</sup> A second Modern Foreign Language can be chosen as one of the three option subjects.

# Core Subjects

<b><u>ENGLISH LANGUAGE &amp; ENGLISH LITERATURE</u></b>	
<b>Head of English Faculty</b>	<b>Mr M Buchanan</b>
<b>Head of Department Examination Board</b>	<b>Mr M Buchanan Eduqas / Edexcel IGCSE</b>

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

### **GCSE English Language (Eduqas)**

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 **100% examination** for all students:

<b><u>Paper 1</u></b>	Unseen fiction analysis and creative prose	(50%)
	Examination Length	1 hours 45 minutes
<b><u>Paper 2</u></b>	Unseen non-fiction analysis and transactional writing	(50%)
	Examination Length	2 hours

### **IGCSE English Literature (Edexcel)**

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:

<b><u>Paper 1</u></b>	Poetry and Modern Prose	(60%)
	Examination length	2 hours
<b><u>Paper 3</u></b>	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 and ADDITIONAL MATHEMATICS**

**Head of Maths Faculty  
Examination Board**

**Mrs K Norman  
Edexcel IGCSE  
OCR FSMQ**

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 practise effective use of their calculators as well as developing their problem solving skills.

Most students are entered for the Higher Tier examination, which leads to Grades 9 to 4. The Foundation Tier examination covers Grades 5 to 1 and supports and overlaps with the Higher Tier syllabus. Following the internal examinations in Year 10, some students may be offered the option of sitting the IGCSE Foundation Tier examination in November of Year 11. If they are successful, they will then work towards the Higher Tier examination in the summer of Year 11. If they are not successful, they will continue working towards the Foundation Tier examination. Following the internal examination in December of Year 11, all students will either focus on mastering their core skills in preparation for sitting the Foundation Tier papers or will focus on improving the skills required for the Higher Tier papers. All the students will sit the IGCSE examination in the summer of Year 11.

*Assessment at Foundation and Higher is by two written examinations.*

*Calculators are permitted in both papers.*

*There is no controlled assessment.*

For those wishing to take A level Mathematics, the Higher Tier IGCSE provides rigorous preparation for A Level, while those who may consider A level Further Mathematics will be exposed to more challenging mathematics through study for the OCR Additional Mathematics qualification. This course is available only to Set 1 students. Please note however that the course is not a requirement for progression to A Level Mathematics or 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)**

<b>Head of Modern Foreign Languages Faculty</b>	<b>Mr R Morris</b>
<b>Head of French Examination Board</b>	<b>Miss A Demongeot Edexcel GCSE</b>
<b>Head of German Examination Board</b>	<b>Mr R Morris Edexcel IGCSE</b>
<b>Head of Spanish Examination Board</b>	<b>Ms D Joshua Edexcel GCSE</b>

Students 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 choose a second language within the options.

For a small number of students who have a diagnosed Special Educational Need or Disability that adversely affects the acquisition of language, the Vice-Principal (Academic) with the Head of Learning Enrichment may recommend an alternative to foreign language study.

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

**IGCSE German**

The **speaking** test involves a single exam requiring communication in German 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 **listening** examination requires the candidate to understand and respond in German to spoken German.

The **reading** and **writing** examination requires the candidate to understand and respond in German to written German and also includes two pieces of extended writing in German, 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.

In the **speaking** examination there are three tasks:

Task 1 – a ‘read aloud’ of a short passage followed by two questions.

Task 2 – a role play with instructions in English

Task 3 – a picture task with instructions in English and a conversation in the target language.

This oral examination takes place at the end of April/beginning of May, before the final summer examinations.

The **listening** examination requires the candidate to understand extracts in the target language. This test also includes a dictation in the target language.

The **reading** examination requires the candidate to understand texts in the target language and respond in English. There is also a translation into English.

For both the Listening and the Reading, questions are multiple choice, multiple response and short-answer open response questions. All questions are set in English and students produce all responses in English.

The **writing** examination requires students to write for different purposes and audiences.

At Foundation tier, there is one picture-based task, one open response question set in a formal context and one set in an informal context, plus one translation into Spanish/French.

At Higher tier, there is one open response question set in a formal context and one set in an informal context plus one translation into Spanish/French.

The listening, reading, and writing exams all take place in the summer exam session.

### **Assessment is by:**

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



**SCIENCES**

**Head of Science Faculty**

**Mr R Le Sauvage**

**Head of Biology Department**

**Mr R Le Sauvage**

**Head of Chemistry Department**

**Mrs G Dallin**

**Head of Physics Department**

**Mr P Davis**

**Examination Board**

**AQA**

The Science Faculty offers GCSE courses either leading to the equivalent of two GCSEs (GCSE Combined Science - known as Trilogy because all three sciences are covered) or to three GCSEs, one in each of Biology, Chemistry and Physics (referred to as Separate Sciences). The examinations at the end of the course assess both the theory content and the practical skills developed throughout the course.

All students 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 additional homework within the option block system, enabling them to address the additional material required for separate GCSE certification in Biology, Chemistry and Physics.

Entry to A level Sciences is open to all students whether they have studied Trilogy or Separate Sciences at GCSE.

**RELIGIOUS STUDIES**

**Head of Humanities Faculty**

**Mr C Bentley**

**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 one written examination of 1 hour 45 minutes 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.*

# Option

# Subjects

<b><u>ART &amp; DESIGN: ART, CRAFT &amp; DESIGN</u></b>	
<b>Head of Creative Arts Faculty</b>	<b>Mr A Stephens</b>
<b>Head of Department Examination Board</b>	<b>Mr A Stephens WJEC/Eduqas</b>

(There are three courses that follow this Specification, all are assessed in the same way

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 jewellery making. There is time to experiment with a range of materials, techniques, and processes, and to explore personal ideas. We encourage students to develop an adventurous and enquiring approach. Successful students demonstrate an understanding of past and contemporary art practice that is relevant to their work, and are 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 are internally marked by and externally moderated.*

**N.B.** For this course, select “Art and Design” when making choices.

**ART & DESIGN: GRAPHIC COMMUNICATION**

**Head of Creative Arts Faculty**

**Mr A Stephens**

**Head of Department  
Examination Board**

**Miss M Schofield  
WJEC/Eduqas**

This course involves students in **Design, Evaluation** and **Production** of projects of their own choice which is realised in the form of a 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. Graphics is considered to be a combination of photography, illustration and typography and students will cover all three areas. 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.**

**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.**

**N.B.** For this course, select “DT: Graphic Comm” when making choices.

**ART & DESIGN: 3D STUDIES**

**Head of Creative Arts Faculty**

**Mr A Stephens**

**Head of Department  
Examination Board**

**Miss M Schofield  
WJEC/Eduqas**

This course in **Art** and **Design** 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 3 dimensional product and evaluating the artefact. Work is typically presented in sketchbooks and resource files with a high emphasis on personal enquiry and highly creative outcomes.

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.**

**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.**

**N.B.** For this course, select “DT: 3D Studies” when making choices.

## BUSINESS STUDIES

**Head of Social Sciences Faculty**

**Mr S Huxtable**

**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 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 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**

**Head of Humanities Faculty**

**Mr C Bentley**

**Head of Department  
Examination Board**

**Ms T Smith  
OCR**

The aim of the course is to gain a broad knowledge and understanding of a range of literary and cultural materials from the classical world. Students will use their knowledge, in conjunction with their analytical and evaluative skills, in order to gain insight into the classical world from the literary and material culture studied. They will demonstrate an informed response to the material studied, selecting a range of appropriate evidence to support an argument. The course is designed to develop awareness of how classical sources reflect issues relevant to both the classical world and today, such as questions of gender, belief, sexuality, and citizenship.

There are two examination papers:

1. Thematic Study: **Myth and Religion** Exam 1 hour 30  
50% of total marks

Students will have been introduced to the mythology of the ancient world in Key Stage 3 and so this forms a central part of the thematic unit. Students will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. These are well known stories that students will enjoy engaging with and studying in increasing depth. Myth as a symbol of power will also be explored, as will ever popular myths about the underworld. Students will also look at the role of religion in the everyday lives of the ancient Greeks and Romans. The study of temples, sacrifice, festivals, death, and beliefs in the afterlife will give a broad overview of religion in the ancient world and provides opportunity for the study of a wide variety of material remains.

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

This unit will explore war and warfare in ancient Greece and Rome, with a particular focus on the Athenian, Spartan, and Roman armed forces as well as on the works of four authors who wrote about warfare, two Greek and two Roman. The Culture section is sub-divided into the following topics: Sparta at war in the fifth century, Athens at war in the fifth century, Roman imperial military systems, tactics and equipment and the Romans at war. Students will learn about the military systems in each society and will study four important battles and conflicts: the Battle of Thermopylae, the Battle of Salamis, the Battle of Actium, and Trajan's campaigns against the Dacians. In the Literature section students will read the work of four famous ancient writers: Homer, Tartarus, Horace, and Virgil. All present a compelling picture of the importance of war and warfare to their societies and of how ideas of human heroism and dignity were forged through conflict.

There is no coursework or controlled assessment element.



<b><u>COMPUTER SCIENCE</u></b>	
<b>Head of Social Sciences Faculty</b>	<b>Mr S Huxtable</b>
<b>Director of Digital Learning &amp; Head of Department Examination Board</b>	<b>Mr D Costen OCR</b>

*'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 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.	

	<b><u>DRAMA</u></b>	
<b>Head of English Faculty</b>		<b>Mr M Buchanan</b>
<b>Head of Department Examination Board</b>		<b>Mr M Walters AQA</b>

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.

**DESIGN AND TECHNOLOGY: RESISTANT MATERIALS**

**Head of Creative Arts Faculty**

**Mr A Stephens**

**Head of Department  
Examination Board**

**Miss M Schofield  
AQA**

This course in Design and Technology encourages students to understand fully the materials and processes that they work with and better able them to make informed choices and selections of these things when undertaking design projects. Pupils are also encouraged to understand working to design briefs, working with clients and both the technological side of design and the commercial realities. Work is typically presented using digital portfolios and well planned and well finished final products are expected.

The course is delivered through academic teaching which is assessed by an exam at the end of year 11 (50%) and through practical application of these skills in an extended coursework project (50%).

Pupils will study a wide area of materials/processes and can opt to work in any single discipline or a mix when it comes to producing their own pieces.

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:

Year 10: Term1: Foundation course/skills and short project with single period of theory

Year 10: Term 2/3: Single theory period and double period of design work

Year 11: Term 1: Single theory period and double of design/making

Year 11: Term 2: Single theory and double making

Year 11: Term 3: Theory and final evaluations. Exam and coursework hand-in.

**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.**

**N.B.** For this course, select “DT: Res Material” when making choices.

	<b><u>FILM STUDIES</u></b>	
<b>Head of English Faculty</b>		<b>Mr M Buchanan</b>
<b>Teacher in Charge Examination Board</b>		<b>Ms L Loveridge Eduqas</b>

### **WJEC/Eduqas GCSE Film Studies**

There's a misconception that this subject just involves watching films. That's certainly the starting point, but there's so much more to it than that. We engage with films from across the decades and around the world. We explore the ways people, places and themes are represented in those films, and we also get into the technical nuts and bolts of how the films were created. We look at every stage of making a film, from the screenplay to the premiere, via the storyboard, the shooting and the editing processes.

Film Studies is an extremely enjoyable and worthwhile subject to study but expect to be constantly challenged and excited by the course. Not only will it change the way you watch film, but more importantly it will challenge you to think in new ways and question or change your perspective on a whole host of issues. The set texts are films of depth and substance which have been purposefully chosen to offer rich and interesting analysis.

As well as the written exams, there is also an exciting coursework component. If you like creative writing, you will enjoy the screenplay option, and your writing skills for GCSE English will be enhanced. Making a short film will develop your computer skills; if you study art, design or drama you will find strong links to those subjects, too.

#### **Component 1: Key Developments in US Film (35%)** Exam 1 hour 30 minutes

You will compare **two mainstream US films**, such as Dracula (1931) and The Lost Boys (1987) You will also undertake a deep study of **an independent film**, such as Juno, The Hurt Locker or Whiplash.

#### **Component 2: Global Film (35%)** Exam 1 hour 30 minutes

You will study: one English language film made outside the UK such as Jojo Rabbit; one non-English language film such as The Wave; and one contemporary UK film, probably Submarine.

#### **Component 3: Production (30%)** Non-Examined Assessment

You will select a genre, such as science fiction, romance or horror, and create either an original film extract or an original screenplay and shooting script in that genre. You will also write a 750-850 word evaluation of your work, in which you will also refer to other films you have seen and/or screenplays you have read.

It's helpful if you have already had some experience making short films, but it's not essential. All you need is a camera phone and a laptop and you're good to go!

<b><u>GEOGRAPHY</u></b>	
<b>Head of Social Sciences Faculty</b>	<b>Mr S Huxtable</b>
<b>Head of Department Examination Board</b>	<b>Mr S Huxtable AQA</b>

### **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

	<b><u>HISTORY</u></b>	
<b>Head of Humanities Faculty</b>		<b>Mr C Bentley</b>
<b>Head of Department Examination Board</b>		<b>Mr C Bentley Edexcel IGCSE</b>

### **International GCSE in History – 20<sup>th</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> 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*

	<b><u>MUSIC</u></b>	
<b>Head of Creative Arts Faculty</b>		<b>Mr A Stephens</b>
<b>Director of Music Examination Board</b>		<b>Mr A Morley OCR</b>

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.

<b><u>PHYSICAL EDUCATION</u></b>	
<b>Head of Games and Sporting Activities Faculty</b>	<b>Mr T Eisenhuth</b>
<b>Head of Department Examination Board</b>	<b>Mr C du Feu AQA</b>

Do you have a passion for sport and take part in one or more sports a week? Do you want to know what makes your favourite athlete great? Then GCSE PE is the qualification 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 sports (30%) in the role of player/performer. You must choose 3 sports from the allocated list, one in a team sport, one in an individual sport and a third in either a team or in an individual sport.

Along with assessing practical performance in their 3 sports, students will be asked to produce a piece of course work (10%) which will analyse and evaluate their strengths and weaknesses in one of their particular sports.

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

**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 are in addition to the one lesson of core PE each week and the Games afternoon).