



# QUEEN MARY'S GRAMMAR SCHOOL



## GCSE Options 2023







## **Making decisions about GCSE options**

Throughout Year 9 you have been following a common curriculum which has provided a broad and balanced education and, at the same time, prepared you for the GCSE courses which for most subjects begin in Year 10. Aptitudes and interests vary from pupil to pupil and when you enter Year 10 in September your curriculum will be more selective, so that you may develop your particular skills, interests and understanding to the full.

All courses starting in Year 10 will lead to examinations in the General Certificate of Secondary Education. Pupils starting Year 10 in September 2023 will be working towards the GCSE examinations to be held in May and June 2025.

All boys will follow a common core curriculum including GCSE courses in English Language and English Literature, Mathematics, Biology, Chemistry, Physics, a Modern Foreign Language and Religion, Philosophy & Ethics (including GCSE Short Course Religious Studies). Pupils will also study three further GCSE subjects from the enclosed list of options. All students must choose at least one of Geography or History as one of their three options subjects. They may choose both Geography and History if they wish.

All examinations demand hard, persistent work, both in school and at home and this is as much a test of your character and determination as of your academic ability. The academic work of Years 10 and 11 is balanced by a programme of non-examination courses which includes PSHEE and Physical Education/Games. There is also the opportunity for you to take part in activities which widen your personal interests and provide for the expression of individual personalities. The varied activities include sporting and cultural activities and the wide range of school clubs and societies.

Our aim over the five years of compulsory secondary education is to develop academic ability and personal qualities of responsibility, independence and integrity to the full and to provide a sound basis for entry to the Sixth Form and further education before university or employment at the age of 18.

The next few weeks will involve you and your parents in decisions affecting the choice of subjects you will be taking in Years 10 and 11. Heads of Departments have included details of the courses available in this booklet: please read it carefully. Discussions with your parents and staff are important. Please talk to all staff and ask for help when you need it.

# Pathways to making a decision about future careers

Year 9

- Pupils make options decisions for GCSEs

Year 10

- GCSE courses commence

Year 11

- GCSE courses finish and final examinations take place
- Pupils make options decisions for A Level

Entry requirements

- Pupils must achieve 54 points in their best 8 GCSEs, including level 6s in English (language or literature) and Mathematics. At least 3 must be at level 7 or higher, in the subjects wished to be taken at A Level.

6th form

- Pupils study for A Levels in their chosen subjects
- The current policy is that students chose 3 main A levels, along with an additional academic qualification (e.g. EPQ, Further Maths)

University

- Access to the top universities is highly competitive and will depend upon GCSE grades and A Level grades, as well as wider personal and social skills and involvement in wider activities.

Careers

- The vast majority of our pupils go on to university, however some may decide at age 18 to pursue career options.
- We offer wide-ranging support to help pupils to make these crucial decisions.



## GCSE Options: Frequently Asked Questions

### Q. What is the English Baccalaureate?

A. The government has provided this information:

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

It is not a separate qualification but a government recommendation that all pupils follow a core GCSE curriculum of English, Mathematics, two Science subjects, a Modern Foreign Language and a Humanity, defined as being either History or Geography. The significance of the EBacc has increased in more recent years, with it now being a crucial part of school accountability tables. The government has also stated an ambition to see 90% of pupils studying the EBacc subject combination at GCSE by 2025.

**We have made EBacc compulsory for the cohort starting GCSEs in September 2023. In practice, this means that we are insisting upon all students opting for one or both of Geography and/or History.** Students will already be taking GCSEs in all the other qualifying subjects. Students will be able to choose two other subjects, in addition to either Geography or History, which ensures that there is still a broad range of subject choices available.

### Q. What has happened to controlled assessment?

A. As part of the reforms to GCSEs, controlled assessments have been phased out, but there still may be non-examined (coursework) elements to some options courses. Please see the separate subject information pages for more detail.

### Q. Looking forward, what are the requirements for studying a subject at A Level?

A. Choices for Post-16 education are a long way off, but it is certainly worth beginning to think about this. The admissions policy for the sixth form states that pupils should usually gain a grade 7 in those subjects they wish to study at A Level, alongside a total points score of 54 from the best 8 GCSE results and grade 6 in English and mathematics.

### Q. My son has a particular career in mind. How important are these options decisions?

A. While these decisions are important, there is no need to worry too much at this stage. We have designed the curriculum to ensure that all our pupils will maintain a balanced combination of lessons. It is almost impossible to limit career options at this early stage. For example, even if your son is determined to become an accountant, there is no requirement for him to study Business at GCSE. A far more important requirement is to strive to get a high grade in English Language and Mathematics.

### Q. What happens if sets are over-subscribed?

A. This can happen and there are no easy solutions to this. We cannot simply create more sets as we do not have the staff or teaching rooms to do this. It is for this reason that each pupil is asked to include a reserve subject on their options form. There is little point in worrying unduly about this. The vast majority of pupils will get their first-choice options and where set sizes preclude the first choice; your son will be able to take their reserve choice. In the case of over-subscription, we reserve the right to look at previous pupil performance in a subject to inform any decision-making.

**Q. What if only small numbers of pupils opt for a particular subject or the curriculum provision changes?**

A. The school reserves the right to remove a subject from the curriculum if the set size is not viable or if there has been a change in staffing. In this instance, we will endeavour to give the student their reserve option.

**Q. My son is keen on a career in medicine/dentistry/pharmacy. What options should he choose?**

A. All pupils are required to take Biology, Chemistry and Physics as part of the core curriculum. Therefore, the most important thing is to gain high grades in these subjects. Places to study these subjects at university are incredibly competitive and the stark truth is that only pupils with outstanding GCSE results stand any realistic chance of being successful in their applications. Your son should aim to achieve at least 7 grades 8 and above at GCSE and then continue to get straight A\*/A grades at A Level.

**Q. What is the FSMQ Additional Mathematics course? Can my son opt to do this?**

A. This is not an option choice. This course has been offered to our most able mathematicians in Key Stage 4. This is a bridge between GCSE work and the more challenging A Level work that your son will face in the sixth form should he choose to study Mathematics. Final decisions have not been made on the exact entries for these qualifications (due to the increased difficulty of the Mathematics GCSE).

**Q. I still have questions, whom can I contact?**

A. You are welcome to contact Mr Lax (Deputy Head) or myself at school should you have any questions that are not answered by the information in this booklet. You might find another link useful for further impartial advice: <https://www.bbc.co.uk/bitesize/articles/zrjh92p>

At the Parents' Evening, parents of the Year 9 students are invited in to listen to/ask questions of key curriculum and pastoral staff on the expectations at GCSE level. Mr Lax will also be available for further discussion about options choices.

Please contact Mr Lax at the school via the central email address: [enquiries@qmgm.merciantrust.org.uk](mailto:enquiries@qmgm.merciantrust.org.uk) or via telephone on 01922 720696

Richard Langton

Headmaster

# The Core Curriculum:

Mathematics

English Language

English Literature

Biology

Chemistry

Physics

Religion, Philosophy and Ethics  
(Including Short Course Religious Studies GCSE)

Physical Education and Games

Personal, Social, Health and Economic Education



**GCSE Mathematics**

<b>Examination board:</b>	AQA
<b>Examinations:</b>	Mathematics 8300 Higher This course will be followed by all pupils in Years 10 and 11.  3 papers in total, maximum of 80 marks available. Each paper carries equal weighting. Paper 1 is non-calculator
<b>Non-examined assessment:</b>	N/A

**Course content:**

The weighting of the topic areas has been prescribed by Ofqual and is common to all exam boards. The table below shows the approximate weightings of the topic areas for the overall tier of assessment, not for each individual question paper.

***Subject topics***

Number	15%
Algebra	30%
Ratio, proportion and rates of change	20%
Geometry and measures	20%
Probability	
Statistics	15% (combined)

The GCSE in mathematics is a continuation of the study of mathematics from lower school. As seen above covering many of the topics already familiar to pupils; however, studying these topics are studied at a much more demanding level.

GCSE mathematics requires knowledge pupils to be able to: recall facts and apply skills, reason and interpret in a logical and mathematically accurate way, solve problems within a mathematical or other context; these questions will require application of skills from several topics all within the same question.



**FMSQ Higher - Additional Mathematics (legacy specification for accelerated groups)**

<b>Examination board:</b>	OCR (course code 6993)
<b>Examinations:</b>	<i>Year 11:</i> A single two-hour paper accounting for 100% of the marks available
<b>Non-examined assessment:</b>	There is no controlled assessment in Mathematics

**Course content:****Algebra:**

- Manipulation of algebraic expressions
- Inequalities
- Recurrence Relations
- The factor theorem
- Solutions of equations

**Enumeration:**

- Binomial expansion
- Permutations
- Combinations

**Coordinate Geometry:**

- The straight line
- The co-ordinate geometry of circles
- 2 Dimensional Inequalities
- Applications to linear programming

**Trigonometry:**

- Ratio of any angles and their graphs
- Trigonometry identities
- Solving equations

**Calculus:**

- Differentiation
- Integration
- Applications to kinematics
- Numerical methods

**Exponentials and Logarithms:**

- Properties of exponentials and Logarithms
- Reduction to Linear Form
- Equations involving exponentials

**The Level 3 FSMQ:** Additional Mathematics provides the foundations on which a large number of learners continue the subject beyond GCSE. It also supports the study of AS and A Level Mathematics, and Further Mathematics. The Level 3 FSMQ: Additional Mathematics prepares learners for further study and employment in a wide range of disciplines involving the use of mathematics, including STEM disciplines. Only our very best mathematicians in the year group sit this examination, as a result the material is only taught in the top set of the year; this gives them the best preparation for the study of Further Mathematics at A-Level.





## GCSE English Language

<b>Examination board:</b>	OCR
<b>Examinations:</b>	<p><b>Year 11:</b></p> <p><b>Exam Component 1:</b>  <b>Communicating information and ideas</b> (01) 80 marks, 2 hour written paper            50% of total GCSE            This unit focuses on reading and writing non-fiction texts.</p> <ul style="list-style-type: none"> <li>• Learners read and compare nonfiction texts: one 19th century non-fiction text and one 20th or 21st century nonfiction text.</li> <li>• Learners write one piece of original non-fiction.</li> </ul> <p><b>Exam Component 2:</b>  <b>Exploring effects and impact</b> (02) 80 marks, 2 hour written paper            50% of total GCSE            This unit focuses on reading literary prose texts and creative writing.</p> <ul style="list-style-type: none"> <li>• Learners read and respond to literary prose texts; one text may be literary non-fiction.</li> <li>• Both texts are 20th or 21st century literary prose. There will not be a 19th century text in component 02.</li> <li>• Learners write one piece of original creative writing.</li> </ul>
<b>Internal assessment:</b>	<p><b>Component 3: Spoken Language Endorsement (03 or 04)</b>            This is an internally assessed component, externally moderated, and leading to a separate endorsement. It does not contribute to the final GCSE English Language grade.</p> <ul style="list-style-type: none"> <li>• Learners present information and ideas in a spoken presentation and listen and respond to others appropriately.</li> </ul>

### Course content:

#### Exam Component 1:

Component 01 has two sections:

- Section A: Reading information and ideas
- Section B: Writing for audience, impact and purpose.

For Section A, learners read and respond to unseen non-fiction texts, one of which is a 19th century text.

For Section B, they produce a piece of non-fiction writing.

Learners develop knowledge and understanding of how writers communicate for different audiences, purposes and contexts.

Learners read a wide range of high-quality non-fiction texts drawn from the 19th and either the 20th or 21st century. This may include essays, journalism (both printed and online), travel writing, speeches and biographical writing. Learners are required to read in different ways for different purposes. They read and analyse texts that are designed, for example, to persuade, inform, instruct or advise. They explore how



effectively texts achieve their purposes by comparing and evaluating the usefulness, relevance and presentation of ideas and information. Learners engage with texts, developing independent viewpoints and recognising different interpretations. They develop knowledge and understanding of linguistic and literary terminology to support their analysis of texts.

Learners produce clear and coherent non-fiction pieces for different purposes.

Learners produce original texts in a range of non-fiction forms, including articles, speeches and letters. They develop skills to adapt their writing for different purposes, audiences and contexts. Learners explore how vocabulary and grammatical features can be used to achieve particular effects. They use techniques identified from their wide reading of non-fiction texts to achieve specific effects. Learners apply their knowledge and understanding of appropriate linguistic conventions and use rhetorical devices effectively.

### **Exam Component 2:**

Component 02 has two sections:

- Section A: Reading meaning and effects
- Section B: Writing imaginatively and creatively.

For Section A, learners read and respond to unseen prose fiction texts drawn from the 20th and/or 21st century. One text may be literary non-fiction.

For Section B, they produce a piece of original creative writing. Learners develop knowledge and understanding of writers' use of language and techniques to create meaning and effects in narrative fiction and literary non-fiction.

Learners read a wide range of high-quality prose fiction texts drawn from the 20th and/or 21st century. This may include extracts from novels, short stories or literary nonfiction such as autobiography. Learners engage with the detail in texts to draw inferences and recognise the possibility of different reactions. They explore the impact of writers' uses of language, structure and grammatical features on the reader. Learners support their ideas about texts with carefully selected evidence. They develop knowledge and understanding of linguistic and literary terminology to support their analysis of texts.

Learners produce imaginative, original texts in a range of forms, such as short stories and autobiographical writing. They use narrative techniques identified from their wide reading of prose fiction texts to achieve deliberate effects in their own writing. Learners explore how vocabulary and grammatical features can be used to achieve particular effects. They develop skills to adapt their writing for different purposes and contexts. Learners apply their knowledge and understanding of linguistic and literary conventions to create impact in their own writing.

### **Component 3: Spoken Language**

Learners plan and organise a spoken presentation. They identify the subject for their presentation in advance. Learners should have previously agreed the subject of their presentation with their teacher. Learners give a prepared spoken presentation to an audience which must include the teacher. Presentations may take a wide variety of forms, including talks, debates, speeches and dialogues. As part of, or following, the presentation, learners must listen to and respond appropriately to questions and feedback.



## GCSE English Literature

<b>Examination board:</b>	OCR
<b>Examinations:</b>	<p><b>Year 11:</b></p> <p><b>Exam Component 1: <u>Exploring modern and literary heritage texts (01)</u></b></p> <p>Reading and responding to:</p> <ul style="list-style-type: none"> <li>• one studied modern prose or drama text, including making connections with a thematically linked unseen modern, same-genre extract</li> <li>• one studied 19th century prose text.</li> </ul> <p>Exploring modern and literary heritage texts (01) Closed text, 80 marks, 2 hour written paper 50% of total GCSE</p> <p><b>Exam Component 2: <u>Exploring poetry and Shakespeare (02)</u></b></p> <p>Reading and responding to:</p> <ul style="list-style-type: none"> <li>• one thematic poetry cluster from the OCR Poetry Anthology, including making connections with a thematically linked unseen poem</li> <li>• one studied Shakespeare play.</li> </ul> <p>Exploring poetry and Shakespeare (02) Closed text, 80 marks, 2 hour written paper 50% of total GCSE</p>
<b>Non-examined assessment:</b>	None

### Course content:

#### Exam Component 1: Exploring modern and literary heritage texts (01)

For this component, learners study one modern prose or drama text and one 19th century novel. The focus is on learners engaging with their reading through exploring key themes, ideas and issues, characterisation and settings in order to build confidence in their skills of critical evaluation. Study of the modern set text is enhanced through comparative study with an unseen modern, same genre extract.

#### Section A

Modern prose or drama: *Leave Taking* by Winsome Pinnock

#### Section B: Exploring modern and literary heritage texts (01)

19th century prose: *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson

Across the two sections:

Learners develop comprehension skills

Learners develop critical reading skills.



Learners reflect on the contexts in which texts are set, for example, those relating to social and cultural situations or experiences.

Learners develop their own viewpoints supported by textual evidence and recognising that there are different interpretations that other readers could make.

Learners analyse and evaluate how language, form and structure inform and impact on their reading of texts.

Learners develop critical and comparative understanding of texts.

Learners develop writing skills.

### **Exam Component 2: Exploring poetry and Shakespeare (02)**

For this component, learners study a themed poetry cluster from the OCR Poetry Anthology and a Shakespeare play. There is a choice of three poetry clusters for study, each comprising fifteen poems since 1789, some of which are from the English literary heritage, including Romantic poetry, alongside modern poems and poems from around the world. The poems have been carefully selected to provide a balanced and diverse collection for study. The focus is on learners taking a skills-based approach to engaging with and responding critically to poetry, including comparing poems and responding to unseen poetry. Learners explore a Shakespeare play through engaging with key themes and ideas, characterisation and settings. This is underpinned by understanding of the language and how society and culture are presented in the play.

Section A: Poetry across time- Choice of one themed poetry cluster from the OCR Poetry Anthology

There is a choice of three thematic poetry clusters for study in the OCR Poetry Anthology, each comprising a diverse range of poems, since 1789, drawn from modern and literary heritage poets and covering different styles, poetic genres and thematic elements.

Section B: Macbeth by William Shakespeare

Across the two sections:

Learners develop comprehension skills

Learners develop critical reading skills.

Learners analyse and evaluate how language, form and structure inform and impact on their reading of poetry and plays.

Learners develop their critical and comparative understanding of texts.

Learners develop writing skills.



## GCSE Biology

<b>Examination board:</b>	AQA (course code 8461)
<b>Examinations:</b>	<p><b>Year 11:</b></p> <p><b>Paper 1</b> Topics 1–4</p> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics.</li> </ul> <p><b>How it's assessed?</b></p> <p>Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none"> <li>• 100 marks</li> <li>• 50% of GCSE</li> <li>• Multiple choice, structured, closed short answer and open response.</li> </ul> <p><b>Paper 2</b> Topics 5–7</p> <ul style="list-style-type: none"> <li>• Homeostasis and response</li> <li>• Inheritance</li> <li>• Variation and evolution</li> <li>• Ecology.</li> </ul> <p><b>How it's assessed?</b></p> <p>Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none"> <li>• 100 marks</li> <li>• 50% of GCSE</li> <li>• Multiple choice, structured, closed short answer and open response.</li> </ul>
<b>Non-examined assessment:</b>	There is no directly assessed practical work in Biology. However, questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical in lessons. These questions will count for at least 15% of the overall marks for the qualification.

### Course content

1. Cell biology – Year 9
2. Organisation – Year 9/10
3. Infection and response – Year 10
4. Bioenergetics – Year 10
5. Homeostasis and response – Year 10
6. Inheritance, variation and evolution – Year 11
7. Ecology – Year 11

**More detailed information on the course content as well as the assessment procedures is available on the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk).**





## GCSE Chemistry

<b>Examination board:</b>	AQA
<b>Examinations:</b>	<p><b>Year 11:</b></p> <p><b>Paper 1</b> (100 marks - 50% of the total GCSE mark) – 105 minutes Topics 1 to 5</p> <p><b>Paper 2</b> (100 marks - 50% of the total GCSE mark) – 105 minutes Topics 6 to 10</p> <p>Multiple choice, structured, closed short answer and open response questions</p>
<b>Non-examined assessment:</b>	None

**Course content:**

**1. Atomic structure and the periodic table** - The periodic table provides chemists with a structured organization of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges. The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels.

**2. Bonding, structure, and the properties of matter** - Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures. Scientists use this knowledge of structure and bonding to engineer new materials with desirable properties. The properties of these materials may offer new applications in a range of different technologies.

**3. Quantitative chemistry** - Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. Given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions. Chemical reactions can be classified in various ways. Identifying different types of chemical reaction allows chemists to make sense of how different chemicals react together, to establish patterns and to make predictions about the behaviour of other chemicals. Chemical equations provide a means of representing chemical reactions and are a key way for chemists to communicate chemical ideas.

**4. Chemical changes** - Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Reactions in which



energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications. Some interactions between ions in an electrolyte result in the production of electricity. Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way.

**5. Energy changes** - Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximize the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimization processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way.

**6. The rate and extent of chemical change** - Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximize the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimization processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way.

**7. Organic chemistry** - The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.

**8. Chemical analysis** - Analysts have developed a range of qualitative tests to detect specific chemicals. The tests are based on reactions that produce a gas with distinctive properties, or a colour change or an



insoluble solid that appears as a precipitate. Instrumental methods provide fast, sensitive and accurate means of analyzing chemicals, and are particularly useful when the amount of chemical being analyzed is small. Forensic scientists and drug control scientists rely on such instrumental methods in their work.

**9. Chemistry of the atmosphere** - The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Scientists use very complex software to predict weather and climate change as there are many variables that can influence this. The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity.

**10. Using resources** - Industries use the Earth's natural resources to manufacture useful products. In order to operate sustainably, chemists seek to minimise the use of limited resources, use of energy, waste and environmental impact in the manufacture of these products. Chemists also aim to develop ways of disposing of products at the end of their useful life in ways that ensure that materials and stored energy are utilised. Pollution, disposal of waste products and changing land use has a significant effect on the environment, and environmental chemists study how human activity has affected the Earth's natural cycles, and how damaging effects can be minimised.



## GCSE Physics

<b>Examination board:</b> AQA	
<b>Examinations:</b> <b><i>All at the end of Year 11:</i></b> <b>Paper 1</b> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> </ul> How it's assessed <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> Questions <ul style="list-style-type: none"> <li>• Multiple choice, structured, closed short answer and open response.</li> </ul>	<b>Paper 2</b> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and electromagnetism</li> <li>• Space physics</li> </ul> How it's assessed <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> Questions <ul style="list-style-type: none"> <li>• Multiple choice, structured, closed short answer and open response.</li> </ul>
<b>Non-examined assessment:</b> <i>Frequent set experiments but no formal assessment</i>	

## Subject content

1. **Forces** – gravity, resultant forces, elasticity, levers, pressure, acceleration, Newton's Laws, stopping distances and momentum.
2. **Energy** – conservation, thermal transfer, kinetic, potential, work, power, efficiency and the National Grid.
3. **Waves** – transverse, longitudinal, frequency, the wave equation, sound, ultrasound, seismic waves, electromagnetic spectrum, light, lenses and black body radiation.
4. **Electricity** – current, potential difference, resistance, series and parallel circuits, mains electricity, power, the National Grid and static.
5. **Magnetism and electromagnetism** – making magnets, electromagnets, the motor effect, loudspeakers, induced potential, generators and transformers.
6. **Particle model of matter** – density, changes of state, temperature, specific heat capacity, specific latent heat and pressure in gases.
7. **Atomic structure** – atoms, isotopes, alpha scattering, nuclear radiation, decay equations, half-life, contamination, uses of radiation, nuclear fission and nuclear fusion.
8. **Space physics** – the Solar system, life cycle of a star, satellites and orbits, red shift and Big Bang theories.



## GCSE Religion, Philosophy & Ethics (RPE)

<b>Examination board:</b>	AQA 8061 (Short Course) AQA 8062 (Full Course)
<b>Examinations:</b>	<i>The examination will take place after three years of study at the end of Year 11. There are two components, both assessed in a single paper lasting 1hr 45 mins.</i>  <i>1. Religious Beliefs and Practices</i> <i>2. Philosophical and Ethical Themes</i>
<b>Non examined assessment:</b>	There is no non-examined assessment

*Religion, Philosophy and Ethics (RPE)* is an intellectually stimulating course that aims to provide answers to a number of questions about meaning, origin, purpose, truth and the fundamental nature of reality. Unlike the staid courses of religious education offered in many schools, RPE is designed for bright and able children, and it covers not only **statutory Religious Education**, but also Psychology, Philosophy and social science. It is designed not only to meet the needs of a standard GCSE qualification, but also to allow pupils from diverse religious and ethnic backgrounds to consider issues of religious extremism, radicalism, social cohesion, political engagement and processes, FGM, so-called "honor-based" violence and a wealth of other topics that address cultural, social and ethnic diversity in modern Britain. Lessons are a lively mix of debate, critical thinking, academic writing and reading in a judgment free and brave space.

The first component ("Religion") tackles religious worldviews. Currently, we study Christianity and Islam. The Christianity component is compulsory. The course focuses on theories of truth and reality, the ethical response of humanity to questions of existence, especially the existence of God, and religious practices. We are keen to address issues of social cohesion arising from an understanding of religious teachings, ethics and scriptural or doctrinal ideas found in faiths and worldviews relevant to our community.

The second component ("Philosophy & Ethics") consists of the study of the following themes, and encompasses religious, humanist and secular worldviews:

- **Sexual Ethics** and human relationships.
- **Philosophical Metaphysics**, including arguments for the existence of God, revelation and psychology.
- **War and Conflict**: violence, terrorism (including religious terrorism, holy war, jihad, pacifism) and war, including Just War Theory and nuclear weapons.
- **Crime and Punishment**: the nature and causes of crime and the varieties of punishments available, sanctity of life, the death penalty and options for political dissent.
- **Human Rights and Social Justice**: issues of equality, discrimination, racial and social prejudice, wealth and poverty (charity, poverty, exploitation).

All pupils are entered for the Short Course qualification, which provides 0.5 of a GCSE. The option exists to upgrade this to a full GCSE, and details of this process will be shared at the appropriate time.





# The Options:

You will choose four from the following list of subjects.

Conditions:

1. You must continue with the Modern Foreign Language subject that you are studying in Year 9. Information on these subjects is included for information only.
2. You must choose at least one of Geography or History.
3. You have a free choice of two other subjects, which may include either of the remaining from Geography or History, which was not chosen previously.

For example: the choices could be: Geography, Music, Psychology.

Or they could be: History, Geography, Art.

Art

Business

Computer Science

Design & Technology

French

Geography

History

Mandarin Chinese

Music

Physical Education

Psychology

Religious Studies (AS qualification)

Spanish



## GCSE Art and Design

<b>Examination board:</b>	OCR
<b>Examinations:</b>	<ul style="list-style-type: none"> <li>• 10 hr practical examination in April of year 11. This runs across two school days and takes place in the specialist art room.</li> <li>• Paper released January 1<sup>st</sup> where pupils are given a choice of starting points for this exam project.</li> <li>• <b>40% of overall mark</b></li> </ul>
<b>Non-examined assessment:</b>	<ul style="list-style-type: none"> <li>• Coursework portfolio derived from centre-determined starting points which pupils choose from in year 10.</li> <li>• Focus on exploration, research, acquisition of techniques, skills and outcomes.</li> <li>• Single project with defined structure and progression evidenced towards final outcome.</li> <li>• Flexible presentation options.</li> <li>• <b>60% of overall mark</b></li> </ul>

### Course content

GCSE in Art and Design requires candidates to complete two mandatory units. These are a centre set coursework project making up 60% of pupils GCSE grade, and an externally set project making up the remaining 40% of pupils GCSE grade.

The GCSE in Art and Design is organised so that candidates have several different specification titles available for study;

- Art, Craft and Design
- Fine Art
- Graphic Communication
- Photography

Candidates can choose one of the above specialism options available to base the production of their two components of coursework and exam projects on.

### GCSE Components

The components contained within each GCSE in Art and Design are listed below. For each GCSE, candidates will be required to achieve two components *1: Art and Design Portfolio* and *2: Art and Design OCR-set Task*. Each unit must contain work that is appropriate to the chosen endorsement or combined appropriately for the unendorsed option.



**OCR GCSE in Art and Design**

1: Art and Design Portfolio

2: Art and Design OCR-set Task

**Skills and knowledge gained**

- To be able to research Art History and develop their own work with knowledge taken from several artist sources.
- Understand and realise ideas into a final concept using a creative process.
- Excellent recording of ideas through accurate and detailed observational pieces.
- Experiment with a range of mediums successfully.
- Develop ideas into a final piece based on a set theme and by using influence from others work.
- To be able to evaluate their own work and their peers.
- Understand Art within the wider creative context and potential career development.

Studying GCSE Art and Design leads to a multiple of career options in the fast-growing creative industries. Pupils gain transferable skills of problem solving, communication and presentation skills, time management and organisation skills, self-confidence and the ability to experiment, and take risks where needed.

**Assessment**

Both components are assessed against 4 assessment objectives;

AO1	Develop ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3	Record ideas, observations and insights relevant to intentions as work progresses.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

All work is internally marked according to OCR specification by staff through cross moderation techniques.

Centre marks are submitted to OCR and candidates are selected for moderation. External moderator assesses candidate selection in school.



## GCSE Business

<b>Examination board:</b>	Edexcel (course code 1BS0)
<b>Examinations:</b>	<p>There are 2 external examinations at the end of Year 11 covering the two themes taught.</p> <p><b>Paper 1</b> ‘Investigating small business’ covers theme one taught in Year 10</p> <p><b>Paper 2</b> ‘Building a business’ covers content from theme 2 taught in Year 11.</p>

### Course content:

#### *Theme 1 – Investigating small business (Taught in Year 10)*

Theme 1 comprises five topic areas.

- **Topic 1.1 Enterprise and entrepreneurship** – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- **Topic 1.2 Spotting a business opportunity** – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research.
- **Topic 1.3 Putting a business idea into practice** – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- **Topic 1.4 Making the business effective** – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- **Topic 1.5 Understanding external influences on business** – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology and the economy.

#### *Theme 2 – Building a business (Taught in Year 11)*

Theme 2 comprises five topic areas.

- **Topic 2.1 Growing the business** – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- **Topic 2.2 Making marketing decisions** – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- **Topic 2.3 Making operational decisions** – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- **Topic 2.4 Making financial decisions** – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- **Topic 2.5 Making human resource decisions** – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.



## AQA GCSE CHINESE (SPOKEN MANDARIN) (8673)

<https://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673>

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

### Subject content

Students study all of the following themes on which the assessments are based. The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/ communities where Chinese is spoken.

#### **Theme 1: Identity and culture covers four topics with related sub-topics shown:**

Topic 1: Me, my family and friends- Relationships with family and friends/Marriage/partnership

Topic 2: Technology in everyday life -Social media/Mobile technology

Topic 3: Free-time activities- Music /Cinema and TV /Food and eating out /Sport

Topic 4: Customs and festivals in Chinese-speaking countries/communities

#### **Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown:**

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues- Charity/voluntary work /Healthy/unhealthy living

Topic 3: Global issues -The environment /Poverty/homelessness

Topic 4: Travel and tourism

#### **Theme 3: Current and future study and employment covers the following four topics:**

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

At QM, pupils will study four GCSE topics in Year 9. They are **Me, my family and friends/ My studies/ Life at school/free-time activities**. In Year 10, pupils will study four topics including **Travel and tourism/ Home, town, neighbourhood and region/ Customs and festivals in Chinese-speaking countries and communities/Technology in everyday life**.

In Year 11 pupils will study four topics which are **Education for post-16/ Jobs, career choices and ambitions/ Social issues/ Global issues**, do plenty of practice for the speaking and writing exams specifically and revise all topics for the reading and listening exams.





## Assessments

GCSE Chinese (Spoken Mandarin) has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

**Our pupils will all take the higher tier papers only.**

### Paper 1: Listening

**What's assessed** Understanding and responding to different types of spoken language

#### How it's assessed

- Written exam: 45 minutes (Higher Tier)
- 50 marks for Higher Tier (25% of GCSE)

(The exam includes 5 minutes' reading time of the question paper before the listening stimulus is played)

**Questions for the Higher Tier** - Questions in English, to be answered in English or non-verbally

### Paper 2: Speaking

**What's assessed** Communicating and interacting effectively in speech for a variety of purposes

#### How it's assessed

- Non-exam assessment
- Consist of three parts: role play, describing a photo card and general conversation
- 10–12 minutes (Higher Tier) + supervised preparation time of 12 minutes
- 60 marks for the Higher Tier (25% of GCSE)

#### Questions for the Higher Tier

- **Role-play** – 15 marks (2 minutes at Higher Tier)  
Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.
- **Photo card** – 15 marks (3 minutes at Higher Tier)  
Teachers will ask five prescribed questions based on the Photo card.
- **General conversation** – 30 marks (5–7 minutes at Higher Tier)  
The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card. A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test.



**Paper 3: Reading****What's assessed** Understanding and responding to different types of written language**How it's assessed**

- Written exam: 1 hour (Higher Tier)
- 60 marks for the Higher Tier (25% of GCSE)

**Questions for the Higher Tier**

- Section A – questions in English, to be answered in English or non-verbally
- Section B – translation from Chinese into English (a minimum of 50 characters for Higher Tier)

**Paper 4: Writing****What's assessed** Communicating effectively in writing for a variety of purposes**How it's assessed**

- Written exam: 1 hour 15 minutes (Higher Tier)
- 60 marks at Higher Tier (25% of GCSE)

**Questions for the Higher Tier**

- **Question 1** – structured writing task (student responds to four compulsory detailed bullet points, producing **approximately 75 characters 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 125 characters in total**) – there is a choice from two questions – 32 marks
- **Question 3** – translation from English into Chinese (**minimum 40 words**) – 12 marks

**Useful revision websites**

AQA GCSE Chinese Assessment resources

<https://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673/assessment-resources>

AQA GCSE Chinese Specification

<https://filestore.aqa.org.uk/resources/chinese/specifications/AQA-8673-SP-2017.PDF>

Quizlet AQA Chinese online flashcards

<https://quizlet.com/class/2574469/>

Chinesebuddy songs

[https://www.youtube.com/channel/UCJdwm0ut\\_GzVT5VzzylqDQA/videos](https://www.youtube.com/channel/UCJdwm0ut_GzVT5VzzylqDQA/videos)Mandarin Click <https://youtu.be/KoWJ7YrCuf0>Chinese Zero to Hero <https://youtu.be/jUvSYzTOWWA>

## GCSE Computer Science

<b>Examination board:</b>	OCR (course code J277)
<b>Examinations:</b>	<p><b><i>Computer Systems:</i></b> 90 minutes, 80 marks, 50% of the total GCSE</p> <p><b><i>Computational Thinking, Algorithms and Programming:</i></b> 90 minutes, 80 marks, 50% of the total GCSE</p>
<b>Non-examined assessment:</b>  Year 10 Summer Term:	<p><b><i>Programming Project:</i></b>  20 hours (approx.), compulsory part of the course, internally assessed.</p>

### Course content:

The course gives learners a real, in-depth understanding of how computer technology works. Learners will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, the course will give them an insight into what goes on ‘behind the scenes’, including computer programming, which many learners find absorbing.

**Focus on cyber security** – It looks at phishing, malware, firewalls and people as the ‘weak point’ in secure systems.

**Encourages mental versatility** – Students use their new-found programming skills on an independent coding project by solving a real-world problem of their choice. The primary language used at QMGS is Python.

### ***Unit J277/01: Computer systems***

- Systems architecture
- Memory & Storage
- Network topologies, protocols & layers, Wired & wireless networks
- System software & System security
- Ethical, legal, cultural & environmental concerns

### ***Unit J277/02: Computational thinking, algorithms and programming***

- Algorithms & Programming techniques
- Computational logic
- Translators & facilities of languages
- Data representation

### ***Unit J277/03: Programming project***

- Programming techniques
- Analysis, Design, Development, Testing, Evaluation & conclusion

Example non-exam assessment tasks are provided by OCR. Learners will produce a report that details the iterative development for the project. While this is not marked by the exam board, it is a vital part of the course to build computational thinking and programming skills for the written examination and to gain a rounded understanding of the subject. Annually the best project receives a prize on Speech Day.



## GCSE Design and Technology

<b>Examination board:</b>	AQA (Course code 8552)
<b>Examinations:</b>	<p><b>Year 11:</b> Written paper 2 hours. 100 marks available. 50% of the marks available for the course. All questions in the examination are compulsory. 15% of marks available in the examination will be awarded for the application of Mathematics.</p> <p><b>Section 1:</b> Core technical principles (20 marks)  <b>Section 2:</b> Specialist technical principles in the chosen material area (30 marks)  <b>Section 3:</b> Design and making principles (50 marks)</p>
<b>Non-examined Assessment:</b>	<p><b>NEA: Design and Making Practice</b> Approximately 30-35 hours' work. 100 marks are available. 50% of the marks available for the course. Consists of a single design and make activity that comes from study one of the contextual challenges released annually by the examination board on 1<sup>st</sup> June. NEA will start on 1<sup>st</sup> June in Year 10 and the deadline will be at Easter in Year 11.</p>

### Course content:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

The course encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as manufacturing and engineering.



**Course Structure:****Year 10: September to the end of May**

Students will study all of the following material areas:

- Papers and boards
- Timber
- Metals and alloys
- Polymers
- Textiles
- Electronics and mechanical systems

Students will then study at least one material area to develop specialist knowledge in terms of applications and working properties.

**1<sup>st</sup> June in Year 10 to Easter in Year 11**

Non-examined Assessment (NEA)

The NEA will consist of a design and make task worth 100 marks.

Assessment criteria:

- Identifying and investigating design possibilities (10 marks)
- Producing a design brief and specification (10 marks)
- Generating design ideas (20 marks)
- Developing design ideas (20 marks)
- Realising design ideas (20 marks)
- Analysing and Evaluating (20 marks)

In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner. The work will be marked by teachers and moderated by AQA.

Candidates should undertake a single design and make activity which is selected a choice of three contextual challenges set annually by the examination board and released on 1<sup>st</sup> June in year 10. Students then have until Easter in Year 11 to complete the iterative design challenge. It is a requirement that all students write their own design brief following a period of analysis of one of the issued contexts.

Students should submit a 3-dimensional outcome (prototype) and a concise design folder and/or appropriate ICT evidence. The design folder should consist of approximately 20 pages. An ePortfolio is the preferred method at the school. It is expected that candidates should spend approximately 30-35 hours on the NEA.

It is essential that all students follow an iterative design process and that the ePortfolio is used as a diary of all work completed. Students must work independently, and it is hoped that the process involves much cross-over between doing and thinking and designing and making. Every project is different, and every student will work in a different way. Creativity and innovation will be rewarded.

**Twitter**

Keep up to date with the Design and Technology department at the school: @QMGSdT



## GCSE French

<b>Examination board:</b>	AQA (course code 8658)
<b>Examinations:</b>	<b>Year 11: SUMMER</b> <b>Paper 1</b> -Listening 25% - 45 minutes <b>Paper 2</b> -Speaking 25% - 10-12 minutes (+ 12 minutes prep) <b>Paper 3</b> -Reading 25% – 1 hour <b>Paper 4</b> -Writing 25% – 1 hour 15 minutes
<b>Non-examined assessment:</b>	

### Course content:

#### Theme 1: Identity and culture

##### Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

##### Topic 2: Technology in everyday life

- Social media
- Mobile technology

##### Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

##### Topic 4: Customs and festivals in French-speaking countries/communities

#### Theme 2; Local, national, international and global areas of interest

##### Topic 1: Home, town, neighbourhood and region

##### Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

##### Topic 3: Global issues

- The environment
- Poverty/homelessness

##### Topic 4: Travel and tourism

#### Theme 3: Current and future education and employment

##### Topic 1: My studies

##### Topic 2: Life at school/college

##### Topic 3: Education post-16

##### Topic 4: Jobs, career choices and ambitions



## GCSE Geography

<b>Examination board:</b>	AQA, GCSE Geography (8035)
<b>Examinations:</b>	<p><b>Year 10:</b> Internal examination based on Year 10 content</p> <p><b>Year 11:</b> Unit 1 <i>Living with the Physical Environment</i> (35% of the total GCSE mark) – 1 hour 30 mins Unit 2 <i>Challenges in the Human Environment</i> (35% of the total GCSE mark) – 1 hour 30 mins Unit 3 <i>Geographical Applications</i> (30% of the total GCSE mark) – 1 hour 15 mins</p>
<b>Non-examined assessment:</b>	None

Studying geography gives you the opportunity to travel the world via the classroom, learning about both the physical and human environment. You'll understand how geography impacts your life every day and discover the key opportunities and challenges facing the world today and in the future. Throughout the course you will develop an understanding of the human and physical landscapes in the UK whether it be through looking at regeneration projects in UK cities, the changing economy of the UK or the fluvial and glacial landscapes located throughout the UK.

### Course content:

#### ***Unit 1 – Living with the Physical Environment***

Candidates answer questions on these three topics:

- The Challenge of Natural Hazards (Tectonic Hazards; Weather Hazards; Climate Change)
- The Living World (Ecosystems; Tropical Rainforests; Hot Environments)
- Physical Landscapes in the UK (River Landscapes; Glacial Landscapes)

#### ***Unit 2 – Challenges in the Human Environment***

Candidates answer questions on these three topics:

- Urban Issues and Challenges (Urbanisation; Cities; Sustainable Urban Living)
- The Changing Economic World (Development; Life in Nigeria; Economy of the UK)
- The Challenge of Resource Management (Resource Management; Energy)

#### ***Unit 3 – Geographical Applications***

##### Section A – Issue Evaluation

- Questions related to an information booklet released 12 weeks before the exam

##### Section B – Fieldwork

- Two separate pieces of fieldwork (both human geography and physical geography) and questions asked upon different aspects of the process in the examination.
- Geographical Skills will also be tested in this paper.



## GCSE History

**Examination Board:** AQA History 8145

**Examinations:** *Sat at the end of Year 11*

**Paper 1: Understanding the Modern World**

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

**Paper 2: Shaping the nation**

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

**Paper 1 – Understanding the Modern World**

**Topic 1. Germany, 1890–1945: Democracy and dictatorship**

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

- Part one: Germany and the growth of democracy
- Part two: Germany and the Depression
- Part three: The experiences of Germans under the Nazis

**Topic 2. Conflict and tension between East and West, 1945–1972**

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

- Part one: The origins of the Cold War
- Part two: The development of the Cold War
- Part three: Transformation of the Cold War





**Paper 2 - Shaping the nation****Topic 1 - Health and the people: c1000 to the present day**

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

- Part one: Medicine stands still
- Part two: The beginnings of change
- Part three: A revolution in medicine
- Part four: Modern medicine

**Topic 2 - Elizabethan England, c1568–1603**

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

- Part one: Elizabeth's court and Parliament
- Part two: Life in Elizabethan times
- Part three: Troubles at home and abroad



## GCSE Music

<b>Exam Board:</b>	Edexcel (course code 1MU0)
<b>Examinations:</b>	<p>Year 11. Unit 3. 40% of the total GCSE</p> <p><b><u>Listening &amp; Appraising exam.</u></b> 1 hr 45 mins written paper in 2 sections</p> <p><b>Section A:</b></p> <p>6 questions based on short audio extracts from the 8 set works listed below.</p> <p>One short melody/rhythm completion exercise.</p> <p>One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.</p> <p><b>Section B</b></p> <p>Extended response comparison between one of the set works and one unfamiliar piece</p>
<b>Non-examined assessment:</b>	<p><b><u>Unit 1 – Performing (minimum standard AB grade 4).</u></b> 30% of total GCSE</p> <p>Pupils perform 1 solo piece and 1 ensemble piece (both free choice).</p> <p>Both are recorded, internally assessed and then sent to the board for moderation.</p> <p><b><u>Unit 2 - Composing.</u></b> 30% of total GCSE</p> <p>2 compositions with a combined duration of at least 3 minutes</p> <p>1 piece on a brief set by the exam board and 1 free choice</p>

Course Content:

<u>Unit 1:</u>	<u>Unit 2:</u>	<u>Unit 3:</u>
<ul style="list-style-type: none"> <li>Solo performance practice</li> <li>Ensemble practice</li> </ul>	<ul style="list-style-type: none"> <li>How to use Sibelius software</li> <li>Composing techniques</li> </ul>	An in depth study of eight set works, covering the history of music from the 18 <sup>th</sup> Century to present day.

Unit 3 set works:**Instrumental Music 1700–1820**

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

**Vocal Music**

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

**Music for Stage and Screen**

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

**Fusions**

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



## GCSE Physical Education

<b>Examination board:</b>	AQA
<b>Examinations:</b>	<ul style="list-style-type: none"> <li>• Paper 1: The human body and movement in physical activity and sport - 1hr 15mins (30% of course)</li> <li>• Paper 2: Socio-cultural influences and well-being in physical activity and sport - 1hr 15mins (30% of course)</li> </ul>
<b>Non-examined assessment:</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Analysis and evaluation of performance to bring about improvement in one activity</li> <li>• 40% of course</li> </ul>

### Course content:

The GCSE in Physical Education covers a wide and varied range of content, consisting of:

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

### GCSE Components

There are three main components to the GCSE in Physical Education.

The first two are exam based and cover the content above.

The final component is a 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).



## GCSE Psychology

<b>Examination board:</b>	<b>Pearson Edexcel GCSE Psychology (9-1)</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/psychology-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/psychology-2017.html</a>
<b>Examinations:</b>	<p><i>All examinations take place after two years of study at the end of Year 11. There are two components:</i></p> <p><i>1. Psych 1: 1 paper, 1hr 45 minutes,</i></p> <p>The paper consists of six sections. Students must answer all questions in each section.</p> <p>The first five sections will contain multiple-choice, short-open and open-response questions. The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.</p> <p><i>2. Psych 2: 1 paper, 90 minutes</i></p> <p>This paper contains six sections. The paper will include calculations, multiple-choice, short-open, open-response and extended-writing questions. The paper will include questions that target mathematics at Key Stage 3. Calculators may be used in the examination.</p>
<b>Non-examined assessment:</b>	There is no controlled assessment

### Course content:

The QMGS GCSE curriculum in Psychology is designed to inspire and engage you by providing a broad, coherent, satisfying and worthwhile course of study which develops an understanding of the ideas and values that characterise 'self' and others. You will be equipped with psychological literacy that enables you to apply knowledge and skills in everyday life, including making informed decisions about further study and career choices.

It builds substantially on concepts and ideas learned in KS3 RPE and prepares students for academic study at A Level and beyond. It uses scientific methods, intellectual rigour and mathematical analysis in order to provide an empirical and theoretical insight into human behaviour, both of the typical kind and of the divergent, deviant or disturbing kind.

### Subject topics

- **CRIMINAL PSYCHOLOGY:** You will study different types of crime, including violent and sexual offences, and understand the psychological causes of and responses e.g., of victims to crime.
- **DEVELOPMENT:** What impact do your parents have on you as you grow up? You will also study IQ as a measure of intelligence, growth mindsets, and education.
- **PSYCHOLOGICAL PROBLEMS and DISORDERS:** You will study mental and psychological disorders in general, and depression, stress and addiction in particular.



- **SOCIAL INFLUENCE:** You will study how and why people comply with authority, how they behave in crowds, and the nature and scope of antisocial behaviour.
- **MEMORY:** You'll learn how to implant memories, how to avoid deception, how to read minds, and most importantly how to remember a whole bunch of stuff.
- **SLEEP AND DREAMING:** Flying. Running but not getting away. Falling. Teeth. Hiding from something. Running through houses and streets. Death. Naked in public. What do these dreams mean?
- **THE BRAIN and NEUROSCIENCE:** How does the brain work? How is it structured? What happens to it when it gets damaged? What are split brains? Who was Phineas Gage? What is consciousness?
- **RESEARCH METHODS:** How do we know any of this stuff? You'll learn. And you'll also get the chance to run your very own psychological study.

Full details are available on the Pearson Edexcel website, or you can scan the QR code here to find more about the course:



## Religious Studies (AS Qualification)

<b>Examination board:</b>	AQA (Course code 7061)
<b>Examinations:</b>	See below for the contents of the examination. Further information about the course specification and its requirements may be found here: <a href="https://www.aqa.org.uk/subjects/religious-studies/as-and-a-level/religious-studies-7061">https://www.aqa.org.uk/subjects/religious-studies/as-and-a-level/religious-studies-7061</a>

### Course content:

A superb opportunity is available to take the AQA AS Religious Studies (RS) course. This is open to all intellectually inquisitive, and academically ambitious students. This undertaking will hone your critical thinking skills, and evaluative writing skills - both of which are sought by higher education and employers alike, particularly in law, education, social work, politics, medicine, administration and the media. Advantageously, this is done in combination with the RPE departmental style which teaches through philosophy, so you will also practise skills of logic and reasoning - which are particularly useful for mathematics, computer science, physics, biology, chemistry and psychology. Owing to these qualities, universities pay great attention to applicants with religious studies skills. In fact, in recent years over one in five students admitted to Oxford University to study English had an RS A level. It is no wonder then that in 2017 it was recorded that the number of entries for RS A level since 2003 is greater than for any arts, humanity, or social science subject. Furthermore, students enjoy the subject academically as is represented in data which shows that in the same year 23.3% of entries for RS A level were awarded an A or an A\*. It should be noted that you will be choosing the AS level and not an A level, however you will still learn the same skills and your certificate will still be noted by universities as part of your applications (so, in short, the benefits still apply). The AS course consists of two components, but they are better represented in three parts:

1. Philosophy of religion; arguments for the existence of God, evil & suffering, and the nature of religious experience (phenomenology).
2. Philosophy of ethics; an introduction to ethical theories, and applied ethics including topics such as abortion, euthanasia and the treatment of animals.
3. The study of a religion; we will be studying the Buddhist worldview, which itself is linked to the philosophy of mind.

Please note that by nature of the option being an AS level it will be difficult, so applicants should think deeply about this option. Note also that this will count as one of your GCSE options, and that this is an AS level not a full A level; at present it is not planned that at sixth form we will offer a 'top up' option to turn it into a full A level. This way you would have 3 A levels and an AS level, rather than simply 3 A levels.



## GCSE Spanish

<b>Examination board:</b>	AQA (course code 8698)
<b>Examinations:</b>	<b>Year 11: SUMMER</b> Paper 1- Listening 25% - 45 minutes Paper 2- Speaking 25% - 10-12 minutes (+ 12 mins' prep) Paper 3- Reading 25% -1 hour Paper 4- Writing 25% - 1 hour 15 minutes
<b>Non-examined assessment:</b>	

### Course content:

#### Theme 1: Identity and culture

##### **Topic 1: Me, my family and friends**

- Relationships with family and friends
- Marriage/partnership

##### **Topic 2: Technology in everyday life**

- Social media
- Mobile technology

##### **Topic 3: Free-time activities**

- Music
- Cinema and TV
- Food and eating out
- Sport

##### **Topic 4: Customs and festivals in Spanish-speaking countries/communities**

#### Theme 2; Local, national, international and global areas of interest

##### **Topic 1: Home, town, neighbourhood and region**

##### **Topic 2: Social issues**

- Charity/voluntary work
- Healthy/unhealthy living

##### **Topic 3: Global issues**

- The environment
- Poverty/homelessness

##### **Topic 4: Travel and tourism**

#### Theme 3: Current and future education and employment

##### **Topic 1: My studies**

##### **Topic 2: Life at school/college**

##### **Topic 3: Education post-16**

##### **Topic 4: Jobs, career choices and ambitions**



## ***Notes***

