

# Normanhurst School



# GCSE Booklet

**Key Stage 4**

**2021 – 2023**



# Contents

## **1. Introduction from the Headmistress**

## **2. Core Subjects**

English Language

English Literature

Mathematics

Combined Science: Trilogy (Biology, Chemistry, Physics)

Citizenship, PSHE and Careers (non GCSE)

PE/Games

## **3. Option Choices**

Art and Design (Fine Art)

ASDAN Award (non GCSE)

Business Studies

Computer Science

Drama

French

Geography

Graphic Design (Graphic Communication)

History

Music

Physical Education

Religious Studies

Spanish

Triple Science

# Normanhurst School Curriculum Guide 2021-2023

## For Years 10 and 11

### Introduction

Dear Pupils and Parents

Moving into GCSE courses marks an exciting stage in education. The groundwork has been prepared over the first three years across the curriculum and pupils have already been introduced to some of the concepts and ideas needed for GCSE. Years 10 and 11 form a two-year course. After GCSE in Year 11 our students almost always continue with further study in Sixth Form either taking A Levels or BTec diplomas or occasionally apprenticeships.

The reformed GCSEs are challenging: the content is harder than previously, there is no longer coursework and there are more exam papers. Grades are now numbers not letters, ranging from the lowest Grade 1 up to Grade 9. Pupils will have to work consistently and to work hard to achieve the top grades.

In Years 10 and 11 we offer a wide range of GCSE subjects and we guide pupils towards choosing courses that ensure a well-balanced programme of study. Latest government strategy suggests that a good education at GCSE should include one humanity (History or Geography) or modern language (French or Spanish), as well as a core of subjects including English, Mathematics and Sciences.

All students will follow a 'common core' of compulsory subjects: English Language, English Literature, Mathematics and Science. Pupils also have PSHE lessons which include Citizenship and Careers, and have compulsory PE lessons in both Year 10 and Year 11.

Pupils will choose to study up to a further 4 additional GCSEs. We also offer the accredited ASDAN award for some students who would benefit from a skills based course in place of one GCSE subject.

This booklet is to provide information for you about the courses on offer. As you consider your option subjects, bear these points in mind:

1. Choose option subjects that you are good at and that you happily spend time working on at home.
2. Don't base your choice on what your friends are choosing, or on whether or not you like the teacher.
3. Choose subjects that complement any career ideas you may already have.
4. Ask your teachers, who know your strengths and weaknesses in their subject, whether you have the potential to do well at GCSE. Listen to their opinions.
5. There will be occasions when a teacher might not advise taking a subject because current performance indicates the pupil will not be successful in the course.
6. The Separate Sciences option is by invitation only for some of the Set 1 Science pupils, due to the challenging nature of the course.

Following the Year 9 parents evening pupils will be asked to submit their top 8 preferences for option subjects so that the school can create the option blocks. After this point, pupils will be required to choose one subject from each option block. Please be aware that there is no guarantee that pupils will be able to choose their top 4 subjects due to the nature of timetable blocking.

Yours sincerely



Jacqueline Job  
Headmistress

(Please note that this information is correct at the time of publication)

# Key Stage 4 Core Curriculum

## Compulsory Subjects

- English Language
- English Literature
- Mathematics
- Sciences: Biology, Chemistry, Physics and Combined Science: Trilogy
- Citizenship PSHE and Careers (Non GCSE)
- PE/Games Lesson

# English Language GCSE

BOARD	AQA
SYLLABUS CODE	8700
NUMBER AND TITLE OF PAPERS/UNITS	There are two exams:  Explorations in Creative Reading and Writing  Writers' Viewpoints and Perspectives

## Introduction

You will learn to read, understand, analyse and evaluate and develop a critical viewpoint about a range of literature prose, non-fiction and literary non-fiction texts from the 20th and 21st centuries. You will learn to write in a range of styles and for a range of purposes: descriptive, narrative and to present a viewpoint. You will learn to communicate using Standard English effectively, developing your ideas and taking part in discussions as well as giving presentations (some presentations will be recorded and graded separately to the GCSE award level).

## Course content

### Year 10

Introduction to the course and enthusing students about English!

Consolidating Fundamental Skills and Concepts (on which to build throughout the course):

**Key technical skills:** vocabulary, spelling, punctuation, grammar, structure.

**Key concepts:** literary form, genre, narrative perspective, theme, literal and metaphorical reading, analysing writer's choice, attitude and viewpoints.

**Reading, understanding and responding to texts - texts used:** AQA Text book for GCSE and study of a selection of thematically linked fiction, poetry or non-fiction (autobiographical writing, extracts from print and online media, speeches and letters texts) e.g. poetry, war poetry, extracts from works of fiction, letters, news reports, editorial comment, diaries and letters.

### Year 11

A consolidation and revision of the reading and writing skills built on in year 10, developing comparative and critical viewpoints and practice for responding to exam style questions.

## How the course is assessed

You will have two examinations of equal weighting. There will be one tier containing integrated reading and writing tasks at the end of the course in Year 11 (levelled from Grade 1-9)

Paper 1 Explorations in Creative Reading and Writing	Paper 2 Writers' Viewpoints and Perspectives
What's assessed?	What's assessed?
<b>Section A:</b> Reading - One literature text	<b>Section A:</b> Reading - One non-fiction text and one literary non-fiction text
<b>Section B:</b> Writing - Descriptive or narrative writing	<b>Section B:</b> Writing - Writing to present a viewpoint
How is it assessed?	How is it assessed?
1 hour 45 minutes written exam worth 50% of GCSE	1 hour 45 minutes written exam worth 50% of GCSE

## Useful website links, text books used and additional information

Websites: BBC Bitesize, This is English, Mr Bruff, Youtube Books: CGP- study and revision student work books and revision books; Collins- study and revision student work books and revision books.

# English Literature GCSE

BOARD	AQA
SYLLABUS CODE	8702
NUMBER AND TITLE OF PAPERS/UNITS	There are two exams:  Shakespeare and the 19th Century Novel  Modern texts and Poetry

## Introduction

You will study a modern prose or drama text, modern poetry and poems from the English Literary Heritage from the set anthology and learn how to respond to and compare unseen poems. You will study a Shakespeare play and a 19th century novel. You will develop personal and literary responses to texts. You will develop planning, reading, note-taking and independent study skills.

## Course content

### Year 10

Study of a Shakespeare Play (Romeo and Juliet) and developing skills to respond to an exam style question.

Study of a selection of poems from the AQA anthology of poems and developing skills to respond to and compare anthology poems and unseen poems.

Study of a modern drama text - An Inspector Calls by J B Priestley

Study of a 19<sup>th</sup> century Novel - Jekyll and Hyde

### Year 11

Further study and revision and development of critical viewpoints of the texts read in year 10 and practice responding to exam style questions.

## How the course is assessed

Paper 1 worth 40% and Paper 2 worth 60% of the GCSE. There will be one tier containing integrated questions at the end of the course in Year 11 (levelled from grade 1-9)

Paper 1 Shakespeare and the 19th Century Novel	Paper 2 Writers' Viewpoints and Perspectives
<b>Section A:</b> An extract based question on the Shakespeare play that has been studied	<b>Section A:</b> Modern texts - One essay question on the modern prose or drama text studied
<b>Section B:</b> An extract based question on the 19th century novel that has been studied	<b>Section B:</b> Poetry - One comparative question from the chosen cluster of poems from the anthology
How is it assessed?	<b>Section C:</b> Unseen Poetry - One question on an unseen poem and one question comparing it with a second unseen poem
1 hour 45 minutes written exam worth 40% of GCSE	How is it assessed?
	2 hour 15 minutes written exam worth 60% of GCSE

## Useful website links, text books used and additional information

Websites: BBC Bitesize, This is English, Mr Bruff, Youtube

Books: CGP- study and revision student work books and revision books; Collins - study and revision student work books and revision books; York notes

# Mathematics GCSE

BOARD	AQA
SYLLABUS CODE	8300
NUMBER AND TITLE OF PAPERS/UNITS	Three 1½ hour written papers each weighted at 33⅓% and consisting of compulsory questions. Paper ONE is non-calculator.

## Introduction

Mathematics equips you with many of the skills you need for day-to-day life. It is a cross-curricular subject, which means that mathematics is used in many of the subjects you will study. As a core subject, it will also provide you with an essential qualification for further education. The specification focuses on applying mathematics in context, problem solving, reasoning, as well as on using standard mathematical techniques.

## Course content

### Year 10:

Calculations 1, Fractions, Decimals, Percentages, Ratio and Proportion, Calculations 2, Factors, Powers and Roots, Expressions, Formulae and Functions, Equations and Inequalities, Graphs 1, Graphs 2, Measures and Accuracy, Sequences.

### Year 11:

2D Shapes, 3D Shapes, Circles and Constructions, Pythagoras and Trigonometry *and Vectors (higher only)*, Units and Proportionality, Handling Data 1, Handling Data 2, Probability 1, Probability and Combined Events.

## How the course is assessed

You will sit three written papers at GCSE, at either the Foundation (Grades 1 to 5) or Higher (Grades 4 to 9) Tier. At school you will take AQA topic assessments, testing both calculator and non-calculator aspects of the course. Your classwork and homework will also be used to monitor your progress throughout the course and to determine your next steps. All final papers are taken in May and/or June in Year 11.

## Useful website links, text books used and additional information

The core text book is AQA GCSE Maths Higher or AQA GCSE Maths Foundation. Additional resources will be used to supplement the core courses, such as the use of past-paper questions and exam-style questions compiled from the AQA question bank, Exampro. Maths Watch DVDs are also purchased for students at the beginning of Year 10, featuring over 200 high-quality tutorials across all topics and grades, each linking to one or more worksheets, with workings and answers.



# Combined Science: Trilogy GCSE

<b>BOARD</b>	AQA
<b>SYLLABUS CODE</b>	8464
<b>NUMBER AND TITLE OF PAPERS/ UNITS</b>	There are 6 papers in total (2x Biology, 2x Chemistry and 2x Physics)

## Introduction

The Combined Science qualification is an average of the 6 papers mentioned above. This gives a Combined Science grade, which has a weight of two GCSEs. Students study the Combined Science curriculum during their core Science timetabled lessons.

Students study the Combined Science curriculum during their core Science timetabled lessons.

## Course content

Students will cover the topics for each Science discipline below:

### Biology:

Topic 1: Cell Structure and Transport

Topic 2: Cell Division

Topic 3: Organisation and the Digestive System

Topic 4: Organising Animals and Plants (Circulatory and Respiratory Systems)

Topic 5, 6, 7: Communicable and Non Communicable Diseases

Topic 8: Photosynthesis

Topic 9: Respiration

Topic 10: The Human Nervous System

Topic 11: Hormonal Coordination

Topic 12: Reproduction

Topic 13: Variation and Evolution

Topic 14: Genetics and Evolution

Topic 15: Adaptations, Interdependence and Competition

Topic 16: Organising an Ecosystem

Topic 17: Biodiversity and Ecosystems

### Chemistry:

Topic 1: Atomic Structure

Topic 2: The Periodic Table

Topic 3: Structure and Bonding

Topic 4: Chemical Calculations

Topic 5: Chemical Changes

Topic 6: Electrolysis

Topic 7: Energy Changes

Topic 8: Rates of Reaction

Topic 9: Crude oil and fuels

Topic 10: Chemical Analysis

Topic 11: The Earth's AtmosphereTopic 12: The Earth's Resources

## **Physics:**

Topic 1: Conservation and Dissipation of Energy

Topic 2: Energy Transfer by Heating

Topic 3: Energy Resources

Topic 4: Electric Circuits

Topic 5: Electricity in the Home

Topic 6: Molecules and Matter

Topic 7: Radioactivity

Topic 8: Forces in Balance

Topic 9: Motion

Topic 10: Force and Motion

Topic 11: Wave Properties

Topic 12: Electromagnetic Waves

Topic 13: Electromagnetism

## **How the course is assessed**

The course is assessed by six written papers, each of 1 hour and 15 minutes in length. These can be taken at Foundation Tier (Grades 1 – 5) or Higher Tier (Grades 4 to 9). There is no practical assessment but practical work is interwoven into the course and will be addressed in the written papers by assessing key 'required practicals' studied in lessons.

Biology Paper 1: (70 marks, 16.7% of GCSE) – Topics 1 – 9

Biology Paper 2: (70 marks, 16.7% of GCSE) – Topics 1, 10 – 17

Chemistry Paper 1: (70 marks, 16.7% of GCSE) – Topics 1 – 7

Chemistry Paper 2: (70 marks, 16.7% of GCSE) – Topics 1, 8 – 12

Physics Paper 1: (70 marks, 16.7% of GCSE) – Topics 1 – 7

Physics Paper 2: (70 marks, 16.7% of GCSE) – Topics 1, 8 – 13

All papers will contain multiple choice, structured, closed short answer and open response questions.

## **Useful website links, text books used and additional information**

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

[www.kerboodle.com](http://www.kerboodle.com)

[www.my-gcse-science.com](http://www.my-gcse-science.com)

[www.bbc.co.uk/education/subjects/zrkw2hv](http://www.bbc.co.uk/education/subjects/zrkw2hv)

Student OUP textbooks. All students are given textbooks to use as part of their studies.

## Citizenship and PSHE (Including Careers) (Core - Non-GCSE)

<b>BOARD</b>	Non GCSE
<b>SYLLABUS CODE</b>	N/A
<b>NUMBER AND TITLE OF PAPERS/UNITS</b>	N/A

### Introduction

Citizenship and PSHE (Personal, Social and Health Education) is a compulsory subject. Citizenship is designed to complement the role of education in producing well-rounded adult citizens. Units on citizenship are blended into PSHE and aspects of the subject are highlighted in the more traditional subjects.

PSHE is designed to promote and support the development of personal qualities, skills, attitudes and values which will enable pupils to become independent adults, and for them to be able to manage relationships, understand moral issues and accept social responsibility in the modern world. You will also have the opportunity to receive careers education and guidance.

### Course content

Among a wide-ranging programme you will learn about career pathways, CV construction and post-16 choices as well as topics including:

- Health and lifestyle issues like sex and drugs education
- Politics and Economics
- British Values
- Local, National and Global issues including environmental concerns and human rights
- Careers Education and Interview practice
- Study and revision skills

### How the course is assessed

There is no formal assessment but you will be peer and teacher assessed through discussions, presentations and some written work.

### Useful website links, text books used and additional information

<https://www.pshe-association.org.uk/>

[http://www.bbc.co.uk/schools/websites/11\\_16/site/pshe.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml)

<http://www.bbc.co.uk/education/subjects/z3ckjxs>

# Physical Education (Core) (Non-GCSE)

## Introduction

The aim of this course is to equip pupils with an active interest in sport which they can use and develop in their adult lives.

We offer a diverse programme to allow pupils to find their own particular interests and strengths. Pupils will be involved in working on aerobic machinery in the gym, team games, and outdoor adventurous activities.

## What will I learn?

- You will work in groups, taking a wide range of roles and responsibilities, to help each other and act as a team.
- You will develop the ability to challenge yourself physically and to become aware of how to develop and improve your level of fitness in a safe and sensible manner.

## How will I be assessed?

You will be assessed by the PE Department using levels and success criteria.

## Key Stage 4

### Option Subjects

- Art and Design (Fine Art)
- ASDAN
- Business Studies
- Computer Science
- Drama
- French
- Geography
- Graphic Design (Graphic Communication)
- History
- Music
- Physical Education
- Religious Studies
- Spanish
- Triple Science

# Art and Design (Fine Art) GCSE

BOARD	AQA
SYLLABUS CODE	8202
NUMBER AND TITLE OF PAPERS/UNITS	Unit 1 (60%) Unit 2 (40%)

## Introduction

Fine Art is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

This course is aimed at pupils who may wish to pursue careers and further study within the area of Art and Design, and is seen as a precursor to A Level, GNVQ, BTEC, Foundation and Degree Courses.

## Course content

The course is split into two Components. Component 1 comprises two separate projects in which pupils respond to a theme and develop ideas from concept through to a final piece. The development work is completed between Year 10 and Year 11 and is recorded in two separate sketchbooks. The development work and final pieces in Component 1 represent 60% of the final mark.

Component 2 is the third and final project. Pupils are given a choice of different themes and are asked to develop ideas in preparation for a 10 hour exam during which pupils create their final artwork under exam conditions. Component 2 represents 40% of the final mark.

This course aims to teach pupils how to manipulate line, shape, form, colour, tone, pattern and texture using a wide variety of media and techniques to achieve a diversity of outcome. This includes drawing, painting, sculpture, ceramics, collage, printmaking, photography, photo-manipulation, ICT and mixed media work.

## How the course is assessed

Pupils produce a portfolio of work in Years 10 and 11 which accounts for 60% of their final grade. This Controlled Assessment submission includes two units and will be assessed on the following:

AO1 Developing ideas through investigations

AO2 Refining ideas through experimenting with different media

AO3 Recording ideas, observations and insights

AO4 Presenting a personal, informed and meaningful response

**Examination:** Pupils are given a choice of themes of which they have to research and develop ideas. This culminates in a 10 hour timed examination which involves pupils producing a final piece of work relating to their chosen theme. The Exam and preparatory work account for 40% of their final grade.

## Useful website links, text books used and additional information

<http://www.bbc.co.uk/education/topics/zdwtsbk>

<http://www.lightboxresource.co.uk/assess/gcse-gce-examples/gcse-fine-art/>

<http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016-V1-0.PDF>

# ASDAN

<b>BOARD</b>	ASDAN
<b>SYLLABUS CODE</b>	Bronze, Silver and Gold Personal Development Programmes
<b>NUMBER AND TITLE OF PAPERS/UNITS</b>	No exam Assessed portfolio of evidence

## What are Personal Development Programmes?

These programmes allow you to develop and recognise a range of skills that will be invaluable when you start work and begin living independent lives. These skills are teamwork, independent learning, coping with problems and using Maths, English and IT.

## What do I have to do?

Choose and complete challenges that enable you to improve your skills. You need to keep evidence of everything you do in a Portfolio. There should be at least one piece of evidence for each challenge that you do. Evidence collected can be worksheets, photos, video or sound recordings, drawing or collages, lists, witness statements, interview notes, maps, tickets or anything else that shows how you went about completing the challenge.

## How will I be assessed?

Every time you complete challenges from the ASDAN student book you gain a credit which recognises the amount of time you have spent working on the challenges. Each credit is equivalent to 10 hours work. Depending on how many hours you have spent in total:

60 hours = Bronze

120 hours = Silver

180 hours = Gold

## What happens when I complete a programme?

When you have completed your chosen programme you then receive the appropriate certificate. To complete the ASDAN Bronze/Silver/Gold Award you need to build a portfolio which must contain:

Your student book

Evidence

Skills Sheets

Summary of Achievement

Personal Statement

Record of progress

## Are there any deadlines during this course?

ASDAN Bronze, Silver and Gold Award can be achieved any time during the academic year.

Portfolios are moderated at ASDAN Centres.

# Business Studies GCSE

BOARD	OCR
SYLLABUS CODE	J204
NUMBER AND TITLE OF PAPERS/UNITS	Business 1: Business Activity, Marketing and People Business 2: Operations, Finance and Influences on Business

## Introduction

This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

## Course content

### OCR GCSE (9-1) in Business

The key features of OCR's GCSE (9-1) in Business will enable learners to develop:

- An interest in business and entrepreneurial skills
- Connections between theory and practice so that learners are able to apply their understanding of business to real organisations
- An informed approach that will help learners to evaluate choices and decisions about their own future working lives
- Confidence in using both qualitative and quantitative data to make business decisions.

Link to OCR website:

<http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/>

## How the course is assessed

### Unit 1 Business activity, Marketing and People (50%)

This Unit is externally assessed (1.5 Hour Examination)

### Unit 2 Operations, Finance and Influences on Business (50%)

This Unit is externally assessed (1.5 Hour Examination)

## Useful website links, text books used and additional information

<http://www.ocr.org.uk/>

<http://businesscasestudies.co.uk/#axzz30SousxK4>

<http://www.revisionstation.co.uk/index.htm>

OCR GCSE (9-1) Business Third Edition – Mike Schofield and Alan Williams



# Computer Science GCSE

<b>BOARD</b>	OCR
<b>SYLLABUS CODE</b>	J277
<b>NUMBER AND TITLE OF PAPERS/UNITS</b>	J277/01: Computer systems J277/02: Computational thinking, algorithms and programming J277/03: Practical Programming

## Introduction

The course will enable learners to develop computational thinking skills built on a sound base of conceptual learning and understanding.

### What to expect in the qualification:

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The course has been designed not only to allow for a solid basis of understanding, but also to engage learners and get them thinking about real world application.

### The qualification enables pupils to:

- To understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, algorithmic thinking, logic, algorithms, and data representation.
- To analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- To think creatively, innovatively, analytically, logically and critically.
- To understand the components that make up digital systems, and how they communicate with one another and with other systems.
- To understand the impacts of digital technology to the individual and to wider society.
- To apply mathematical skills relevant to Computer Science.

## How the course is assessed

The two exams and a programming task:

### Computer systems:

This unit is externally assessed, written examination paper lasting 1hr 30mins (80 marks max awarded) - 50% of GCSE

### Computational thinking, algorithms and programming:

This unit is externally assessed, written examination paper lasting 1hr 30mins (80 marks max awarded) - 50% of GCSE

### Practical Programming:

All students are given the opportunity to undertake a programming task or tasks during their course of study.

(Not externally moderated and no marks awarded, however compulsory)

## Useful website links, text books used and additional information

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

[www.teach-ict.com](http://www.teach-ict.com) and follow the link to the GCSE Computer Science

<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>

<https://www.codecademy.com/>

<https://www.youtube.com/watch?v=t8H6-anK0t4&list=PLCiOXwirraUAvkTPDWeeSqAKty3LAG37->

<http://www.mrfraser.org/>

New GCSE Computer Science OCR Complete Revision & Practice - Grade 9-1 (with Online Edition) (CGP GCSE Computer Science 9-1 Revision) - Amazon

# Drama GCSE

<b>BOARD:</b>	AQA
<b>SYLLABUS:</b>	8261
<b>ASSESSMENT:</b>  Component 1: Understanding drama (written exam) 40%  Component 2: Devising drama (practical exam with written portfolio) 40%  Component 3: Texts in practice (practical) 20%	

## Introduction

Drama is an exciting, creative and challenging course that allows students to develop a creative problem solving ability and leadership skills that are key to success. Although ability is important, maturity, motivation and enthusiasm are vital if you are to succeed on the course. You need to be willing to open up and take risks. Students need to be prepared to visit the theatre more than once and may need to rehearse after school. 70% of the course involves writing and 30% is performance.

## What will I learn?

- Character and content
- Performance skills
- Genre, style and conventions
- Dramatic form and structure
- Social, historical and political issues
- Analytical and evaluative skills

## What will I be doing in Drama lessons?

You will mainly work in small groups or as a whole class in creating pieces of drama. Some of the drama which you create will be based on a play text, but often you will explore meaning and invent characters/situations with your teacher and fellow students. In a typical lesson, you might expect to begin with a stimulus, make comments about it and then use appropriate drama techniques to develop a scene or performance. You might then share your work and hear what other students have to say about it, as well as the teacher's comments. For homework you will be asked to complete a variety of written and practical tasks such as after school rehearsals. You will take part in workshops and exciting theatre visits for inspiration and write a theatre evaluation as part of your written exam.

## What will I have to do?

**Component 1 – Understanding drama (written exam):** In preparation for the 1 hour 45 minutes written exam students must study and explore one set play and learn how to evaluate the work of live theatre makers (performers and/or designers).

**Component 2- Devising drama (practical exam with written portfolio):** This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.

**Component 3 - Texts in practice (practical):** This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.

### What are the important deadlines during this course?

Comp. 2 will begin in Year 10 Summer Term, Comp. 3 in Year 11 Autumn Term and Comp. 1 in Year 11 Spring/Summer Term.

# French GCSE

BOARD	AQA
SYLLABUS CODE	8658
NUMBER AND TITLE OF PAPERS/ UNITS	4 papers Listening , Reading, Speaking and Writing

## Introduction

Studying French will enable you to communicate with the Francophone peoples and thus enable you to appreciate the richness of other cultures. Studying a modern language at GCSE level is considered to be an indicator of a broad and balanced education.

## Course content

**Theme 1:** Identity and culture e.g. family, free-time activity, customs and festivals

**Theme 2:** Local, national, international and global areas of interest e.g. the environment, travel and tourism

**Theme 3:** Current and future study and employment e.g. education post-16, jobs and careers

## How the course is assessed

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). You will take all four question papers (Listening, Reading, Speaking, Writing) at the same tier. All question papers must be taken in the same series. Each paper will account for 25% of your GCSE final grade.

**Listening paper:** Foundation paper (35 minutes) Higher paper (45 minutes), both Tiers have two sections. Section A: questions in English to be answered in English. Section B: questions in French to be answered in French.

**Reading paper:** Foundation paper (45 minutes) Higher (1 hour) both Tiers have three sections. Section A: questions in English to be answered in English. Section B: questions in French to be answered in French. Section C: translation from French into English (approximately 35 words at Foundation Tier and 50 words at Higher Tier).

**Speaking paper:** The format is the same at Foundation Tier and Higher but with different length. There are three sections. Role-play (2 minutes for both Tiers) , photo card (2 minutes at Foundation Tier and 3 minutes at Higher Tier) and general conversation (3-5 minutes at Foundation Tier and 5-7 minutes at Higher Tier).

**Writing paper:** (Foundation Tier 1 hour, Higher Tier 1h and 15 minutes). Foundation Tier has four questions. Question 1: message (student produces four sentences in response to a photo), question 2: short passage (maximum 40 words), question 3: translation from English into French (minimum 35 words) and question 4: structured writing task (90 words approximately) there is a choice from two questions.

Higher Tier has three questions. Question 1: structured writing task (90 words, with a choice of two questions), question 2: open-ended writing task (150 words approximately, with a choice of two questions) and question 3: translation from English into French (minimum 50 words).

## Useful website links, text books used and additional information

[www.kerboodle.com](http://www.kerboodle.com) (pupils already have their logins to access the interactive book)

[www.quizlet.com](http://www.quizlet.com) (useful to practise vocabulary)

BBC Bitesize - <http://www.bbc.co.uk/education/subjects/z9dqxn>

[www.aqa.org.uk](http://www.aqa.org.uk) (French past papers)

AQA GCSE Revision Guide

# Geography GCSE

<b>BOARD</b>	AQA
<b>SYLLABUS CODE</b>	8035
<b>NUMBER AND TITLE OF PAPERS/UNITS</b>	Examination 1: 35% Physical Examination 2: 35% Human Examination 3: 30% Geographical applications

## Introduction

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales from the personal to the global.

## Course content

Living with the physical environment

3.1.1. The challenge of natural hazards, 3.1.2 Physical landscapes in the UK, 3.1.3 The living world 3. Geographical skills

Challenges in the human environment

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

Geographical applications

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

## How the course is assessed

**Paper 1:** Living with the physical environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))

35% of GCSE

**Paper 2:** Challenges in the human environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for SPGST)

35% of GCSE

**Paper 3:** Geographical applications

Written exam: 1 hour 15 minutes

76 marks (including 6 marks for SPGST)

30% of GCSE

Pre-release resources made available from 15 March in the year of the exam

Question types: multiple-choice, short answer, levels of response, extended prose

## Useful website links, text books used and additional information

The following are AQA approved textbooks publishers:

Cambridge University Press

Oxford University Press

Hodder Education

# Graphic Design (Graphic Communication) GCSE

BOARD	AQA
SYLLABUS CODE	8203
NUMBER AND TITLE OF PAPERS/UNITS	Unit 1 (60%) Unit 2 (40%)

## Introduction

Graphic Communications is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

This course is aimed at pupils who may wish to pursue careers and further study within the areas of Design, Architecture, Graphic Design, Advertising, Illustration, etc.

## Course content

The course is split into two Components. Component 1 comprises of two separate projects in which pupils respond to a design brief and develop ideas from a concept to a final Graphic product. The development work is completed between Year 10 and Year 11 and is recorded in two separate sketchbooks. The development work and final products in Component 1 represent 60% of the final mark.

Unit 2 is the third and final project. Pupils are given a choice of different design briefs and are asked to develop design ideas in preparation for a 10 hour exam during which pupils create their final product under exam conditions. Component 2 represents 40% of the final mark.

During the course pupils will be taught how to:

- Explore and create packaging and advertising for a range of different products
- Use computer aided design to develop ideas
- Promote and advertise a product
- Analyse products and artefacts, disseminating the various features and functions so that they can 'improve', enhance, or develop those products further

## How the course is assessed

Pupils produce a portfolio of work in Years 10 and 11 which accounts for 60% of their final grade. This Controlled Assessment submission includes two units and will be assessed on the following:

- AO1 Developing ideas through investigations
- AO2 Refining ideas through experimenting with different media
- AO3 Recording ideas, observations and insights
- AO4 Presenting a personal, informed and meaningful response

**Examination:** Pupils are given a choice of themes of which they have to research and develop ideas. This culminates in a 10 hour timed examination which involves pupils producing a final piece of work relating to their chosen theme. The Exam and preparatory work account for 40% of their final grade.

## Useful website links, text books used and additional information

<http://www.bbc.co.uk/education/topics/zbrqxnbn/resources/1>

<http://www.lightboxresource.co.uk/assess/gcse-gce-examples/gcse-graphic-communication/>

<http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016-V1-0.PDF>

# History GCSE

<b>BOARD</b>	AQA
<b>SYLLABUS CODE</b>	8145GG
<b>NUMBER AND TITLE OF PAPERS/UNITS</b>	Two written papers of 1 hour 45 minutes each

## Introduction

Students will build on their work in Year 9 by continuing to study Germany in detail and international relations between 1918-1939. They will also look at key developments in Britain over a long period of time up to the present day, and develop skills including chronology, causation, change and continuity.

## Course content

Year 10 will study Paper 1, called “Understanding the modern world”. They will first study ‘Democracy and Dictatorship in Germany 1890-1945.’ They will then study ‘Conflict and Tension’ in Europe between 1918 and 1939, leading up to the causes of World War 2. Much of this builds on and extends work already done in Year 9.

Later on in Year 10 and moving into Year 11 they will study Paper 2, called ‘Shaping the Nation.’ The first topic is a thematic British study, with a focus on ‘Migration, Empires and the People’ from the 8th century to the present day. This engaging study allows the students to examine conquests of and migration to Britain, the expansion of the British Empire and its legacy. There is also a detailed British Depth Study, for which they will study Charles II and the restoration. This topic focuses on the 25 years of the reign of King Charles II including 1665 Plague and the Great Fire of London. Together, the two papers cover the requirement that the GCSE must include 40% of British history.

History is an academic subject which requires a considerable amount of writing and lengthy essays. Students should therefore have a positive attitude towards written work. A good history qualification also demonstrates an ability to retain and analyse information; a valuable skill for many professions.

## How the course is assessed

Both papers are worth 50% of the GCSE and assessed by written exam lasting 1 hour 45 minutes. They are each worth 84 marks, including 4 marks for spelling, punctuation and grammar.

## Useful website links, text books used and additional information

Textbooks approved by AQA have been purchased for the course. Students will also watch relevant videos and DVDs.

# Music GCSE

BOARD	OCR
SYLLABUS CODE	J536
NUMBER AND TITLE OF PAPERS/UNITS	<b>01/02: Integrated Portfolio:</b> Solo performance and composition to a brief set by student <b>03/04: Practical Component:</b> Ensemble performance and composition to a brief set by OCR <b>05: Listening and Appraising:</b> A written paper based on the Areas of Study: 2,3,4 & 5

## Introduction

GCSE Music is an exciting, creative and challenging course enabling pupils to develop their skills in performing, composing and analysing. There are also lots of opportunities to use technology.

Although current ability is important, a mature attitude to learning is vital for success in this course.

Whilst students who already learn an instrument have an advantage at GCSE, it is open to all those who are determined to improve their playing and can learn to read stave notation. By the end of Year 9 pupils should be able to read basic notation and confidently play at least one instrument and/or be a confident singer/ performer.

Students are expected to take greater responsibility for their own learning in preparation for further education at college.

Students need to have an open mind about listening to a range of music from around the world; not only their favourite music but also a variety of music from Western classical, world, film and pop as 40% of the overall mark comes from the listening exam.

We encourage students to become effective independent learners who are able to think creatively, reflect on their own learning, work effectively as part of a team, self-manage and participate effectively in lessons.

We encourage students to take part in all school music events and take the initiative in all music activities, taking opportunities inside and outside school in order to build their confidence in performance.

## Course content

### OCR GCSE (9-1) in Music

#### ***AoS 1: My music***

In this Area of Study you will study a main instrument or voice. You will perform a piece on your main instrument and compose a piece for one or more instruments/voices.

#### ***AoS 2: The Concerto through Time***

#### ***AoS 3: Rhythms of the World***

#### ***AoS 4: Film Music*** ***AoS 5: Conventions of Popular Music***

## How the course is assessed

### Moderated coursework : 60% of GCSE qualification

#### **01/02 : Integrated Portfolio:**

Solo performance: 15%

Composition to a brief set by you: 15%

#### **03/04: Practical Component:**

Ensemble performance: 15%

Composition to a brief set by the examination board (OCR) :15 %

### Listening and Appraising: 40% of GCSE qualification (assessed externally)

Listen to extracts of music from the Areas of Study 2,3,4 & 5 and answer by analysing features of the music

## Useful website links, text books used and additional information

CCP OCR GCSE Music Revision Guide 2018-2019

BBC Bitesize/ GCSE/Music : <https://www.bbc.co.uk/education/subjects/zpf3cdm>

## Physical Education GCSE

<b>BOARD</b>	AQA
<b>SYLLABUS CODE</b>	8582
<b>NUMBER AND TITLE OF PAPERS/UNITS</b>	60% Theory; 40% Non-exam Practical Assessment  <b>Paper 1</b> Written exam: 1 hour 15 minutes - 78 marks 30% of GCSE  <b>Paper 2</b> Written exam: 1 hour 15 minutes - 78 marks 30% of GCSE  <b>Non exam assessment:</b> Assessed by teachers (moderated by AQA): 100 marks 40% of GCSE

### Course overview

This course will appeal if you:

- Have a keen interest in sport and always look forward to your PE lessons.
- Want to develop your knowledge and understanding through practical involvement.
- Want to learn more about the benefits of sport/exercise and the body in motion.
- Want to improve your performance in a range of sporting roles.
- Are considering a sports related career or an A Level/higher education course.

<b>Paper 1 - The human body and movement in physical activity and sport applied</b>	<b>Paper 2 - Socio-cultural influences and wellbeing in physical activity and sport</b>	<b>Non-exam assessment: Practical performance in physical activity and sport</b>
<ul style="list-style-type: none"><li>• Anatomy and physiology</li><li>• Movement analysis</li><li>• Physical training</li><li>• Use of data</li></ul>	<ul style="list-style-type: none"><li>• Sports psychology</li><li>• Socio-cultural influences</li><li>• Health, fitness and wellbeing</li><li>• Use of data</li></ul>	<p>Chose three different physical activities:</p> <ul style="list-style-type: none"><li>• One team activity</li><li>• One individual activity</li><li>• A third in either team or individual activity</li></ul> <p>Analysis and evaluation of performance to bring about improvement in one activity.</p>

- Have secure knowledge of the sciences, as there is a lot of biology and physics in the content.

### Course and assessment breakdown

#### Question style

- Answer all questions on the paper.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.
- There is an allocated mark for spelling, punctuation and grammar in each paper.

### What could this lead to?

This course is suitable for pupils who are considering any A Level/higher education qualification.

This course is aimed at pupils who wish to pursue a career related to the ever-growing sport industry.

### Useful website links, text books used and additional information

- AQA text book for each pupil
- <https://www.bbc.com/bitesize/subjects/znyb4wx>
- AQA GCSE Revision Guide



## Religious Studies GCSE

BOARD	AQA
SYLLABUS CODE	8062
NUMBER AND TITLE OF PAPERS/UNITS	2 written exam papers - 1 hour 45 minutes each. Section A (Religious studies) and Section B (thematic studies)

### Introduction

The GCSE covers two religions and philosophical and ethical themes, ensuring you have a variety of intriguing subjects to explore. You will explore core beliefs, values, meaning, purpose and truth, enabling you to develop your own values and attitudes towards religious issues. You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. You develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. These will help prepare you for further study.

### Course content

**Section A:** The study of religions: beliefs and teachings of **two** religions:

Christianity – The Trinity; life of Jesus; nature of God; evil and suffering; beliefs about the afterlife; types of worship; festivals and the significance of the church.

Islam – Shia and Sunni Islam; six articles of faith; 5 roots of Usul-ad Din; predestination; life after death; authority and prophethood.

**Section B:** Thematic studies: religious, philosophical and ethical studies:

Theme A: Relationships and families (sex, marriage, divorce, parenting and gender)

Theme B: Religion and Life (origins of the universe and the value of human life)

Theme C: Religion, peace and conflict (reasons for war, Just War theory, nuclear use of weapons and religious responses to war)

Theme E: Religion, crime and punishment (reasons for crime, types of punishment)

### How the course is assessed

There are two exam papers that are 1 hour 45 minutes.

Paper one: Two compulsory five-part questions will be set on each religion.

Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.

Up to 5 marks are awarded in respect of spelling, punctuation and grammar (SPaG) based on performance in the 12 mark extended writing questions.

Paper two: Students must answer questions on four themes from religious, philosophical and ethical themes and textual themes. One compulsory five-part question will be set per theme.

Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.

In each five-part question, AO1 is tested in the first four questions; AO2 is assessed through the 12 mark question.

### Useful website links, text books used and additional information

[www.bbc.co.uk/schools/gcsebitesize/rs/](http://www.bbc.co.uk/schools/gcsebitesize/rs/)

<http://www.rsrevision.com/contents/index.htm>

<https://quizlet.com/18580769/religious-studies-religion-and-life-keywords-flash-cards>

## Spanish GCSE

BOARD	AQA
SYLLABUS CODE	8698
NUMBER AND TITLE OF PAPERS/UNITS	4 papers Listening , Reading, Speaking and Writing

### Introduction

Spanish is the second most widely spoken language in the world. It is the mother tongue of Spain and most South and Central American countries. By choosing to study a language you will gain the English baccalaureate qualification and you will enhance your chances of obtaining a good job in the future.

### Course content

**Theme 1:** Identity and culture e.g. family, free-time activity, customs and festivals

**Theme 2:** Local, national, international and global areas of interest e.g. the environment, travel and tourism

**Theme 3:** Current and future study and employment e.g. education post-16, jobs and careers

### How the course is assessed

GCSE Spanish has a total of four papers: listening, reading, speaking and writing. Every paper has a Foundation Tier (grades 1-5) and Higher Tier (4-9). Students must take all four question papers at the same tier. Each paper represents 25% of the overall GCSE.

**Listening paper:** Foundation paper (35 minutes) Higher paper (45 minutes), both Tiers have two sections. Section A: questions in English to be answered in English. Section B: questions in Spanish to be answered in Spanish

**Reading paper:** Foundation paper (45 minutes) Higher (1 hour) both Tiers have three sections. Section A: questions in English to be answered in English. Section B: questions in Spanish to be answered in Spanish. Section C : translation from Spanish into English (approximately 35 words at Foundation Tier and 50 words at Higher Tier)

**Speaking paper:** The format is the same at Foundation Tier and Higher but with different length. There are three sections. Role-play (2 minutes for both Tiers) , photo card (2 minutes at Foundation Tier and 3 minutes at Higher Tier) and general conversation (3 -5 minutes at Foundation Tier and 5-7 minutes at Higher Tier).

**Writing paper:** (Foundation Tier 1 hour, Higher Tier 1 hour 15 minutes). Foundation Tier has four questions. Question 1: message (student produces four sentences in response to a photo), question 2: short passage (maximum 40 words), question 3: translation from English into Spanish (minimum 35 words) and question 4: structured writing task (90 words approximately) there is a choice from two questions.

Higher Tier has three questions. Question 1: structured writing task (90 words, with a choice of two questions, question 2: open-ended writing task (150 words approximately, with a choice of two questions) and question 3: translation from English into Spanish (minimum 50 words).

### Useful website links, text books used and additional information

Text book: AQA GCSE Spanish Foundation/Higher student book, by John and Viv Halksworth

Useful websites: languages online, linguascope, oye, bbc bitesize, languages resources, etc.

## Triple Science GCSE

<b>BOARD</b>	AQA
<b>SYLLABUS CODE</b>	Biology 8461, Chemistry 8462, Physics 8463
<b>NUMBER AND TITLE OF PAPERS/UNITS</b>	2x Biology, 2x Chemistry, 2x Physics

### Introduction

The Triple Science (Single Science) qualification is worth 3 GCSEs to students.

Students will study Combined Science during their normal Core Science timetabled lessons, by choosing the 'Triple Science' option the students will learn additional content which will supplement their learning and extend their knowledge on the Combined Science course.

This will allow for the students to complete GCSE's in all 3 Science disciplines, and will help to bridge the gap to the Sciences at A Level. Triple Science is therefore incredibly challenging, and expects a high level of competency in the Sciences. Capable scientists and mathematicians should strongly consider this subject to challenge them further.

### Course content

The extra content that students will learn in the triple option are as follows:

#### Biology

Plant Diseases, Monoclonal Antibodies, The Brain and The Eye, Plant Hormones, Homeostasis, The Kidney, DNA, Cloning, Darwin's Ideas, Food Production.

#### Chemistry

Nanoparticles, Chemical Calculations, Fuel Cells, Organic Reactions, Polymers, Testing for Ions and The Haber Process.

#### Physics

Static Electricity, Nuclear Fission and Fusion, Moments, Momentum, Force and Pressure, Sound, Light, Electromagnetism and Space.

### How the course is assessed

The course is assessed by two written papers per Science discipline, each of 1 hour and 45 minutes in length. These can be taken at Foundation Tier (grades 1 – 5) or Higher Tier (grades 4 to 9). There is no practical assessment but practical work is interwoven into the course and will be addressed in the written papers by assessing key 'required practicals' studied in lessons. The content in these exams is taken from their Combined Science lessons in addition to their Triple lesson work.

**Biology Paper 1: (100 marks, 50% of GCSE)**

**Biology Paper 2: (100 marks, 50% of GCSE)**

**Chemistry Paper 1: (100 marks, 50% of GCSE)**

**Chemistry Paper 2: (100 marks, 50% of GCSE)**

**Physics Paper 1: (100 marks, 50% of GCSE)**

**Physics Paper 2: (100 marks, 50% of GCSE)**

### Useful website links, text books used and additional information

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

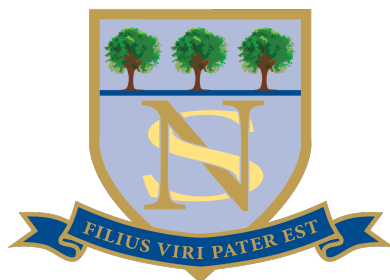
[www.kerboodle.com](http://www.kerboodle.com)

[www.my-gcse-science.com](http://www.my-gcse-science.com)

[www.bbc.co.uk/education/subjects/zrkw2hv](http://www.bbc.co.uk/education/subjects/zrkw2hv)

Student OUP textbooks. All students are given textbooks to use as part of their studies.

The Options Choice Form will be sent out shortly, to be completed after parents' evening following the GCSE and Options Evening.



## **Normanhurst School**

68/74 Station Road, North Chingford, London E4 7BA

Tel 0208 529 4307

Email [info@normanhurstschool.co.uk](mailto:info@normanhurstschool.co.uk)

Website [www.normanhurstschool.co.uk](http://www.normanhurstschool.co.uk)

Follow us to keep up with news and events



Normanhurst School



@NormanhurstSch



normanhurstschool