



Wimbledon College

GCSE Options Booklet
2021

INTRODUCTION TO PUPILS

Over the past 3 years you have studied a broad and balanced range of subjects as a part of the National Curriculum. In Grammar (Y10) you will have the opportunity to choose subjects that best reflect your abilities and interests. This booklet and the Lower Grammar Options Meeting are to help you make your option choices.

Choosing the right subjects

Among the things you should think about are:

- What are your strengths and weaknesses?
- What are the subjects about which you are enthusiastic?
- What type of assessment / skills are required? Do they match your skills?
- Research: Look at the spec codes (refer to hyperlinks)

What else you can do to help you decide

- Talk about your options with your teachers, your tutor, your parents and your friends (especially boys who are already doing GCSE courses).
- Look through the different GCSE courses – this booklet contains course descriptions and hyperlinks to the exam board website for each subject. Spend time looking carefully through the specification which explains **WHAT** you will study and **HOW** you will be assessed.

Get as much information and advice as you can and keep your mind open until you are ready to make a final decision.

Sixth Form

Keep in mind what qualifications or subjects you think are required to apply to courses in Sixth Form and subsequently at University. Most of the **A Level** courses in Sixth Form require you to achieve at least a **Grade 6** in order to be accepted, so you do need to think about which subjects you are likely to get the highest grades in. **Level 3 BTEC** courses have different entry requirements, entry requirements for all A level and BTEC courses can be found in the Sixth Form section of the website:

The English Baccalaureate

The English Baccalaureate (EBacc) is not a new qualification, it is a collection of 'core' academic subjects which the Department for Education believes will give pupils a solid grounding for future pathways and careers.

- English Language
- Mathematics
- 2 Sciences (Combined Science or 2 out of Biology, Chemistry and Physics, Computer Science also counts as one of the Ebacc Science requirements)
- 1 Modern Foreign Language
- 1 Humanity (History or Geography)

The Department for Education has stated that it expects the majority of pupils to study the 5 EBacc subjects. **In order to meet these expectations all pupils have to choose a Humanity (History or Geography) and all pupils in Set A and Set 1 must choose a Modern Language.**

The Higher Line Curriculum is divided up as follows:

CORE CURRICULUM

English (Language GCSE and Literature GCSE)	5 periods
Mathematics (1 GCSE)	5 periods
Science (2 or 3 GCSEs)	6 periods
Religious Studies (GCSE)	3 periods
Games	2 periods

OPTION SUBJECTS

Option Subject 1 (GCSE)	3 periods
Option Subject 2 (GCSE)	3 periods
Option Subject 3 (GCSE)	3 periods

TOTAL **30 periods**

You will need to choose one subject for **each** option

Option 1	GCSE History	GCSE Geography
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Option 2	<i>If you are in Set A or Set 1 you MUST choose a Language</i>	
	GCSE French	BTEC Creative Media
	GCSE Spanish	BTEC Music
	GCSE Design Technology	BTEC Sports Studies

Option 3	GCSE Art	GCSE Drama
	GCSE Business	GCSE Geography
	GCSE Computer Sci	GCSE Music
	GCSE Design Technology	GCSE Sports Studies

Core Curriculum

ENGLISH LANGUAGE (GCSE)

[Exam Specification Link: AQA 8700](#)

The study of English Language and English Literature GCSE (two separate GCSEs which all boys study at the College) develops your interest in stories, communication, culture, literature, ideas and so much more. You will be reading new books, developing your writing in a wide variety of genres and styles and engaging in speaking and listening activities to develop your communication skills (highly prized by all employers).

The structure of the two courses will become clearer as you are guided through assessments and exam preparation, but some information is also provided below.

Exam: There will be two 1h45 min papers which will explore a range of texts. The examinations will be the same for all levels of student (no higher and lower paper) and will offer a range of lower tariff and more extended responses. The course is linear, with final exams being sat in the summer of Year 11. There is also a speaking and listening task to be completed.

Paper 1: Explorations in Creative Reading and Writing

The aim of this paper is to engage students in a creative text and inspire them to write creatively.

Section A: Reading a literature fiction text to consider how writers use narrative and descriptive techniques to capture the interest of readers.

Section B: Writing your own creative text, inspired by the topic in Section A to demonstrate your narration and description.

The source for the reading questions will be a literature prose fiction text, drawn from either the 20th or 21st century. It might include extracts from novels and short stories and focuses on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

Paper 2: Writers' Viewpoints and Perspectives

The aim of this paper is to develop insights into how writers present particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.

Section A: You will read two linked non-fiction sources drawn from the 19th century, and either the 20th or 21st century, in order to consider how each presents a perspective or viewpoint to influence the reader. The choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

Section B: You will need to produce a written text to a specified audience, purpose and form in which you give your own perspective on the theme that has been introduced in section A.

Non-exam assessment (Speaking and Listening)

The aim of the assessment is to allow you to demonstrate your speaking and listening skills by giving a presentation in a formal context and then responding appropriately to questions and to feedback. The talk will be awarded a Distinction, Merit or Pass. This task is compulsory, but will not affect your overall English grade.

ENGLISH LITERATURE (GCSE)

[Exam Specification Link: AQA 8702](#)

Exam: Exploring modern and literary heritage as well as Shakespeare and poetry texts.

There will be two examinations (1hr45m and 2hr15m) which will assess your skills of analysis and comparison, using a wide range of modern and more traditional texts. Again, the course is linear.

Paper 1: Shakespeare and 19th Century Novel

Section A: Shakespeare

There will be one question on a Shakespearean play. You will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-Century Novel

You will answer one question on a 19th century novel. Similar to Section A, you will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry

Section A Modern Texts

This section consists of one essay question from a modern prose or drama text.

Section B: Poetry

You will answer one comparative question on one named poem printed on the paper and one other poem from your anthology.

Section C: Unseen Poetry

You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

While the course allows for flexibility in the texts that are studied, the following is likely:

Shakespeare → Macbeth

19th Century → Jekyll and Hyde

Modern Text → An Inspector Calls

Poetry → AQA Anthology: Power and Conflict

MATHEMATICS (GCSE)

[Exam Specification Link: Edexcel 1MA1](#)

Maths in Year 10 will develop the concepts used at KS3.

The main focus at the start of the course in Year 10 will be higher level number work which will include indices and surds. The course will then develop algebraic manipulation and trigonometry during the first term.

Year 10 topics:

Autumn term: Number, Trigonometry, Algebra

Spring Term: Angles, Ratio and proportion, Statistics

Summer Term: Graphs, Area, Accuracy, Constructions, Transformations.

More detail is given on the GCSE Maths pages of the College Maths Website:

<https://sites.google.com/gs.wimbledoncollege.org.uk/maths>

Over the course of the two years, boys will cover five main areas of mathematics; number, ratio and proportion, algebra, geometry, and statistics. All groups will start the higher linear course (covering grades 4-9) but as time progresses some classes may find the Foundation tier (covering grades 1-5) more suitable. Grades 4 and 5 overlap both tiers (These grades are equivalent to a C/low B in the old course).

There will be a rigorous programme of assessments throughout the year in order to assess student progress and determine any necessary set changes.

SCIENCES (GCSE)

Exam Specification Links:

[Combined Science: Edexcel 1SC0](#)

[Biology: Edexcel 1BI0](#)

[Chemistry: Edexcel 1CH0](#)

[Physics: Edexcel 1PH0](#)

GCSE Sciences encourages students to develop their curiosity about the living world (Biology), the material world (Chemistry) and the physical world (Physics); and provides insight into and experience of how science works. It enables students to engage with biology, chemistry and physics in their everyday lives and to make informed choices about further study in science and related disciplines, and career choices.

Students continue with their studies in Combined Science for the first term of Year 10 building on their work lower down the school.

60 students will be selected for Separate Sciences with the rest taking the Combined Science course:

- Separate Science - Biology, Chemistry, Physics (two 1 hour 45-minute examinations for each science, making a total of six examinations.)
- Combined Science (two 1 hour 10-minute examinations for each science, making a total of six examinations.)

RELIGIOUS STUDIES (GCSE)

[Exam Specification Link: EDUQAS C120PB](#)

All boys at Wimbledon College study for the GCSE in Religious Studies.

The exam is split into 3 components (listed below). Each component is assessed by written examination with the following weightings:

- Component 1: 1½ hour written paper (37.5% of qualification)
- Component 2: 1½ hour written paper (37.5% of qualification)
- Component 3: 1 hour written paper (25% of qualification)

Pupils will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. Pupils will also need to demonstrate an understanding of different perspectives. These may derive from either different religions or different views/denominations within a particular religion.

Component 1: Foundational Catholic Theology

Theme 1: Origins and Meaning & Theme 2: Good and Evil

From the study of the areas above, learners will gain an understanding of the following concepts:

Conscience	Goodness	Privation
Evil	Incarnation	Suffering
Free-will	Natural law	

Component 2: Applied Catholic Theology

Theme 3: Life and Death & Theme 4: Sin and Forgiveness

From the study of the areas above, learners will gain an understanding of the following concepts:

Death	Hell	Resurrection
Eternal life	Judgement	Soul
Heaven	Magisterium	

Component 3: Study of a World Faith: Judaism

Judaism is one of a diverse range of religious and non-religious traditions and beliefs in Great Britain. Pupils will gain an understanding of the following concepts:

Synagogue	Kosher	Messiah
Shekinah	Torah	Covenant
Shabbat	Mitzvot	

Option Subjects

ART (GCSE)

[Exam Specification Link: Edexcel 1AD0](#)

GCSE Art provides you with a wide range of creative and stimulating opportunities to explore your interests in new and exciting ways. You will learn how to look at the things that inspire you, collect and present research, explore the work of artists and designers and develop your own ideas with a variety of materials and techniques including drawing, painting, collage, printing, sculpture and IT.

As you progress through GCSE Art you will develop skills that will allow you to work more independently and make judgements and decisions about your work and the way it progresses. Skills that will be invaluable in the world of higher and further education and future employment in such diverse careers as graphic design, product design, fashion design, transport design, architecture, advertising, illustration, photography, textile design and theatre and set design.

If you enjoy developing your visual skills, being creative, enthusiastic and imaginative, visits to galleries and experimenting and taking risks with your work then GCSE Art is the ideal subject for you.

The course consists of 2 units:

Unit 1 – Personal Portfolio (60%)

- Up Close Project- A structured, skills-based project introducing the variety of materials and techniques used in GCSE. You will explore the work of a range of artists including Georgia O’Keeffe, Yayoi Kusama and Henri Matisse then create an original final piece developed from research collected on a trip to Kew Gardens.
- Identity Project- A more independent project providing you with the opportunity to explore the work of artists of your choosing then developing an original self-portrait.
- Urban Life Project- In this project you will use the skills you have gained during the Up Close and Identity projects, and research collected on a trip to London, to develop an original piece of art on the theme of urban life.

Unit 2 – Externally Set Assignment (40%)

- Exam Project- Using the skills you have gained completing your Personal Portfolio, you will use research of artists of your choosing and collect personal research to develop an original piece of art on a theme set by the exam board.

BUSINESS (GCSE)

[Exam Specification Link: Edexcel 1BS0](#)

The world of business has changed and today, globalization is the new normal. Sushi-burritos are a thing, apps can bring you hundreds of languages at the touch of your fingertips, and cryptocurrency is giving money a run for its money. Whether you are planning to enter fashion or finance, or something in-between, studying business can open a world of possibilities for you.

The biggest myth and in turn misconceived view about choosing Business as a GCSE is “I don’t want to set up my own Business so there is no point in me choosing Business as a GCSE”. The truth is if you are planning to get a job and be employed then Business will help prepare you for the field of employment and gear you by teaching you with some invaluable knowledge and life skills.

This course will encourage learners to actively engage in the study of business and economics to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. It will allow students to use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements and develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

Over the duration of the course the students learn about key aspects of the world of business and consider their role within this arena. Students study such areas as the business environment, enterprise, business activity, human resource management, finance, marketing and economics (interest rates, GDP, inflation, recessions, consumer spending and exchange rates).

Studying and pursuing Business could lead to jobs in Financial Accounting, Marketing and Advertising, Management or Recruitment Consultancy or even towards becoming a self-employed Businessman!

So why study business? To be relevantly connected. To be part of the global generation. Most of all, to set yourself up for any future imaginable.

The course consists of 2 Papers with each paper divided into three sections (A, B & C). The exam will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

Theme 1: Investigating small business (*Paper code: 1BS0/01)

Written examination: 1 hour and 30 minutes (50% of the qualification)

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business (Paper code: 1BS0/02)

Written examination: 1 hour and 30 minutes (50% of the qualification)

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

COMPUTER SCIENCE (GCSE)

[Exam Specification Link: OCR J277](#)

Why Study Computer science? You have grown up in a world where technology is evolving rapidly, creating new subject areas to explore and changing the way people work in every area from medicine and fashion to engineering and economics. So, whatever your career plans, you know it's vital to develop your grasp of these ideas and concepts that will shape your world.

Computer science opens doors to your future and on this course, you will develop critical thinking, analysis and problem-solving skills that are essential in this modern age. In this respect, the course will make an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science game designer, developing your own apps and medicine. As a subject it is seen as a discipline on a par with Maths or Physics and counts as a Science GCSE in the EBACC. **Recommended entry requirements - A good understanding of Maths (Set A or set 1)**

The course consists of two Components

Component 1 - 50%* Theory Paper

Students will be learning Computer Science theory within a range of realistic contexts based around the major themes in the specification including:

- System, Architecture and Memory and Storage
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Component 2 - 50%* Theory Paper

Students will build on the introduction to programming concepts from Year 8 and 9 and will be develop more advanced programming techniques, including the concepts of decomposition and problem solving.

Students will also learn advanced Computer Science theory topics including:

- Fundamentals of algorithms
- Fundamentals of data representation
- Computer systems Students will also begin to learn and understand the fundamentals of computer programming which will prepare them for their non-exam assessment.

Resources

Programming: Python and Scratch skills are very useful - All of these programs are freely available to download on the web. <http://www.learnpython.org/>

Text book: OCR GCSE (9-1) Computer Science: ISBN-13 : 978-1910523230

CREATIVE MEDIA PRODUCTION (BTEC Tech Award)

[Exam Specification Link: PEARSON](#)

Lots of students are already good at giving reviews and feedback on games, programmes, adverts and magazines. They know how to talk about quality and the history of certain products and what they like or don't like and have watched lots of reviewers on YouTube and other channels. But they want to know more, and be able to develop the skills of debating products alongside the skills of making and developing products like film, magazines and posters, and games. These students choose Btech Creative Media.

The course is very creative and practical, whilst also making students develop valuable skills and techniques in different disciplines, as they have to produce a practical response to a digital media brief, and explore potential careers in the industry. It is ideal for pupils with a creative instinct who enjoy learning and using the various skills found in Design, Performance and IT, and want to get a broad taste of the way that these interact with digital skills.

Component 1 - Exploring media products (30%) internally assessed

In Year 10 you learn how to describe the ingredients of different media products by studying theory and also making products yourself. You will experiment by making a film advert, a podcast, an app or a brochure for example.

Component 2 - Developing digital media production skills (30%) internally assessed

In Year 11, you apply the skills you have learned to update and improve an existing product, for example a music video, a magazine or a simple game design.

Component 3 - Create a media product in response to a brief (40%) externally assessed

Also, in Year 11, you learn how to respond to an industry style brief, and what a brief is and then how to fulfil the brief by making the product in the brief, for example, making an advert for a new game that is coming out.

DESIGN TECHNOLOGY (GCSE)

[Exam Specification Link: EDUQAS C600QS](#)

In Design and Technology, you will learn how to develop practical solutions to design problems using a variety of materials and equipment in the workshop environment. You will look at established designers' work to see how they have designed solutions to similar problems and will then use a variety of methods to develop interesting and original practical work of your own.

As a part of the course you will learn about design technology and our world. You will experiment with a range of materials, smart materials, electronic systems, mechanical components, tools and techniques and understand how to research and develop your own ideas. You will also learn how to present your ideas and practical work in an informative way using technical drawing skills including Isometric and orthographic drawing, and by using CAD software such as 2D Design. You will also gain experience of 3D software to design work which you will then create using 3D printers.

This course will prepare you for further study in related practical subjects and will give you skills that are relevant to the field of carpentry, product design, architecture and structural engineering.

The course consists of three units:

Unit 1- Personal Portfolio

- Mobile phone stand project- Extending skills and knowledge of plastics, including shaping and moulding, smart materials and Computer Aided Design and Manufacture.
- Metalwork project- Extending skills and knowledge of metals and metalwork including pewter casting, cutting and finishing, pupils create a keyring.
- Wooden Storage Box project- Extending skills and knowledge of wood and its properties, wood joints and Computer Aided Design.
- Mock NEA- A practise version of the Unit 2 Controlled Assessment Task. Applying skills in working with wood joints and finishes, plastics, and IT design software, developing knowledge of 3D printing.

Unit 2- Non-Examined Assessment (NEA) (50%)

- A sustained design and make task, based on a contextual challenge set by EDUQAS, assessing candidates' ability to:
 - identify, investigate and outline design possibilities
 - design and make prototypes
 - analyse and evaluate design decisions and wider issues in design and technology.

Unit 3- Externally set written paper (50%)

- A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:
 - technical principles
 - designing and making principles
- along with their ability to:
 - analyse and evaluate design decisions and wider issues in design and technology

DRAMA (GCSE)

[Exam Specification Link: EDUQAS 3690](#)

Drama GCSE is a very practical and productive subject with many options that include acting, lighting, set and sound design, directing, devising and also the fun of being an audience and going on trips to the theatre.

Drama GCSE complements your other option choices well, and sets you up for life with skills ranging from the ability to work with others, the confidence to perform and present in front of an audience, a knowledge of how to research and look for meaning in texts, and a deep enjoyment of performance and production.

In Year 10, you build your skills in all aspects of drama, learning better acting skills, fight choreography, lighting and sound, scriptwriting, visiting the theatre and taking part in online workshops with theatre companies. These are in the form of 6 projects over the year.

In Year 11, you take 3 units for assessment:

- Component 1: (40%) You and your group are given a starting point like a picture or piece of music and you make up a play, imagine your own character and try out different drama styles

to perform in, or alternatively you can work with a group who is making up a play and you can design the lighting, the set or the sound and operate it while they perform. You make notes on what you are doing to create and improve your drama and then you write an evaluation of your performance.

- Component 2: (20%) You are given a small portion of a play and you can either act a character in a performance of the play or you can do the lighting or set design for it. There would be an examiner who would watch and mark you.
- Component 3: (40%) Written exam on the study of a set text.

GEOGRAPHY (GCSE)

[Exam Specification Link: AQA 8035](#)

Why study Geography?

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. The most fascinating aspect of geography is the fact that what happens in the news in the morning may well determine what you will be learning about in class that very afternoon.

Geography is a very popular subject at the College and one that boys do very well in, it is also highly employable. Employers often look for candidates with a range of transferable skills that Geography equips them with: critical thinking, advanced analytical skills, an ability to interpret complex data, time management and having advanced technology skills. These are the skills you will leave with after studying GCSE geography.

What will you learn and how will you be assessed?

Unit 1 – worth 35% (1-hour 30-minute exam)

- **Physical Geography** - focusing on coasts, rivers, earthquakes, volcanoes, tropical rainforests, UK geography, deserts, natural hazards and climate change.

Stimulating lessons include: Is it possible to predict earthquakes and volcanoes? What would happen if the super volcano at Yellowstone erupted? What happened on Boxing Day 2004 and why was it so much worse than the Japanese Tsunami of 2011?

Unit 2 – worth 35% (1-hour 30-minute exam)

- **Human Geography** – focusing on Population, urbanisation, sustainable cities and transport, global inequalities, development, economic development in the UK, renewable energy and sustainable futures.

Interesting lessons include: How does China deal with its population issues? How will the UK control immigration? Why do people want to visit places with extreme environments? How can London become the most environmentally friendly city in the world? What is the best form of renewable energy?

Unit 3 – worth 30% (1-hour exam)

- **Geographical applications** - A pre-release exam based on field trips and geographical skills including map skills and statistical analysis.

HISTORY (GCSE)

[Exam Specification Link: EDEXCEL 1HI0](#)

'What happened then matters now.' History is not just 'digging up the past' it tells us so much about where we are today. If you take this option, you will experience a wealth of exciting opportunities to increase your knowledge, learn how to construct clearly reasoned arguments and evaluate a wide variety of historical sources including cartoons and video material. Key skills include historical source evaluation and essay writing.

As a GCSE History student, you will also be building a set of skills that will take you towards a range of future job opportunities including: journalism, the law, media, the Civil Service, management, politics, business and even teaching!

The course consists of 3 Papers:

Paper 1 – (30% of the qualification) Thematic study and historic environment:

Option 12 – Warfare and British Society, c1250-present *and* London and the Second World War, 1939-45. Written exam: 1 hour and 15 minutes.

Paper 2 – (40% of the qualification) British depth study and Period study:

Option B3: Henry VIII and his ministers, 1509-40.

Option 26/27: Superpower relations and the Cold War, 1941-91.

Written exam: 1 hour and 45 minutes.

Paper 3 – (30% of the qualification) Modern depth study:

Option 31: Weimar and Nazi Germany, 1918-39.

Written Exam: 1 hour and 20 minutes.

LANGUAGES (GCSE)

[Exam Specification Link: AQA 8658 \(FRENCH\)](#)

[Exam Specification Link: AQA 8698 \(SPANISH\)](#)

A language is a unique subject!

- You can have access to a whole new cultural world
- It sets you apart from other candidates for Universities and jobs
- It's one of the options that counts for the English Baccalaureate
- It helps you to win high skilled jobs in the future
- You learn about yourself and your own country
- It improves your communication skills and gives you more confidence
- It's fun and great for holidays!

Students will study French or Spanish across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture through relevant contemporary and cultural themes:

- Identity and culture
- Local area, holiday, travel
- School and Education

- Future aspirations, study and work
- International and global dimension.

The GCSE in French or Spanish assess the 4 skills with an equal weight: Listening 25%, reading 25%, speaking 25% and writing 25%. All papers are final exams.

Listening:

Content Students are assessed on their understanding of the language in a variety of scenarios. The recorded scenarios include authentic sources addressing different themes. Foundation and Higher tiers are available.

Reading:

Students are assessed on their understanding of written French/Spanish across a range of a variety of texts (advertisements, emails, letters, articles and literary texts). One of the sections includes a translation from French/Spanish into English.

Speaking:

Students are assessed on their ability to communicate and interact effectively in the language they have chosen. The recordings are marked externally. There are three tasks:

- Task 1 – a role play based on one topic that is allocated by AQA.
- Task 2 – questions based on a picture (from one topic chosen by AQA).
- Task 3 – conversation based on two themes (one chosen by the student in advance and one allocated by AQA).

Writing:

Students are assessed on their ability to communicate effectively through writing in the chosen language. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in French/Spanish. Foundation and Higher tiers are available and they both include a translation into French/Spanish.

MUSIC (BTEC First Award)

[Exam Specification Link: PEARSON](#)

This is a BTEC First Award in Music. This qualification is GCSE equivalent and includes core units that provide an in-depth understanding of the music industry as well as the opportunity to produce a music product, be it a CD, live performance, event or on-line product. The course is assessed through an exam as well as three pieces of coursework.

The student can choose to complete coursework relating to the following disciplines: Live Sound, Composition, Performance, Recording, Sequencing, Choral Studies or Music Theory.

This qualification is a route towards studying for a Level 3 Music qualification, or further vocational qualifications related to the arts. It can also lead to employment at music venues, in studio or in music agencies.

MUSIC (GCSE)

Exam Specification Link: OCR J536

GCSE Music covers performing, composing and listening to music from a wide range of different styles and traditions. You should consider this course if you have genuine interest in exploring different genres of music, if you can read music, if you are interested in developing your composing skills and if you want to improve your ability to play your chosen instrument.

Your course is divided into three areas (40% listening to and appraising music, 30% performing, 30% composing). You will explore your own instrument both through studying its development and history and by performing on and composing for it. You will also study the development of popular music, the development of the concerto from the Baroque era to 1900, a range of world music traditions and music for film. You will also perform as an ensemble and compose in a range of different styles.

We would expect GCSE music students to have a genuine interest in exploring different genres of music, to participate in at least one school music activity for the duration of the course and to be equivalent to Grade 3 standard at an instrument before starting the course.

SPORT (BTEC Tech Award)

[Exam Specification Link: PEARSON](#)

The course is made up of three components: two that are internally assessed and one that's externally assessed. This three-block structure will allow students to build on and embed their knowledge, grow in confidence and then put into practice what they have learned.

Component 1 Understand the Body and the Supporting Technology for Sport and Activity

Aim: explore body systems, common sports injuries and technological advances in the sector.

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 1 students will:

- investigate the impact of sport and activity on body systems
- explore common injuries in sport and activity and methods of rehabilitation
- understand how technological advances have impacted sport and activity.

Component 2 The Principles of Training, Nutrition and Psychology for Sport and Activity

Aim: explore how training, nutrition and psychological factors contribute to engagement in sport and activity.

Assessment: externally assessed

Weighting: 40% of total course

During Component 2 students will:

- investigate how training can improve fitness for sport and activity
- explore how a healthy diet, macro and micronutrients, and hydration are beneficial for sport and activity
- understand how psychological factors such as motivation, self-confidence and anxiety can influence participation in sport and activity

Component 3 Applying the Principles of Sport and Activity

Aim: to understand the attributes of a successful sports leader and plan and lead an engaging activity session.

Assessment: internally assessed (synoptic)

Weighting: 30% of total course

During Component 3 students will:

- understand the fundamentals of sport and activity leadership
- plan activity sessions for target groups
- understand how to plan for health, fitness and diet

SPORT STUDIES (GCSE)

[Exam Specification Link: AQA 8582](#)

Do you have a genuine interest in sport and enjoy taking part in a variety of physical activities?

Theory work (60%) consists of **two** written examinations; the exams are divided as follows;

- 1) **Paper 1:** The human body and Movement in Physical Activity and Sport.
- 2) **Paper 2:** Socio-Cultural Influences and Well-Being in Physical Activity and Sport.

Practical work (40% marks)

- Practical performance in **three** different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

Success in his course can be followed with further study at sixth-form level and then provides opportunities for various university courses leading to a wide variety of career pathways. For example, you may be interested in coaching, physiotherapy, sports rehabilitation or teaching. You must discuss your suitability for this challenging course with Mr Simon or your PE teacher.