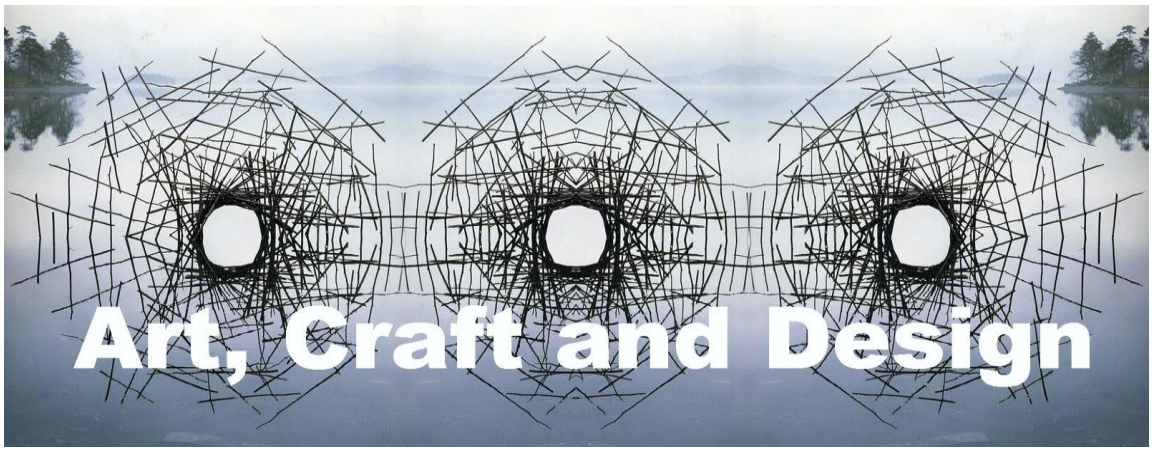
MARLING
SCHOOL

KEY STAGE 4 OPTIONS BOOKLET 2022

GCSE Option Forms must be submitted by Mon 14 Feb 2022

Contents



Examination Board: AQA

Art, Craft and Design Assessment:

Students will be expected to demonstrate a response to all of the assessment objectives in each component of the examination and the portfolio of work. All objectives are equally weighted. All work is continually assessed.

Students will be required to demonstrate their ability to:

AO1 Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.

AO2 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Homework: Homework is set 60 minutes per week and forms an integral part of the portfolio.

Course content:

Art, Craft and Design follows the AQA syllabus, which requires GCSE students to produce a portfolio of work throughout the two years of the course. This work is seen as a problem solving exercise and should demonstrate clear progression through a range of ideas or themes. The portfolio of work carries 60% of the total marks. Credit is given in the mark scheme for investigations and experimentation. In addition to the portfolio of work, a controlled test takes the form of an externally set paper, which gives students the opportunity to work independently within a ten-hour period and carries the remaining 40% of the total marks.

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course where students can work in appropriate art, craft and design materials and processes such as painting and drawing, sculpture, ceramics, textile design and computer graphics. Students are expected to extend their knowledge and practical skills outside class contact time and will spend and will spend 5 hours per fortnight in Year 10 and 5 hours per fortnight in Year 11 in specialist rooms. During the first part of the course emphasis is given to developing an understanding of the use of tone, form, colour, texture etc. through a range of approaches, themes and media. Later more emphasis is given to students' own research, development and lines of enquiry. Practice for the externally set task is given in both Years 10 and 11.

Examination Board: AQA

Art, Craft and Design (Graphic Communication) Assessment:

Students will be expected to demonstrate a response to all of the assessment objectives in each component of the examination and the portfolio of work. All objectives are equally weighted. All work is continually assessed.

Students will be required to demonstrate their ability to:

AO1 Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.

AO2 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Homework: Homework is set 60 minutes per week and forms an integral part of the portfolio.

Course content:

Art, Craft and Design (Graphic Communication) follows the AQA syllabus, which requires GCSE students to produce a portfolio of work throughout the two years of the course. This work is seen as a problem solving exercise and should demonstrate clear progression through a range of ideas or themes. The portfolio of work carries 60% of the total marks. Credit is given in the mark scheme for investigations and experimentation. In addition to the portfolio of work, a controlled test takes the form of an externally set paper, which gives students the opportunity to work independently within a ten-hour period and carries the remaining 40% of the total marks.

Students will produce practical and critical/contextual work in one or more area(s) including illustration, advertising, packaging design, design for print, communication graphics, computer graphics, multimedia, web design, lens-based and/or light-based media: film, animation, video and photography. Students are expected to extend their knowledge and practical skills outside class contact time and will spend 5 hours per fortnight in Year 10 and 5 hours per fortnight in Year 11 in specialist rooms. Practice for the externally set task is given in both Years 10 and 11.

Art, Craft and Design (Photography) Assessment: **Examination Board: AQA**

Students will be expected to demonstrate a response to all of the assessment objectives in each component of the examination and the portfolio of work. All objectives are equally weighted. All work is continually assessed.

Students will be required to demonstrate their ability to:

AO1 Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.

AO2 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Homework: Homework is set 60 minutes per week and forms an integral part of the portfolio.

Course Content:

Art, Craft and Design (Photography) follows the AQA syllabus, which requires GCSE Students to produce a portfolio of work throughout the two years of the course. This work is seen as a problem solving exercise and should demonstrate clear progression through a range of ideas or themes. The portfolio of work carries 60% of the total marks. Credit is given in the mark scheme for investigations and experimentation. In addition to the portfolio of work, a controlled test takes the form of an externally set paper, which gives students the opportunity to work independently within a ten-hour period and carries the remaining 40% of the total marks.

Students spend 5 hours per fortnight in Year 10 and 5 hours per fortnight in Year 11 in specialist rooms, which will enable them to submit a variety of work using lens-based and light-based media, techniques and processes, using new technologies. During the first part of the course emphasis is given to developing and exploring relevant images, artefacts and resources relating to lens-based and light-based media. Responses to these examples will be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions. In Year 11 more emphasis is given to students' own research, development and lines of enquiry. Practice for the externally set task is given in both Years 10 and 11.

Students will work in **one or more** areas of lens-based and light-based media such as those listed below. They may explore overlapping and combinations of areas:

- Portraiture
- Landscape photography (working from the built or natural environment).
- Still Life photography, (working from natural or manufactured objects).
- Documentary photography, photo journalism, narrative photography, reportage
- Fine Art photography, photographic installation
- Photography involving a moving image, (television, film and animation).
- New media practice such as computer manipulated photography and photographic projections.

Biology

As a separate Science

Specification: Biology 8461
Examination Board: AQA

Throughout this course, students are encouraged to work as investigators, planning and analysing their practical work. They are also encouraged to develop their ICT and communication skills.

The course is assessed at the end of year 11 via two equally weighted papers both lasting 1 hour and 45 minutes. Grades will be awarded from 9 to 1 and a foundation tier is available if necessary which assesses up to grade 5. Experimental skills will be developed throughout the course and assessed via the examination papers where the focus will be specifically on ten compulsory experiments named in the syllabus.

The assessment for this qualification is linear and both papers must be taken in the same series.

Students may be required to perform calculations, draw graphs and describe, explain and interpret biological phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply biological principles to unfamiliar situations.

Questions will be of multiple choice, structured, closed short answer and open response types.

The weighting of the assessment objectives will be:

AO1: Knowledge and understanding 40%

AO2: Application of knowledge and understanding 40%

AO3: Analysis and evaluation of data and methods 20%

Course content

In preparation for Paper 1

- Cell biology
- Organisation
- Infection and response
- Bioenergetics

In preparation for Paper 2

- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Every opportunity is taken to learn through practical and experimental procedures. These include a wide selection of student led investigations and dissection experiences.

Business

Examination Board: OCR

Business Assessment (J204):

This is a new specification from 2017. The course is structured over **two years**. Pupils will undertake the OCR GCSE qualification in Business grades 9-1.

The course will be structured as follows:

Year 10

Pupils will begin the course by studying Business **Unit 1** , covering issues linked to business activity, marketing and people.

Year 11

Pupils will then undertake the **2nd Business Unit** during this year covering the operational, financial and external influences side of business.

Students will be entered for **two units** to claim their overall GCSE qualification grade (9-1) in Business. The weighting and assessment for each is as follows:

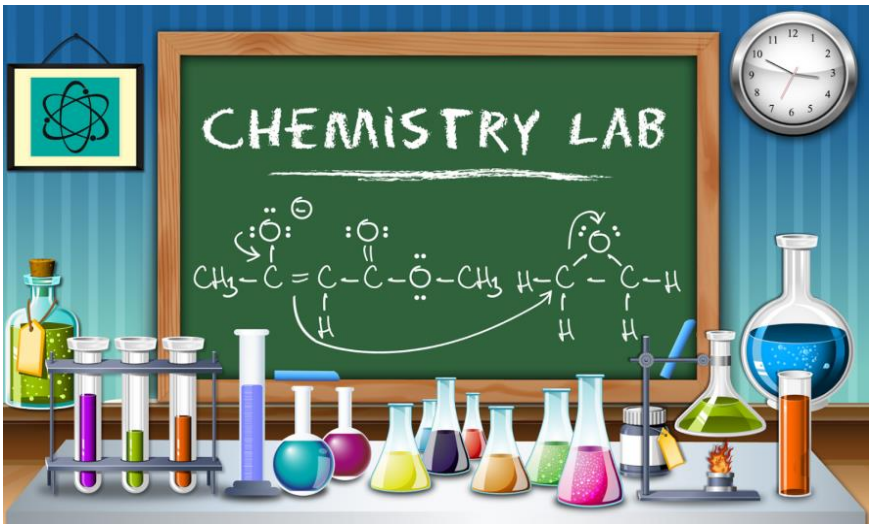
Unit Business 1: Business Activity, Marketing and People is worth **50%** of the GCSE grade

Unit Business 2: Operations, Finance and the External Influences on Business is worth the remaining **50%** of the GCSE.

Each unit as a total of 80 marks and is assessed with a written paper of a duration of 1 hour 30 minutes each. Both papers will have a mix of multi-choice knowledge based questions worth 15 marks and then a mix of small, medium and extended response style questions, worth a total of 65 marks, based on a piece of real business context stimulus material.

Course content:

Business can be seen as a departure from areas of work studied up to the end of Year 9 in that it requires a good deal of common sense as well as commercial aptitude. It deals with the understanding of setting up and running of a business, the way in which the external environment impacts on business activity, how businesses are structured and organised, the way in which businesses behave through marketing, finance and the employment of workers. As part of the course pupils will be required to use ICT and involve themselves in the more applied aspects of the business world.



Specification: Chemistry 8462
Examination Board: AQA

Chemistry

As a separate science

Assessment:

The course is externally assessed at the end of year 11 via two equally weighted papers both lasting 1 hour and 45 minutes. Grades will be awarded from 9 to 1 and a foundation tier is available if necessary which assesses up to grade 5. Experimental skills will be developed throughout the course and assessed via the examination papers where the focus will be specifically on compulsory investigations named in the syllabus.

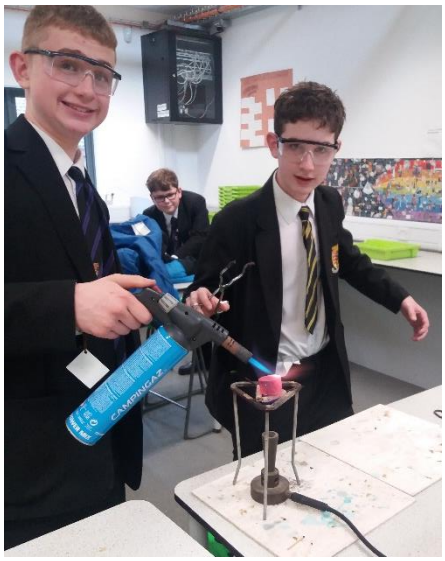
The assessment for this qualification is linear and both papers must be taken in the same series.

Students may be required to perform calculations, draw graphs and describe, explain and interpret physical phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply chemical principles to unfamiliar situations.

Questions will be of multiple choice, structured, closed short answer and open response types.

The weighting of the assessment objectives will be:

AO1: Knowledge and understanding 40%
AO2: Application of knowledge and understanding 40%
AO3: Analysis and evaluation of data and methods 20%



Course content

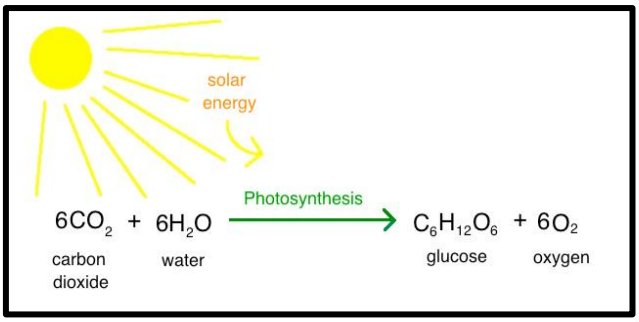
In preparation for Paper 1

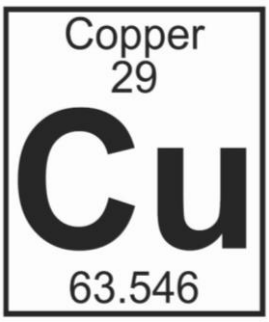
- Atomic structure
- Bonding & structure
- Periodic table
- Quantitative chemistry

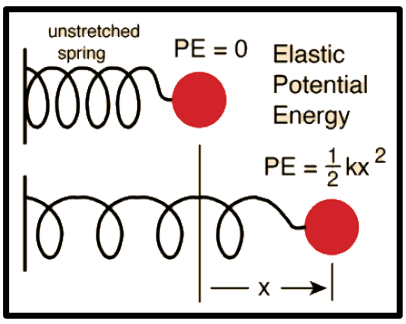
In preparation for Paper 2

- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Throughout the course, students are encouraged to work as investigators, planning and analysing their practical work. They are also encouraged to develop their ICT and communication skills.







Specification: Combined Science 8464
Examination Board: AQA

Combined Science – Trilogy

Assessment:

The course is assessed at the end of year 11 via six equally weighted exam papers of 1 hour 15 mins.
Two papers are sat for Biology, two for Chemistry and two for Physics.

The total score from all 6 exams is added together. This total raw score equates to a 'double award' where two GCSEs are credited. This is listed as 6-5 or 7-7 for example. For this reason, the Combined Science course is not a good choice for students who have a weakness in one or two science subjects as these drag down the overall attainment disguising strengths in the other areas.

The course is structured with the intention that students sit Higher Tier exams to access GCSE grades 9 to 5. It is important to note that all six papers must be entered at the same tier. As an example, one cannot enter Higher Tier papers for Biology and Chemistry but Foundation papers for Physics. For this reason, the Combined Science course is a less suitable route for students who are not equally strong across all 3 science subjects.

Course Overview

Around 30% of subject content is removed compared to studying the sciences separately. A significant number of practicals are also removed making this course largely theoretical.

A full overview of the specification can be found at https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464 but, for your information, a summary of the key content is covered below.

Course Contents of Biology Learning

- **Cell biology** – Compared with separate Biology: A series of practical work growing and examining microbes is not covered.
- **Organisation** – The same as separate Biology with no exceptions.
- **Infection and response** – Compared with separate Biology: Monoclonal antibody vaccines and practicals into plant diseases are not covered.
- **Bioenergetics** – The same as separate Biology with no exceptions.
- **Homeostasis and response** – Significant differences from separate Biology: The brain and eye are not covered including eye dissection. The kidney is not covered including kidney dissection. How the body responds to temperature changes and the associated practicals are not covered. Water balance in the body and the analysis of fluids practical is not covered. Plant responses and a series of plant growth practicals are not covered.

Combined Science – Trilogy (contd)

- **Inheritance, variation and evolution** – Significant differences from separate Biology: All of evolution and speciation are not covered. The structure of DNA, protein synthesis and mutations are not studied. Cloning and in depth genetic engineering are not covered.
- **Ecology** – Compared with separate Biology: Environmental studies including food security are not covered. The practical investigations into decay are not covered.

Course Contents of Chemistry Learning

- **Atomic structure** - Compared with separate Chemistry: Transition metals and the associated practicals are not included.
- **Bonding & structure** - Compared with separate Chemistry: Nanotechnology is not covered.
- **Quantitative chemistry** - Compared with separate Chemistry: Making different solutions practicals are not completed. Titration practical work (volumetric analysis) is not covered. Percentage yield and atom economy is also not covered.
- **Chemical change** - Compared with separate Chemistry: No neutralisation experiments are covered.
- **Organic chemistry** - Compared with separate Chemistry: Alkenes and their reactions are not included. Polymerisation is not covered as is the study of alcohols.
- **Chemical analysis** – A large number of analysis experiments are not done including: Flame tests, making hydroxides, carbonate reactions, halide reactions, sulphate reactions and flame emission spectroscopy. Also not covered is the scientific investigation into identifying ions.
- **Chemistry of the atmosphere** – The same as separate Chemistry with no exceptions.
- **Using resources** -Compared with separate Chemistry: Materials science is not included such as corrosion experiments and making alloys. The Haber process is also not covered.

Course Contents of Physics Learning

- **Energy** - Compared with separate Physics: A series of investigations into thermal insulation are not included.
- **Electricity** - Compared with separate Physics: Static electricity and the associated experiments are not covered.
- **Particle model of matter** - Compared with separate Physics: Gas pressure and the associated practicals are not completed.
- **Atomic structure** - Compared with separate Physics: Radioactive materials and nuclear reactions are not covered including the practicals to test and model these processes.
- **Forces** - Compared with separate Physics: Moments and momentum and all the associated experiments are not included.
- **Waves** - A large number of experiments are not done including: Investigating wave reflections, investigating sound waves, investigations into lenses, visible light and refraction. Also not completed are a long sequence of practicals looking at radiation, infrared, emission and absorption.
- **Magnetism** – Notable differences from separate Physics: All applications of electromagnetism are not covered including practical work looking at loudspeakers, microphones, transformers and generators.
- **All of space science, astronomy and cosmology is removed for Combined Science.**

Overall, the Combined Science course is much more theoretical than studying the separate sciences. If you dislike experiments and practical enquiry but thrive on more traditional study then this could be the science course for you.

Examination Board: OCR
Specification: J276

Computer Science is an exciting, challenging, and growing field that impacts the world and everyday life in countless ways. Computer scientists are involved in creating technology and systems that are used in a wide range of industries, including medicine, communications, entertainment, manufacturing, business, and science. CS pushes the state-of-the-art in computing theory and practice, and it leads to new technologies that change the world, such as the personal computer, the internet, smart phones, social media, and much more, as well as new discoveries in science and engineering, new possibilities for social science and the humanities, and creative collaborations with the arts.

Assessment:

This is a linear qualification with two examinations taken at the end of year 11.

Course content:

01 – Computer Systems (50% of Final Grade)

This component will introduce students to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that students will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

02 – Computational thinking, algorithms and programming (50% of Final Grade)

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging students to apply this knowledge and understanding using computational thinking. Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will become familiar with computing related mathematics.

03/04 – Programming Project Controlled Assessment (Mandatory Module)

The OCR programming project will consist of a task to be solved by the student. This module is pass/fail and needs to be completed in order to attain their GCSE.

GCSE Design & Technology

What Is D&T?

Design and technology will give you the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. You will learn how products and systems are designed and manufactured, how to be innovative and how to make creative use of a variety of resources including digital technologies, to improve the world around you. The course builds upon the skills and knowledge you have developed in Key Stage 3, applying them to a range of complex and engaging design problems.

How am I assessed?

Component 1: Principles of Design & Technology	**Component 2: Iterative Design Challenge**
2 Hour Exam	Non-Examined Assessment (NEA)
50% of Qualification	50% of Qualification

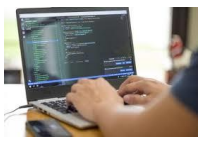
Component 1: Principles of Design & Technology

Candidates answer questions on core technical principles as well as in-depth questions relating to their chosen focus area. 15% of the paper will assess learners' mathematical skills applied in a design and technology context.

Component 2: Iterative Design Challenge

Students generate a design brief from a range of real world contextual design challenges set by the exam board. Each student will design and make a high quality prototype, using a range of appropriate materials and complete a detailed portfolio showing their journey through the design process.

What is the Course Content?

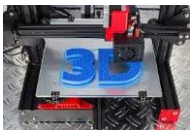


Design Engineering (with electronic systems)
Working with components, electronic systems and programming

Core design and technology principles including:

- Applied maths and science.
- Iterative designing and accurate making skills.
- Modelling and evaluation.
- Modern and smart materials.
- Communication skills.
- Analysis of design context, client needs and existing products.
- CAD CAM, industrial processes, control systems, safe working practices.

Product Design
Working with wood, engineered boards and/or plastics.



What are the Future Pathways?

Entry level apprenticeships are available after GCSE and Design Technology is a great subject to have in order to provide evidence of practical skills and independent study, especially for engineering. A-Level Product Design is also a natural progression from both GCSE Design Engineering and Product Design and is ideal for building a portfolio of design ideas ready for degree applications or job/higher apprenticeship interviews.

Careers include; Engineering, Architecture, Product designer, Landscape designer, Furniture designer, Graphic designer, Web designer, Lecturer, Entrepreneur, Artist and many, many more.

Examination Board: WJEC Eduqas

Course Overview:

- The GCSE Drama course is designed to allow learners to gain a practical understanding of drama, alongside applying this knowledge to their performances while developing their practical skills.

- Pupils can choose to be a performer **OR** can take on the role of designer in lighting, sound, set or costume. Pupils must choose one role per component but can choose different roles throughout the course e.g. they could be a performer for the devised piece but a designer for the performance text piece.

Why study Drama?

- The course fosters pupils' creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding, and the exercise of the imagination.

- It also promotes pupils' involvement in, and enjoyment of, drama as performers, devisers, directors and designers.

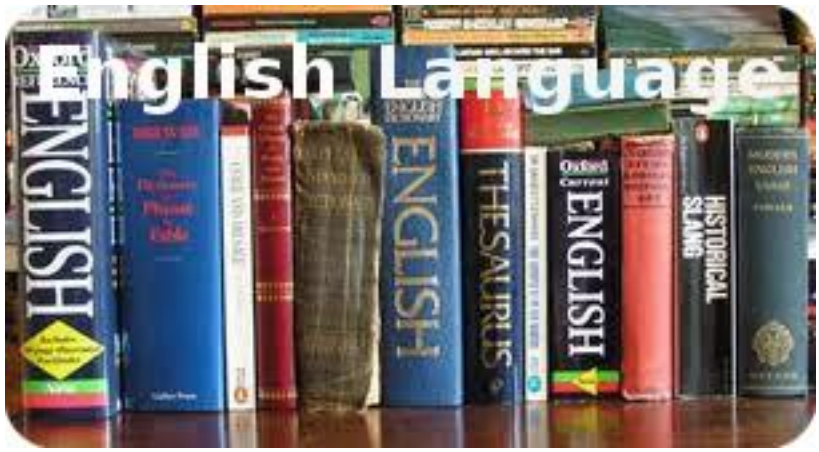
- It provides opportunities for pupils to attend professional and community drama performances and to develop their skills as informed and thoughtful audience members.

- Through the study of GCSE Drama, pupils will be given opportunities to participate in and interpret their own and others' drama. They will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements, and to reflect on their own and others' performances.

- By studying GCSE Drama, pupils will learn more about the subject and its contribution to social and cultural commentary, and will come to appreciate that drama, whether intended for audiences or not, provides significant opportunities for expressing cultural and personal identity.

Assessment:

Content Overview	**Assessment Overview**	
Pupils will research and explore a stimulus, work collaboratively and create their own devised drama based on the work of a practitioner/genre/company.	Non-exam assessment (internally marked; externally moderated)	40% of GCSE.
Pupils develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.	Non-exam assessment (visiting examiner)	20% of GCSE.
Pupils will explore practically a performance text (*DNA* by Dennis Kelly) to demonstrate their knowledge and understanding of drama. Pupils will also analyse and evaluate a live theatre performance.	Exam assessment 1 hour 30 minutes written paper (open book)	40% of GCSE.



Examination Board: WJEC Eduqas

Component 1

Written Examination (1 hour 45 minutes); 40% of total qualification
20th Century literature reading and creative prose writing

Section A (20%) – Reading
Understanding of one prose extract (about 60-100 lines) of literature from the 20th century, assessed through a range of structured questions.

Section B (20%) – Prose Writing
One creative writing task selected from a choice of four titles.

Component 2

Written Examination (2 hours); 60% of total qualification
19th and 20th century Non Fiction Reading and transactional/persuasive writing

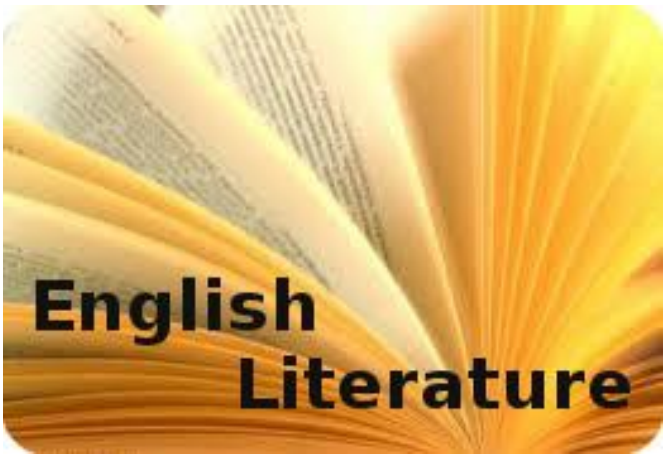
Section A (30%) – Reading
Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

Section B (30%) – Writing
Two compulsory transactional/persuasive writing tasks.

Component 3

Spoken Language Non-Exam assessment
Unweighted
One presentation/speech, including responses to questions and feedback. Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

Course content:
Emphasis is placed on the variety of purpose behind reading and writing, and on the different ways in which language is used to meet these purposes. The aim of the course is to create critical and responsive readers. GCSE qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade.



Examination Board: WJEC Eduqas

<u>Component 1</u>: Shakespeare and Poetry
Written examination: 2 hours; 40% of qualification

- **Section A (20%) Shakespeare: *Romeo and Juliet***
  One extract question and one essay question based on the reading of a Shakespeare text.
  ***Learners are not permitted to take copies of the set texts into the examination*.**
- **Section B (20%) Poetry from 1789 to the present day**
  Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.
  ***Learners are not permitted to take a copy of the anthology into the examination*.**

<u>Component 2</u>: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry
Written examination: 2 hours and 30 minutes; 60% of qualification

- **Section A (20%) Post-1914 Prose/Drama**
  An Inspector Calls by J. B. Priestley
  One source-based question on a post 1914 prose/drama text.
  ***Learners are not permitted to take copies of the set texts into the examination*.**

- **Section B (20%) 19th Century Prose**
  A Christmas Carol Charles Dickens
  One source-based question on a 19th century prose text.
  ***Learners are not permitted to take copies of the set texts into the examination*.**

- **Section C (20%) Unseen Poetry from the 20th/21st Century**
  Two questions on unseen poems, one of which involves comparison.

<u>Course content:</u>

The WJEC Eduqas GCSE in English Literature encourages learners to develop knowledge and skills in reading, writing and critical thinking, and prepares them for the study of literature at a higher level.

PARLEZ-VOUS FRANÇAIS?

Assessment: **Examination Board: AQA**

Speaking (25% of total marks)
For the Speaking test you will have recorded conversation in French with your teacher that will comprise of:

- Role-play – 15 marks
- Photo card – 15 marks
- General conversation – 30 marks. The test will last between 10-12 minutes.

Writing (25% of total marks)
Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total). There is a choice from two questions – 16 marks.
Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions – 32 marks.
Question 3 – translation from English into French (minimum 50 words) – 12 marks.

Listening and Reading (50% of total marks)
In the listening test, you will answer questions on recorded material from different topic areas. Questions and answers will be required in English and in French. In the reading test, you will answer questions in English and French about short French texts on different topics. There will also be a short translation from French into English.

Why French? There is an ever growing need for competence in foreign languages in a wide variety of professions, so the career implications of studying a wider variety of modern languages are considerable.

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE French means you will:

- be able to study AS and A2 French courses;
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV;
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad.

Language learning is a cumulative process and the course, therefore, builds on what has gone before, aiming to make pupils both competent and confident in using the language appropriate to a wide variety of topics and situations. The emphasis throughout is on language as a practical tool of communication, with extensive use of French in the classroom, sessions with native speakers, use of authentic television, video, computer-assisted learning, audio and reading materials. In particular, the Modern Languages Department puts a great emphasis on the use of Information Technology in language learning.

Course requirements:

French is open to all pupils currently studying the language in Y9

You already know a lot of the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You'll build on this knowledge during your GCSE course, and move on to new topics.

Learning a foreign language is a challenge. It requires commitment and active involvement. Approached in a positive, receptive fashion, with students taking responsibility for independently learning the vocabulary and grammar, it is an enjoyable and rewarding experience which broadens horizons and opens up new experiences.

Food Preparation & Nutrition

Examination Board: WJEC Eduqas
Accreditation number: 601/8093/6
Component 1: C560P1 Component 2: C560P2

Course contents

The Course will give learners the opportunity to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

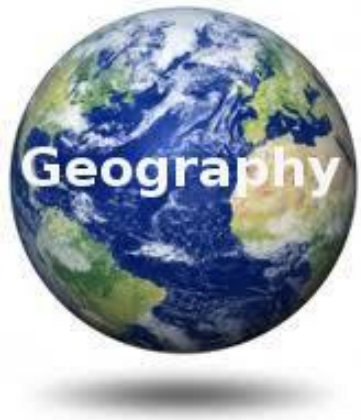
Assessment

Component 1: Principles of Food Preparation and Nutrition
This is a written examination and is worth 50% of qualification

Component 2: Food Preparation and Nutrition in Action
Non exam assessment which is based on two pieces of coursework that is set by WJEC, internally assessed and then externally moderated. The coursework options are released in September and November of Yr11 and are worth 50% of the qualification in total.

Why choose this course

The course is highly practical and involves experimental work as well as learning how to cook a variety of highly skilled dishes. The coursework also requires practical work and forms a large part of the assessment. If you are interested in nutrition then this is the course for you as you will be learning about the requirements of the human body and is a great support for anyone looking at medical school in the future. You will also have the opportunity to enter the Stroud Rotary Junior Chef competition. 50% coursework means only choose this subject if you are able to follow written guidelines, can work independently and use own initiative to research into topics.



Examination Board: AQA

Assessment:

Geography at GCSE builds on the foundation established at Key Stage Three. While some of the topics might be familiar, the applied approach to them means that Geography in years 10 and 11 is firmly based in the real world.

There are three units:

Unit One **Living with the Physical Environment** (1hr 30min Examination) – worth 35% of total marks.

Unit Two **Challenges in the Human Environment** (1hr 30min Examination) – worth 35% of total marks.

Unit Three **Geographical Applications** (1hr Examination) – worth 30% of total marks.

All three units will be assessed at the end of the KS4 course.

Course content:

The knowledge, skills and understanding required for the course are learned through a combination of theory and real-life case studies. We study each topic by investigating issues on different scales (Global, International, National, Regional, Local) in countries as diverse as China, Nigeria, Brazil, USA, UK, the Philippines, Japan and India, and use a variety of teaching and learning methods. These often include decision making exercises, independent enquiry and web research, ICT techniques including making movies and presentations, group work, as well as class debate and discussion.

Unit One - Living with the Physical Environment

- **Section A: The Challenge of Natural Hazards** – Tectonic hazards, Major storm events, and Climate change
- **Section B: Physical Landscapes in the UK –** Coastal and River Landscapes in the UK
- **Section C: The Living World –** Ecosystems, Tropical Rainforests and Cold Environments

Unit Two - Challenges in the Human Environment

- **Section A: Urban Issues and Challenges –** Opportunities and Challenges in cities, Sustainable urban living
- **Section B: The Changing Economic World –** Global Development gap, Economic futures in the UK
- **Section C: The Challenge of Resource Management** – Supply and demand for food, water and energy

Unit Three - Geographical Applications

- **Section A:** Issue evaluation
  Students will study a contemporary geographical issue using a pre-released booklet which is available to use in the examination. Students will be able to consider a selection of proposed solutions, make decisions and justify their choices, and examine conflicting viewpoints about the issue.
- **Section B:** Fieldwork
  Students will undertake two geographical enquiries collected as part of a fieldwork exercise. Students will be examined to assess their understanding of the enquiry process, such as on the use of fieldwork materials and on their individual enquiry work.

Fieldtrips: During the course there will be the opportunity to take part in an international visit – usually to the Land of Ice and Fire: Iceland as well as several day trips to extend and deepen your geography learning.

SPRECHEN SIE DEUTSCH?

Assessment: **Examination Board: AQA**

Speaking (25% of total marks)

For the Speaking test you will have recorded conversation in German with your teacher that will comprise of:

- Role-play – 15 marks
- Photo card – 15 marks
- General conversation – 30 marks. The test will last between 10-12 minutes.

Writing (25% of total marks)

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total). There is a choice from two questions – 16 marks.
Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions – 32 marks.
Question 3 – translation from English into German (minimum 50 words) – 12 marks.

Listening and Reading (50% of total marks)

In the listening test, you will answer questions on recorded material from different topic areas. Questions and answers will be required in English and in German. In the reading test, you will answer questions in English and German about short German texts on different topics. There will also be a short translation from German into English.

Why German?

Germany has one of the leading and most influential economies in the European Union. The ever growing need for competence in foreign languages in a wide variety of professions means that the career implications of studying a wider variety of modern languages are considerable.
People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons.
Taking GCSE German means you will:

- be able to study AS and A2 German courses
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad.

Language learning is a cumulative process and the course, therefore, builds on what has gone before, aiming to make pupils both competent and confident in using the language appropriate to a wide variety of topics and situations. The emphasis throughout is on language as a practical tool of communication, with extensive use of German in the classroom, sessions with native speakers, use of authentic television, video, computer-assisted learning, audio and reading materials. In particular, the Modern Languages Department puts a great emphasis on the use of Information Technology in language learning.

Course requirements:

German is open to all pupils currently studying the language in Y9.

Pupils may opt to study up to two languages to GCSE. You already know a lot of the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You'll build on this knowledge during your GCSE course, and move on to new topics.

Learning a foreign language is a challenge. It requires commitment and active involvement. Approached in a positive, receptive fashion, with students taking responsibility for independently learning the vocabulary and grammar, it is an enjoyable and rewarding experience which broadens horizons and opens up new experiences.

Examination Board: Edexcel

Assessment:

There are three examination papers:

- **Paper 1: Thematic study and historic environment** - worth 30% of total marks
  - Medicine in Britain c1250-present and The British sector of the Western Front 1914-18: injuries, treatment and the trenches.

- **Paper 2 : Period study and British depth study** – worth 40% of total marks
  - Early Elizabethan England, 1558-88; and Superpower relations and the Cold War, 1941-91.

- **Paper 3: Modern depth study** – worth 30% of total marks
  - Weimar and Nazi Germany, 1918-39.

Throughout the course, emphasis is placed on a combination of factual knowledge and the skills required to allow students to process that knowledge, in addition to developing the ability to put forward a convincing case. These skills include:

- The selection and deployment of relevant evidence.
- The understanding of why events occurred and the changes they brought about.
- The interrogation and analysis of source material.
- The explanation of conflicting historical interpretations.
- The construction of well supported arguments to make reasoned judgements.

During the course there are opportunities to take part in two 4-day trips:

1. France and Belgium, to experience the many Battlefields and memorials of both World Wars, or

2. A tour of Berlin to witness the scenes of Hitler's rise to, and fall from power in Weimar and Nazi Germany.

Assessment: **Examination Board: WJEC Eduqas**

Component 1: Latin Language (1 our 30 min exam – 50% of qualification)

- A range of short comprehension questions testing understanding of the storyline.
- Translation of a passage from Latin into English.
- **Either** Translation from English into Latin **or** grammar and syntactical analysis.

Component 2: Latin Literature and Sources (1 hour 15 min exam – 30% of qualification)

- A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme.
- This is an open-book assessment.

Component 3: Roman Civilisation (1 hour exam – 20% of qualification)

- Learners should be able to demonstrate knowledge of an aspect of Roman civilisation
- Analyse and respond to ancient source material
- Evaluate evidence from throughout the topic
- Respond to an extended evaluative question.

What Areas of Study are available?

- Latin Language; you learn to read Latin texts in their original language;
- Latin Literature; you read set texts by authors such as Virgil, Ovid, Pliny, Tacitus and Horace;
- Roman Civilisation studied through Latin sources; you study simple inscriptions, photographs of Roman buildings and artefacts and short passages in English about Roman society. This area of study is optional.

What will I learn?

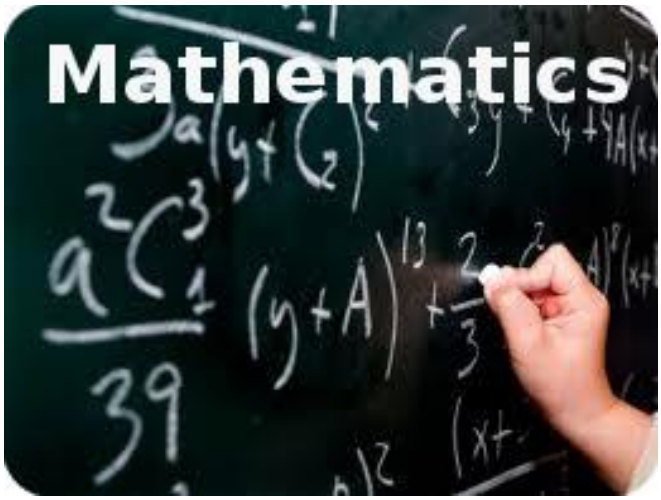
- you will develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Latin and the languages of today;
- you will come to appreciate different cultures;
- you will learn how to read texts in Latin;
- you will read and appreciate Latin literature in its cultural context and in its original language;
- you will learn how to communicate clearly and effectively.

Course requirements:

Latin is open to all pupils currently studying the language in Y9.

Pupils may opt to study up to two languages to GCSE. You already know a lot of the vocabulary and grammar you'll need for GCSE and Latin complements French extremely well.

Learning a foreign language is a challenge. It requires commitment and active involvement. Approached in a positive, receptive fashion, with students taking responsibility for independently learning the vocabulary and grammar, it is an enjoyable and rewarding experience which broadens horizons and opens up new experiences.



Examination Board: Edexcel

Assessment:

There is no controlled assessment element in GCSE Mathematics. Assessment is 100% exam based. Assessment is through three exams taken at the end of the course.

Tiers of Entry:

All students at Marling School are initially aimed towards the higher tier GCSE. The grades available for this tier of entry are 4-9.

Course content:
Full details of the course content can be found using the following link:

https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html

As well as the course content students are also explicitly assessed on their ability to:

- select the appropriate mathematical techniques required to solve a broad range of problems
- communicate their methods and thinking in a clear and concise manner
- apply mathematical techniques to functional problems drawn from real life scenarios
- explore different methods for approaching a particular problem, revising their approach where necessary

The subject content covered builds on the concepts and techniques introduced at key stage three. This content is split into six strands, Number, Algebra, Probability, Statistics, Geometry & Measures, and Ratio, Proportion & Rates of Change. Students are also provided with opportunities to develop their reasoning and problem solving skills.

Mathematics is essentially a holistic subject and, as such, is taught so that connections are made between the various strands of the curriculum. This helps to give students a broader understanding of the subject as a whole, thus providing a firm foundation for further study.

Examination Board: Edexcel
Specification: (1MU0)

Assessment:

How is the course structured?

PERFORMING	30%	Internally assessed/ Externally moderated	You will produce a **solo** and an **ensemble** performance recorded during the course. Performances may be on any instrument and in any style. Each performance **must** be a minimum of 1 minute. The combined duration of both performances **must** be a minimum of 4 minutes.
COMPOSING	30%	Internally assessed/ Externally moderated	You will produce **two** compositions during the course. One composition **must** be to a **brief** set by Edexcel and this will relate to one of the Areas of Study (see Listening below). The second composition is a **free** composition. Compositions may be for any instrument or voice, or combination of instruments and/or voices, and in any style, subject to the requirements of the selected composition brief. The combined length of the two compositions **must** be a minimum of 3 minutes.
LISTENING	40%	Externally assessed	You will study 8 set works from four Areas of Study covering the following styles: (i) Instrumental music 1700-1820; (ii) Vocal music; (iii) Music for Stage and Screen; (iv) Fusions. There is a 1 hour 45 minute examination where you will respond to questions based on recorded extracts of the set works. The question paper will include multiple-choice, short open and extended writing questions.

Course content:

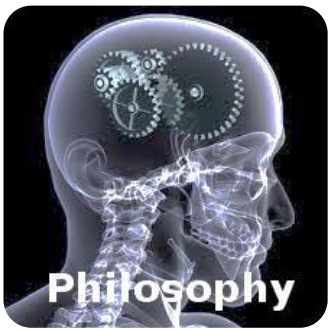
What is GCSE Music all about?

GCSE Music covers performing, composing and listening in a wide variety of musical styles – popular music, music for stage and screen, and classical music. There are many opportunities to use music technology (composing) and the course is therefore very good preparation for anyone considering an AS/A level course in Music or Music Technology. You will improve your skills in performing and composing different styles of music. You will listen to a wide variety of music and learn more about how and why it was composed and/or performed.

You **must** be able to play an instrument (or sing) and it is strongly recommended that you are taking instrumental lessons either in or out of school. Membership of a school and/or outside music group is also much encouraged.

What could I do next with GCSE Music?

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A levels in Music and Music Technology. You may wish to take a GCSE in Music for its own sake, perhaps to form the basis of a future interest. Alternatively, you may wish to go into a job where it is useful to have had an experience of music or where you will need to use some of the skills developed during the course. These might include careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.



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Examination Board: WJEC Eduqas
Specification A: Religion Philosophy, & Ethics

Assessment:
Students will be prepared for three exam papers, taken in year 11 for full course. Students will be able to continue their study of this subject at A level in Y12 of sixth form in addition to their other A level choices.

Course content:
Students will study four **Philosophy and Ethics topics** and study the beliefs teachings and practices of two religions- **Buddhism and Christianity**. The emphasis of the course is very much upon evaluation and analysis of arguments and theories enabling students to explore and arrive at their own, well supported conclusions as follows:

How is the course structured?

Religion

- **Buddhism- Beliefs and teachings** including **The Buddha**, The Dhamma, The four noble truths, Buddhist ideas of Human personality, destiny and Ethical teaching . **Practices** Buddhist places of worship in Britain and elsewhere, Meditation, Devotional Practices, Death and Mourning, Festivals and retreats: practices in Britain and elsewhere.
- **Christianity** – **Beliefs and teachings -** including **Gods nature**, Trinity, problem of evil. **Creation, Jesus Christ,** Jesus' incarnation, crucifixion, resurrection and ascension. **Salvation**- law, sin, grace and the Spirit **The Afterlife** judgement, resurrection, heaven and hell. **Practices Forms of Worship**, liturgical, informal and individual prayer. **Sacraments**- Baptism and Eucharist. **Pilgrimage** the Holy Land, **The Church** local and global.

Philosophy

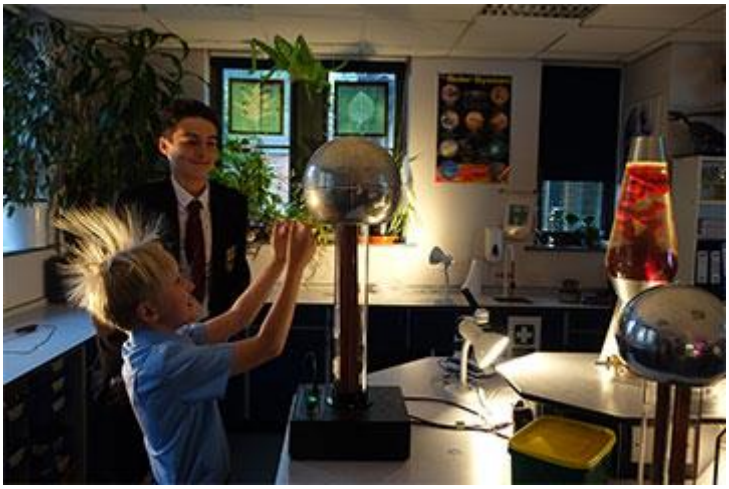
- **Issues of Life and Death-** including debates about science and religion. Environmental ethics and Animal rights. The problem of existence of the mind or soul, and the afterlife. Differences of quality of life; religious and sanctity of life arguments about medical ethics.
- **Issues of Good and Evil**- including debates about evil, the good, the existence of free will and conscience. Problem of natural and moral evil and suffering; responses to evil and charity. Crime and punishment; justice; the death penalty, prison, and forgiveness.

Ethics

- **Issues of Relationships –** including debates about families, sex, same sex relationships; chastity; celibacy; cohabitation; sex outside marriage; adultery; family planning, the purpose of sex and contraception, marriage, divorce, annulment, separation and remarriage; gender equality and discrimination.
- **Issues of Human Rights-** including debates about United Nations Charter of Human Rights; racial prejudice and discrimination. Poverty; wealth; charity and voluntary groups, freedom of religion and speech; extremism. Diversity of religious faith; secularisation; inter-faith dialogue or activity.

Why should I study Philosophy, Ethics and Belief?
The subject lends itself to robust debate and students appreciate the opportunity to have their views recognised. Students who opt to take Philosophy Ethics and Belief in years 10 and 11 gain a second full course GCSE in addition to their separate short course GCSE, and a have a foundational curriculum in A level Philosophy, Ethics and Belief.

What could I do next with GCSE Philosophy, Ethics and Belief?
Academic institutions and employers alike recognise the relevance of Philosophy, Ethics and Belief for our 21st century multicultural world and welcome the skills acquired in this discipline prepare students for a wider range of careers.



Specification: Physics 8463
Examination Board: AQA

Physics

As a separate science

The GCSE Physics course goes above and beyond the topics taught in the Combined Science specification. It focuses on the applications of Physics in the real world, including future applications and uses of electromagnets, uses of sound and electromagnetic waves in technology, medicine and exploring the Earth and the application of Physics to exploring the very origins and nature of the Universe and Solar System in the Space Physics topic.

Course content

In preparation for Paper 1

- Energy
- Electricity
- Particle Model of Matter
- Atomic Structure

In preparation for Paper 2

- Forces
- Waves
- Magnetism and electromagnetism
- Space Physics

Course assessment

The course is externally assessed at the end of year 11 via two equally weighted papers both lasting 1 hour and 45 minutes. Grades will be awarded from 9 to 1. Experimental skills will be developed throughout the course and assessed via the examination papers where the focus will be specifically on a set of compulsory experiments named in the syllabus.

Students may be required to perform calculations, draw graphs and describe, explain and interpret physical phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply physics principles to unfamiliar situations.

Questions will be of multiple choice, structured, closed short answer and open response types.

Throughout the course, students are encouraged to work as investigators, planning and analysing their practical work. They are also encouraged to develop their ICT and communication skills.

Examination Board: AQA
Specification: 8182

Assessment:

Unit 1 and **Unit 2** will be sat at the end of Year 11 and will consist of two 1 hour 45 minute written papers. Each unit will contribute 50% towards the final grade for the course.

There is no longer a coursework component in this subject, meaning the total grade is based on performance in the exam. This makes consistent and active revision of the wide range of content vital for the achievement of high grades.

Course content:
Psychology GCSE offers an introduction to the exciting subject of Psychology, "The Science of Mind and Behaviour". The course offers you a chance to learn about your own and others psychological processes in the following topics:-

1. Cognition and behaviour	Memory	Different types of memory, models of how memory works, factors that affect the reliability of eye witness testimony.
	Perception	Theories of how we interpret visual information, visual illusions, factors that affect perception.
	Development	Development of basic brain structures, development of intelligence, learning styles.
	Research Methods	Scientific methods of conducting research including experiments, observations and interviews, experimental design, hypotheses, sampling techniques, methods of control, data analysis, graphs, ethical considerations.
2. Social context and behaviour	Social Influence	Conformity, obedience, social loafing, deindividuation, bystander behaviour, crowd behaviour.
	Language, thought and communication	Relationship between language and thought, human and animal communication, non-verbal communication.
	Brain and neuropsychology	Human nervous system, neuron structure and function, functions of different areas of the brain, brain scanning techniques.
	Psychological problems	Mental health trends in society over time, characteristics, explanations and treatments for depression, characteristics, explanations and treatments for addiction.

You will be introduced to many of the key scientific concepts and skills. However, as well as having a theoretical basis, Psychology is a science and is based on research. You will have the opportunity to learn about/experience the research first hand by carrying out mini experiments yourself.

HABLA ESPAÑOL?

Assessment: **Examination Board: AQA**

Speaking (25% of total marks)

For the Speaking test you will have recorded conversation in Spanish with your teacher that will comprise of:

- Role-play – 15 marks
- Photo card – 15 marks
- General conversation – 30 marks. The test will last between 10-12 minutes.

Writing (25% of total marks)

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total). There is a choice from two questions – 16 marks.
Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions – 32 marks.
Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks.

Listening and Reading (50% of total marks)

In the listening test, you will answer questions on recorded material from different topic areas. Questions and answers will be required in English and in Spanish. In the reading test, you will answer questions in English and Spanish about short Spanish texts on different topics. There will also be a short translation from Spanish into English.

Why Spanish?

The ever growing need for competence in foreign languages in a wide variety of professions means that the career implications of studying a wider variety of modern languages are considerable. People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons.

Taking GCSE Spanish means you will:

- be able to study AS and A2 Spanish courses
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad.

Language learning is a cumulative process and the course, therefore, builds on what has gone before, aiming to make pupils both competent and confident in using the language appropriate to a wide variety of topics and situations. The emphasis throughout is on language as a practical tool of communication, with extensive use of Spanish in the classroom, sessions with native speakers, use of authentic television, video, computer-assisted learning, audio and reading materials. In particular, the Modern Languages Department puts a great emphasis on the use of Information Technology in language learning.

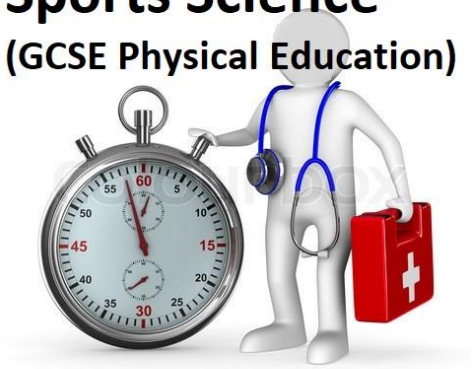
Course requirements:

Spanish is open to all pupils currently studying the language in Y9. It must be noted that Spanish is quite a jump from Y9 to GCSE because of new grammar and complex structures, so students need to be aware of this.

Pupils may opt to study up to two languages to GCSE. You already know a lot of the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You'll build on this knowledge during your GCSE course, and move on to new topics.

Learning a foreign language is a challenge. It requires commitment and active involvement. Approached in a positive, receptive fashion, with students taking responsibility for independently learning the vocabulary and grammar, it is an enjoyable and rewarding experience which broadens horizons and opens up new experiences.

Sports Science
(GCSE Physical Education)



Examination Board: AQA
Specification: Physical Education 8582

Course content:
The course is split between **Theoretical 60%** and **Practical 40% assessment**.

Theoretical Assessment: 60%
Two, 1 hour 15 minutes papers at the end of Year 11. Each paper is worth 30% of the total GCSE.

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport
• Applied anatomy and physiology	• Sports psychology
• Movement analysis	• Socio-cultural influences
• Physical training	• Health, fitness and well-being
• Use of data	• Use of data

Practical Assessment: 40%
How it's assessed
Student must select 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).
Students then complete a written controlled assessment, involving the analysis and evaluation of a performance to bring about improvement in one activity.

Initially assessed by teachers and then moderated by AQA, and is worth **40%** of the GCSE

You **must** be regularly involved in extra – curricular sports in **at least two** of the activities in the table below and it is strongly recommended that you are able to commit time to develop another sport from the table below. Membership of a school and/or outside club is also encouraged.

Practical Performance
Students are required to be assessed on their skills in progressive drills (Part 1) and in the full context (Part 2) for each of their **three** activities.

There is also an expectation that **you may have to video your performances** of these sections.

Part 1 – Skills (10 marks per activity)
Students must demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills. Students will be assessed holistically based on the overall performance of all of the core skills/ techniques.

Part 2 – Full context (15 marks per activity)
Students must demonstrate their ability to apply the core skills/techniques, specific to their position where appropriate, in the full context. Students must be assessed holistically, based on the performance of the listed skills/techniques in the full context of each activity.

Team Based	**Individual Based**
Association football	Amateur boxing
Badminton	Athletics
Basketball	Badminton
Camogie	Canoeing/kayaking (slalom)
Cricket	Canoeing/kayaking (sprint)
Dance	Cycling Track or road cycling only
Gaelic football	Dance
Handball	Diving Platform diving only
Hockey	Golf
Hurling	Gymnastics (artistic)
Lacrosse	Equestrian
Netball	Rock climbing
Rowing	Sculling
Rugby League	Skiing
Rugby Union	Snowboarding
Squash	Squash
Table tennis	Swimming
Tennis	Table tennis
Volleyball	Tennis
Ice hockey	Trampolining
Sailing	Windsurfing
Water polo	

Written Controlled Assessment

Analysis – strengths and weaknesses (15 marks)
Analyse a performance in order to identify and justify two strengths and two weaknesses.
One strength and one weakness should be a fitness component.
One strength and one weakness should be a specific skill/technique or tactic/strategy/aspect of choreography (as appropriate).

Evaluation – the use of theoretical principles to cause improvement (10 marks)
Produce an overall action plan that suggests ways to improve upon the identified weaknesses.
Use appropriate theoretical content in action plan.