



THORPE HALL
SCHOOL

GCSE Options

Contents

This GCSE Options booklet will help Pre G pupils and their parents choose the subjects they will go on to study at the GCSE level in Lower G and Upper G.

It covers the compulsory subjects of English, Maths and Science, plus the non-examinable Core PE and PSHE & Citizenship subjects that all pupils will study. You will find information on all the different 'Option' subjects, including what is learned, how the course is assessed and why you might consider it. Some of the careers and skills often linked to the subject are also listed. At this stage, most pupils will not know what career they want to pursue and so keeping their choices as broad as possible is often a good way forward. If you have any questions about a specific course, the subject lead's name and email address is provided. For any other information or guidance, please contact Mr Turner at rturner@thorpehallschool.co.uk, or Mr Duckitt at sduckitt@thorpehallschool.co.uk, who will be pleased to help.

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Dear Parents,

This booklet is your comprehensive guide to help your child make their GCSE option choices.

Teachers will have presented their subjects to students in school and many will already have a strong idea of what they want to study for the next two years.

Further guidance will be offered at the Parent and Student Options Fair held in January, also in attendance will be a professional careers advisor on hand to offer help if needed.

I suggest you keep this booklet in a safe place because it will be a useful document to refer to through Lower and Upper G. Please feel free to get in touch with me or Mr Turner for any further details or clarifications.

Guidance

An 'Option Block' is where a group of non-core subjects are taught to the whole year group on the timetable concurrently. Unlike many schools, where these are set in 'tablets of stone', we are able to do a certain amount of tailoring to suit the individual cohort. This allows us to place certain subjects in certain blocks to maximise the chance that most students will get their choices.

In order to facilitate this, we conduct straw polls with Pre G that take place in the spring term. At no time are they committing to any final choices, but they are helping the process of decision-making. Option choices are not made until the Options Meeting. By this time Pre G will have finished their 'End of Year' examinations, received 2 interim reports and their 'Full Written Reports' to help aid your decision making.

All students take English, English Literature, Mathematics and Science

There is also the consideration of selecting a 'balanced' range of subjects; ideally a humanity (e.g. Geography or History), a technical subject (maybe Media or a technology subject), an 'Arts' subject (Art, Drama or Music), a practical subject such as PE, Dance and a Modern Foreign Language. This does not work for all students, but the more balanced the choices are, the more 'doors' are kept open for them beyond GCSEs.

It is inevitable that there will be a minority of students who may not be able to get their first choices; if this is the case, we will discuss the alternatives with those individuals.

Please be aware that exam costs are payable by parents and you will receive an official invoice once entries are made in the spring term of Upper G.

I hope this helps you understand the 'Options' process a little better and there will be a full presentation at the Options Meeting to explain any unanswered questions.

Yours sincerely,



Mr Stephen Duckitt

MA; BEd; BSc; NPQH
Headteacher

COMPULSORY SUBJECTS

- English Language
- English Literature
- Mathematics
- (Further Mathematics)
- (Statistics)
- Combined Science: Trilogy Award
- (Separate sciences: Biology, Chemistry & Physics)

NON-EXAMINABLE SUBJECTS

- Physical Education
- Personal, Social, Health Education & Citizenship

THE OPTIONS ARE:

- | | |
|--|-------------------------|
| • Art & Design | • French |
| • Business Studies | • Geography |
| • BTEC Business | • Graphic communication |
| • Child Development | • History |
| • Computer Science | • Music |
| • Design & Technology Core with Timber Specialism | • Photography |
| • Dance | • Physical Education |
| • Drama | • BTEC Sport |
| • Film Studies | • Psychology |
| • Food Preparation & Nutrition | • Religious Studies |
| | • Spanish |

Please be aware that subjects are normally only considered viable if there are at least 7 children who wish to study the subject. Therefore, some of the above subjects may be eliminated from the final Option Blocks if the straw poll suggests there is little or no support for a certain subject.

Which Direction Will You Choose?

The small class sizes at Thorpe Hall School enable us to offer an individual approach to education.

Whilst the fulfillment of academic potential is given due priority, we also see the building of self-esteem as key to achieving success. Through a broad and balanced curriculum and a wide and varied range of extra activities, each student is given challenges and opportunities to prove themselves in an atmosphere that is supportive and nurturing.

This booklet is to help you and your parents know more about the subjects on offer in Upper & Lower G. For the first time, you have the responsibility to choose some of your subjects.

You should make your choices bearing in mind your individual needs, talents, interests and future aspirations.





ENGLISH GCSE

One GCSE or Two?

It is compulsory to study English at GCSE. Most pupils will finish the course with two GCSE certificates. In some cases, it will be more appropriate for pupils to work towards the GCSE in English Language only, with a view to concentrate their effort in securing the best possible result in that qualification. All decisions taken will be discussed with parents and pupils.

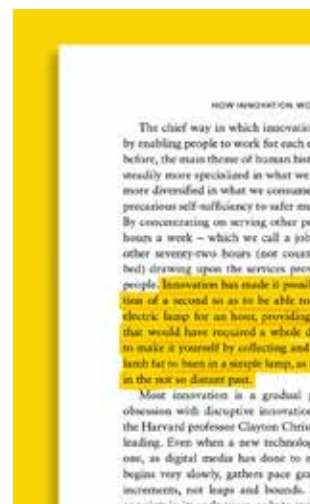


| Simple | Progressive | Perfect | Perf Progr |
|--------------------------|----------------------------------|---------------------------|---------------|
| 1st form + s/es | am/is/are + 1st form + ing | have/has + 3rd form | have |
| 2nd form | was/were + 1st form + ing | had + 3rd form | |
| will/shall + 1st form | will be + 1st form + ing | will h + 3rd form | |



English leads to careers in:

- Social Work
- Law
- Speech Therapy
- Public Relations
- Advertising
- Translating
- Journalism
- Presenting
- Editing
- Writing
- Teaching
- Psychology



USEFUL SKILLS:

- Creative thinking
- Organisation
- Planning
- Expressing an opinion
- Ability to use different materials
- Proactivity

English Language (8700)

COMPULSORY

EXAM BOARD: Assessment and Qualifications Alliance (AQA)

CONTACTS: Mrs Moore - kmoore@thorpehallschool.co.uk

About this course

This course encourages you to read fluently and write effectively. You will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploy figurative language and analyse texts.

This will enable you to:

- Read a wide range of texts, fluently and with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve your own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, you will be able to listen to and understand spoken language, and use spoken Standard English effectively. The Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade.





How is the course assessed?

Assessments: All texts in the examination will be unseen

| PAPER 1 Explorations in Creative Reading and Writing | PAPER 2 Writers' Viewpoints and Perspectives | Non-examination Assessment: Spoken Language |
|--|---|--|
| WHAT'S ASSESSED Section A: Reading One literature fiction text Section B: Writing Descriptive or narrative writing | WHAT'S ASSESSED Section A: Reading One non-fiction text and one literary non-fiction text Section B: Writing Writing to present a viewpoint | WHAT'S ASSESSED (A07-A09) Presenting Responding to questions and feedback Use of Standard English |
| ASSESSED Written exam: 1 hour 45 minutes 80 marks 50% of GCSE | ASSESSED Written exam: 1 hour 45 minutes 80 marks 50% of GCSE | ASSESSED Teacher set throughout course Marked by teacher Separate endorsement (0% weighting of GCSE) |
| QUESTIONS Reading (40 marks) (25%) - one single text 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy) | QUESTIONS Reading (40 marks) (25%) - two linked texts 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy) | |

English Literature (8702)

COMPULSORY

EXAM BOARD: Assessment and Qualifications Alliance (AQA)

CONTACTS: Mrs Moore - kmoore@thorpehallschool.co.uk

About this course

This course aims to encourage you to develop knowledge and skills in reading, writing and critical thinking. Through literature, you have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature will encourage you to read widely for pleasure, and as a preparation for studying literature at a higher level.

This should enable you to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across your reading
- Read in depth, critically and evaluatively, so that you are able to discuss and explain your understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Write accurately, effectively and analytically about your reading, using Standard English
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms you need to criticise and analyse what you read





How is the course assessed?

Assessments: All assessments are closed book: any stimulus materials required will be provided as part of the assessment. All assessments are compulsory.

| PAPER 1 Shakespeare and the 19th-century novel | PAPER 2 Modern texts and poetry |
|---|--|
| WHAT'S ASSESSED Shakespeare The 19th-century novel | WHAT'S ASSESSED Modern texts Poetry Unseen poetry |
| HOW IT'S ASSESSED Written exam: 1 hour 45 minutes 64 marks 40% of GCSE | HOW IT'S ASSESSED Written exam: 2 hour 15 minutes 96 marks 60% of GCSE |
| QUESTIONS <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> | QUESTIONS <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p> |

MATHEMATICS

Why study Mathematics?

Maths is a compulsory subject for all pupils at GCSE. It is one of the best subjects to help develop your analytical and problem-solving skills. Studying Maths will enable you to tackle abstract problems and also solve everyday issues. A good grade in Maths will allow you to succeed in other subjects and progress on to further education. It will also increase your chances of getting a good job. All types of employers in all sorts of industries value the analytical skills developed studying Maths.





Mathematics leads to careers in:

- Accountancy
- Financial Services
- Big Data Analysis
- Surveying
- Architecture
- Engineering
- Economics
- Teaching
- Banking
- Business Management



USEFUL SKILLS:

- Problem solving
- Interpreting data and information
- Attention to detail
- Accurate measuring
- Reasoning

Mathematics (1MA1)

COMPULSORY

EXAM BOARD: Edexcel for higher

Oxford, Cambridge & RSA (OCR) for foundation

CONTACT:

Miss Gyesi-Appiah - ngyesiappiah@thorpehallschool.co.uk

About this course

Our aim is that you should reach your highest level of attainment in Mathematics.

We will give you the opportunity to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

The content of the syllabus is based on the course material as laid down by Edexcel for GCSE examinations.

There are five main categories within this subject:

| Tier | Topic Area | Weighing |
|-------------------|---------------------------------------|----------|
| Foundation | Number | 22-28% |
| | Algebra | 17-23% |
| | Ratio, Proportion and Rates of change | 22-28% |
| | Geometry and Measures | 12-18% |
| | Statistics and Probability | 12-18% |
| Higher | Number | 12-18% |
| | Algebra | 27-33% |
| | Ratio, Proportion and Rates of change | 17-23% |
| | Geometry and Measures | 17-23% |
| | Statistics and Probability | 12-18% |

Due to the increased demands of the new GCSE syllabus, and in order to ensure that pupils achieve their full potential, you start the course in Pre G where you are placed in three sets for Pre G through to Upper G. Much of the work will be through individual learning, but there will be opportunities for small group work and investigations. You will be required to complete independent learning at home.

How is the course assessed?

Assessment Programme Linear Course

The groups will follow a linear assessment course, which is assessed in 3 separate papers, all of which must be taken in summer of Year 11.

- Foundation tier – grades 1 to 5
- Higher tier – grades 4 to 9 (grade 3 allowed)
- There are 3 assessment objectives within each topic studied.



| | | % Foundation | % Higher |
|------------|---|--------------|-------------|
| A01 | Use and apply standard techniques Students should be able to: <ul style="list-style-type: none"> • Accurately recall facts, terminology and definitions • Use and interpret notation correctly • Accurately carry out routine procedures or set tasks requiring multi-step solutions. | 50 | 40 |
| A02 | Reason, interpret and communicate mathematically Students should be able to: <ul style="list-style-type: none"> • Make deductions, inferences and draw conclusions from mathematical information • Construct chains of reasoning to achieve a given result • Interpret and communicate information accurately • Present arguments and proofs • Assess the validity of an argument and critically evaluate a given way of presenting information. Where problems require students to use and apply standard techniques or to independently 'solve problems' a proportion of those marks should be attributed to the corresponding Assessment Objective. | 25 | 30 |
| A03 | Solve problems within mathematics and in other contexts Students should be able to: <ul style="list-style-type: none"> • Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • Make and use connections between different parts of mathematics • Interpret results in the context of the given problem • Evaluate methods used and results obtained • Evaluate solutions to identify how they may have been affected by assumptions made. Where problems require students to use and apply standard techniques or to reason, interpret and communicate mathematically' a proportion of those marks should be attributed to the non-responding Assessment Objective. | 25 | 30 |
| | Total | 100% | 100% |

Special Equipment

- A set of geometric mathematical instruments.
- A Scientific Calculator. We use the Casio FX-83GTX and FX-85GTX or newer, direct equivalents.

Progression

Please note that GCSE Mathematics is a requirement for progression to a wide range of courses at Level 3. Students are expected to continue with their study of GCSE Mathematics, or Functional Skills Level 2, after the age of 16 if they have not achieved a Grade 4 or above at Key Stage 4.

Further Mathematics

(COMPULSORY)

EXAM BOARD: AQA

CONTACT: Miss Gyesi-Appiah - ngyesiappiah@thorpehallschool.co.uk

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2 Specification at a glance

Subject content

- 1 Number
- 2 Algebra
- 3 Coordinate Geometry (2 dimensions only)
- 4 Calculus
- 5 Matrix Transformations
- 6 Geometry

Assessments

AQA Level 2 Certificate in Further Mathematics is linear. Students take two question papers. Both question papers must be taken in the same series.

| Paper 1: non- calculator | + | Paper 2: calculator |
|---|---|---|
| What's assessed Content from any part of the specification may be assessed | | What's assessed Content from any part of the specification may be assessed |
| How it's assessed <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 80 marks• Non-calculator• 50% of the AQA Level 2 Certificate in Further Mathematics assessment | | How it's assessed <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 80 marks• Calculator• 50% of the AQA Level 2 Certificate in Further Mathematics assessment |
| Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. | | Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. |

Total Qualification Time

Guided Learning Hours: 120

Total Qualification Time: 120

GCSE Statistics (1ST0/1F / 1ST0/1H)

(COMPULSORY)

EXAM BOARD: EDEXCEL

CONTACT: Miss Gyesei-Appiah - ngyesiappiah@thorpehallschool.co.uk

(COMPULSORY)

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Statistics consists of two externally-examined papers.

Students must complete all assessment in May/June in any single year, and students can only be entered for **either** Foundation tier **or** Higher tier.

| Paper 1 (*Paper code: 1ST0/1F and 1ST0/1H) |
|---|
| Written examination: 1 hour and 30 minutes 50% of the qualification 80 marks |
| Content overview 1. The collection of data 2. Processing, representing and analysing data 3. Probability |
| Assessment overview <ul style="list-style-type: none">• Students must answer all questions• The papers assess all content• Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle• The papers contains short response, medium response and extended response questions |

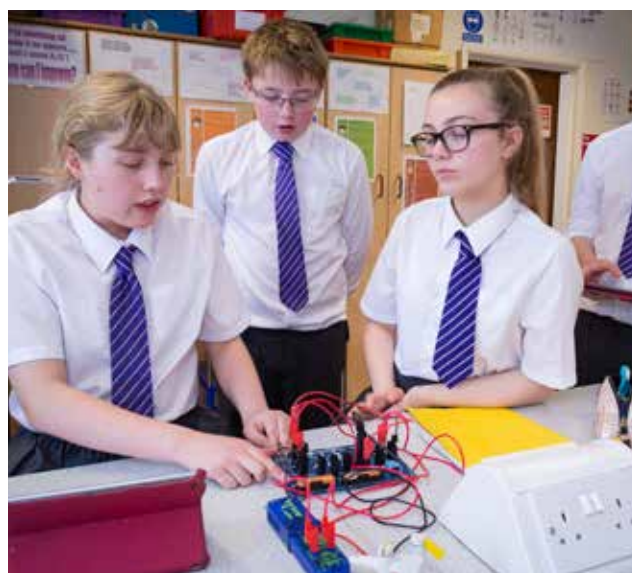
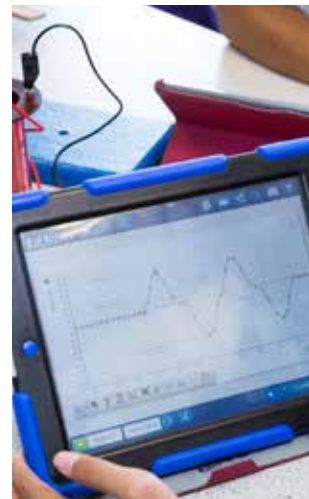
| Paper 2 (*Paper code: 1ST0/2F and 1ST0/2H) |
|---|
| Written examination: 1 hour 30 minutes 50% of the qualification 80 marks |
| Content overview 1. The collection of data 2. Processing, representing and analysing data 3. Probability |
| Assessment overview <ul style="list-style-type: none">• Students must answer all questions• The papers assess all content• Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle• The papers contains short response, medium response and extended response questions |

SCIENCE

Why study Science?

Science is a compulsory GCSE for all pupils.

It is a well-regarded subject and sought after by universities and employers. It allows us to develop an understanding of ourselves and the world around us, as well as developing a range of transferable skills such as critical thinking, analysis and evaluation. The wide variety of topics and contexts in Science make it an extremely interesting subject to study. Science allows us to understand how we and the world around us work, and provides us with the tools to understand how our lives may change in future. Science qualifications lead to a wide range of careers.





Biology leads to careers in:

- Occupational Therapy
- Diet & Nutrition
- Ecology
- Zoology
- Conservation
- Medicine/Health
- Marine Biology



Chemistry leads to careers in:

- Pharmaceuticals
- Engineering
- Oceanography
- Forensics
- Physiotherapy
- Veterinary Science



Physics leads to careers in:

- Astronomy
- Electrical Engineering
- Electronics
- Mechanical Engineering
- Programming
- Surveying



USEFUL SKILLS:

- Problem solving
- Interpreting data and information
- Reasoning
- Logical thinking
- Ability to carry out experiments

Science - Combined Science: Trilogy (double award) (8464)

COMPULSORY

EXAM BOARD: Assessment and Qualifications Alliance (AQA)

CONTACT: Mr Hume - shume@thorpehallschool.co.uk

About this course

The Combined Science course aims to give you opportunities to:

- Acquire a body of scientific knowledge and the skills needed to apply this in new and changing situations in a range of domestic, industrial and environmental contexts
- Acquire an understanding of scientific ideas, how they develop, the factors which may affect their development and their power and limitations
- Plan and carry out a range of investigations, considering and evaluating critically your own data and that obtained from other sources, and using ICT where appropriate
- Evaluate in terms of your scientific knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to the environment, personal health and quality of life, and considering ethical issues
- Select, organise and present information clearly and logically, using appropriate scientific terms and conventions and using ICT where appropriate.



The traditional disciplines of Biology, Chemistry and Physics are divided into 3 modules and 22 units in total:

| BIOLOGY UNITS: | CHEMISTRY UNITS: | PHYSICS UNITS: |
|--|---|--|
| UNIT 1 – Cell biology UNIT 2 – Photosynthesis UNIT 3 – Transport of materials UNIT 4 – Health matters UNIT 5 – Coordination and control UNIT 6 – Genetics UNIT 7 – Variation and inheritance UNIT 8 – Ecology | UNIT 1 – Atomic structure and the periodic table UNIT 2 – Bonding, structure and the properties of matter UNIT 3 – Quantitative chemistry UNIT 4 – Chemical changes UNIT 5 – Energy changes UNIT 6 – The rate and extent of chemical change UNIT 7 – Organic chemistry UNIT 8 – Chemical analysis UNIT 9 – Chemistry of the atmosphere UNIT 10 – Sustainable Development | UNIT 1 – Energy UNIT 2 – Electricity UNIT 3 – Particle model of matter UNIT 4 – Atomic structure UNIT 5 – Forces UNIT 6 – Waves UNIT 7 – Magnetism and Electromagnetism |

Core Practicals

The syllabus includes 21 compulsory Core Practicals that all pupils must complete successfully during the Combined Science course.

| BIOLOGY: | CHEMISTRY: | PHYSICS: |
|--|--|--|
| Bi.01 – Microscopy Bi.02 – Osmosis Bi.03 – Enzymes Bi.04 – Food tests Bi.05 – Photosynthesis Bi.06 – Reaction time Bi.07 – Field investigations | Ch.01 – Making salts Ch.02 – Electrolysis Ch.03 – Temperature changes Ch.04 – Rates of reaction Ch.05 – Chromatography Ch.06 – Water purification | Ph.01 – Specific heat capacity Ph.02 – Resistance Ph.03 – I-V characteristics Ph.04 – Density Ph.05 – Force & extension Ph.06 – Acceleration Ph.07 – Waves Ph.08 – Radiation & absorption |

Equations

Pupils are now required to recall and apply 21 equations and select and apply a further 7 equations in addition.

Methods of Learning

The syllabus content will be covered by formal theory lessons supplemented by practical and experimental work. The development of experimental and investigative skills is essential to the successful completion of the course. Safe practice must be observed at all times.

How is the course assessed?

Experimental and investigative work is assessed continuously, and subject knowledge is assessed by external tests which comprise of multiple choice, short answer questions and extended writing questions.



The assessment objectives in GCSE Combined Science (9-1) are as follows:

| | | % |
|------------|--|----|
| A01 | Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • Scientific ideas • Scientific techniques and procedures | 40 |
| A02 | Apply knowledge and understanding of: <ul style="list-style-type: none"> • Scientific ideas • Scientific enquiry, techniques and procedures | 40 |
| A03 | Analyse information and ideas to: <ul style="list-style-type: none"> • a) interpret, b) evaluate • a) make judgements, b) draw conclusions • a) develop experimental procedures, b) improve experimental procedures. | 20 |

Tiers of Entry:

Tiers of entry will now be higher or foundation for all examined papers. Pupils will no longer be able to pick and mix a tier in one paper and a different tier in another paper.

| | |
|---|------------|
| Foundation Tier will examine levels: | 1-5 |
| Higher Tier will examine levels: | 4-9 |

External Examination:

Each discipline Biology, Chemistry and Physics is divided into 2 written examinations each of length 1 hr and 15 minutes tested in May/June in Year 11. This means that the pupils will be required to sit 6 exams in total.

Special Equipment

An A4 ring-binder would be useful for filing notes; a scientific calculator, pens, pencils, glue sticks, scissors, coloured pencils and 30 cm rulers are all necessary for classwork, homework and practical work.



Science - Separate Sciences:

Biology (8461)

If taking three separate science examinations

SELECTED

EXAM BOARD: Assessment and Qualifications Alliance (AQA)

CONTACT: Mr Hume - shume@thorpehallschool.co.uk

The GCSE (9-1) Biology course teaches additional material to what is learned in the compulsory GCSE (9-1) Combined Science – Trilogy course. Some of the additional material is bolted onto the existing Trilogy course modules.

Pupils will study GCSE Biology alongside their compulsory GCSE (9-1) Combined Science – Trilogy.

Modules:

- 1. Cell biology
- 2. Organisation
- 3. Infection and response
- 4. Bioenergetics
- 5. Homeostasis and response
- 6. Inheritance, variation and evolution
- 7. Ecology
- 8. Key ideas



How is the course assessed?

| PAPER 1 | Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics. |
|--|--|
| HOW IT'S ASSESSED <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE | QUESTIONS <ul style="list-style-type: none"> • Multiple choice, structured, closed short answer and open response. |
| PAPER 2 | Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology. |
| HOW IT'S ASSESSED <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE | QUESTIONS <ul style="list-style-type: none"> • Multiple choice, structured, closed short answer and open response. |

Core Practicals

The following are the additional Core Practicals that the pupils will complete in addition to their compulsory GCSE (9-1) Combined Science – Trilogy Core Practicals.

8.2.2 Required practical activity 2 (biology only) Investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition.

8.2.8 Required practical activity 8 (biology only) Investigate the effect of light or gravity on the growth of newly germinated seedlings.

8.2.10 Required practical activity 10 (biology only) Investigate the effect of temperature on the rate of decay of fresh milk by measuring pH change.

Science - Separate Science: Chemistry (8462)

If taking three separate science examinations

SELECTED

EXAM BOARD: Assessment and Qualifications Alliance (AQA)

CONTACT: Mr Hume - shume@thorpehallschool.co.uk

The GCSE (9-1) Chemistry course teaches additional material to what is learned in the compulsory GCSE (9-1) Combined Science – Trilogy course. Some of the additional material is bolted onto the existing Trilogy course modules.

Pupils will study GCSE Chemistry alongside their compulsory GCSE (9-1) Combined Science – Trilogy.

Modules:

- 1. Atomic structure and the periodic table
- 2. Bonding, structure, and the properties of matter
- 3. Quantitative chemistry
- 4. Chemical changes
- 5. Energy changes
- 6. The rate and extent of chemical change
- 7. Organic chemistry
- 8. Chemical analysis
- 9. Chemistry of the atmosphere
- 10. Using resources



How is the course assessed?

| PAPER 1 | Topics 1-5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes. |
|--|--|
| HOW IT'S ASSESSED <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE | QUESTIONS <ul style="list-style-type: none"> • Multiple choice, structured, closed short answer and open response. |
| PAPER 2 | Topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources. |
| HOW IT'S ASSESSED <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE | QUESTIONS <ul style="list-style-type: none"> • Multiple choice, structured, closed short answer and open response. |

Core Practicals

The following are the additional Core Practicals that the pupils will complete in addition to their compulsory GCSE (9-1) Combined Science – Trilogy Core Practicals.

8.2.2 Required practical activity 2 (chemistry only) determination of the reacting volumes of solutions of a strong acid and a strong alkali by titration.

Science - Separate Science:

Physics (8463)

If taking three separate science examinations

SELECTED

EXAM BOARD: Assessment and Qualifications Alliance (AQA)

CONTACT: Mr Hume - shume@thorpehallschool.co.uk

The GCSE (9-1) Physics course teaches additional material to what is learned in the compulsory GCSE (9-1) Combined Science – Trilogy course. Some of the additional material is bolted onto the existing Trilogy course modules, while other material is only found in GCSE Physics only modules.

Pupils will study GCSE Physics alongside their compulsory GCSE (9-1) Combined Science – Trilogy.

Modules:

- 1. Energy
- 2. Electricity
- 3. Particle model of matter
- 4. Atomic structure
- 5. Forces
- 6. Waves
- 7. Magnetism and electromagnetism
- 8. Space physics (physics only)



How is the course assessed?

| PAPER 1 | Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure. |
|---|---|
| <p>HOW IT'S ASSESSED</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE | <p>QUESTIONS</p> <ul style="list-style-type: none"> • Multiple choice, structured, closed short answer and open response. |
| PAPER 2 | Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics. |
| <p>Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.</p> <p>HOW IT'S ASSESSED</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE | <p>QUESTIONS</p> <ul style="list-style-type: none"> • Multiple choice, structured, closed short answer and open response. |

Core Practicals

The following are the additional Core Practicals that the pupils will complete in addition to their compulsory GCSE (9-1) Combined Science – Trilogy Core Practicals.

8.2.2 Required practical activity 2 (physics only) Investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material.

8.2.9 Required practical activity 9 (physics only) Investigate the reflection of light by different types of surface and the refraction of light by different substances.

Personal, Social, Health Education & Citizenship

NON-EXAMINABLE

EXAM BOARD: Not applicable

CONTACT: Mrs S Bakonyvari - sbakonyvari@thorpehallschool.co.uk

About this course

Personal, Social and Health Education (PSHE) and Citizenship aims to help you gain the knowledge, skills and understanding you need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

You are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to school and community life. In doing so, you will learn to recognise your own learning. You will reflect on your experiences and understand how you are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. You will also find out about the main political and social institutions that affect our lives and learn about your responsibilities, rights and duties as individuals and members of communities.



Your place in the school



Your place in the community



Health, safety and hygiene



Personal interests and current issues



Relationships, the self, morals and social skills



Spiritual and cultural interests



School work and study skills



Academic guidance and careers education

Developing Philosophical thinking



Ethical issues and dilemmas



Democracy



The rule of Law



Individual Liberty

Mutual respect and tolerance of those of different faiths and beliefs



Core Physical Education

NON-EXAMINABLE

EXAM BOARD: Not applicable

About this course

At Key Stage 4, it is expected that you will be more able to take control of your own learning. A mature approach to the extra responsibilities you will be given is required. For example, you may be asked to lead your peers in warm up routines, help to teach specified skills or even take the role of referee or umpire in game situations. You will need to demonstrate greater understanding of the activities in which you are involved and be able to observe and evaluate the performances of others.

You will be timetabled for a games afternoon of Physical Education throughout Key Stage 4. The structure will resemble Choice Afternoon and you will be given the option to select a range of on and off-site activities.

Extra-Curricular Clubs and Teams

It is expected that KS4 pupils will attend training and represent the school in a variety of sports against other local schools and in ISA competitions. Year 10 and Year 11 pupils will make up the U16 team. Sports colours may be awarded to pupils in Key Stage 4, recognising achievements and contributions to sport within the school.

House Events

All pupils in Key Stage 4 will create a senior house team responsible for representing their house in the many house sports competitions that take place throughout the year.

Leadership

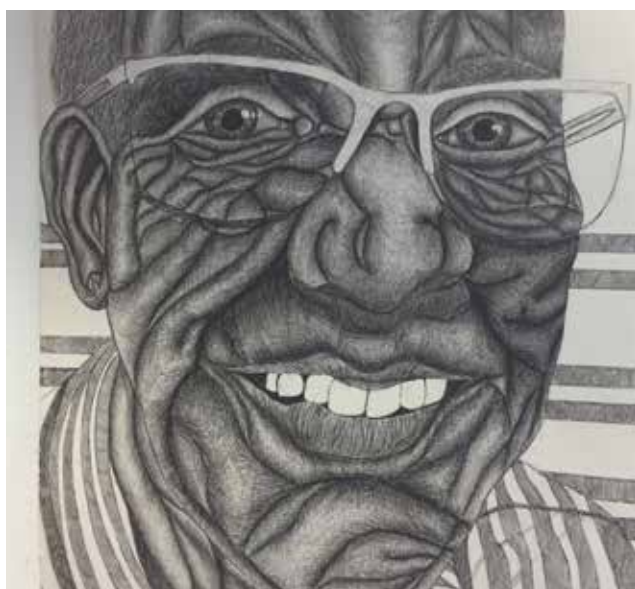
In KS4 we give the opportunity for pupils to give something back to the school and assist the PE department in the organising and running of school clubs and teams for the younger years. This is a great opportunity to develop leadership qualities and looks very favourable when applying for a Sixth Form or College place.



ART & DESIGN

Why study Art & Design?

Consider the Art & Design course if you are curious about the world around you and enjoy recording your observations and communicating your ideas visually. You will have a genuine interest in developing your ability to engage with, respond to and analyse works of Art and embrace the challenge of developing your skills as you explore different artists, materials and techniques.





Studying Art & Design leads to careers in:

- Animation
- VFX Art
- Museum Curation
- Architecture
- Costume Design
- Pottery & Ceramics
- Photography
- Graphic Design
- Floristry
- Set Design
- Branding/Marketing



USEFUL SKILLS:

- Creative thinking
- Organisation
- Planning
- Expressing an opinion
- Ability to use different materials
- Proactivity

Art & Design (1ADO)

OPTION

EXAM BOARD: Edexcel

CONTACT: Mrs Dowdeswell - bdowdeswell@thorpehallschool.co.uk

About this course

The Art and Design course aims to equip you with the skills to enjoy, produce and engage with the visual arts throughout your lives, and it has immense value as a GCSE subject.

It requires you to:-

- Engage in the creative process of art, craft and design in order to develop as an effective and independent learner, and as a critical and reflective thinker with an enquiring mind
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures



How is the course assessed?

The course consists of two internally assessed and externally moderated components.

- A Personal Portfolio – which is internally set
- An Assignment – which is externally set



| COMPONENT 1: PERSONAL PORTFOLIO | 60% of the qualification 72 marks (18 marks for each of the four Assessment Objectives) |
|---|--|
| <p>You start your Personal profile at the beginning of Year 10 and complete it by the January of Year 11. It is internally set, marked and standardised, and externally moderated by Edexcel.</p> <p>The work produced for assessment is under controlled conditions and will consist of approximately 45 hours of supervised activity.</p> <p>Content overview</p> <p>You must work within one of the following titles:</p> <p>Art, Craft and Design; Fine Art; Graphic Communication; Textile Design; Three-dimensional Design; Photography</p> <p>You will create a personal portfolio of work that demonstrates the required knowledge, understanding and skills. This allows opportunities to: develop and explore ideas research primary and contextual sources, experiment with media, materials, techniques and processes & present personal response(s) to set theme(s).</p> | |
| COMPONENT 2: EXTERNALLY SET ASSIGNMENT (ART EXAM) | 40% of the qualification 72 marks (18 marks for each of the four Assessment Objectives) |
| <p>The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.</p> <p>This component allows students opportunities to develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes and present personal response(s) to the externally-set theme.</p> <ul style="list-style-type: none"> • The ESA paper is released on 2 January each year. • There is a 10-hour sustained focus period under examination conditions which can take place over multiple sessions • Students' work must comprise preparatory studies and personal response(s) • During the 10-hour period of sustained focus under examination conditions, students will work unaided to produce personal response(s), with reference to their preparatory studies • All work is internally marked using the defined assessment criteria and internally standardised • A sample of work is externally moderated by a visiting moderator | |

Notes on Controlled Assessment

In the Art and Design GCSE the coursework unit, **UNIT 1 PERSONAL PORTFOLIO** is one in which the learner develops personal responses from workshops and assignments which the teacher sets and supervises. In this respect Art and Design requires a 'light to medium' level of 'control' i.e. the teacher will supervise learners in their work and will get to know their capabilities as is particular to practical teaching, providing advice and guidance. It is expected that pupils will continue to sketch and research outside of the classroom setting.

Students will however be on high controlled assessment for the 10 hours of sustained focus for the externally set examination.

BUSINESS STUDIES

Why study Business Studies?

GCSE Business Studies is an exciting and challenging course that is very relevant to the world we live in. Consider this course if you are interested in the concept of business and commerce. You will find out how companies work and look at their impact on individuals and society. There will be opportunities to observe entrepreneurship in practice. You will study why companies and brands are successful and want to understand how an idea develops. Business Studies offers realistic learning experiences and develops many transferable skills that can be carried on into the next stages of your education or on into your career.





Business Studies leads to careers in:

- Financial Services
- Economics
- Business Management
- Retail
- Estate Agency
- Sales & Marketing
- Tourism & Hospitality
- Investment Banking
- Estate Management
- Human Resources
- Accountancy
- Business Analysis



USEFUL SKILLS:

- ICT
- Numeracy
- Teamwork
- Business understanding
- Communication
- Selling ability
- Organisation
- Prioritising
- Self discipline

Business Studies (1BSO)

OPTION

EXAM BOARD: Edexcel

CONTACT: Mr Boxall - Sboxall@thorpehallschool.co.uk

About this course

GCSE qualifications in business subjects enable you to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve problems
- Use an enquiring, critical approach to make informed judgments
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating your depth and breadth of understanding of business
- Develop and apply quantitative skills in relevant to business, including using and interpreting data.



How is the course assessed?

During GCSE business studies, you will study two themes across two years. There are two exams at the end of the two year course as follows:



LOWER G: INVESTIGATING SMALL BUSINESS

50% of the qualification

Paper 1 (Theme 1) Investigating Small Business -

Written examination (1 hour and 45 minutes)

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for you to explore core concepts through the lens of an entrepreneur setting up a business. This theme will challenge you to apply a range of quantitative skills relevant to business contexts. This includes calculations and the interpretation, use and limitation of quantitative and qualitative data.

UPPER G: BUILDING A BUSINESS

50% of the qualification

Paper 2 (Theme 2) Building a Business -

Written examination (1 hour and 45 minutes)

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. You will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

Theme 1 and Theme 2 will be examined at the end of Year 11



BTEC First Business (600/4786/0)

OPTION

EXAM BOARD: Edexcel

CONTACT: Mr Boxall - Sboxall@thorpehallschool.co.uk

About this course

This course allows you to study the world of business, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of setting up a new business and its financial management. You will also develop key skills, such as analysis and review of key financial statements.

The qualification is 120 GLH, which is the same size and level as a GCSE and is aimed at everyone who wants to find out more about business.

This qualification provides an engaging, practical and relevant introduction to the world of business. It encourages you to explore the range of business types and understand the factors that influence success through analysing business models. It enables you to develop, enhance and apply your research, practical, communication and technical skills through creating and presenting a business plan for a realistic business start-up in your local area. You will study finance and analyse key financial statements (for example, income statements and statements of financial position), reviewing their importance in the successful financial management of a business.

You will study three mandatory units, covering key aspects that underpin all business and the development of business models:

- Mandatory units
- Unit 1: Introduction to Business
- Unit 2: Finance for Business (External)
- Unit 3: Enterprise in the Business World (Synoptic)

You will choose a further unit from three optional units, covering marketing, customer services, and business recruitment:

- Optional units – learners pick 1
- Unit 4: Promoting a Brand
- Unit 5: Principles of Customer Service
- Unit 6: Recruitment, Selection and Employment



How is the course assessed?

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on. Unit 2 is externally assessed via a test set and marked by Pearson.

For the assessment for Unit 3 you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.



Qualification structure

This qualification is taught over 120 guided learning hours (GLH). It has mandatory and optional specialist units.

These units include:

- Three mandatory units (totalling 90 GLH)
- One optional specialist unit (totalling 30 GLH).
- This BTEC First Award has units that your centre assesses (internal) and an examination that Pearson sets and marks (external)

| Pearson BTEC Level 1/Level 2 First Award in Business | | | |
|--|---------------------------------------|-------------------|-----|
| Unit | Mandatory units | Assessment method | GLH |
| 1 | Introduction to Business | Internal | 30 |
| 2 | Finance for Business | External | 30 |
| 3 | Enterprise in the Business World | Internal Synoptic | 30 |
| | Optional Specialist units | | |
| 1 | Promoting a Brand | Internal | 30 |
| 2 | Principles of Customer Service | Internal | 30 |
| 3 | Recruitment, Selection and Employment | Internal | 30 |



CHILD DEVELOPMENT

Why study Child Development?

Studying Child Development enables you to focus on the development of young children from conception to the age of five years. It encourages an understanding of pregnancy, the needs of young children, the roles and responsibilities of parents and the social and environmental influences affecting family life. The subject aims to encourage you to think critically, make informed choices and manage resources enabling you to lead effective lives as individuals and family members, as well as members of the wider community. The subject is also a good basis for entering Further Education courses in other areas of care.



Child Development leads to careers in:

- Nursery Teaching
- Child Minding
- Family Support
- Midwifery
- Children's Health
- Development Research
- Social Care
- Counselling
- Psychology



USEFUL SKILLS:

- Communication
- Problem-Solving
- Research
- Creativity
- Speech & Language
- Research & Analysis

Child Development – Level 1/2 (J818)

OPTION

EXAM BOARD: Oxford, Cambridge & RSA (OCR)

CONTACT: Mrs S Bakonyvari - sbakonyvari@thorpehallschool.co.uk

About this course

This course involves 3 mandatory units:

R018: Health and well-being for child development

This unit provides an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive.

R019: Understand the equipment and nutritional needs of children from birth to five years

Students learn about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and they demonstrate in a practical activity how these needs are met to promote a child's development and well-being.

R020: Understand the development of a child from birth to five years

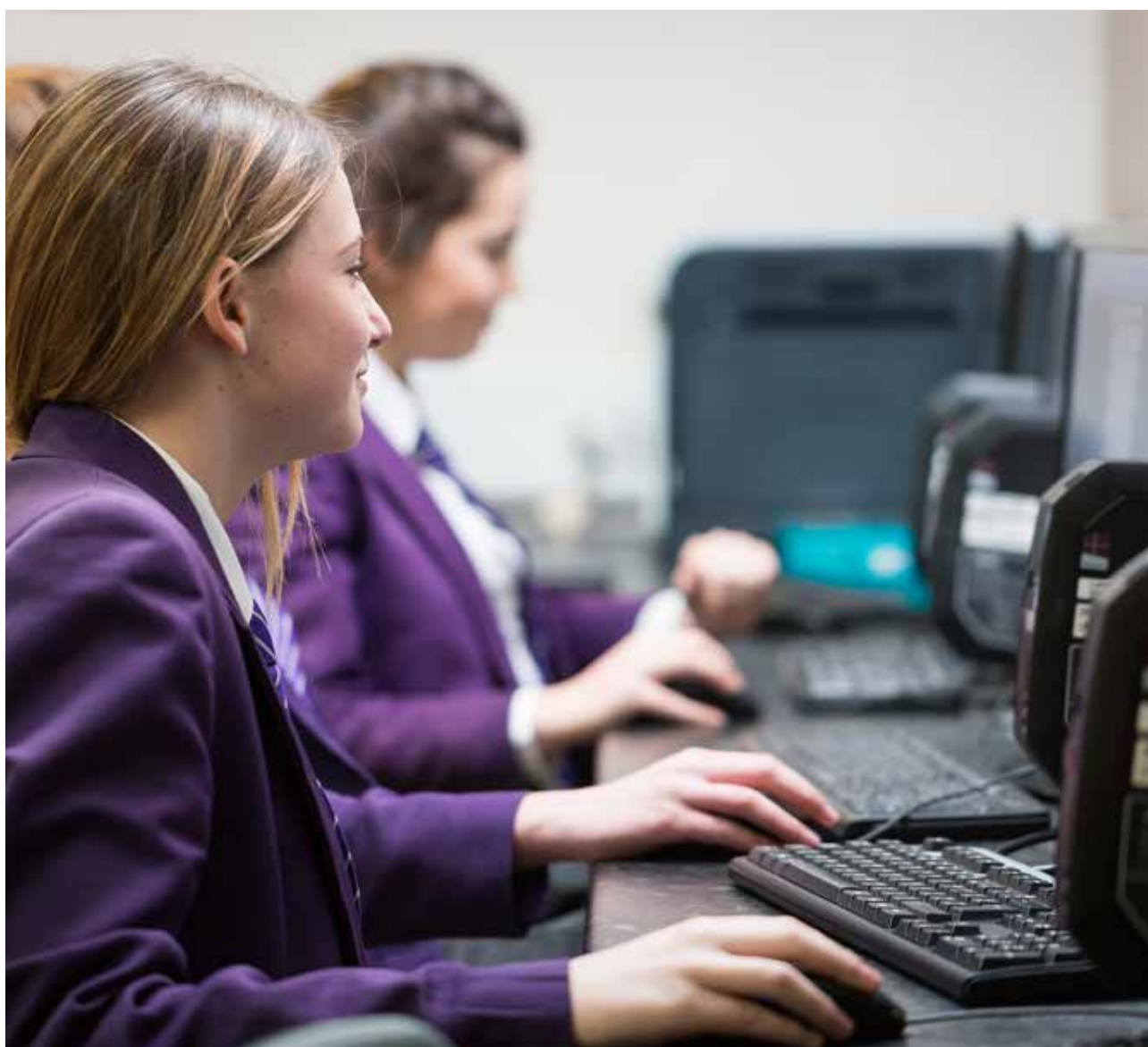
Students investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities.

| UNIT | MARKS | DURATION | |
|--|-------|--------------------|--------------------------------------|
| R018: Health and well-being for child development | 80 | 1 hour 15 mins | Written paper, OCR-set and marked |
| R019: Understand the equipment and nutritional needs of children from birth to five years | 60 | Approx. 7-10 hours | Centre-assessed tasks, OCR moderated |
| R020: Understand the development of a child from birth to five years | 60 | Approx. 7-10 hours | Centre-assessed tasks, OCR moderated |

COMPUTER SCIENCE

Why study Computer Science?

Consider this course if you enjoyed the computing aspects (particularly programming and binary in Year 9) of the ICT curriculum in Key Stage 3. Due to the programming/coding elements, Computer Science at GCSE suits students who have a solid mathematical background. It is theory-heavy, and, as well as a strong interest in Computing and digital innovation, you will be interested in how technology works just as much as you are interested in using it.





Computer Science leads to careers in:

- Software Engineering
- Business Analytics
- Multimedia
- Game Design
- App Development
- Social Media Management
- Digital Forensics
- Cyber Security
- Aviation
- Engineering
- Robotics



USEFUL SKILLS:

- Problem solving
- Communication
- Analytical
- Creativity
- Data
- Coding
- Teamwork
- Programming language

Computer Science (J276)

OPTION

EXAM BOARD: Oxford, Cambridge & RSA (OCR)

CONTACT: Mr Abercrombie-Smith - casmith@thorpehallschool.co.uk

About this course

In this course, you will investigate how computers work, how to develop computer programming and enhance your problem-solving skills. You will build computers from their core components and learn practical programming in languages such as Visual Basic or JavaScript. You will understand and apply the course's fundamental principles and concepts, including abstraction, decomposition, logic, algorithms, and data representation.

You will:-

- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems and how they communicate with one another and with other systems.
- Understand the impacts of digital technology on the individual and wider society
- Apply mathematical skills relevant to Computer Science
- Achieve a Computing qualification that will be beneficial for any career





How is the course assessed?

Students must complete each of the following two sections:

| CONTENT OVERVIEW | ASSESSMENT OVERVIEW | % |
|--|---|----------------------|
| J277/01: Computer systems: This component will assess: <ul style="list-style-type: none"> • 1.1 System architecture • 1.2 Memory & storage • 1.3 Computer networks, connections & protocols • 1.4 Network security • 1.5 Systems software • 1.6 Ethical, legal, cultural and environmental impacts of digital technology. | 80 marks 1 hour and 30 minutes Written paper (no calculators allowed) This paper consists of multiple-choice questions, short response questions and extended response questions. | 50% of total GCSE |
| J277/02: Computational thinking, algorithms and programming: This component will assess: <ul style="list-style-type: none"> • 2.1 Algorithms • 2.2 Programming fundamentals. • 2.3 Producing robust programs. • 2.4 Boolean logic. • 2.5 Programming languages and integrated development environments | 80 marks 1 hour and 30 minutes Written paper (no calculator allowed) This paper has two sections: Section A and Section B. Students must answer both sections. In Section B, questions assessing students' ability to refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with. | 50% of total GCSE |

Practical Programming

You will have the opportunity to undertake a programming task(s), either to a specification or to solve a problem, during your course of study. You can draw on some of the content in both components when engaged in Practical Programming

DANCE

Why study Dance?

Consider Dance if you are creative, energetic and enjoy applying a range of skills and techniques in performing and choreographing. You will want to develop your ability to analyse and appreciate dance in its many forms. Looking ahead, you may be interested in employment in the Performing Arts sector, as a dancer or dance teacher, or want to progress on to further education or a vocational qualification.



Studying Dance leads to careers in:

- Choreography
- Dance Therapy
- Dancing
- Theatre
- Personal Training
- Acting
- Performance
- Teaching
- Community Arts
- Social Work



USEFUL SKILLS:

- Creativity
- Presentation
- Teamwork
- Communication
- Self-discipline
- Problem-Solving
- Attention to Detail

GCSE Dance (8236)

OPTION

EXAM BOARD: Assessment and Qualifications Alliance (AQA)

CONTACT: Mrs Franklin - nfranklin@thorpehallschool.co.uk

About this course

Dance is a powerful and expressive subject which encourages you to develop your creative, physical, emotional and intellectual capacity, whatever your previous experience in the subject.

This specification recognises the role of dance in young people's lives, and you will study a range of dance styles and style fusions. Apart from the solo performance, you can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop your ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

You will be encouraged to:

- Learn to choreograph, perform and appreciate dance as an art form
- Inform your development as creative and artistic individuals and broaden your aesthetic, social and cultural experience through a holistic engagement with dance

You will engage as choreographers through:

- Creative and imaginative response to a range of stimuli
- Use of imagination, problem solving, creativity and the synthesis of ideas
- Application of knowledge, skills and understanding of choreographic forms and devices
- Communication of ideas, feelings, emotions, meanings and moods

You will engage as performers through:

- Application of knowledge, skills and understanding of performing
- Development of physical, technical, mental and expressive skills
- Communication of choreographic intention and artistry.

You will appreciate dance through:

- Articulation of knowledge and critical reflection to inform artistic practice
- Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts
- Critical analysis, interpretation, evaluation and appreciation of professional dance works

How is the course assessed?

Students must complete **both** assessment components.



COMPONENT 1: Performance and choreography



COMPONENT 2: Dance appreciation

WHAT'S ASSESSED

Performance

- Set phrases through a solo performance (approximately **one minute** in duration).
- Duet/trio performance (minutes in a dance which is a maximum of **five** minutes in duration).

Choreography

- Solo or group choreography - a solo (**two to two and a half** minutes) or a group dance for two to five dancers (**three to three and a half** minutes).

HOW IT'S ASSESSED

Internally marked and externally moderated

Performance

- 30% of GCSE
- 40 marks

Choreography

- 30% of GCSE
- 40 marks

Total component 60 %

Non-exam assessment (NEA) marked by the centre and moderated by AQA.

WHAT'S ASSESSED

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work
- Critical appreciation of professional works.

HOW IT'S ASSESSED

- 40% of GCSE
- Written exam: 1 hour 30 minutes
- 80 marks

QUESTIONS

Based on students' own practice in performance and choreography and the GCSE Dance anthology.

Assessment Task 1: Performance

The performance task is marked out of 40 marks. Each student must complete both parts of the task:

- Solo performance (12 marks)
- Duet/trio performance (24 marks)

A single overall mark out of 4 (in total) is also available for demonstration of each student's mental skills and attributes shown during the performances.

The mark for mental skills and attributes can only be awarded to each student if they provide creditable evidence for both solo and duet/trio performances. A mark for mental skills cannot be awarded to a student if they produce evidence worthy of credit for only one performance.

Solo performance

Each student must perform the two selected phrases as a soloist in a live performance setting (approximately one minute).

If the student's performance does not contain an attempt to reproduce both set phrases, it will not be accepted as assessment evidence. Teachers must check the final performance for assessment of each student's work, to ensure it meets these requirements.

Duet/trio performance

Each student must perform in a duet/trio, in a live performance setting for at least three minutes in a single performance that is no longer than five minutes in duration. The duet/trio must include the specific choreographic requirements detailed in Duet/trio performance.

Assessment Task 2: Choreography

The choreography task is marked out of 40 marks. Students must demonstrate their creative response to a choice of one stimulus, from a prescribed task list set by AQA. The choreography must be a complete dance, including movement material and a selected aural setting, either as:

- a solo dance of a minimum of two minutes and a maximum of two and a half minutes
- or
- a group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers.

If the student's choreography is less than two minutes or more than two and a half minutes for a solo choreography, or less than three minutes or more than three and a half minutes for a group choreography, it will not be accepted as assessment evidence.

DESIGN & TECHNOLOGY

– CORE WITH TIMBER SPECIALISM

Why study Design & Technology?

Studying Design and Technology gives you valuable skills and encourages you to be creative, analytical, resourceful, innovative, enterprising and capable. Consider this course if you want to develop a strong theoretical knowledge of design principles and a technical knowledge of materials. You should be aware that this GCSE involves an equal level of theory and workshop project work.





Careers linked to Design & Technology:

- Product Design
- Graphic Design
- Civil Engineering
- Theatre Set Design/Build
- Construction & Building Design
- Mechanical Engineer
- Inventing
- Industrial Designer
- Carpenter/Joiner
- Kitchen Design/Fitter
- Builder



USEFUL SKILLS:

- Problem-Solving
- Perseverance
- Research
- Communication
- Collaboration
- Creative Thinking
- Organisation
- Responsibility

Design & Technology

Core with Timber Specialism (9-1) (8551)

OPTION

EXAM BOARD: Assessment and Qualifications Alliance (AQA)

CONTACT: Mr Sandford - jsandford@thorpehallschool.co.uk

About this course

GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors.

You will also learn about contemporary technologies, materials, and processes, as well as established practices.

There is a significant emphasis on understanding and applying iterative design processes – the methods of evaluating, modifying and refining ideas – and you will use your creativity and imagination to design and make prototypes that solve real and relevant problems.

The course comprises of four main areas: Core technical principles, Specialist technical principles, Designing and making principles and a coursework task where students respond to a contextual challenge set by the exam board.





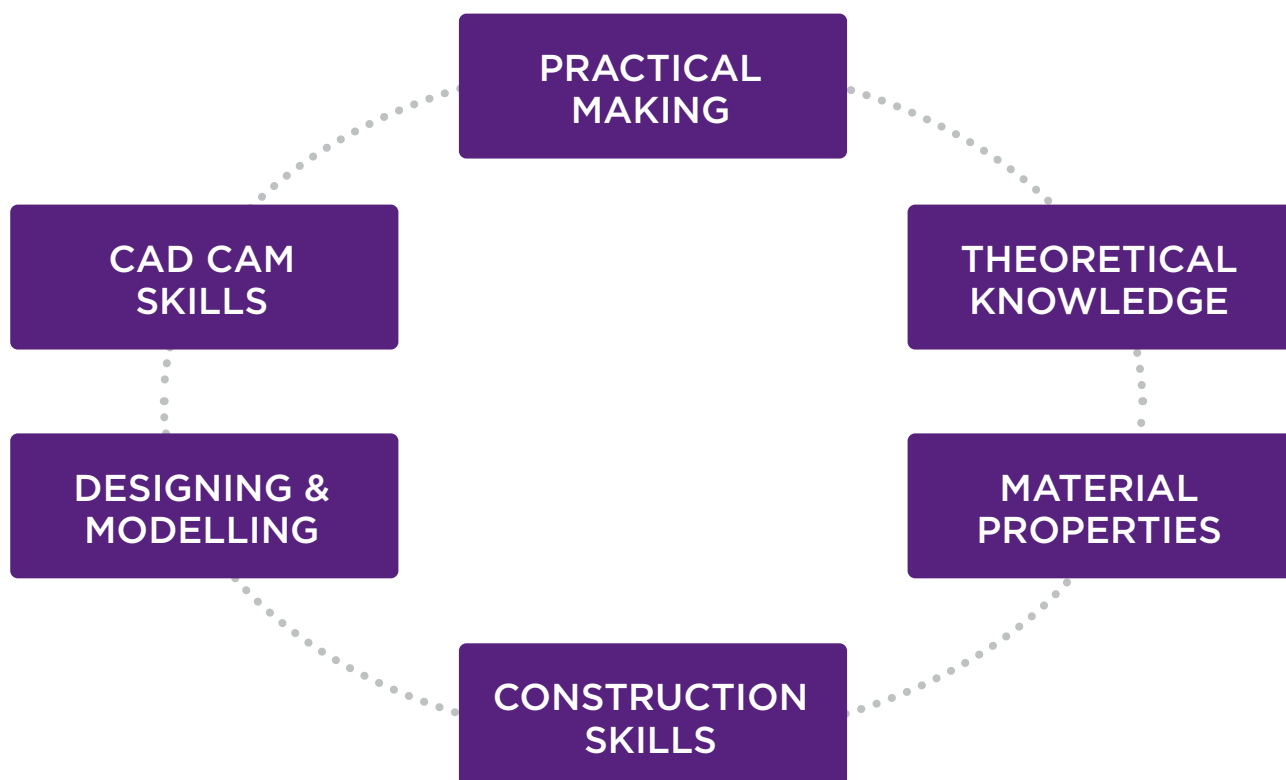
How is the course assessed?

Assessment Programme

| PAPER 1 | NON-EXAM ASSESSMENT |
|--|---|
| WHAT'S ASSESSED <ul style="list-style-type: none"> • Core technical principles • Specialist Technical Principles • Designing and making principles | WHAT'S ASSESSED <p>Practical application of:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist Technical Principles • Designing and making principles |
| HOW IT'S ASSESSED <ul style="list-style-type: none"> • Written Exam: 2 hours • 100 marks • 50% of GCSE | HOW IT'S ASSESSED <ul style="list-style-type: none"> • Non-exam assessment (NEA): 35 hours • 100 marks • 50% of GCSE |
| QUESTIONS <p>Section A: Core technical principles (20 marks) Multiple choice and short answer questions assesses broad technical knowledge and understanding.</p> <p>Section B: Specialist technical principles (30 marks) Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C: Designing and making principles (50 marks) Short and extended response questions, included a 12 mark design question.</p> | WHAT SHOULD STUDENTS PRODUCE <ul style="list-style-type: none"> • Substantial design and make task • Assessment criteria includes <ul style="list-style-type: none"> • Investigating • Designing • Making • Analysing and evaluating <p>These are awarded throughout each stage of the design process.</p> <ul style="list-style-type: none"> • Project Tasks are released by AQA on 1st June in Year 10. • Students will produce a working prototype and portfolio of evidence (maximum 20 A3 pages or Power Point) • Work will be marked by teachers and moderated by AQA. |

Design & Technology: Lower G

This first year of the two-year course deals with acquiring the underpinning skills that are essential to your success in both the written paper and the controlled assessment.



Method of delivery

There are a number of ways in which the skills and theory will be taught, but where possible you will learn through practical experience. You will work and make using a range of materials however Section B of the exam will focus on Timber Theory.

Support for DT students

**COURSE
SPECIFIC
TEXT
BOOK**

**REVISION
GUIDE
FOR EXAM
THEORY**

**EXAM
QUESTION
PRACTICE
BOOK**

**IPAD APP
RESOURCES
AND
GUIDANCE**

The Exam preparation will occur twice, once before the mock examination and once again before the summer examination (May/June Upper G). This should involve you undertaking research into the given design theme for the examination together with thorough revision of the theoretical work covered and the specialist Timber theory needed for section B of the Exam paper. There is one tier of assessment covering grades 9-1.

Design & Technology: Upper G

This second year of the two-year course is dominated by a 'design and make' project known as Non-Exam Assessment (NEA).

The project choices will be introduced in June of Lower G and completed by April in Upper G. The remainder of time in Upper G will be spent focusing on examination preparation.

You should give careful consideration when choosing a 'design and make' project that will fully display your talents. You must have a clear understanding of your chosen project and have completed relevant research when you return in Upper G. The majority of your time will be spent designing and making the NEA project under informal supervision. This NEA project is recorded and submitted for assessment in a Power Point Design Portfolio.



DRAMA

Why study Drama?

Studying Drama can help build self-confidence and prepare you to deal with a range of different situations and people. Consider this course if you want a toolkit of transferable skills that you can apply in further studies and in the workplace. Drama GCSE can lead into careers in performance, theatre and arts administration but also into careers based on people skills and interacting with others, such as personnel or social work and careers associated with presentation skills like marketing, broadcasting and the law. You don't have to be a performer to study the subject, as the course can be completed as a sound technician or lighting technician too.





Careers linked to Drama:

- Actor/Actress
- Publisher
- Sales Assistant
- Stage Manager
- TV Presenter
- Public Relations
- Theatre Manager
- Advertising Art Director
- Drama Teacher
- Broadcasting
- Researcher
- Children's Entertainer
- Script Writer
- Holiday Rep
- Solicitor



USEFUL SKILLS:

- Confidence
- Teamwork
- Discipline
- Communication
- Presentation
- Resilience
- Assertiveness
- Perseverance

Drama (9-1) (J316)

OPTION

EXAM BOARD: Oxford, Cambridge & RSA (OCR)

CONTACT: Mrs Abercrombie-Smith - aasmith@thorpehallschool.co.uk

About this course

This course has been designed to be a practical, engaging and creative specification for learners to study. It will provide opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices. Drama provides a fantastic curriculum to ignite and engage learners' creativity, passion and interests. Elements of the course allow students to explore their own interests and develop their skills in either performance or design. It also provides freedom for learners to experiment and take risks with their work while developing their own style.

COMPONENT 1 & 2:

Devising and Portfolio – drama created from scratch, from stimulus.

You will choose your stimulus, formulate ideas for a narrative, undertake relevant research to support your ideas and explore and develop a range of performance techniques and styles to create and convey meaning, narrative, theme and character. Stimulus can include music, photographs and poetry, to name a few. This culminates in an assessed performance and portfolio that documents your development of your practical work.

COMPONENT 3:

Scripted – drama executed using a script to perform work.

You will practically interpret and explore two extracts from a script to depict character, convey key moments of action and communicate meaning, plot and theme. Learners will complete a concept pro-forma describing their research on the text and their artistic intention for the performance.

COMPONENT 4:

Written Exam – two sections assess your knowledge as actors and directors.

Section A assesses your performance choices as actor or director when staging our chosen play, Blood Brothers. Section B requires you to write a critical theatre review.

- A study of key drama practitioners is undertaken to understand a variety of theatrical styles that are used as part of assessments.
- Theatre visits are arranged as often as possible in preparation for the final written exam and inspire you when developing your own practice.
- You are expected to take part in the production.

How is the course assessed?



| CONTENT OVERVIEW | ASSESSMENT OVERVIEW | |
|---|---|--------------------------------|
| Learners will research and explore a stimulus, work collaboratively and create their own devised drama. | Devising drama* (01/02) 60 marks Non-exam assessment | 30% of total GCSE |
| Learners develop and apply theatrical skills in acting or design by presenting a showcase of one extract from a performance text. | Presenting and performing texts* (03) 60 marks Non-exam assessment (Visiting examination) | 30% of total GCSE |
| Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.** | Drama: Performance and response* (04) 80 marks Exam assessment 1 hour 30 minutes (Written paper) | 40% of total GCSE |

* Indicates inclusion of synoptic assessment.

** The quality of extended response is assessed in section B of Component 04. Please see Section 3e for further details.



How is the course assessed?



| CONTENT OVERVIEW | ASSESSMENT OVERVIEW | |
|--|--|--------------------------|
| <p>This component assesses knowledge and understanding of three US films chosen from a range of options.</p> <p>Assessment consists of four questions on one pair of US mainstream films and one US independent film:</p> <p>Section A: US film comparative study</p> <ul style="list-style-type: none"> • one stepped question on the first of the chosen pair of films (produced between 1930 and 1960) • one stepped question on the second of the chosen pair of films (produced between 1961 and 1990) • one question requiring a comparison of the chosen pair of films <p>Section B: Key developments in film and film technology</p> <ul style="list-style-type: none"> • one multi-part question on developments in film and film technology <p>Section C: US independent film</p> <ul style="list-style-type: none"> • one question on one US independent film. | <p>COMPONENT 1</p> <p>Key Developments in US Film</p> <p>70 marks</p> <p>1 hour 30 minute written paper</p> | <p>35% of total GCSE</p> |
| <p>This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options.</p> <p>Assessment consists of three questions in three sections:</p> <ul style="list-style-type: none"> • Section A: one stepped question on one global English language film • Section B: one stepped question on one global non-English language film • Section C: one stepped question on one contemporary UK film. | <p>COMPONENT 2</p> <p>Global Film, Narrative, Representation and Film Style</p> <p>70 marks</p> <p>1 hour 30 minute written paper</p> | <p>35% of total GCSE</p> |
| <p>This component assesses the ability to apply knowledge and understand of film to a production and its accompanying evaluative analysis. Learners produce:</p> <ul style="list-style-type: none"> • One genre-based film extract (either from a film or from a screenplay) • One evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays | <p>COMPONENT 3</p> <p>Production</p> <p>60 marks</p> <p>Non-examined assessment (NEA)</p> | <p>30% of total GCSE</p> |

Films set for study:

Component 1: Hey Developments in US Film

Three US films must be chosen for this component: one pair of mainstream films for comparison and one independently produced film.

Learners must choose one of the following pairs of mainstream films for a comparative study:

- Dracula (Browning, USA, 1931), U and The Lost Boys (Schumacher, USA, 1987), 15
- Singin' in the Rain (Donen & Kelly, USA, 1952), U and Grease (Kleiser, USA, 1978), PG
- Pillow Talk (Gordon, USA, 1959), U and When Harry Met Sally (Reiner, USA, 1989), 15
- Rebel without a Cause (Ray, USA, 1955), PG and Ferris Bueller's Day Off (Hughes, USA, 1986), 12A
- Invasion of the Body Snatchers (Siegel, USA, 1956), PG and E.T. the Extra-Terrestrial (Spielberg, USA, 1982), U

Learners must choose one of the following independently produced films:

- Juno (Reitman, USA, 2007), 12
- The Hurt Locker (Bigelow, USA, 2008), 15
- Whiplash (Chazelle, USA, 2014), 15
- Ladybird (Gerwig, USA, 2017), 15
- The Hate U Give (Tillman Jr, USA, 2018), 12

Component : Global Film: Narrative, Representation and Film Style

Three films must be chosen for this component. Learners must choose:

One of the following global English language films:

- Slumdog Millionaire (Boyle, UK, 2008), 15
- District 9 (Blomkamp, South Africa, 2009), 15
- The Babadook (Kent, AUS, 2014), 15
- The Breadwinner (Twomey, Eire, 2017), 12A
- Jojo Rabbit (Waititi, NZ, 2019), 15

One of the following global non-English language films:

- Tsotsi (Hood, South Africa, 2005), 15
- The Wave (Gansel, Germany, 2008), 15
- Wadjda (Al-Mansour, Saudi Arabia, 2012), PG
- Girlhood (Sciamma, France, 2014), 15
- The Fairwell (Lulu Wang, China/US, 2019), PG

One of the following contemporary UK films (produced since 2010):

- Submarine (Ayoade, UK, 2010), 15
- Attack the Block (Cornish, UK, 2011), 15
- Skyfall (Mendes, UK, 2012), 12
- Rocks (Gavron, UK, 2019), 12A
- Blinded by the Light (Chadha, UK, 2019), 12A

FILM STUDIES

Why study Film Studies?

Consider GCSE Film Studies if you have an enthusiasm and excitement for film. You will be inquisitive, creative and analytical as you develop an investigative approach to films, the film industry and film audiences. You will develop an interest in films of all genres and be keen to be able to visualise stories and acquire the technical skills to turn ideas into films.



Studying Film Studies leads to careers in:

- Film Directing
- Film/Video Editing
- Location Management
- Production Design
- Programme Research
- TV Production
- Lighting/Sound
- Screenwriting



USEFUL SKILLS:

- Critical Analysis
- Research
- Communication
- Working Collaboratively
- Creativity
- Literacy
- Organisation

Film Studies

OPTION

EXAM BOARD: Eduqas

CONTACT: Mr Abercrombie-Smith - casmith@thorpehallschool.co.uk

About this course

GCSE Film Studies is designed to draw on your enthusiasm for film and introduce you to a wide variety of cinematic experiences which have been important in the development of film and film technology. You will develop your knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, you will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia.

Production is an important part of this specification and is integral to your study of film. Studying a diverse range of films from several different contexts is designed to give you the opportunity to apply your knowledge and understanding of how films are constructed to your own filmmaking and screenwriting. This will support you in producing creative films and screenplays as well as enable your production work to provide an informed filmmaker's perspective on your own study of film.

The academic study of film is now well established and the frameworks for its study are broadly similar whether at GCSE, AS, A level or at higher education institutions.

The Eduqas specification in GCSE Film Studies aims to develop knowledge and understanding of:

- The ways in which meanings and responses are generated through film
- A contrasting, culturally diverse range of films from different national contexts
- Film as an aesthetic medium
- How films reflect the social, cultural and political contexts in which they are made
- The relationship between film and film technology over time.

In addition, the specification aims to enable learners to apply their knowledge and understanding of film to filmmaking or screenwriting

How is the course assessed?



| CONTENT OVERVIEW | ASSESSMENT OVERVIEW | |
|---|--|--------------------------|
| <p>This component assesses knowledge and understanding of three US films chosen from a range of options.</p> <p>Assessment consists of four questions on one pair of U mainstream films and one US independent film:</p> <p>Section A: US film comparative study</p> <ul style="list-style-type: none"> • one stepped question on the first of the chosen pair of films (produced between 1930 and 1960) • one stepped question on the second of the chosen pair of films (produced between 1961 and 1990) • one question requiring a comparison of the chosen pair of films <p>Section B: Key developments in film and film technology</p> <ul style="list-style-type: none"> • one multi-part question on developments in film and film technology <p>Section C: US independent film</p> <ul style="list-style-type: none"> • one question on one US independent film. | <p>COMPONENT 1</p> <p>Key Developments in US Film</p> <p>70 marks</p> <p>1 hour 30 minute written paper</p> | <p>35% of total GCSE</p> |
| <p>This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options.</p> <p>Assessment consists of three questions in three sections:</p> <ul style="list-style-type: none"> • Section A: one stepped question on one global English language film • Section B: one stepped question on one global non-English language film • Section C: one stepped question on one contemporary UK film. | <p>COMPONENT 2</p> <p>Global Film, Narrative, Representation and Film Style</p> <p>70 marks</p> <p>1 hour 30 minute written paper</p> | <p>35% of total GCSE</p> |
| <p>This component assesses the ability to apply knowledge and understand of film to a production and its accompanying evaluative analysis. Learners produce:</p> <ul style="list-style-type: none"> • One genre-based film extract (either from a film or from a screenplay) • One evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays | <p>COMPONENT 3</p> <p>Production</p> <p>60 marks</p> <p>Non-examined assessment (NEA)</p> | <p>30% of total GCSE</p> |

Films set for study:

Component 1: Key Developments in US Film

Three US films must be chosen for this component: one pair of mainstream films for comparison and one independently produced film.

Learners must choose one of the following pairs of mainstream films for a comparative study:

- King Solomon's Mines (Bennett & Marton, USA, 1950), PG and Raiders of the Lost Ark (Spielberg, USA, 1981), PG
- Singin' in the Rain (Donen & Kelly, USA, 1952), U and Grease (Kleiser, USA, 1978), PG
- Rear Window (Hitchcock, USA, 1954), PG and Witness (Weir, USA, 1985), 15
- Rebel without a Cause (Ray, USA, 1955), PG and Ferris Bueller's Day Off (Hughes, USA, 1986), 12A
- Invasion of the Body Snatchers (Siegel, USA, 1956), PG and E.T. the Extra-Terrestrial (Spielberg, USA, 1982), U

Learners must choose one of the following independently produced films:

- Little Miss Sunshine (Dayton/Faris, USA, 2006), 15
- Juno (Reitman, USA, 2007), 12
- The Hurt Locker (Bigelow, USA, 2008), 15
- Whiplash (Chazelle, USA, 2014), 15
- Me and Earl and the Dying Girl (Gomez-Rejon, USA, 2015), 12.

Component : Global Film: Narrative, Representation and Film Style

Three films must be chosen for this component. Learners must choose:

One of the following global English language films:

- Rabbit-Proof Fence (Noyce, Australia, 2002), PG
- Slumdog Millionaire (Boyle, UK, 2008), 15
- District 9 (Blomkamp, South Africa, 2009), 15
- An Education (Scherfig, UK, 2009), 12A
- Song of the Sea (Moore, Eire, 2014), PG

One of the following global non-English language films:

- Spirited Away (Miyazaki, Japan, 2001)
- Tsotsi (Hood, South Africa, 2005), 15
- Let the Right One In (Alfredson, Sweden, 2008), 15
- The Wave (Gansel, Germany, 2008), 15
- Wadjda (Al-Mansour, Saudi Arabia, 2012), PG

One of the following contemporary UK films (produced since 2010):

- Submarine (Ayoade, UK, 2010), 15
- Attack the Block (Cornish, UK, 2011), 15
- My Brother the Devil (El Hosaini, UK, 2012), 15
- Skyfall (Mendes, UK, 2012), 12
- Brooklyn (Crowley, UK, 2015), 12A__

FOOD PREPARATION & NUTRITION

Why study Food Preparation and Nutrition ?

Consider this course if you have an interest in exploring the relationship between diet and health and the technological developments that support better health and food production. You will be interested in acquiring and refining the skills and techniques of preparing and presenting food, and appreciate the journey food takes to our plates. Food Technology is a subject that would be of interest and value to those considering a career in the food industry, the food retail trade, catering, hotel management and nutrition.

Food Preparation & Nutrition leads to careers in:

- Catering
- Food Design
- Hospitality
- Events Management
- Teaching
- Food Product Buying
- Food Technology
- Food Safety
- Microbiology
- Mixology
- Sommelier
- Nutrition
- Health and Therapy
- Environmental Health



USEFUL SKILLS:

- Creativity
- Data Interpretation
- Teamworking
- Record Keeping
- Communication
- Responsibility
- Experimentation
- Attention to detail

Food Preparation & Nutrition (J309)

OPTION

EXAM BOARD: Oxford, Cambridge & RSA (OCR)

CONTACT: Mrs Patston - kjpatston@thorpehallschool.co.uk

About this course

The Food Preparation and Nutrition GCSE is an exciting and creative course which focuses on practical cooking skills. It will ensure you develop an understanding of nutrition, food provenance and the working characteristics of food materials. You will also learn about British and International culinary traditions, food security and food safety.

At the heart of the course is a focus on developing practical cookery skills and a good understanding of nutrition and where our food comes from. There is a strong emphasis on developing technical skills related to food preparation and nutrition, such as filleting fish and jointing a chicken.

The majority of the specification will be delivered through practical experiences where pupils will be responsible for providing their own ingredients and containers suitable for taking their products home.

The following topics will be studied during the course:

- Nutrition
- Food Provenance and food choice
- Cooking and food preparation
- Skills-preparation and cooking techniques



How is the course assessed?

| EXAMINATION | NON-EXAM ASSESSMENTS | FOOD PREPARATION ASSESSMENT (NEA2) (35%) |
|---|--|--|
| Paper 1 (50%) | Food investigation (15%) | (35%) |
| <p>Theory: Specification subject content.</p> <p>Written examination covering all four areas of the specification (1hr 30 minutes, 100 marks)</p> | <p>Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.</p> <p>Investigation task given on 1 September of Upper G.</p> | <p>Students will plan, prepare, cook and present a three course menu within 3 hours.</p> <p>Pupils will produce a concise portfolio that:</p> <ul style="list-style-type: none"> • demonstrates their application of technical skills and their practical outcomes • explains how they planned and carried out the preparation, cooking and presentation of their three final dishes • includes an evaluation of cost, and the sensory properties and nutritional characteristics of each dish. |

NEA 1 task released 1st September of Upper G

NEA 2 task released 1st November of Upper G

GEOGRAPHY

Why study Geography?

Consider this course if you are interested in the world around you - where you live, how places and communities are changing and who makes the decisions about the environment we live in. This is an issues-based investigative course with an emphasis on enquiry and problem solving; important skills that are valued by employers. You will gain a greater knowledge of the world, complete case studies about amazing places, go on field trips, and cover a broad range of topics - both human and physical from resource management to flooding.





Careers linked to Geography:

- Soil Scientist
- Meteorologist
- Land Manager
- Geotechnical Engineer
- Travel Agent
- Archaeologist
- Pilot
- Drone Pilot
- Recycling Adviser
- Geologist
- Armed Services
- Cartographer



USEFUL SKILLS:

- Analysis
- Understanding of different cultures
- Problem solving
- Presenting data
- Research
- Patience

Geography (J316)

OPTION

EXAM BOARD: Assessment and Qualifications Alliance (AQA)
CONTACT: Mr Keil - ckeil@thorpehallschool.co.uk

About this course

In GCSE Geography, you will build on the skills you have developed at Key Stage 3. You will explore case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). You are also encouraged to understand your role in society, by considering different viewpoints, values and attitudes.

Your knowledge and understanding of Human and Physical Geography is extended and integrated with a strong focus on topical issues and up-to-date case studies. You will undertake a residential fieldwork, applying skills to real-life geographical scenarios.

This could involve carrying out investigations in the local area, as well as collecting, presenting and analysing data. You will understand how to discuss issues and understand different points of view, justify your opinions and evaluate as well as offer solutions to problems both in the United Kingdom and other parts of the world.

You will have the opportunity to:

- Acquire knowledge and understanding of a range of places.
- Develop a sense of place and appreciation of the environment
- Develop an understanding of global citizenship
- Appreciate that the study of geography is dynamic and always changes
- Understand the significance and effects of people's values and attitudes.
- Acquire and apply the skills and techniques needed to conduct geographical enquiries

The syllabus covers three main areas:

i) Physical Geography

- The challenge of natural hazards, the living world, physical landscapes in the UK

ii) Human Geography

- Urban issues and challenges, the changing economic world, the challenge of resource management

iii) Fieldwork (Geographical applications)

- Critical thinking and problem solving - Fieldwork, Application of geographical skills.

How is the course assessed?

GCSE Geography is assessed by examination, with marks attained over 3 papers.



| PAPER ONE | PAPER TWO | PAPER THREE |
|-----------|-----------|-------------|
| 35% | 35% | 30% |

The fieldwork investigation involves a residential trip; this does require the cost to be met by parents.

Lessons involving use of videos, discussion, maps, photographs, making notes, exercises in answering questions, fieldwork, practice on examination questions, debates and use of textbooks will be utilised.



GRAPHIC COMMUNICATION

Graphic communication

Students should be introduced to a variety of experiences that explore a range of graphic communication media, processes and techniques. They should be made aware of both traditional and new media.

Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate.

Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product

Areas of Study

- Interactive media
- Advertising
- Packaging design
- Design for print
- Illustration
- Communication graphics
- Branding
- Multimedia
- Motion graphics
- Design for film & television



USEFUL SKILLS:

- Creativity
- Research
- Planning
- Analytical Skills
- Communication
- Teamworking
- Problem-Solving

Graphic Communication (9-1)

OPTION

EXAM BOARD: AQA

CONTACT: Miss L Mower - LMower@thorpehallschool.co.uk

OPTION

About this course

Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen area(s) of graphic communication. Students will be required to demonstrate skills in all of the following:

- understanding of meaning, function, style, scale, colour and content in relation to the chosen area(s) of graphic communication
- awareness of intended audience or purpose for their chosen area(s) of graphic communication
- ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of graphic communication
- appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- appreciation of the appropriate use of typography (which could include hand lettering and calligraphy)
- understanding of a variety of materials and genres appropriate to their chosen area(s) of graphic communication.



HISTORY

Why study History?

Consider this course if you are curious about the events, people and attitudes that have shaped our world. The study of History allows you to develop a wide range of transferable skills to support further study, as well as many of the key skills that employers look for. These include communication skills, teamwork, analysis and synthesis, management skills and an increased awareness of social political and historical changes that have impacted society, both here in the UK and globally.





Studying History leads to careers in:

- Archaeology
- Journalism
- Conservation
- Planning
- Art
- Archive & Museums
- Costume Design
- Stone Masonry
- Research
- Teaching



USEFUL SKILLS:

- Research
- Good memory
- Investigation
- Communication
- Confident in expressing an opinion
- Excellent literacy
- Organisation

History (8145)

OPTION

EXAM BOARD: AQA

CONTACT: Miss Hayward - shayward@thorpehallschool.co.uk

About this course

This course will provide opportunities for you to;

- Acquire knowledge and understanding of the human past
- Investigate historical events, people, changes and issues
- Develop an understanding of how the past has been represented and interpreted
- Use historical sources critically in their historical context
- Draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in the light of new or reinterpreted evidence
- Provide a sound basis for further study and pursuit of personal interest
- Use an enquiring, critical approach to make informed judgements
- Understand the significance and effects of events, actions and attitudes on local, national and global history.

Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the following papers in the same series:

Paper 1: Understanding the modern world

Paper 2: Shaping the nation



Subject content

The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.

A brief breakdown of the new units

PAPER 1: UNDERSTANDING THE MODERN WORLD

Written examination – 2 hours. (50% of the qualification)

America: Opportunity and Inequality, 1920-1973.

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Conflict and Tension 1918-1939.

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

PAPER 2: SHAPING THE NATION

Written examination – 2 hours. (50% of the qualification)

The Health and the People c.1000

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.

Students will study the importance of the following factors:

- war
- superstition and religion
- chance
- government
- communication
- science and technology
- the role of the individual in encouraging or inhibiting change.

Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.

Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

This option focuses on the following questions:

- Why has there been progress in the health of the British people?
- How and why has the pace and scale of medical development varied at different times?
- What impact has medical progress had on people and society?
- How and why have different factors been more important than others for individual medical developments?
- What is the significance of key individuals or events in the history of medical development?

Restoration England, 160-1685

This option allows students to study in depth the restoration of the monarchy. The study will focus on the major aspects of Charles II's reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

How is the course assessed?

The course consists of three parts, as detailed below:



COMPONENT 1: EXPLORING THE MEDIA

Written examination: 1 hour 30 minutes (40% of qualification)

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are two questions in this section:

- **one** question assessing media language in relation to **one** set product (reference to relevant contexts may be required)
- **one** two-part question assessing representation in relation to **one** set product and **one** unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences

This section assesses two of the following media forms: film, newspapers, radio, video games.

It includes:

- **one** stepped question on media industries
- **one** stepped question on audiences.

COMPONENT 3: CREATING MEDIA PRODUCTS

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

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

- **one** question on **either** media language or representation, which will be based on an extract from **one** of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- **one** question on media industries, audiences or media contexts.

Section B: Music (music videos and online media)

- **one** question on either media language or representation (reference to relevant contexts may be required)
- **one** question on media industries, audiences or media contexts.

COMPONENT 3: CREATING MEDIA PRODUCTS

Non-exam assessment (30% of qualification)

An **individual** media production for an intended audience in response to a **choice of briefs set by WJEC**, applying knowledge and understanding of **media language** and **representation**.

In simple terms, the course translates to:

MEDIA STUDIES GCSE

= 30% COURSEWORK + 70% WRITTEN EXAMS

The following media forms and frameworks will form the basis of all set briefs:

Television

- Create a sequence from a new television programme or a website* to promote a new television programme.

Advertising and Marketing: Music

- Create a music video or a website* to promote a new artist/band.

Advertising and Marketing: Film

- Print-based marketing material for a new film.

Magazines

- Create a new print or online magazine.

In order to ensure that an undue amount of time is not spent on the production, all phases of the production – aims, research and planning and the production itself – should be completed over a period of no longer than twelve weeks.

*Website production

Learners are not required to create websites through programming languages such as HTML. It is acceptable for learners to use web design software or templates in the online options. However, learners must be responsible for the design of the website and all content (such as language, images, audio-visual material) must be original. Learners must acknowledge any software or templates which have been used on the appropriate cover sheet.

MODERN LANGUAGES: FRENCH

Why study French?

This course is ideal for pupils who are curious about the wider world and wish to be able to communicate in and understand French. As well as working on French language skills, pupils will learn about the culture and lifestyle of French-speaking countries throughout the world.

French is spoken in 29 countries around the world, with more than 80 million native speakers and many millions more who speak it as a second language. French is an important language in the UK for both leisure and business. A GCSE in French is extremely useful for many sixth form, college and university courses. Furthermore, being able to communicate in a foreign language is an excellent advantage when applying for jobs. French language skills also enable social confidence when travelling to French-speaking countries.

There are many transferable skills to be gained from GCSE French that will help with other subjects. The most significant are English, (helps to understand the grammar of the English language), Science (scientific terminology derived from Latin is recognisable to those who study French), Geography (some crossover with social geographical content) and Law (legal terminology also often derived from Latin and thus recognisable to French-speakers).

Careers linked to French:

- Translator
- Air Cabin Crew
- Teacher
- International Aid Work
- Excise Officer
- Hotel Manager
- Engineer
- Bilingual Secretary
- Diplomatic Service Officer
- Export Sales Manager
- Trader
- Holiday Rep/ Tour Guide
- Interpreter
- Immigration Officer
- Social Worker



USEFUL SKILLS:

- Reading & writing clearly
- Research
- Presenting information
- Attention to detail
- Communication
- Discussing information

Modern Languages: French (1FRO)

OPTION

EXAM BOARD: Pearson Edexcel

CONTACTS: Ms Vennero - svennero@thorpehallschool.co.uk

About this course

In order to study GCSE French, pupils must have studied French in Key Stage 3 or have been assessed by the school to be working at an appropriate level.

The four key Modern Foreign Languages skills of listening, reading, writing and speaking are central to the course and final assessment.

Pupils will study a wide range of topics covering:

- **Identity and culture** (including family, friend, technology, free-time activities and customs and festivals in French speaking communities)
- **Local area, holiday and travel** (including region, town, weather, community projects and holidays)
- **School** (including comparing schools in UK and French speaking countries, discussing school rules, talking about getting the best out of school and discussing school exchanges)
- **Future aspirations, study and work** (including discussing jobs and work preferences, career choices, plans, hopes and wishes, the importance of languages, applying for jobs and understanding case studies)
- **International and global dimension** (including discussing problems facing the world, protecting the environment, ethical shopping, volunteering and big events)

Pupils 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 the countries and communities where French is spoken.

Varied authentic texts, the course textbook and many tailor-made resources including video clips, magazine articles and websites will be used by pupils during the course.

How is the course assessed?

There is no coursework for GCSE French, assessment is via final examination only.



| PAPER 1 – LISTENING | PAPER 2 – SPEAKING | PAPER 3 – READING | PAPER 4 – WRITING |
|--|--|---|---|
| (25%) | (25%) | (25%) | (25%) |
| Written examination based on listening to recordings with questions in English and French. | Examination is conducted by the teacher and consists of role-play, photo card and general conversation activities. | Written examination with questions in English and French and a translation. | Written examination which includes producing a message, responses to short texts, structured writing task, open-ended writing task and translation. (If Foundation Tier examination is taken, not all of these tasks are included.) |

Pupils have the option to choose either Foundation or Higher Tier entry for GCSE French. The tier chosen will have a bearing on the length and content of the final examinations undertaken and which overall grade can be achieved.

MODERN LANGUAGES: SPANISH

Why study Spanish?

Spanish is the second most widely spoken language in the world today with over 450 million native speakers of Spanish. More than 20 countries have Spanish as their official language. This makes Spanish one of the most important languages for both business and leisure travel. Consider this course if you are curious about the wider world and wish to be able to communicate in and understand Spanish. As well as working on your Spanish language skills, you will learn about the culture and life of Spanish-speaking countries.

A GCSE in Spanish is extremely useful for many sixth form, college and university courses. Furthermore, being able to communicate in a foreign language is an excellent advantage when applying for jobs. It also enables social confidence when travelling to Spanish-speaking countries.

There are also many transferable skills to be gained from GCSE Spanish that will help with other subjects. The most significant are English (understanding of the grammar of the English language), Science (terminology derived from Latin is recognisable to those who study Spanish), Geography (crossover with social geographical content) and Law (legal terminology is often derived from Latin and thus recognisable to Spanish-speakers).

Careers linked to Spanish:

- Translator
- Air Cabin Crew
- Teacher
- International Aid Work
- Excise Officer
- Hotel Manager
- Engineer
- Bilingual Secretary
- Diplomatic Service Officer
- Export Sales Manager
- Trader
- Holiday Rep/ Tour Guide
- Interpreter
- Immigration Officer
- Social Worker



USEFUL SKILLS:

- Reading & writing clearly
- Research
- Presenting information
- Attention to detail
- Communication
- Discussing information

Modern Languages: Spanish (1SP0)

OPTION

EXAM BOARD: Pearson Edexcel

CONTACTS: Ms Vennero - svennero@thorpehallschool.co.uk

About this course

In order to study GCSE Spanish, pupils must have studied Spanish in Key Stage 3 or have been assessed by the school to be working at an appropriate level.

The four key Modern Foreign Languages skills of listening, reading, writing and speaking are central to the course and final assessment.

Pupils will study a wide range of topics covering:

- **Identity and culture** (including family, friend, technology, free-time activities and customs and festivals in Spanish speaking communities)
- **Local area, holiday and travel** (including region, town, weather, community projects and holidays)
- **School** (including comparing schools in UK and Spanish speaking countries, discussing school rules, talking about getting the best out of school and discussing school exchanges)
- **Future aspirations, study and work** (including discussing jobs and work preferences, career choices, plans, hopes and wishes, the importance of languages, applying for jobs and understanding case studies)
- **International and global dimension** (including discussing problems facing the world, protecting the environment, ethical shopping, volunteering and big events)

Pupils 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 the countries and communities where Spanish is spoken.

Varied authentic texts, the course textbook and many tailor-made resources including video clips, magazine articles and websites will be used by pupils during the course.



How is the course assessed?

There is no coursework for GCSE Spanish, assessment is via final examination only.

| PAPER 1 – LISTENING | PAPER 2 – SPEAKING | PAPER 3 – READING | PAPER 4 – WRITING |
|---|--|--|---|
| (25%) | (25%) | (25%) | (25%) |
| Written examination based on listening to recordings with questions in English and Spanish. | Examination is conducted by the teacher and consists of role-play, photo card and general conversation activities. | Written examination with questions in English and Spanish and a translation. | Written examination which includes producing a message, responses to short texts, structured writing task, open-ended writing task and translation. (If Foundation Tier examination is taken, not all of these tasks are included.) |

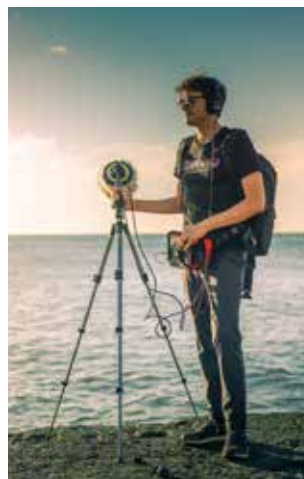
Pupils have the option to choose either Foundation or Higher Tier entry for GCSE Spanish. The tier chosen will have a bearing on the length and content of the final examinations undertaken and which overall grade can be achieved.

MUSIC

Why study Music?

Studying GCSE Music will help you develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity and your cultural knowledge. You will enjoy this course if you like performing and listening to all kinds of music, have an interest in creatively composing or arranging music, and exploring music technology. The music industry offers a huge range of opportunities but music also offers a wealth of transferable skills relevant to ongoing musical and non-musical study – such as literacy, critical thinking, social skills and team working, leadership and communication.





Careers linked to Music:

- Singer
- Conductor
- Music Therapist
- Recreation Manager
- Music Teacher
- Radio Producer
- DJ
- Advertising Executive
- Choreographer
- Sound Engineer
- Musician
- Peripatetic Music Teacher
- Musical Instrument Maker



USEFUL SKILLS:

- Presentation
- Communication
- Confidence
- Teamwork
- Discipline
- Analytical
- Persistence
- Resilience
- Adventurous

Music (4270)

OPTION

EXAM BOARD: AQA/EDUQAS

CONTACT: Mr Ashman-Jones - aajones@thorpehallschool.co.uk

About this course

The Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:

- Engage actively in the process of music study
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

The Eduqas music GCSE course encourages an integrated approach to the Three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion. This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study A level music.

<https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf> - link to the specification

How is the course assessed?



| COMPONENT 1: PERFORMING | COMPONENT 2: COMPOSING | COMPONENT 3: APPRAISING |
|--|---|---|
| Total duration of performances: 4-6 minutes Non-exam assessment: Internally assessed, externally moderated 30% of qualification | Total duration of compositions: 3-6 minutes Non-exam assessment: Internally assessed, externally moderated 30% of qualification | WRITTEN EXAMINATION: 1 hour 15 minutes (approx.) 40% of qualification |
| <p>A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learners choice.</p> | <p>Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.</p> | <p>The component is assessed via a listening examination.</p> <p>Eight questions in total, two on each of the four areas of study.</p> <p>Area of study 1: Musical Forms and Devices</p> <p>Area of study 2: Music for Ensemble</p> <p>Area of study 3: Film Music</p> <p>Area of study 4: Popular Music</p> <p>Two of the eight questions are based on extracts set by WJEC.</p> |



PHOTOGRAPHY

Why study Photography?

If you are a creative and imaginative person, tend to think visually, and enjoy exploring new ideas and looking at things differently, you should consider a photography course. Photography is about looking, learning, thinking and communicating ideas. You will enjoy developing your understanding and appreciation of the visual world, learning practical skills and techniques and interpreting your own visual responses to ideas and issues.



Studying Photography leads to careers as:

- Commercial photographer
- Fashion photographer
- Filmmaker
- Forensic photographer
- Medical photographer
- Nature photographer
- Photojournalist
- Picture editor
- Sports photographer



USEFUL SKILLS:

- Creativity
- Technical skills
- Patience and concentration
- Attention to detail
- Communication
- People skills
- Team working

Photography (1PY0)

OPTION

EXAM BOARD: Edexcel

CONTACT: Mr Abercrombie-Smith - casmith@thorpehallschool.co.uk

About this course

Work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of study, and students could develop work in at least one of the following areas of study exploring the use of a range of relevant materials, tools and techniques for each area.

Documentary photography - The use of the photographic process to provide a narrative of events and/or situations.

Photo-journalism - The use of the photographic process to record events as they happen to support the written word.

Studio Photography - The use of a formal studio setting to control the environment for a variety of subject matters such as portraiture and still life.

Location Photography - The use of subject matter found or placed to manipulate the formal elements within an existing environment.

Experimental Photography - The control of light and photographic processes to create non-traditional photographic outcomes.

Installation* - The creation and presentation of photographic artwork for a site-specific space to control and transform viewer perception.

Moving image: film, video and animation - The recording and use of moving image to communicate a visual narrative; including use of storyboards, scripts, digital, non-digital mixed media methods.

How is the course assessed?

The course consists of two internally assessed and externally moderated components.

- A Personal Portfolio – which is internally set
- An Assignment – which is externally set

COMPONENT 1: PERSONAL PORTFOLIO

60% of the qualification
72 marks (18 marks for each of the four Assessment Objectives)

You start your Personal profile at the beginning of Year 10 and complete it by the January of Year 11. It is internally set, marked and standardised, and externally moderated by Edexcel.

The work produced for assessment is under controlled conditions and will consist of approximately 45 hours of supervised activity.

Content overview

You will create a personal portfolio of work that demonstrates the required knowledge, understanding and skills. This allows opportunities to: develop and explore ideas research primary and contextual sources, experiment with media, materials, techniques and processes & present personal response(s) to set theme(s).

COMPONENT 2: EXTERNALLY SET ASSIGNMENT (ART EXAM)

40% of the qualification
72 marks (18 marks for each of the four Assessment Objectives)

The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.

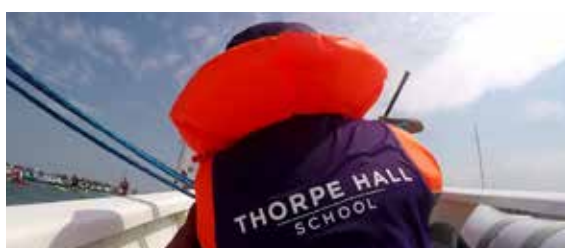
This component allows students opportunities to develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes and present personal response(s) to the externally-set theme.

- The ESA paper is released on 2 January each year.
- There is a 10-hour sustained focus period under examination conditions which can take place over multiple sessions
- Students' work must comprise preparatory studies and personal response(s)
- During the 10-hour period of sustained focus under examination conditions, students will work unaided to produce personal response(s), with reference to their preparatory studies
- All work is internally marked using the defined assessment criteria and internally standardised
- A sample of work is externally moderated by a visiting moderator

PHYSICAL EDUCATION

Why study Physical Education?

Consider this course if you have a keen interest in the theory behind physical sport. You will learn a lot about health, wellbeing and the human body. PE is an excellent subject to study if you want a career in a sports-related field, and the roles are varied – with anything from a sports coach to a physiotherapist or personal trainer. Science subjects fit well with PE, particularly if you are interested in studying sports science or psychology in the future. It is also imperative that you participate regularly in at least 3 sports in or outside of school.





Careers linked to Physical Education:

- Professional Sports Person
- Leisure Manager
- Sports Development Officer
- Occupational Therapist
- Sports Journalist/Presenter
- PE Teacher
- Police/ Fire Fighter
- Aerobics Instructor
- Sports Coach
- Armed Forces
- Paramedic
- Diver
- Trainer
- Health Promotion



USEFUL SKILLS:

- Self-esteem
- Communication
- Confidence
- Teamwork
- Accuracy
- Discipline
- Target setting
- Organisation
- Adaptability

Physical Education (8582)

OPTION

EXAM BOARD: AQA

CONTACTS: Mr McGarr - tmcgarr@thorpehallschool.co.uk

About this course

Studying GCSE, Physical Education will open your eyes to the fantastic world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment (NEA) component, you will also develop wide-ranging knowledge into the how and why of physical activity and sport.

This course will help develop a wide-ranging set of key skills, including communication using appropriate language, dealing with pressure, split-second decision-making, interpreting and analysing data, and analysing and evaluating performance to make improvements.

The subject also provides an overview of keeping healthy & fit, the systems within the body developed when exercising, socioeconomic factors affecting sport and sports psychology.

You will be encouraged to:

- Develop knowledge, understanding, skills and values to develop and maintain your performance in physical activities and understand the benefits to health, fitness and wellbeing
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop your ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.



How is the course assessed?

The GCSE is made up of three different components that are as follows;

| PAPER 1 The human body and movement in physical activity and sport | PAPER 2 Socio-cultural influences and wellbeing in physical activity and sport | Non-exam assessment: Practical performance in physical activity and sport |
|--|--|--|
| WHAT'S ASSESSED <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data | WHAT'S ASSESSED <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and wellbeing • Use of data | WHAT'S ASSESSED <ul style="list-style-type: none"> • 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. |
| HOW IT'S ASSESSED <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE | HOW IT'S ASSESSED <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE | HOW IT'S ASSESSED <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE |
| QUESTIONS <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. | QUESTIONS <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. | QUESTIONS <ul style="list-style-type: none"> • For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity. |

BTEC Level 2 Tech award in Sport (603/7068/3)

OPTION

EXAM BOARD: PEARSON

CONTACTS: Mr McGarr - tmcgarr@thorpehallschool.co.uk

BTEC Tech award level 2 in sport

Throughout the course, pupils will be required to:

- Complete coursework within component 1 and 2 to meet all deadlines. This coursework will be completed in lessons under exam conditions.
- Complete practical which will be filmed and sent off to Pearson to be moderated. This filming includes; delivering a 10 minute warm-up, delivering a 10 minute lesson in a selected sport and being video assessed in your practical ability within a specific sport (isolated and competitive practices)
- Sit an exam at the end of year 11 for component 3

The Pearson BTEC Level 1/Level 2 Tech Award in Sport (603/7068/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning.

They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy further develop their knowledge and understanding of anatomy develop skills in planning and delivering sports activity sessions to participants.

The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

| Pearson BTEC Level 1/Level 2 Tech Award in Sport | | | | |
|--|---|-----|-------|-------------------|
| Component number | Component title | GLH | Level | How assessed |
| 1 | Preparing Participants to Take Part in Sport and Physical Activity | 36 | 1/2 | Internal |
| 2 | Taking Part and Improving Other Participants Sporting Performance | 36 | 1/2 | Internal |
| 3 | Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity | 48 | 1/2 | External Synoptic |

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology. This Tech Award complements the learning in GCSE programmes such as GCSE Physical Education by providing further depth via analysis to the GCSE programmes use of sports theoretical knowledge to improve performance in participants. Also, in the BTEC exploration of the provision and types of sports suited to different individuals with different needs is well suited to the GCSE's depth study into key socio-cultural influences. Finally, the BTEC offers leadership and teaching in sport, which is not approached directly by the GCSE.

What does the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Sport (2016) or a BTEC National in Sport and Exercise Science (2016), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment via apprenticeships or further study at Level 3
- study at Level 2 post-16 through a technical qualification, such as the Pearson BTEC Level 2 Technical Diploma in Sport and Activity Leaders. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the sport sector.

PSYCHOLOGY

Why study Psychology?

This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. Psychology is a fascinating area of study. It will help you understand human behaviour and mental processes and better understand how we think, act and feel. You will look at some important questions, such as why people act the way they do? What shapes our personality? How do we learn and change throughout our life? If you are interested in a deeper understanding of the human condition, you should consider studying psychology. The subject is also increasingly valued by employers who appreciate the analytical and reasoning skills it gives you.

Careers linked to Psychology:

- Clinical psychologist
- Educational psychologist
- Forensic psychologist
- Occupational psychologist
- Sport psychologist
- Dance movement psychotherapist
- Counsellor
- Human resources
- Life coach
- Mediator
- Neuroscientist
- Play therapist



USEFUL SKILLS:

- CRITICAL THINKING
- REASONING
- COMMUNICATION
- RESEARCH
- ANALYSIS
- WRITING
- PROBLEM-SOLVING
- MATHS

Psychology (8182)

OPTION

EXAM BOARD: AQA

CONTACTS: Mrs D D'auria - ddauria@thorpehallschool.co.uk

About this course

Cognition and Behaviour

Memory - including the different types of memory and how we encode and store them; and looking at the structure of memory and the factors affecting how accurately we remember.

Perception - including the difference between sensation and perception. Exploring visual illusions, cues and the things that may affect our perceptions - culture, motivation, emotion and expectation.

Development - including basic knowledge of brain development and exploring the roles of nature and nurture. Also different theories of cognitive development and how we learn; including fixed and growth mindsets and different learning styles.

Social Context and Behaviour

Social Influence - including how social and dispositional factors affect things like conformity and obedience, and studying why we behave in certain ways in specific conditions such as when in a crowd or under stress.

Language, Thought and Communication - including looking at the relationship between language and thought and how we communicate verbally and non-verbally - also exploring things like the differences and similarities between how humans and animals communicate.

Brain and Neuropsychology - including the structure and function of the nervous system and our physical responses - such as the 'fight or flight' response. Cognitive neuroscience and how the structure and function of the brain relate to our behaviour and thinking.

Psychological Problems - including an introduction to mental health and how our cultural beliefs vary in relation to it. The effects of mental health problems on individuals and society and a study of the characteristics of specific conditions such as clinical depression and addiction.

How is the course assessed?

| PAPER 1: Cognition and behaviour | PAPER 2: Social context and behaviour |
|---|--|
| <p>WHAT'S ASSESSED</p> <ul style="list-style-type: none"> • Memory • Perception • Development • Research methods <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>HOW IT'S ASSESSED</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE | <p>WHAT'S ASSESSED</p> <ul style="list-style-type: none"> • Social influence • Language, thought and communication • Brain and neuropsychology • Psychological problems <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>HOW IT'S ASSESSED</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE |

RELIGIOUS STUDIES

Why study Religious Studies?

The GCSE Religious Studies course will allow you to develop a rigorous approach to the nature of argument and discussion. It helps you become a quick, adaptable learner and gives you strong writing, analysis, and critical thinking skills. With an emphasis on the big questions and alternative points of view, this subject provides good training for looking at larger questions such as, can war ever be justified?



Careers linked to Religious Studies:

- Counsellor
- Politician
- Civil servant
- International Aid Work
- University Lecturer
- Journalist
- Youth worker
- Barrister or Solicitor
- Librarian
- Archaeologist
- Chaplain
- Archivist
- Police Officer
- Advertising PR Marketing



USEFUL SKILLS:

- Empathy
- Communication
- Critical thinking
- Reasoning
- Research & analysis
- Presentation
- Writing
- Languages

Religious Studies (Spec A – 8062MA)

OPTION

EXAM BOARD: AQA

CONTACTS: Mrs Robinson – erobinson@thorpehallschool.co.uk

About this course

GCSE Religious Studies covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring you have a diverse choice of intriguing subjects to explore.

You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop your own attitudes towards religious issues.

You will also appreciate how religion, philosophy and ethics form the basis of our culture. You will develop analytical and critical thinking skills and work with abstract ideas, leadership, and research skills. All these skills will help prepare you for further study.

The programme is divided into two units.

Unit 1 focuses on the key beliefs, teachings and practices of two major world religions: Christianity and Islam or Judaism.

Unit 2 is divided into topics: we have selected four topics that we feel meet the needs of each individual student's development, both academically and spiritually.

For each topic, students will study two religious views towards the issue.

The four religious, philosophical and ethical studies are:

- **Theme A** – Relationships and families
- **Theme D** – Religion, peace and conflict
- **Theme B** – Religion and life
- **Theme F** – Religion, human rights and social justice.

How is the course assessed?

The qualification is GCSE Religious Studies Spec A: grade 9-1 (there is only one entry level for this course).

It is 100% assessed through written examination – two 1 hour 45-minute exams, completed at the end of Year 11.



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Version 5 - Nov 24

THORPE HALL
SCHOOL