Ellesmere College



Year 10 Option Subjects

Compulsory Subjects

English Language

English Literature

Mathematics

*Science: Biology
Chemistry
Physics

**There is the option to study all three Sciences or select two to pursue at GCSE*

English Language and English Literature at IGCSE

EDEXCEL - International GCSE

Aims of the Courses:

English Language A - Candidates should develop:

- the ability to read, understand and respond to material from a variety of sources, recognizing and appreciating themes and attitudes and the ways in which writers achieve their effects
- understanding of the spoken word and students' ability to participate effectively in various speaking and listening activities
- the ability to construct and convey meaning in written language, matching style to audience and purpose.

English Literature - Candidates are given the opportunity to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which authors achieve their literary effects and to develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies.

Assessment:

English Language

60% written examination paper:

- Written Paper 60% (2-hour 15min)
- Section A – Reading: Unseen extract and non-fiction Part 1 anthology text
- Section B – Transactional Writing

40% coursework:

Two assignments

- Assignment A: Poetry and prose texts – analysis of Part 2 anthology texts
- Assignment B: Imaginative writing

Speaking & Listening Endorsement:

- The externally assessed ESB examination.

English Literature

60% written examination paper:

- Poetry and Modern Prose (2 hours)

40% coursework:

- Modern Drama and Literary Heritage texts

Further Study Opportunities:

A sound training in English Language skills is beneficial in all areas of higher and further education. A level 4 is a minimum requirement for British students who wish to study at university (certain courses may require a level 5). English Literature provides an excellent foundation for literary studies at 'A' level but the subject is also a good basis for all branches of study requiring sensitive attention to detail.

Career Opportunities:

A qualification in English Language is a requirement of most employers. High levels of skill in English and English Literature would be desirable starting points for careers in journalism; the law; publishing; teaching; acting and all jobs requiring polished communication skills.

Mathematics at GCSE

AQA - Mathematics (8300)

Aims of the Course:

To teach the requisite topics for the GCSE examinations according to the ability of the pupil. Within the confines described under Assessment we aim to provide as broad a mathematical education as possible, and teach the value of rational thought and reasoning.

Areas of Study:

Number; Algebra; Ratio; Proportion and Rates of Change; Geometry and Measures; Statistics and Probability.

Assessment:

Three papers, each 1 hour 30 minutes equally weighted.

Questions can be asked from the whole syllabus in each paper.

Paper 1 (Non-Calculator) / Paper 2 (Calculator) / Paper 3 (Calculator)

Pupils are entered for Foundation or Higher tiers. All three papers must be in the same tier. The Foundation tier covers grades 1-5 and the High tier covers grades 4-9.

Further Study Opportunities:

A minimum of grade 6 is required for the transition to A level. There is a large gap between GCSE and AS Level therefore pupils will need to have taken the higher paper and achieved at least a 6, preferably a 7, at GCSE to pursue mathematics to AS level.

Career Opportunities:

Mathematics is the basis of a huge variety of careers as widely varying as Audio and Games Software, Engineering, Medical Research, Data Analysis, Financial Planning, Architecture, Defense Analysis, IT Systems, Air Traffic Control, Mathematical Modelling in e.g., the Shipping Industry, Water Rationing and Financial Management, Aerodynamics, Systems Administration, Electronics, Scientific Research.

Failure to gain at least grade 4 at GCSE will preclude many career or university opportunities and therefore all pupils must target 4 as a minimum grade.

Science at GCSE
Biology, Chemistry, Physics
AQA

Aims of the Course:

- To foster an understanding of science that can be carried into adulthood, enabling pupils to make informed decisions relating to the science they encounter in everyday life.
- To prepare students for academic study at A level or the International Baccalaureate Diploma.

Areas of Study and Assessment:

GCSE in Sciences: Biology, Chemistry, Physics

All pupils will study science. Pupils may choose to follow **all three** or **select two** to pursue from:
Biology
Chemistry
Physics

Each subject is examined by two written papers, either Higher (3 - 9) or Foundation (1 - 5).

There is no requirement to carry out any internal (controlled) assessment, or coursework but students have to complete a number of prescribed practicals which will be assessed in the final examinations.

The assessment for the GCSE's is linear and all papers need to be completed in the same series.

They will be examined in the Summer Term of Year 11.

The full range of grades 9 to 1 are available.

You could choose to study:
a) All three (i.e., Biology, Chemistry and Physics) leading to 3 GCSE's
b) Two of the three subjects leading to 2 GCSE's

Your science teachers will advise on which combination would be the most appropriate for individual pupils.

Further study options:

Every year a number of pupils choose to study A levels or IB in Biology, Chemistry and/or Physics having achieved good grades at science and mathematics (minimum level 6).

Option Subjects

Pupils will select four option subjects,
one of which may include
Support or EAL

Art and Design at GCSE

AQA

Aims of the Course:

The study of this subject at GCSE will assist and encourage pupils to develop:

- analytical, imaginative and intuitive capabilities;
- the ability to articulate personal responses and insights and communicate ideas, concepts, observations and feelings through tactile and visual form;
- understanding and appreciation of the work of artists, designers and craftspeople in contemporary society and in other cultures.

Areas of Study:

There are a broad range of areas in which students can develop their skills and creativity including the following:

Under the heading of Fine Art, we cover the following areas:

- Drawing
- Painting
- Printmaking
- Mixed Media

Pupils are required to work in one or more of the areas of Fine Art.

Assessment:

Component 1: Portfolio - A portfolio that in total, shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realization of intentions and a selection of further work undertaken during the student's course of study.

Total: 96 marks – 60% of GCSE

Component 2: Externally Set Task - Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Total: 96 marks – 40%

Further Study Opportunities:

As part of the course, pupils will have the opportunity to visit local art galleries and museums. The study of this subject at GCSE level will enable the opportunity for further study on a variety of vocational courses and at A level as well as IB Visual Arts.

Career Opportunities:

GCSE Art and Design helps to develop and foster a broad range of visual, practical and imaginative skills, amongst other things, thus providing pupils with a wide range of abilities that are useful for many types of further study and careers. It is a necessary requirement for all Art and Design degrees and is often seen by many employers as a welcome balance to the more traditional academic subjects.

Business Studies at GCSE

EDEXCEL - Syllabus Code: IBSO

GCSE qualifications in business subjects enable students to:

- actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds.
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements.
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities.
- consider the extent to which business and economic activity can be ethical and sustainable.

Aims of the course:

The approach to Business Studies is one which is both very practical and participative. Pupils have close involvement with the study of real-life businesses and they are expected to follow their changing fortunes. The philosophy of the specification incorporates the belief that the study of Business Studies should require candidates both to understand the dynamic environment in which business operates and to appreciate the many and varied factors which impact upon business activity and business behaviour. Candidates will work towards gaining an understanding of the issues facing UK businesses in the 21st century.

Areas of study:

The GCSE in Business Studies is made up of:

Theme 1:

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

Theme 2:

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

Assessment:

- The assessment of this qualification is through 2 x one hour 45 minutes written examination papers, set and marked by the exam board.
- Each paper has equal weighting; one based on investigating small businesses and the other based on investigating large businesses. Total number of marks available in each paper is 90.
- Single Tier of entry

Further Study Opportunities:

Many pupils choose to continue their study of Business Studies by following the A level course run through the Educa's A-Level Business Course. This can lead to a wide variety of subject choices and specialism at university.

Career Opportunities:

The skills and knowledge gained in the course will prove invaluable in whatever career path pupils follow. This may be directly in careers in business, management or other general roles as employees and consumers.

Computer Science GCSE
AQA Computer Science (8525)

Aims of the course
AQA GCSE Computer Science allows learners to build on their computer science knowledge that they gain in KS2 and KS3 and is a gateway into further learning and/or employment.

It enables learners to understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation. It also allows for the learns to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. By learning these skills, the course also enhances the learner's ability in other academic arenas by encouraging them to think creatively, innovatively, analytically, logically, and critically.

The course also teaches the learner 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 as well as
Applying their ever-growing maths skills relevant to computer science.

Areas of Study:
The curriculum covers:

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Assessment:
Two examination papers – both externally assessed:

- **Paper 1: Theory 1 hour 45 mins – 60% of IGCSE**
  Short answer and structured questions based on Section 1 of the subject content. (Non-Calculator)
- **Paper 2: Problem solving & Programming – 1 hour 45 mins – 40% of IGCSE**
  Short answer and structured questions based on Section 2 of the subject content as well as questions set on pre-release material (available at the end of March of the examination year)

Further Study Opportunities:
AQA GCSE Computer Science is an ideal foundation for further study in Computer Science. Transition to A Level would require a grade 5 or above as well as strong mathematical skills.

Career Opportunities:
Studying GCSE Computer Science opens up a plethora of career opportunities in the rapidly evolving field of technology. With a solid foundation in programming languages, algorithms, and computational thinking, individuals can pursue roles such as software developer, where they create innovative applications and solutions. Moreover, expertise in computer science enhances employability in cybersecurity, as professionals are needed to protect digital assets from evolving threats. Data analysis and artificial intelligence are also promising avenues, where individuals can leverage their skills to extract valuable insights from large datasets or contribute to the development of intelligent systems. The versatility of a GCSE Computer Science qualification extends to roles in web development, game design, and IT consultancy, providing a broad spectrum of career paths in a world increasingly dependent on digital innovation.

Creative Media and Performing Arts

Pearsons BTEC Level1/Level 2 Tech awards

Aims of the Course:

Why choose a BTEC Tech Award in Creative Media and Performing Arts?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Creative Media and Performing Arts sector - transecting many exciting and vibrant industries.

Tech Award enables learners to develop sector-specific skills and knowledge of the production processes and techniques that underpin the creative arts, across a range of media products using a combination of practical exploration, experimentation, and realistic vocational contexts. They will also develop key skills such as investigating and developing ideas through pre-production, production, and post-production, managing their creative projects, documenting progress of skills and work, responding to briefs, presenting work, and reflective practice. In addition, learners develop employability skills such as teamwork, time management and communication.

Areas of Study:

film; television; games; web and app development; publishing; performing;

music; dance; drama; designing and directing across the creative industries, including advertising, film and television, theatre and performing arts.

Assessment:

This qualification takes a fully practical and skills-based approach to learning and assessment, with **no written exam.** The award is equivalent to two GCSEs – this must be taken as a dual option ie across two option blocks.

Creative Media

Content Overview Component 1: Exploring Media Products Learners will develop their understanding of how media products create meaning for their audiences, as well as examining existing products and exploring media production techniques. **30%**

Component 2: Developing Digital Media Production Skills Learners will develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design. **30%**

Component 3: Create a Media Product in Response to a Brief Learners will apply and develop their planning and production skills and techniques to create a media product in response to a brief. **40%**

Performing Arts

Content Overview Component 1: Exploring the Performing Arts Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. **30%**

Component 2: Developing Skills and Techniques in the Performing Arts Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. **30%**

Component 3: Responding to a Brief Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus. **40%**

Further Study Opportunities:

There is a clear pathway to further study including the BTEC Diploma or A Level.

Career Opportunities:

Media studies and performing arts students can explore a variety of career paths, each offering unique opportunities and challenges. Here are some potential career options for students in these fields:

Digital Marketing Executive: Utilize media and advertisements to influence consumer habits and increase revenue.

Content Marketing Executive: Plan and execute content marketing campaigns, creating informative and high-quality media content.

Video Editor: Edit raw footage into polished video for film, TV, or other media, requiring attention to detail and a creative mind.

Journalist: Investigate, gather, and report news across various media platforms, with strong communication and critical thinking skills.

Games Designer: Shape the gameplay experience in video games, conducting market research and adjusting game prototypes based on player feedback.

Camera Operator: Capture visual content for film, TV, or live broadcasts, with a focus on attention to detail and visual storytelling.

Performer: communicate a character, message, music or situation to an audience through speech, body language, playing and movement through theatre, film, television, radio and video.

Drama/Music/Dance Therapy: Using the Arts to provide a safe environment for people to explore, address and develop ways to assist with a range of personal and social areas.

Director/Choreographer: Use creativity to make or interpret performance in dance and drama routines for a variety of shows, including stage performances, live events, TV, films, music videos, fashion shows, corporate events.

Theatre and Arts Management: coordination of all aspects of a production or event from the rehearsals right through to the final performance, ensuring the smooth and safe running of the show or event.

Technical Theatre: Stage management, Lighting, Sound and Set Designer, Costume, Hair and Make-up and wig design.

Design and Technology at GCSE

Pearson (Edexcel) Design and Technology

Aims of the course:

This course is designed to give pupils the skills required to investigate, design, make and evaluate a practical solution to a design problem. In Year 10 pupils will study a range of topics in both theoretical and practical settings to give them a strong understand of how the design process works in the real world. Links with other subjects, such as Business Studies, Media Studies and Geography are all explored giving new relevance to topics learned. Pupils will have the creative skills to be able to tackle a range of design briefs for their project.

Areas of study:

The course will introduce pupils to a wide range of materials such as timber, metals, plastics, electronics, card, and textiles and the processes by which these are formed and combined to make products. Pupils will develop a very wide range of skills such as problem solving, creative designing, modelling, investigation and evaluation. In the new style of GCSE qualification, there are parts that require mathematical skills to be applied to designing and making situations.

Assessment:

The course will be assessed in two units:

- **Unit 1** – Written paper – 100 Marks – 1 hour 45 minutes – 50% of overall marks
  Section A - core content:
  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.
  Section B – Specialist Material Category
  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. The focus will be on a specific material type (students at Ellesmere will study Timbers).

- **Unit 2** – Non-examined assessment – 100 Marks – 50% of overall marks
  This section, more commonly known as the coursework project, will see pupils begin at the end of Year 10 to identify a design problem within one of three contextual themes provided by the exam board. They will then have to investigate the problem, design a range of possible solutions before going on and making a final prototype idea. The final element is to critically evaluate their prototype as a suitable solution to the original problem.

Further Study Opportunities:

There is the opportunity to study A-Level in Design and Technology in the Sixth Form.

Career Opportunities:

The course leads well into Product Design, Engineering, Graphic Design, Architecture and other art and design-based courses and careers. GCSE Design and Technology can be used as an entry qualification for any type of further education and teaches a broad range of skills that have a wide-ranging application.

Engineering Design

OCR Cambridge Nationals

Aims of the course:

Studying Engineering Design will enable you to learn about the process of Engineering Design and understand how it can be used to design effective solutions for a given design brief. You will develop the ability to communicate your design ideas through the use of sketches, engineering drawings and computer aided design. You will be able to evaluate the design of a product through the disassembly of existing products or the use of modelling for new designs.

The course is split into three modules:

Module R038: Principles of Engineering Design

This is assessed by an exam. In this unit you will learn about the design process and all the stages that are involved. Topics include:

- Design Processes
- Design Requirements
- Communicating Design Outcomes
- Evaluating Design Idea.

Module R039: Communicating Designs

This is assessed by a set assignment. In this unit you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include:

- Manual Production of Freehand Sketches
- Manual Production of Engineering Drawings
- Use of Computer Aided Design (CAD)

Module R040: Design, Evaluation and Modelling

This is assessed by a set assignment. In this unit you will learn how to create and test models of your design, including:

- Product Evaluation
- Modelling Design Ideas

All Cambridge Nationals have a high proportion of non-exam assessment. This allows students to demonstrate their skills in real-life contexts, as well as develop other essential transferable skills – vital for later study and employment.

Further Study Opportunities

Students can continue to study A Level Product Design in the Sixth Form which can lead on to further opportunities at university in courses such as Architecture of Engineering; or students may continue their studies after A Level into apprenticeships.

English as an Additional Language

International students

International pupils are assessed on entry by the EAL Department to find out how much language support is needed. Students who require language support will generally receive between 1 and 8 EAL classes per week in small groups of students with a similar language level. It is expected that extra English will be chosen as one of the option subjects.

Some EAL classes focus on the language needed in specific mainstream subjects, while others are designed to develop the students' general language level. Lessons are developed around the individual language needs of students.

In Year 11 international students who need EAL support are prepared for the IGCSE English as an Additional Language 9-1 examination.

Students may also be preparing in their own country for the Cambridge B2 examination which we can also support at Ellesmere College.

These lessons are charged as extras

Support for Learning

Support for the Dyslexic Pupil

Pupils known to be dyslexic are assessed within the Department in order to establish the level of support needed. In addition, any pupil whose work suggests there may be a dyslexic issue can be assessed. Where necessary, examination access arrangements are put in place.

Children with dyslexia receive one to four lessons (either one to one or in groups of two or three) per week from graduate teachers specifically trained in the teaching of dyslexic children. Specialist Dyslexia Support programmes are used with older children in the Middle School, together with a range of study and learning strategies tailored to individual children's needs. Support is offered in English and related subjects and also in Mathematics. Support is given across the curriculum and this becomes more focused in the Senior School, where all staff are very much aware of the need for study skills and help with examination technique. Support is offered to children who may have learning needs other than dyslexia as appropriate.

All subject teachers receive regular in-service training so that they are aware of and sympathetic to the particular needs of our dyslexic pupils.

It is expected that support lessons will be chosen as one of the options.

These lessons are charged as extras. One term's notice is required for the termination of Support lessons.

French at GCSE

AQA - French (8658)

Aims of the Course:

- To equip pupils with the listening, speaking, reading and writing skills to be able to understand and communicate effectively in French and to enjoy the language-learning process.

- To provide pupils with an understanding of how language functions and to equip them with language learning skills which can be applied to the study of other languages or to the further study of French. Some of these skills (such as the ability to listen carefully for pieces of information, communication skills) will be valuable in areas other than language learning.

- To further pupils' knowledge, understanding and appreciation of French speaking countries and cultures as well as their knowledge of English.

Areas of Study:

The three themes on which the assessments are based are:

1. People and Lifestyle
2. Popular Culture
3. Communication and the World around us

Assessment:

Students undertake four examinations (one per skill) at the end of the course:

Paper 1 Listening	25%	Comprehension and dictation
Paper 2 Speaking	25%	Role play, reading aloud, photocard, conversation
Paper 3 Reading	25%	Comprehension, translation French to English
Paper 4 Writing	25%	90 word task, 150 word task, translation English to French

Further Study Opportunities:

A pupil with a good pass at GCSE could consider studying French to AS level or A level. The knowledge gained from studying French is also useful for pupils commencing another language later on in life, e.g., at university.

Career Opportunities:

The study of a language up to GCSE is increasingly necessary for many degree courses and fields of work. Knowledge of a foreign language is a requirement, or very useful, for many careers including sales and marketing, engineering, mining, hotel management, travel and tourism, the airline industry, journalism, the pharmaceutical industry and the diplomatic related careers.

Geography at IGCSE
Pearson's Edexcel

Aims of the Course:

• actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds

• develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments at a range of scales

• appreciate that people have different views of, and attitudes to, the world, its environments and its issues

• develop and apply their learning to the real world through fieldwork

Areas of Study:

Paper 1 (40% of IGCSE)
Assessment
Examination of 1 hour and 10 minutes, consisting of two sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.
Topics covered – River environments, including fieldwork + natural hazards.

Paper 2 (60% of IGCSE)
Assessment
Examination of 1 hour and 45 minutes, consisting of three sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.
Topics covered –
Economic activity, urban environments, including fieldwork.
Globalisation and migration.

Further Study Opportunities:

Pupils will be encouraged to continue their study of Geography A level or IB, and subsequently University, with any combination of subjects although the subject has good links with Mathematics, Business Studies, Economics, Chemistry, Physics, Biology, Politics, History, Sociology and Language.

Career Opportunities:

Geographers are employable people. If you have studied Geography, you will have the following advantages:

- You will know about national local and global issues and be able to talk about them.
- You will have developed skills such as reading maps, photographs and diagrams.
- You will be aware of the world about you and appreciate that people have different viewpoints and there are different solutions to many social issues.

Geography can be read as a single subject at university or as part of a combination with a wide range of other subjects. Alternatively, more specialist studies such as Geology, Surveying, Oceanography, Agriculture, Estate Management, Town and Country Planning, Transport and Logistics, Tourism can be pursued at degree level.

History at IGCSE

Edexcel

Aims of the Course:

- To stimulate interest in and enthusiasm for the study of the past
- To promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference.
- To develop essential study skills; especially how to analyse and organise evidence in order to present a logical argument.

Areas of Study:

There are 4 areas of study:

1. Germany 1918-1945
2. Changes in medicine 1848-1948
3. Superpower Relations 1943-1972
4. The origins and Course of the First World War, 1905-1918.

Besides using a range of textbooks, we also have an extensive library of audio-visual material and we encourage pupils to use their own initiative in research projects. The addition of a smart board within the History Department as well as network links to the internet have expanded access to a variety of primary sources which are useful in a modern world history course.

Assessment:

Written exams.

Further Study Opportunities:

History is a well-regarded academic subject. It is suited either to an Arts, humanities, or inter-disciplinary combination of GCSEs. Looking forward to A Levels or the IB and beyond, History is an excellent subject for a candidate considering a range of Social Science options.

Each summer term we organise a Battlefields Expedition visiting the sites of conflict of either the First or Second World War. Pupils have found this a valuable help in consolidating their overall understanding, and it is particularly useful for the international relations modules.

Career Opportunities:

History provides many of the transferable skills necessary for a wide range of careers. It is a traditional first degree for pupils considering law, politics, accountancy, journalism and media. In addition, research careers and business managers benefit from the skills taught within history.

Latin at GCSE

OCR – Latin

Aims of the Course:

- To develop an understanding of the Latin language.
- To develop the ability to read, understand and evaluate a range of original Latin authors.
- To understand the cultural context within which the literature was produced.
- To develop and apply critical, analytical, and reflective skills.
- To develop insight into the relevance of Latin and ancient civilisation to our understanding of our modern world of diverse cultures

Areas of Study:

Through reading and translating Latin texts, our pupils develop an understanding of how the language works. Pupils read a range of original Latin authors, in either verse or prose or both, which they can translate and interpret. They also develop an understanding of the cultural background in which these texts were written and analyse the stylistic features employed by the authors and the effects these have.

Assessment:

Paper 1:	Language 50% – 90 minutes. Translation, comprehension, and grammatical analysis. A prescribed vocabulary list is provided for pupils to learn. Any other words are provided with the exam paper.
Paper 2:	Prose literature 25% – 60 minutes. Comprehension, translation and analysis of style and content. Questions on a passage of prose literature which pupils have studied and prepared. Prescribed authors vary from year to year but could include Pliny, Cicero, and Julius Caesar.
Paper 3:	Verse literature 25% – 60 minutes. Comprehension, translation and analysis of style and content. Prescribed authors vary from year to year but have included Virgil, Ovid, and Catullus in recent years.

Further Study Opportunities:

The study of Latin enables the development of a wide range of skills, such as analysis and logic, which are useful in other subjects such as Mathematics and Sciences where there is also a link to terminology. Links to languages such as English, French, Spanish and Italian are emphasised by considering the derivations of modern words. It also provides an excellent introduction to Classical Civilisation for pupils who wish to take their studies further to learn more about the ancient world, its history and its people.

Career Opportunities:

Latin encourages the development of skills which are attractive to universities and employers. Pupils with a good grade in Latin will have developed skills in understanding, analysing and interpreting a language, as well as thinking logically, which will put them in a good position to address a wide range of future challenges and opportunities. Relatively few pupils in the country have the chance to study Latin at school, so achieving GCSE Latin will give pupils an edge in competitive courses and appeal to universities and employers who regard Latin as a rigorous academic subject.

This course is subject to viable numbers.

Music at GCSE
EDUQAS

This course is ideal if you...

- play a musical instrument or sing
- are interested in performing, composing and listening to music in a variety of styles
- enjoy performing music with others e.g. rock bands, choirs, orchestras and other ensembles
- Understand the benefits of a multi-disciplinary approach to learning

Aims of the Course:

GCSE Music is an excellent subject that focuses on making and listening to music. Challenging but fun, music accelerates all areas of the curriculum, and involves performing, composing and listening. In order to develop listening skills across a broad range of musical styles, you will focus on exploring four Areas of Study: Musical Forms and Devices / Music for Ensemble / Film Music / Popular Music.

Students also examine the following set works in detail: Badinerie – J.S.Bach / Africa - Toto

Assessment:

Performing 30%
You will need to perform one solo and one ensemble piece. This can be sung or played on any instrument. You may choose any piece in any style to perform. Performances are recorded during Year 11 and marked by the teacher and then moderated by Eduqas. The combined duration of both pieces must be a minimum of four minutes and the standard expected by Year 11 is Grade 3 Associated Board. Pieces that are more difficult than Grade 3 receive additional marks meaning that if you are Grade 4 or above you can target 100% of the marks in this section.

Composing 30%
You will need to compose two pieces of music. One will be a free choice composition and the other is based on a set brief published by Eduqas in September of Year 11. You will learn how to use Sibelius software to assist you in writing down and developing your music. Recordings and scores need to be submitted for both pieces. These are marked by the teacher and moderated by Eduqas.

Listening 40%
Listening is based on set works and unfamiliar pieces spanning the four areas of study. The exam is taken in the summer of year 11 and involves responding to questions based on audio extracts.

Further Study Opportunities:

GCSE Music provides an excellent foundation for AS/A Levels in Music as well as IB Music. You may wish to take a GCSE in Music for its own sake, perhaps to form the basis of a future interest. There will be opportunities to experience and take part in live music and concerts throughout the course.

Career opportunities:

Musicians enjoy many careers paths from those directly linked to music (e.g., performer, songwriter, sound engineer, music therapist, teacher) to those that are indirectly linked (e.g., event organization, broadcasting, presenting). In addition, because musicians develop their communication and expressive skills and are taught to multi-task, they are often sought out for roles in business and management.

Physical Education at GCSE
OCR

Aims of the Course:

- To participate in different physical activities and to play different roles within activities;
- To underpin practical performances with theoretical knowledge of the anatomical, physiological and psychological demands of physical activities and how these factors affect physical competence;
- Understand the use of methods of practice to improve performance and the importance of being physically active as part of a healthy, balanced lifestyle.

Areas of Study:

Component 01: Physical factors affecting performance

- Applied Anatomy and Physiology
- Physical Training

Component 02: Socio-cultural Issues and Sports Psychology

- Socio-Cultural Influences
- Sports Psychology
- Health, Fitness and Well-Being

Component 03: Performance in P.E.

- Performance of 3 Activities (1 = team, 1 = individual and 1 = free choice from either list)
- Analysing and Evaluating Performance

Assessment:

Component 01:	1 hour examination / 30% of total GCSE
Component 02:	1 hour examination / 30% of total GCSE
Component 03:	Non-examination assessment / 40% of total GCSE

Further Study Opportunities:

A Level P.E.
Outdoor pursuits instruction or Leisure and Recreation courses
BTEC National Diploma Level 3 Sport.

Career Opportunities:

The study of the human body and sport in society allows successful candidates to enter a number of professions. The wide range of skills that you will develop allow entry into many professional fields. An in-depth knowledge of sport and its context within society is valuable for any type of leisure profession, from leisure management/tourism to sports coaching and teaching and indeed sporting professionals. A knowledge of the human body is relevant to care assistants, nurses and anybody wishing to work within a social caring environment. Sports specialism allows candidates to pursue physiotherapy and sports nutrition, while psychological aspects may lead onto sports psychology and will also benefit any person within an ever-changing dynamic environment where adaptation and quick thinking are necessary.

Religious Studies at IGCSE

Edexcel

Aims of the course:

- To develop student's knowledge and understanding of religious beliefs, values and traditions, through the study of one major world religion – Christianity.
- To develop student's ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- To provide students with the opportunity to engage with questions of belief, value, meaning, purpose, truth and their influence on human life.
- To challenge students to reflect upon and develop their own values, beliefs and attitudes in the light of what they have learned and contribute to their preparation for an adult life in a pluralistic society and global community.

Areas of study:

Paper 1 – Beliefs and Values

1. The Universe, creation and the place of human beings
2. Life and death
3. Peace and conflict
4. Rights, equality and social justice

Paper 2 – The Religious Community

1. Origins and their impact on the community
2. Celebration and Pilgrimage
3. Worship and Practice

In addition to the core textbooks the department utilizes a wide range of audio-visual and internet resources. Debate is a major part of the religious Studies course. As well as in class discussions, visitors are invited into school and trips out organised to enhance students understanding, giving them the opportunity to engage and ask questions. Students are encouraged to enter Religious Studies competitions and interact with students in other schools to aid revision.

Assessment

Candidates will be required to take 2 examination papers.

Paper 1: 1hr. 45 mins. – 60%

Paper 2: 1hr 30 mins. – 40%

Further Study and Career Opportunities

Religious Studies is a highly regarded academic subject. Though a significant number take it in order to complement a humanities disciplinary combination, some scientifically minded students choose it also. This helps them to add the personal element to what might be the beginning of a career in Medicine, the Police, the Armed Forces, Psychology or Social Work where an understanding of the beliefs, values and attitudes of humans is essential. A Religious Studies IGCSE qualification provides a solid grounding in both the skills and knowledge base needed for AS and A level Religious Studies.

Spanish at GCSE

AQA - Spanish (8698)

Aims of the Course:

- To equip pupils with the listening, speaking, reading and writing skills to be able to understand and communicate effectively in Spanish and to enjoy the language-learning process.

- To provide pupils with an understanding of how language functions and to equip them with language learning skills which can be applied to the study of other languages or to the further study of Spanish. Some of these skills (such as the ability to listen carefully for pieces of information, communication skills) will be valuable in areas other than language learning.

- To further pupils' knowledge, understanding and appreciation of Spanish speaking countries and cultures as well as their knowledge of English.

Areas of Study:

The three themes on which the assessments are based are:

1. People and Lifestyle
2. Popular Culture
3. Communication and the World around us

Assessment:

Students undertake four examinations (one per skill) at the end of the course:

Paper 1 Listening	25%	Comprehension and dictation
Paper 2 Speaking	25%	Role play, reading aloud, photocard, conversation
Paper 3 Reading	25%	Comprehension, translation Spanish to English
Paper 4 Writing	25%	90 word task, 150 word task, translation English to Spanish

Further Study Opportunities:

A pupil with a good pass at GCSE could consider studying Spanish to AS level or A level. The knowledge gained from studying Spanish is also useful for pupils commencing another language later on in life, e.g., at university.

Career Opportunities:

The study of a language up to GCSE is increasingly necessary for many degree courses and fields of work. Knowledge of a foreign language is a requirement, or very useful, for many careers including sales and marketing, engineering, mining, hotel management, travel and tourism, the airline industry, journalism, the pharmaceutical industry and the diplomatic related careers.