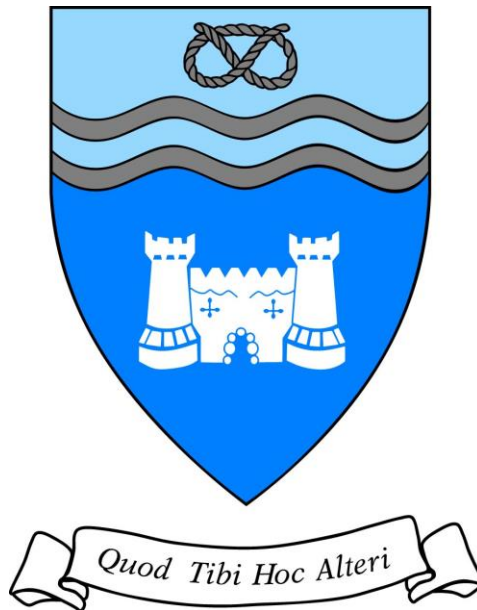


STAFFORD GRAMMAR SCHOOL



GCSE CHOICES

GCSE Reform 2017

New GCSEs in English Language, English Literature and Mathematics were introduced in September 2015. From September 2016 new style GCSE courses started for all remaining subjects with the exception of Business, Design & Technology, Computer Science (replacing ICT) and Psychology and Science. These subjects will all begin the new GCSE courses in September 2017.

The main features of the new GCSEs are:

- A new grading scale of 9 to 1 will be used, with 9 being the top grade. This is designed to allow greater differentiation between students and will help distinguish the new GCSEs from previous versions.
- Assessment will be mainly by examination, with other types of assessment used only where they are needed to test essential skills.
- There will be new, more demanding content, which has been developed by government and the exam boards.
- Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.

The Curriculum

The Curriculum in Years Ten and Eleven

In Years 7 - 9 all pupils follow the same curriculum designed to provide a broad experience of the various subjects. In Year 10 an element of choice is introduced so that pupils may further develop their interests and aptitudes.

The curriculum is divided into two areas; the CORE and OPTIONS.

Core

Everyone will continue to study a core of compulsory subjects, taking up 60% of the timetable and usually leading to six GCSE certificates in English Language, English Literature, Biology, Chemistry, Physics and Mathematics. Physical Education will continue and there will be a Life Skills course covering Personal, Social and Health Education.

Options

Four periods per fortnight are devoted to each option and each student will choose four subjects. Pupils will select one Modern Foreign Language and one Humanity. In the interests of balance pupils may wish to consider a technical or creative subject as one of their 'free' choices.

Option Subjects

Language French or German.

Humanities Business, Geography, History or Religious Studies.

Free Choice Art, Design and Technology, Computer Science, Drama, Music, Physical Education, Psychology, Business, French, German, Geography, History or Religious Studies.

Option Groups

GCSE options groups will be constructed on the basis of there being sufficient pupil interest to make the option viable. If an option is not viable or a particular combination of subjects cannot be timetabled, the affected pupils will be invited to make an alternative choice. (Please see reserve choices on the options form.)

Making Your Choices

Few students know exactly what they want to do when they leave school and decisions made now may well change in the next two or three years.

It is therefore very important to make choices that will keep open as many career paths as possible.

Pupils

Talk

- to subject teachers to find out more about the courses.
- to your Form Tutor or Head of House for general advice.
- to Mrs Hollinshead for advice on career opportunities.
- to Mr Johnson or Mr Green for advice on university courses.

Discuss your ideas with your parents.

There is a Year 9 careers day on Thursday 26th January 2017. Pupils will have the opportunity to talk to staff and visiting speakers, in addition to participating in a variety of activities designed to inform their subject choices.

Parents

Discuss choices with subject teachers at Parents' Evening.

Complete the option choice form enclosed with this guide.

Please feel free to contact the school if you need further information.



Dr. P. A. Johnson
Director of Studies

The Core

GCSE Core Subjects

Subject	Page
English (AQA)	6
Mathematics (OCR)	8
Science (OCR)	10
Life Skills (Not examined)	11
Physical Education (Not examined)	-

The examination board is indicated in brackets after each subject.

AQA = The Assessment and Qualifications Alliance

OCR = Oxford, Cambridge and RSA examinations.

EDEXCEL

English Language

Studying English at GCSE is often when the subject really starts to come to life for students. They will develop the ability to express themselves clearly in speech and writing with increasing competence and sophistication. Students have the opportunity to write creatively for a range of purposes and audiences, paying particular attention to the way in which they consciously craft their own prose. The course develops skills that are essential in all future academic studies and careers: reading critically and discerningly, writing accurately and persuasively and speaking with confidence and clarity.

The Teaching of English Language and English Literature

The teaching of English Language and English Literature will continue to be integrated at GCSE, although students will receive two separate GCSEs. Pupils follow the AQA specification for both subjects. Assessment will be entirely by examination and students will receive a grade 9-1 at the end of the course.

English Language Examinations

Paper 1: Explorations in Creative Reading and Writing (1 hour 45 min/50% of GCSE)

Section A: Candidates answer four compulsory questions based on one Literature Reading fiction text. Candidates analyse the writer's language and structure as well as responding to a critical view (15 min reading and 45 min writing/40 marks).

Section B: Candidates respond to one fiction extended writing task e.g. a narrative or Writing description (45 min/40 marks).

Paper 2: Writers' Viewpoints and Perspectives (1 hour 45 min/50% of GCSE)

Section A: Candidates answer four compulsory questions based on two linked non- Reading fiction texts, one of which will be literary non-fiction. Candidates analyse the writers' use of language, write a summary and compare writers' perspectives and attitudes (15 min reading and 45 min writing/40 marks).

Section B: Candidates respond to one non-fiction extended writing task e.g. an Writing article, letter, speech etc. (45 min/40 marks).

Non-Examination Assessment: Spoken Language

Candidates are assessed for presenting a talk, using standard English, and responding to questions and feedback. This task is assessed by teachers and is endorsed by the examination board.

English Literature

English Literature is an enjoyable and challenging subject. The study of English Literature is ultimately the study of human experience and human society through poetry, prose and drama. Students will be required to evaluate reflections on the human experience, as well as to develop precise critical and analytical skills. They will consider aspects of language such as style, tone and intention, as well as the social, political and cultural contexts in which the texts were written and received. Students study a range of texts drawn from pre-and post-1914 literature. A sensitive and informed personal response is also required and will be encouraged through class and group discussions.

Assessment will be entirely through examination and students will receive a grade 9-1 at the end of the course.

English Literature Examinations

Paper 1: Shakespeare and the 19th Century Novel (1 hour 45 min / 40% of GCSE)

Section A:
Shakespeare Students will answer a question on a Shakespeare play that they have studied. They will write in detail about an extract and then about the play as a whole. Students are likely to study *Macbeth* although this set text can change.

Section B:
19th Century Novel Students will answer a question on the 19th century novel that they have studied. They will write in detail about an extract and then about the novel as a whole. Students will study a novel such as *The Strange Case of Dr Jekyll and Mr Hyde* or *A Christmas Carol*.

Paper 2: Modern Texts and Poetry (2 hours 15 min / 60% of GCSE)

Section A:
Modern Texts Students answer one essay question from a choice of two on the modern text they have studied. Texts such as the following could be studied: *An Inspector Calls*, *Blood Brothers*, *The History Boys*, *Animal Farm*, *Never Let Me Go*, *Lord of the Flies* etc. (45 min / 34 marks).

Section B:
Poetry Students answer one comparative question based on the cluster of poems they have studied. One poem will be printed on the paper and students must choose the other. Students will study poems centred on the theme of 'Love and Relationships' or 'Conflict' (45 min / 30 marks).

Section C:
Unseen Poetry This section contains two questions: students will write in detail about one unseen poem in the first question and then compare it to another unseen poem in the second question (45 min / 32 marks).

Mathematics

Mathematics at Key Stage 4 is centred on the new syllabus requirements as laid down by OCR for GCSE (9-1) Mathematics. This is a linear course with no coursework. This syllabus allows students to develop mathematical independence built on a sound base of conceptual learning and understanding, and lays the foundation for those students who wish to continue their studies to Advanced Level.

Students are required to demonstrate their knowledge, understanding and skills in the following areas:

- Use and apply standard techniques.
- Reason, interpret and communicate mathematically.
- Solve problems within mathematics and in other contexts.

Students take **either** Foundation Tier Papers 1, 2 and 3 **or** Higher Tier Papers 4, 5 and 6 at the end of Year 11.

Foundation Tier
Grades 5 to 1 can be achieved

Higher Tier
Grades 9 to 4 can be achieved

Mathematics Paper 1 (Foundation)	Written paper. 1 hour 30 minutes. 100 marks. Calculator permitted. 33 $\frac{1}{3}$ % of the total GCSE.	Mathematics Paper 4 (Higher)	Written paper. 1 hour 30 minutes. 100 marks. Calculator permitted. 33 $\frac{1}{3}$ % of the total GCSE.
Mathematics Paper 2 (Foundation)	Written paper. 1 hour 30 minutes. 100 marks. Calculator not permitted. 33 $\frac{1}{3}$ % of the total GCSE.	Mathematics Paper 5 (Higher)	Written paper. 1 hour 30 minutes. 100 marks. Calculator not permitted. 33 $\frac{1}{3}$ % of the total GCSE.

Mathematics Paper 3 (Foundation)	Written paper. 1 hour 30 minutes. 100 marks. Calculator permitted. 33⅓% of the total GCSE.	Mathematics Paper 6 (Higher)	Written paper. 1 hour 30 minutes. 100 marks. Calculator permitted. 33⅓% of the total GCSE.
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Any topic area may be assessed on any of the papers.

We expect that the majority of students will be entered for the Higher Tier units.

Science

The OCR GCSE (9-1) Gateway Science Suite, which students in Year 9 are already studying, is built around rigorous and engaging science, providing a rewarding experience that is fair and accessible to all students whilst still challenging the most able.

An authentic insight – It provides a traditional grounding in science, and a level of understanding that will help students progress into future scientific thinking.

Keeps the subject real – There are embedded practical activities throughout the teaching topics.

All students study all three sciences to GCSE level. Each science has two equally weighted examination papers, taken at the end of the course.

Biology

Content is split into six teaching topics B1-B6 and a practical activity skills topic B7:

- Topic B1: Cell level systems
- Topic B2: Scaling up
- Topic B3: Organism level systems
- Topic B4: Community level systems
- Topic B5: Genes, inheritance and selection
- Topic B6: Global challenges
- Topic B7: Practical skills

Chemistry

Content is split into six teaching topics C1-C6 and a practical activity skills topic C7:

- Topic C1: Particles
- Topic C2: Elements, compounds and mixtures
- Topic C3: Chemical reactions
- Topic C4: Predicting and identifying reactions and products
- Topic C5: Monitoring and controlling chemical reactions
- Topic C6: Global challenges
- Topic C7: Practical skills

Physics

Content is split into eight teaching topics P1-P8 and a practical activity skills topic P9:

- Topic P1: Matter
- Topic P2: Forces
- Topic P3: Electricity
- Topic P4: Magnetism and magnetic fields
- Topic P5: Waves in matter
- Topic P6: Radioactivity
- Topic P7: Energy
- Topic P8: Global challenges
- Topic P9: Practical skills

Lifeskills

Lifeskills in Year 10 looks at many aspects of personal, social and health education and complements the exam subjects in an aim to develop confident, sensible and fair-minded individuals. In Year 11, Lifeskills aims to prepare pupils for the decisions that they will have to make at the end of this year and gives them an insight into the world of work.

The Year 10 lessons can be split into a number of broad areas. The first looks at Citizenship topics such as democracy, racism, sexism and human rights.

The next section examines all aspects of relationships with others, such as bullying, getting along with peers and showing assertive rather than passive or aggressive behaviour.

The remainder of the topics covered can be grouped loosely as health and will include personal hygiene, drugs abuse, smoking, healthy eating and sexual health.

In Year 11, pupils start by looking at the possible options that are open to them at the end of this school year. They produce CVs and applications for a Sixth Form and are interviewed by a senior member of staff during the January mock examination period. They spend time creating a profile or updating their profile on the Fast Tomato programme on the Internet and then investigating the suggestions it makes. They also research the UCAS website to help in their choice of sixth form courses. In addition they are given help with study skills in preparation for their examinations.

The work experience programme that runs at the end of Year 11 is also coordinated through the Life skills lessons.

GCSE Option Subjects

Subject	Page
Art and Design (AQA)	13
Business (AQA)	15
Computer Science (OCR)	16
Design and Technology (EDEXCEL)	18
Drama (AQA)	20
French/German (EDEXCEL)	22
Geography (AQA)	23
History (OCR)	25
Music (OCR)	27
Physical Education (EDEXCEL)	29
Psychology (AQA)	30
Religious Studies (OCR)	32

The examination board is indicated in brackets after each subject.

AQA = The Assessment and Qualifications Alliance

OCR = Oxford, Cambridge and RSA examinations.

EDEXCEL

Art and Design

“A creative background is beneficial to many careers”

Art on this course should be interpreted as art, craft and design as a result of the broad range of 2D and/or 3D processes and new media and technologies studied. Art is both a form of communication and a means of expression of ideas and feelings. It fosters and encourages, through direct personal expression, imagination, sensitivity, conceptual thinking, powers of observation, analytical abilities and practical attitudes.

This course provides breadth and depth of study using a wide range of materials including drawing, painting, collage, photography, computer art, construction and sculpture. Costume, fashion and textile design is also a popular option. The emphasis is based on individuals and links with the pupil's own interests are encouraged in consultation with the tutor. Reference to Art and Design History and the study of work by contemporary artists and craft workers is integral to all projects.

There are many career opportunities involved in all of these disciplines. The department has played a vital part in developing the creative abilities of many pupils who have gone on to study all of the fine arts, architecture, interior design, fashion and costume design, fashion journalism and management, teaching, product design of all kinds, photography and 2D surface pattern design. Other possibilities are endless including antiques, gallery administration and conservation.

The Course structure and assessment

Portfolio

Varied approaches and methodologies form a framework for the variety of projects that will be set by the tutor. Work will be selected for the portfolio from two or more sustained units of work undertaken during the course.

Externally set task

Pupils in their examination year will choose a question from a selection set by the examination board in early February. They will be expected to produce a unit of work from conception to realisation over a period of time, the latter section culminating in 10 hours of supervised and unaided focused study.

Portfolio of Work	(coursework)	60% of the marks
Externally set task	(including ten hours unaided and supervised)	40% of the marks

“A creative mind is a useful mind”.

Business

Why choose business?

- Lessons are **interesting, innovative and enjoyable**.
- It is a **real, relevant and valuable** subject.
- It **combines well** with many other subjects, including Mathematics, English, Geography, Design Technology, and Science.
- It covers **important and interesting topics**.
- You consider yourself to be an **entrepreneur**.
- You want to study a **completely different subject**.
- It **broadens your studies** and keeps your future options open.
- It provides **excellent preparation** for many careers.
- The AQA Specification has been **specifically chosen** to aid the transition to A Level Business.
- Understand Business terminology and develop **analytical and evaluative skills**.

What will I learn?

It will encourage students 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 business problems.
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.
- Use an enquiring, critical approach to make informed judgements.
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business.
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

Assessment

Paper 1: Influences of operations and HRM on business activity

What is assessed?

- Business in the real world
- Influences on business
- Business operations
- Human resources

How is it assessed?

- Written exam: 1 hour 45 minutes • 90 marks • 50% of GCSE

Paper 2: Influences of marketing and finance on business activity

What is assessed?

- Business in the real world
- Influences on business
- Marketing
- Finance

How is it assessed?

- Written exam: 1 hour 45 minutes • 90 marks • 50% of GCSE

Subject content

Business in the real world <ul style="list-style-type: none">• The purpose and nature of businesses• Business Ownership• Stakeholders• Business location• Business planning• Expanding a business	Influences on business <ul style="list-style-type: none">• Technology• Ethical and environmental considerations• The economic climate• Globalisation• Legislation• Competitive environment
Business operations <ul style="list-style-type: none">• Production processes• The role of procurement• The concept of quality• Good customer services	Human resources <ul style="list-style-type: none">• Organisational structures• Recruitment and selection of employees• Motivating employees• Training
Marketing <ul style="list-style-type: none">• Identifying and understanding customers• Segmentation• The purpose and methods of market research• The marketing mix	Finance <ul style="list-style-type: none">• Sources of finance• Cash flow• Financial terms and calculations• Analysing the financial performance of a business

Choosing Business may open up a whole new world of education and career possibilities that you did not even know existed. It will be exciting, current and will inspire you about your future.

Computer Science

Staff delivering the course: Mr Johnson

Examination board: OCR

Why take Computer Science at GCSE?

Computer Science GCSE is highly relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science GCSE will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will not just be the best preparation for learners who want to go on to study Computer Science at a higher level but also provide a good grounding for other subject areas that require logical thinking and analytical skills.

What do you learn by studying Computer Science?

Computer Science will enable you to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- 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 to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

What does the course consist of?

The course consists of three modules over two years.

Non-Exam Assessment

There is one unit of Non-Examined Assessment (coursework) at GCSE which accounts for **20%** of the overall grade.

This unit consists of a board set task which will require students to create suitable algorithms which will provide a solution to the problems identified in the task using a suitable programming language. At SGS, we will be using Python.

Pupils will be allowed 20 hours to complete this assessment.

Examination Units

The students sit two examination units at GCSE, both assessed in a 1½ hour paper at the end of the course.

The examinations account for **80%** of the overall GCSE grade.

Course Summary

Component title	Percentage	Time Allocation	Content overview
Computer Systems	40%	1 hour 30 mins examination	<ul style="list-style-type: none"> • Systems architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • Systems software • Moral, legal, cultural and environmental concerns
Computational Thinking, Algorithms and Programming	40%	1 hour 30 mins examination	<ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation
Programming Project	20%	20 hours class time	<ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions

Where can I get more information?

If you have any questions or require further information, Mr Johnson will be happy to help.

If you want to look at more information online you can do so on the OCR website. The course that we will be doing is 'GCSE Computer Science (9-1) - J276'.

Design and Technology

Is this the right subject for me? What will I learn?

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values.

It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students will acquire subject knowledge in design and technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities.

Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They should develop an awareness of practices from the creative, engineering and manufacturing industries.

Through the critique of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

What do I need to know, or be able to do, before taking this course?

Throughout Key Stage 3 you will have produced a wide range of exciting projects in Design and Technology, including Graphics, and Resistant Materials. If you particularly enjoy the creative side of design and technology then you now have the opportunity to follow our two year GCSE course to specialise in Graphics or Resistant Materials.

Content and assessment overview

Component 1 (Paper code: 1DT0/1A, 1B, 1C, 1D, 1E, 1F)	Component 2 (Paper code: 1DT0/02)
<p>Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks</p>	<p>Non-examined assessment 50% of the qualification 100 marks</p>
<p>Content overview 1 – Core content and any one from the following material categories: 2 – Metals 3 – Papers and boards 4 – Polymers 5 – Systems 6 – Textiles 7 – Timbers</p>	<p>Content overview There are four parts to the assessment: 1 – Investigate This includes investigation of needs and research, and a product specification. 2 – Design This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design. 3 – Make This includes manufacture, and quality and accuracy. 4 – Evaluate This includes testing and evaluation.</p>
<p>Assessment overview</p> <p>The paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the material category students have chosen. 1DT0/1A – Metals, 1DT0/1B – Papers and boards, 1DT0/1C – Polymers, 1DT0/1D – Systems, 1DT0/1E – Textiles, 1DT0/1F – Timbers</p> <p>Section A: Core This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.</p> <p>Section B: Material categories This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.</p>	<p>Assessment overview</p> <ul style="list-style-type: none"> • Students will undertake a project based on a contextual challenge released a year before certification. • This will be released on 1st June and will be available on our website. • The project will test students' skills in investigating, designing, making and evaluating a prototype of a product. • The task will be internally assessed and externally moderated. • The marks are awarded for each part as follows. <ul style="list-style-type: none"> • 1 – Investigate (16 marks) • 2 – Design (42 marks) • 3 – Make (36 marks) • 4 – Evaluate (6 marks)

Career Opportunities?

Advertising, architecture, materials engineer, stage design, interior design, civil engineering, fashion design including management and journalism, photography, product design, project management, exhibition designer, film, television and theatre industry purchasing manager, advertising art director, automotive engineer computer graphic design... plus so many more.

Drama

GCSE Drama is a challenging, exciting and rewarding course which develops a range of skills in those who follow it. It involves both practical work and a written examination.

Drama is about working with other people and learning new skills.

No previous experience of theatre work is necessary. All that the course requires is interest, enthusiasm and a willingness to work hard. A sense of humour is also useful!

What will I do on the Drama Course?

You will be prepared for assessment in both practical course work and a written examination paper.

You will learn how a play is taken from the page to the stage through the use of performance and design skills. You will be given experience of scripted acting and improvisation, and will learn about costume, set-design, lighting, make-up and properties.

You will be encouraged to develop an awareness of social, historical and cultural contexts and influences through looking at plays and other styles of dramatic presentation.

You will study a set play script, deciding how you would stage and perform it. You will then write about your ideas in the written examination.

You will go to see a variety of amateur and professional productions in order to evaluate the skills you see being used, and to glean ideas to enhance your practical work. You will write about productions you have seen in the written examination.

Drama GCSE consists of three components:

Component 1: Understanding drama

This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed. The paper constitutes 40% of the GCSE.

Students have 1 hour and 45 minutes to answer the paper. The paper is divided into three compulsory sections:

- Section A: Theatre roles and terminology.
- Section B: Study of set text
- Section C: Live theatre production

Component 2: Devising drama

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 to live performance and analyse and evaluate their own work. Component 2 constitutes 40% of the GCSE.

For this component students are required to:

- produce an Individual Devising Log documenting the devising process
- contribute to a final devised duologue or group performance

Component 3: Texts in practice

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. Component 3 constitutes 20% of the GCSE.

For this component students must complete two assessment tasks:

- study and present a key extract (monologue, duologue or group performance) from a play chosen by the student
- study and present a second key extract (monologue, duologue or group performance) from the same play

Modern Languages

French and German

It is important to realise that the GCSE courses in both French and German began the day you started to learn each language and most of you will be quite surprised at how much of the course you have already covered! In Years 10 and 11 we are therefore building on, and extending knowledge you have already gained. In Europe today, a qualification in one or more European language at GCSE level or beyond is an extremely valuable asset that is highly regarded by employers and Higher Education institutions. The GCSE courses in French and German are divided into four equally weighted components:

Listening: 25% Reading: 25% Speaking: 25% Writing: 25%

All components will be assessed **under test conditions** and marked externally at the end of the two year cycle, so there will be a great deal of time to practise and become proficient!

Students will be required to:

- Listen and respond to different types of language.
- Communicate in speech for a variety of purposes.
- Read and respond to different types of language, including relevant literary texts and other authentic materials.
- Communicate in writing for a variety of purposes.
- Translate from the target language into English and from English into the target language
- Use and understand a range of vocabulary and structures
- Actively apply the grammar of the language in a variety of contexts.

The GCSE specification covers three broad contexts:

The contexts are organised into themes, each broken down into topics and sub-topics.

The three broad contexts are:

- **identity and culture** –this could include working on topics about life as a young person in the UK and the target language country and learning about the target language customs and traditions
- **local, national, international and global areas of interest** – this could include your local area, where you go on holiday and travel
- **current and future study and employment** – this could include working on topics about life at school and your future aspirations for study and work

All themes and topics are studied in the context of both your home country and that of countries and communities where the target language is spoken. You will be able to talk, read, listen and write about anything from socialising and family relationships to environmental issues and the customs in your target language country.

We encourage you to spend time in the country of the language(s) you are studying. Languages staff are also available to advise you about courses and individual exchanges to a French or German speaking country.

Bon Courage! Bonne Chance!
Viel Glück! Viel Spaß!

Geography

"Geography is a subject which holds the key to our future."
Michael Palin

AQA Geography

Aims of the course:

Pupils will build on their Key Stage 3 knowledge and skills to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (**know geographical material**).
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (**think like a geographer**).
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (**study like a geographer**).
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (**applying geography**).

Is there any coursework/controlled assessment?

- No, these skills will be assessed in Paper 3: Geographical Applications.

Will there be fieldtrips?

- Yes, both compulsory and optional.
 - Compulsory two-night residential trip. Costs will be kept to a minimum.

What do we study?

Paper 1: Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Topics covered:

- **The challenge of natural hazards (*mostly covered in Year 9*)**
- **The living world**
- **Physical landscapes in the UK**

Paper 2: Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Topics covered:

- **Urban issues and challenges (*mostly covered in Year 9*)**
- **The changing economic world**
- **The challenge of resource management**

Paper 3: Geographical applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Topics covered:

- **Issue evaluation**
- **Fieldwork (*residential trip in Year 10 – 3 days*)**

History

“If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree.” Michael Crichton

Why take GCSE History?

History is an important subject that allows students to understand the world around them. We pride ourselves on making History relevant and interesting, knowing that if students are gripped by a subject they are more likely to succeed in it. History also encourages the development of important skills, including those of research, analysis and evaluation. These skills will be important in whatever path students choose to take next and are vital in careers such as journalism, social services, banking, management and personnel work.

What do we study?

We follow OCR's School History Project, which allows us to explore a wide-range of topics. We cover the following units:

- **Medicine c.1250 to the present day**

- **And The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**

- We consider how ideas about the causes of disease and illness and approaches to prevention and treatment have changed over time. Topics include: the Black Death 1348-9, William Harvey and the circulation of blood, dealing with the Great Plague in London 1665, Jenner and the development of vaccination, fighting cholera in London in 1854 and Fleming and penicillin.

- There is also a case study on medicine during the First World War

- **Early Elizabethan England 1558-1588**

- Topics include: Society and government in 1558, the 'Virgin Queen', religion divisions in England in 1558, the Puritans, Mary Queen of Scots, plots and revolts at home, relations with Spain including the Spanish Armada, education and leisure, the problem of the poor, exploration and voyages of discovery.

- **The American West c.1835-1895**

- We will study the life and culture of the Native American on the Great Plains before examining how and why different groups of settlers threatened their existence.

- Topics include: the Gold Rush, the Mormons, the Civil War, Homesteaders, Cattlemen and Cowboys, Law and Order, the Indian Wars and reservations.

- **Weimar and Nazi Germany (1918-39)**

Topics include: Hitler's rise to power, the creation of a dictatorship, opposition, resistance and conformity, Nazi policies towards women and the young and the persecution of minorities such as the Jews.

How are the units assessed?

The units are all assessed in examinations of varying formats. Students will sit three examinations at the end of Year 11.

If you have any questions about GCSE History please do not hesitate to contact Mrs. Ayirebi or Mrs. Griffiths.

Music

Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything. (Plato)

Music GCSE is a very rewarding course for those with a strong music passion and is an opportunity to further develop musical talents in the award winning Music Department at Stafford Grammar School. All candidates will be expected to be active members of the Music Department and, as Performance is a substantial part of the examination, it would be assumed that students will have already studied an instrument and have shown the ability to cope with the demands of regular practice and concerts alongside other schoolwork.

The specification is designed to offer candidates the opportunities to develop their knowledge, understanding and skills in **Performing, Composing and Listening and Appraising**. It encourages them to become:

- More **informed** performers through study of their instruments and pieces written for it.
- More **skilled** composers through study of compositional techniques and styles.
- **Understanding** listeners through study of a range of different types of music and the backgrounds to them.

Why Music?

Music combines Science with Mathematics, History with Sociology, develops insight and demands research. But most of all Music is Art. That is why we teach you music: not to become a professional musician but to develop an appreciation and understanding of a subject that will influence us all more than any other and one which will continue to be relevant throughout our entire lives.

GCSE music aims to broaden musical experience, develop our technical ability, encourage engaging actively in the process of music study whilst developing knowledge and understanding and is not just for the musicians who represent our school in County, Regional and National ensembles. GCSE Music is for anyone with a passion for Music and usually those who have already studied an instrument and have developed an appreciation for music.

Areas of Study

The focus for learning is provided by five areas of study:

1. My Music – Studying your instrument
2. The Concerto through Time – Development of the Concerto from 1650-1910
3. Rhythms of the World – Traditional rhythmic roots from around the world
4. Film Music – Music that has been composed for film or video games
5. Conventions of Pop – Study of popular music from 1950 to the present day

Course Components

Description	Assessment Overview	Weighting
Performance on the pupil's chosen instrument and/+ Free Composition.	Integrated Portfolio to be submitted at the end of the course	60 Marks 30% of the total GCSE
Ensemble Performance with the pupil playing his/her chosen instrument and Composition to a brief set by the examination board.	Integrated Portfolio to be submitted at the end of the course	60 Marks 30% of the total GCSE
Listening and Appraising. Aural recognition and context to be assessed through music from areas of study 2, 3, 4 and 5.	A written paper, with CD. 1 hour and 30 minutes at the end of Year 11	80 Marks 40% of the total GCSE

Music is a subject that Universities recognize as demonstrating discipline, confidence and organization and is therefore of benefit to prospective University students whether intending to study Music or not.

Music is a higher revelation than all wisdom and philosophy.

(Ludwig van Beethoven)

Physical Education

This course is designed to increase the candidates' awareness of both the practical and theoretical aspect of physical education, building on the work covered in Years 7 – 9.

Students will experience a range of practical activities before offering three different sports for assessment in the role of a player/performer.

Students will plan, perform and evaluate a personal exercise programme which will enhance their knowledge and understanding of the impact that exercise and physical activity has upon health and fitness.

The assessment of these practical activities will be 40% of the total mark.

The theoretical aspect of the course is 60% of the total mark and covers the factors affecting participation and performance under the following headings;

Fitness and Body Systems

- a. Applied anatomy and physiology (heart, respiratory system, skeleton, muscles).
- b. Movement analysis (lever systems, planes and axes of movement).
- c. Physical training (health and fitness, principles of training, warm up/cool down, etc).

Health and Performance

- a. Health, fitness and well being (diet, benefits of a healthy lifestyle).
- b. Sport Psychology (mental preparation for performance, skills classification, goal setting).
- c. Socio-cultural influences (media and commercialisation, various social groups and sport).

The theoretical element of the course is assessed by two written papers consisting of multiple choice, short answer and extended answer questions.

This is an enjoyable but physically demanding course which although not a pre-requisite for AS and A level Sports Studies will lead naturally on to this level of study.

Psychology

What is Psychology?

Psychology is a science and is the study of brain and behaviour. We all have ideas about people and about ourselves, and psychology relates to those ideas but draws on scientific methods to build a body of knowledge about such issues. Psychology can be theoretical, looking at how the brain works and what drives our behaviour, including issues such as early childhood experiences and what happens to us as we develop. Psychology can be practical, such as in therapy and treatments as well as in the workplace, such as when devising advertisements or advising the police. You might think of Psychology as listening to people on a couch and to an extent you would be right, however, there is much more to it than that.

Why choose Psychology?

- Psychology is the fastest-growing subject at schools in the UK because it is the science of understanding mind and behaviour. What could be more beneficial than understanding ourselves and how others function?
- Psychology sits at the junction between the traditional natural sciences (biology, brain and behaviour; genetics; reductionism), personality theories (cognition, conditioning, the unconscious, free will), the wider socio-cultural sciences (sociology, anthropology) and philosophy. It therefore gives you a comprehensive overview of perspectives that all aim to explain what makes us tick.
- You will learn how science works and be able to assess the strengths and limitations of the scientific evidence before you, as well as learning how to critically analyse and evaluate a wide variety of further sources, thus developing transferable skills.
- The course will open up a range of career paths for which Psychology is useful and will give an insight into the various Psychology-based professions

Is the subject right for me?

The most important quality for anyone wanting to study Psychology is to **find people fascinating**. Are you intrigued by why people act in the way they do? If so, then Psychology will capture your imagination.

You will need to:

- be willing to have your **opinions** and **values** challenged
- be willing to listen to and take on board **new ideas** and novel arguments
- be able **to see both sides** of an issue and not reject one side simply because you believe initially that it is wrong
- Psychology provides many opportunities to develop skills in assessing **debates and arguments**.

What will I study?

Component 1:

- How **memory** works, its structures and processes and why we forget.
- What is **perception**, explanations for visual illusions and factors that affect perception.
- **Early development** of the brain, application to education and the effects of learning on development.
- **Research Methods** such as experiments, sampling, data, ethics and how to plan and conduct psychological research.
- **Data handling** and how to interpret and analyse both quantitative and qualitative data.

Component 2:

- **Social influence**: conformity, obedience and explanations for crowd behaviour
- The relationship between **language and thought** and their effect on our view of the world, including the differences between human and animal communication.
- The structure of the **brain** and central nervous system with an insight into neuropsychology.
- **Mental health** and its effects on individuals and society, with a focus on depression and addiction.

Assessment:

Assessment consists of two equally weighted written papers, both worth 100 marks each and consisting of a variety of question styles including multiple choice, short answer and extended writing. Each paper will last 1 hour 45 minutes and will be taken at the end of the course.

What do I need to know, or be able to do, before taking this course?

The good news is that this will be a new subject for you so you will not have to have any prior knowledge of Psychology. Psychology is the study of the mind and behaviour and, through your own experiences, you will already have an understanding of how individuals and groups function.

Religious Studies

Religious Studies is a fascinating and absorbing subject that takes a good, hard look at the major issues shaping the news today. For instance, issues of war and peace, terrorism, poverty and the distribution of wealth, euthanasia, abortion, genetic engineering all regularly appear in the media. These many issues affect all of us directly. The course will give you the evidence you need to make up your own mind on where you stand. It will help you form your own opinions on issues facing the world today.

In Religious Studies you will be expected to look at the underlying philosophy of religious belief in a critical way. Likewise, you will critically examine the contribution religious thought has made to a variety of ethical issues.

Religious Studies makes a key and unique contribution to understanding British heritage, plurality, and values. It provides an excellent opportunity for you to engage with contemporary contentious issues, and to develop your social, cultural, political, philosophical, ethical and historical awareness.

Students learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. At a time when communities are becoming more diverse there is an even greater need for a more religiously literate and tolerant society. The subject plays a key role in creating social cohesion and generating genuine understanding between communities reducing friction, intolerance and social unrest.

Religious Studies is a well-established academic subject. As a major humanities subject, it is relevant for many careers including law, medicine, education, politics, human resources and journalism.

Aims and learning outcomes

The course aims to encourage learners to:

- develop knowledge and understanding of not only religious beliefs but also non-religious beliefs, such as atheism and humanism
- demonstrate knowledge and understanding of two religions
- develop the ability to construct well argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- construct well-informed and balanced arguments
- develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority through key religious texts
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and contribute to their preparation for adult life in a pluralistic society and global community
- understand the influence of religion on individuals, communities and societies

- understand significant common and divergent views within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values

Content Overview

The department offers the OCR GCSE (9–1) in Religious Studies (J625). The course consists of two components:

Beliefs and teachings, and practices

This component consists of two units of study:

- Christianity - assessed by a 1 hour written exam, worth 25% of the total GCSE
- Islam - assessed by a 1 hour written exam, worth 25% of the total GCSE

Religion, philosophy and ethics in the modern world from a Christian perspective

Students will study different philosophical and ethical arguments and their impact and influence in the modern world from primarily a Christian perspective. This is assessed by a 2 hour written exam, worth 50% of the total GCSE.

Four themes to be studied:

- Relationships and families - religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination.
- The existence of God - the ways in which God, gods or ultimate reality might be understood; through revelation, visions, miracles or enlightenment.
- Religion, peace and conflict - violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation.
- Dialogue between religious and non-religious beliefs and attitudes - how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches.