Year 9 Options and exam procedures 2018- 2019

Selecting the correct options for study at GCSE level is very important. At Kew House School we take the option choices in Year 8 and commence studies at GCSE level in the September of Year 9. This booklet is designed to help you make key decisions about which subjects to study at GCSE level. It will help to explain your options, give you a brief factual outline of the courses and assessments and provide you with the selection combinations available to you.

Where will I get advice about my options?

Over the next few weeks teachers will take time to discuss with you the nature of the GCSE course, its subject material, assessment and value to your ongoing studies. You must also take time to discuss these choices with your personal tutor who will sign the forms you return to recommend your choices. If you need careers advice please ask your personal tutor and we will arrange for you to see a specialist advisor. Be sure to discuss your thoughts with your parents and ask them to sign the form detailing your final choices.

Why is it important to choose the right subjects?

The subjects selected will influence your ability to study at 'A' level and other post-16 qualifications. The transition to GCSE also provides you with an opportunity to specialise in subjects you like and are good at.

Which GCSE subjects are compulsory?

The core subjects that **all** students will study are:
English Language and English Literature
Mathematics
Physics*
Chemistry*
Biology *
(*students may be given the choice of studying science subjects to obtain two GCSEs in a combined science course).

How many other GCSE subjects may I study?

You will study up to 4 further subjects laid in the option columns found on the next page. You will need to select just **one** subject from each column.
These include:

History
Geography
Spanish
Latin
French
German
Music
Computing
Art and Design
Design and Technology
Food Preparation and Nutrition
PE
Drama

Please use the insert contained within this booklet to indicate your first and second choices from each block.
Please sign and return to Mr Lowe no later than Monday 14th May 2018

What would be a good range of options?

The general advice we would give would be to study a balance of the following: A language, a Humanities subject and a creative subject.

What are the key things to think about when I make my choices?

There are many factors to consider when deciding which subjects to select. It is best to ask yourself:

- What am I good at?
- Which subjects do I really love doing?
- Which subjects will challenge me and provide me with opportunities for the future?
- Which subjects do I need to enable me to follow a post-16 course or will help with my post-18 studies or finding a job?

*Try to **avoid** picking subjects for the following reasons:*

- My best friend is studying that subject too.
- My favourite teacher teaches that subject. (They may leave or you are given another member staff)
- The subject is easy and does not involve too many exams or tests. (You may be very wrong about this and find the subject just as tough as one you 'need'.)

What if I think I have made the wrong choices?

You need to stick at some choices and settle into the subject. All GCSEs are challenging and different from Y7 or Y8. If you are concerned that your selections were not the right ones you need to see Mr Lowe as soon as possible. Time is important and you will need to move to an alternative course promptly.

The key thing to remember is that help and advice is there, just ask!

Your choices…

Block 1	Block 2	Block 3	Block 4
Art & Design 1	Art & Design 2	History 2	Spanish 2
Design & Technology 1	Food Preparation and Nutrition 2	Geography 2	French 2
History 1	Design & Technology 2	Computer studies 1	PE 2
Food Preparation and Nutrition 1	Geography 1	Music 2	German
Music 1	PE 1	Spanish 1	Latin
		French 1	Drama 1

English Language and English Literature

AQA

The new English Language GCSE requires students to read a broad range of challenging fiction and non-fiction texts from a spectrum of genres spanning the 19th, 20th and 21st centuries. It draws exclusively on 'unseen' extracts and therefore requires students to be able to read, comprehend and interpret written texts independently. The writing component focuses on making sure that students can write clearly and accurately. There is an emphasis on register, vocabulary, spelling, punctuation, and grammar. Reading and writing are equally weighted. There are two exams for English Language.

English Literature will include the study of a 19th century novel, a Shakespeare play, a collection of poems from the 19th – 21st centuries and a British novel or play from 1914 onwards. This year the texts studied were: Macbeth by William Shakespeare, A Christmas Carol by Charles Dickens, An Inspector Calls by J.B. Priestley, and a Power and Conflict poetry collection by various poets. All examinations in English Literature are now 'closed book' which means students are not provided with a copy of the text during the examination. There are two exams for English Literature.

There are no tiers for English Language or English Literature; all students will sit the same exam.

Mathematics

AQA

Following the changes announced in November 2013, the new Mathematics GCSE has become more demanding, with additional content and more challenging assessment.

The new GCSE has more focus on making sure that every student masters the fundamentals of Mathematics. These have been defined by the Department of Education as areas such as calculations, and ratio and proportion. The assessment objectives place more emphasis on reasoning and problem solving, and a new grading system has been introduced. No longer are the topics ascribed a grade, the emphasis is now on the questions. For example, a topic which would usually be considered a Grade A*, and which would feature as a complex question at the end of the paper, could now be the first question on the paper, accessible and multiple choice. Teaching of the subject therefore has to be more comprehensive, and cover the full range of topics on the curriculum, no matter the ability or ambition of the student. The positive consequences of this are that students will receive a broader, deeper mathematical education, which will help to give them in a securer footing in an array of other disciplines.

The tiering structure remains the same, with an overlap between the tiers at grades 4 and 5. This means that the Foundation tier will cover grades 1 to 5 and the Higher tier will cover grades 4 to 9. Although students may be placed in a Foundation or Higher group at the start of Year 9, this is subject to change and we will be responsive to students' progress until the end of Year 11. Students therefore have every opportunity to work towards sitting the higher paper, and will not be restricted early on.

Since the introduction of the new GCSE, we have been constantly reviewing schemes of work, teaching resources and lesson delivery to ensure that students are able to achieve their highest possible grade. We are also now teaching additional maths qualifications in Year 11, which help us to extend our most able, and prepare them for A-Level. Students can expect to see new, innovative approaches to teaching the subject throughout their time at Kew House, and expect to be fully prepared for the GCSE exams.

Science
AQA

As a core subject, all students at Kew House School will study science at GCSE. Students starting GCSE Science in September 2018 will follow the AQA suite of science GCSE's. The specifications for this reformed GCSE can be accessed by following the link:

http://www.aqa.org.uk/subjects/science/gcse

There are two possibilities for entry in GCSE Science, Triple award (or separate sciences) or Double (Combined science):

Triple award science - AQA Biology (8461), Chemistry (8462) and Physics (8463)

- Students will complete the equivalent of three GCSE's worth of content in science. This is split equally between physics, chemistry and biology and so is equivalent to one GCSE of each subject. It is possible for students to score different grades in each of these GCSE's so they are essentially separate subjects.
- Students will sit two papers, each of 1 hr 45 mins in each of the subjects (6 in total) at the end of the course. Students are aware of which topics within the specification are assessed on each paper. Practical skills are also assessed on these papers, there is no coursework element to the course.
- Due to the added content on the triple award specification it is suitable only for those students who have demonstrated sufficient scientific ability and independence in their home study to be able to cope with the demands of the course. The intention is that this would normally be the top two sets of the year group.
- Decisions about which students complete the course are always taken in discussion between teachers, parents and students and are based on continual assessment throughout the student's time at the school. Changes can be made to groupings up to the end of year 10; although changes this late would not be ideal they could be made if it was agreed that it would be in the best interests of the student.
- Students completing the triple science course are required to attend one compulsory session 3 per week while on the course (4.15 to 5.30pm). These will provide the extra contact time to support the study of the additional GCSE and will be taught sessions within the scheme of work, not revision sessions or drop in. Session 3s would not run in the first or last week of term and would rotate through each of the science subjects every half term.
- Papers for triple science exist in both higher and foundation tier although the approach to entries will be that students entered for triple award science would only ever sit higher tier. If students are not capable of accessing higher tier material it is felt that they would be better off entered for the double award course and gaining higher marks.

Double award science - AQA Combined Science 'Trilogy' (8464)

- Students complete the equivalent of two GCSE's worth of science content. This is split equally between physics, chemistry and biology (2/3 of a GCSE in each subject). **It is not possible to drop one of the sciences at GCSE.**
- Students will complete the content for these subjects in the 4.5 hours of timetabled lessons within the normal school week and will not be required to attend additional lessons.
- Students will sit six papers of 1 hr 15 mins in each subject (6 in total) at the end of the course. Topics are split between papers and include assessment of practical skills in the same way as triple science.
- Students can be entered for either higher or foundation tiers although they are not allowed to mix tiers of entry between papers, eg they cannot sit higher tier in biology but foundation tier in physics. Decisions on which tier of entry students should sit are made in discussion with students and parents and are based on continual assessment throughout the course. Final decisions will be made after the mock exams in January of year 11.
- Higher tier students can achieve grades ranging from 4 to 9, foundation tier students can achieve grades between 1 and 5. Students will receive two grades which can be different but will be consecutive to denote performance at the borderline between grades (eg a student

part way between a grade 4 and 5 overall on the six papers will receive an overall grade of 4-5).

- As foundation tier papers employ more accessible questions, less extended answers, less multi-step calculations and a reduced level of mathematical application the approach which will be adopted by the department will be that for students who are working towards grade 4 or 5 they are more likely to achieve it on the foundation tier.
- Students require grade 6 in order to continue with the subject at A Level and so any student sitting higher tier on the double course can continue any science subject in the sixth form.

The structure of the scheme of work for both the triple and double courses at KHS aims to deliver the content in a logical and stimulating way, using practical investigations to bring the curriculum to life and develop the student's investigative skills. All students will receive 3 x 1.5 hour sessions (one each of biology, physics and chemistry) with the addition of the extra session for triple science students as detailed above. The KHS scheme of work is split into two modules of each subject in years 9 and 10. One module of content will be covered in year 11 and the rest of the time used for revision.

Assessments will take place at the end of these modules and end of year tests in years 9 and 10 will assess all content delivered up to that point. It is hoped that this will help prepare students for the terminal nature of the papers in year 11. A mock exam will be sat in January of year 11 when all content has been completed and a revision programme after this will support students in preparation for the final exams.

The topics covered in each module are:

Biology

Biology 9A	**Cell processes**	Cell structure, transport mechanisms, respiration, DNA chromosomes and inherited features
Biology 9B	**Environment**	Plants, photosynthesis, feeding relationships, decay processes, adaptations, competition, humans and the environment
Biology 10A	**Organisms**	Multicellular organisms, organ systems, the digestive system, circulatory system, respiratory system, digestive system, nervous system, homeostasis, health, diet and drugs
Biology 10B	**Genetics**	DNA, genes and chromosomes, cell differentiation, variation, determination of characteristics and genetic crosses, cloning, speciation and evolution
Biology 11		The brain, trophic levels, role of biotechnology, food production

Chemistry

Chemistry 9A	**Structures and Bonding**	Atomic structure, ions, periodic table, ionic, covalent and metallic bonding, properties of materials, nano science, patterns of behaviour and predicting reactions
Chemistry 9B	**Chemical reactions**	Metal reactivity, metal extraction, acids, bases and salts, neutralisation, electrolysis, thermochemistry and reversible reactions
Chemistry 10A	**Analysing reactions**	Atomic structure, quantitative chemistry, rates of reaction, collision theory, analysis, flame tests and identification of ions
Chemistry 10B	**Products from the earth**	Crude oil and fuels, alkenes, polymers, evolution of the atmosphere, climate change and pollution
Chemistry 11	**Further chemistry**	Water, Haber process and further organic chemistry

Physics

Physics 9A	**Forces and Motion**	Units and measurement, motion, forces, Newton's Laws of motion, moments, momentum
Physics 9B	**Energy and Heat**	Energy transfers, work, energy and power, kinetic theory, changes of state, heat transfer, insulation, specific heat capacity, gas laws, energy resources
Physics 10A	**Waves**	Properties of waves, em waves, sound, ultrasound, reflection, refraction, lenses and images, TIR and optical fibres, the eye, medical uses of waves
Physics 10B	**Electricity and Magnetism**	Atomic structure, electrostatics, series and parallel circuits, Ohm's Law and resistance, control circuits, mains electricity, nuclear decay,
Physics 11	**Nuclear and Space Physics**	Nuclear decay, half life, uses of isotopes, fission and fusion, stellar evolution, formation of the solar system, distance measurement, redshift and the big bang.

Any questions or queries related to the structure of the course and entries should be directed to the Head of Science.

History

OCR

History is the only subject where you learn about people, the past and how they have shaped the world today. History is who we are and why we are the way we are. It is probably the most relevant subject that you will study at school as you will gain knowledge and skills that you will use for the rest of your life.

Through studying History you will learn about major events and ideas that have changed the world. You will develop skills of evaluation, criticism, use of evidence and argument that you cannot develop elsewhere.

Our course is split into three components;

Component Group 1 – 'Crime and Punishment c1250 to the present day' and the 'Elizabethans 1580 – 1603'. This is worth 40% of the overall qualification.

Component Group 2 – 'History Around Us' – This is a study of an historical site, this will provide students with a greater connection to the lives of people in the past and a greater awareness of the relevance of places in current society and their important in the past. The place to be visited is confirmed at the start of each year. This is worth 20% of the overall qualification.

Component Group 3 – 'The making of America from 1789 to 1900' followed by the study of 'Living under Nazi Rule, 1933 to 1945'. Their maybe opportunities for an international visit. This component is worth 40% of the overall qualification.

Geography
EdExcel

Geography helps you to make sense of the world around you. It is the study of where places are, what they are like, what life is like in those places and how those places are changing. Studying geography will give students the chance to get to grips with some of the modern questions which affect our world and encourage understanding of the social, cultural, economic and physical forces, processes and interactions which shape and change our world.

This qualification helps put students on the path to becoming geography specialists by giving them the skills and knowledge relevant to the modern age. The course covers the three key themes of geography: Our Natural World, People and Society and Geographical Exploration. Whilst investigating the key themes, students will use a variety of different skills including fieldwork, interpreting and analysing data, identifying patterns and predicting trends and explaining relationships. In addition, students begin to appreciate the differences and similarities between people's views of the world and its environment, societies and cultures as they strive to develop their responsibilities as global citizens

Fieldwork and working outside the classroom is a vital part of the geography curriculum at Kew House. Wherever possible, opportunities are sought to get out there, to see things differently and to put the theoretical components of the course to the test in fun and interesting ways.

Key Geographical Themes

Component 1: Global geographical issues

Hazardous Earth

Climate

Development dynamics

Challenges of an urbanising world

Component 2: UK Geographical issues

UK's evolving physical landscape

UK's evolving human landscape

River processes

Coastal change and conflicts

Component 3: People and Environmental issues

People and the biosphere

Forests under threat

Consuming energy resources

Geographical Skills

Decision making exercise

Music

Edexcel

To take this course, students must be able to perform on an instrument or sing. Performance constitutes 30% of the overall grade. If students do not reach instrument grade 3 (or equivalent) by year 11, they will not be able to achieve a grade 8 or 9.

- This course is designed to inspire students giving them a broad course of study
- It develops life skills, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- Students will develop musical skills and interests, including the ability to make music individually and in groups
- The course is 60% controlled assessment and performance leaving only 40% to be taken in the summer of Year 11
- Students will have the opportunity to learn new pieces as well as compose music in different styles learning about the use of technology

Performing 30%	
Assessment	Internally assessed
Overview of content	Two performances to be recorded in year 11 • One solo performance • One ensemble performance **Students must take lessons on an instrument or voice in preparation for this exam. They must be at least grade 3 (or equivalent standard) by year 11.** *Students are free to choose their own pieces and will work on performance throughout the course to ensure they get the highest grade possible. They will develop critical listening skills by assessing their own work.*
Composing 30%	
Assessment	Internally assessed
Overview of content	• One composition to a set brief released by Edexcel in year 11 • One composition free choice *Students will compose pieces that are related to the historical topics covered in lessons. They will have the option to use technology such as Logic or compose a more traditional piece using Sibelius.*
Listening & Appraising 40%	
Overview of assessment	• 1 ¾ hour written paper • Section A consists of questions on set works studied throughout the course. • They will have questions on unseen listening example related to the set works. • Section B contains the option of two questions, which involves extended writing on a set work and an unseen score analysis

Computing
AQA

GCSE Computing is an exciting subject where you get an in-depth understanding about how computer technology works. The students will gain a real insight as to what goes on behind the scenes including computer programming which many of them will find very absorbing and rewarding.
This course will teach you critical thinking, analysis and problem solving skills. Skills like these can be used in STEM subjects and maybe also in your day to day life.

Learners most likely to enjoy the subject if you have a real interest in how computers work; or are a **logical thinker** and enjoy **problem solving**. This course will be best suited for students working at a good level in Mathematics at Key Stage 3.

If you wish to know more about technology to become someone who produces technology products rather than just a consumer, then this course will inspire you.

Here is an opportunity to gain a broad understanding and knowledge of computing, with an emphasis on programming and problem solving skills.

Also GCSE Computing will encourage personal development, motivation and confidence, through practical participation and by giving learners responsibility for their own projects.

Paper 1 – Computational thinking

(1 Hour 30 minutes)
40% of GCSE
80 marks
Different tasks will be provided by AQA each year.

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer Systems

Externally assessed. Schools/colleges can choose to enter students for either a paper-based or on-screen version.
All questions will be compulsory and will be taken from across the subject content.
This component will include a range of types of questions from very short to extended answer

Paper 2 – Theoretical content

(1 hour 30 minutes)
40% of GCSE
80 marks

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical and environmental impacts of digital technology

Externally assessed. Schools/colleges can choose to enter students for either a paper-based or on-screen version.
All questions will be compulsory and will be taken from across the subject content.
This component will include a range of types of questions from very short to extended answer.

Non-exam assessment

(Approximately 20 hours of controlled assessment)

- Aspects of software development

(20 Hours)
80 marks
20% of GCSE
Each student will complete set task in class. Independently working students demonstrate their ability to code a solution to a given problem. The tasks will be set in engaging and relevant contexts, eg gaming, web, mobile phone applications.
Tasks may be completed and submitted on paper or electronically

Art & Design

EdExcel

GCSE Year	**Coursework Topic**	Edexcel 2AD01 Unendorsed
Year 9	Structures-Natural and Manmade Sketchbook and Final Piece- (Controlled Assessment (10 hour)	
Year 10	I, Me, Mine Sketchbook and Final Piece- (Controlled Assessment (10 hour)	
Year 11	Topic TBC: Force OR Order and/or Disorder Sketchbook and Final Piece- (Controlled Assessment (10 hour)	Edexcel Exam Brief Sketchbook and Final Piece (Controlled Assessment (10 hour) 40%

Students start the GCSE coursework in Year 9. They will work in an A3 sketchbook and the unit will conclude by creating a final piece/controlled assessment in the Summer term, taking ideas from their sketchbook, having focused on it for the previous part of the year.

In Year 10 and Year 11 students will also develop a sketchbook and final piece using a wide range of different media, techniques, creativity and imagination.

Students will look at a variety of artists and designers and take inspiration from their work. They must show connections to artists and how the work and ideas have influenced them. Students will develop skills in all areas of Art, Craft and Design, including projects in Textiles, Ceramics, Photography and Photoshop.

In each sketchbook students must have the following:

- Links to artists and/or designers-including annotation and own opinions, for instance how the artist has influenced and inspired them
- A range of techniques and mark-making and the use of different media. Refined ideas and experimentation and the development of their ideas-showing analytical and cultural understanding
- Observational drawings, photos, primary and secondary sources

Each year students will produce a final piece to support their sketchbook work. The final piece will be a 10 hour controlled assessment and must link to their sketchbook and include a link to an artist or designer that they have looked at.

In Year 11 students will complete a project from September until early January including a 10 hour controlled assessment.

In mid-January Year 11 students will receive their final project brief set by the exam board Edexcel and complete a final sketchbook and 10 hour controlled assessment after the Easter holidays.

Unit 1: Coursework 60% (Two projects)

Total: two sketchbooks and two final pieces (One sketchbook and one final piece per school year)

Unit 2: (ESA): Edexcel sketchbook and exam of 10 hours 40%

Each year students will focus on a new topic and continue to develop their skills and knowledge. Art will therefore typically include, drawing, painting, various printmaking skills, textiles, collage, mixed media, relief and other 3D development, in a range of materials, use of Photoshop and/or digital photography, as well as being introduced to and analysing a range of artists and cultural work. This gives students a strong foundation to understand many artistic processes and the knowledge needed to further develop their skills and work as they move up the school.

Visiting artists and designers will also be organised throughout the year, as well as visits to galleries and/or museums. Students are also encouraged to visit museums independently when possible during the school holidays.

GCSE Design and Technology

WRITTEN PAPER – 50%	NON-EXAM ASSESSMENT (NEA) – 50%
What's assessed • Core technical principles • Specialist technical principles • Designing and making principles	What's assessed Practical application of: • Core technical principles • Specialist technical principles • Designing and making principles
How it's assessed • Written exam: 2 hours • 100 marks • 50% of GCSE	How it's assessed • Non-exam assessment (NEA): 30–35 hours approx • 100 marks • 50% of GCSE

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

2017 marked the beginning of a new GCSE specification, and this GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. Students will also have the opportunity to study specialist technical principles in greater depth.

The course consists of two equally weighted elements:

- A 2-hour written exam testing core technical principles, specialist technical principles and designing and making principles.
- Non-exam assessment (NEA): 30–35 hours approx. which is one substantial design and make task.

In Year 9 and at the beginning of Year 10, students will complete a range of design and make projects that will teach and develop practical workshop skills, graphical communication and computer aided design and manufacture. Students will tackle a range of challenging and stimulating design challenges and make a range of products gaining experience in the use of materials, processes and equipment.

At the end of Year 10 students will begin to work on the Non-exam assessment, which will contribute towards 50% of the students' overall mark. The NEA project in its entirety should take between 30-35 hours to complete and students will work on this until February of Year 11. It will consist of a working

prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.

Food Preparation and Nutrition

EDUQAS / WJEC

Choosing the new GCSE Food Preparation and Nutrition will develop a range of skills essential to life. The course combines both written and practical tasks. The new specification in Food Preparation and Nutrition will enable students to make connections between theory and practice so that pupils will be able to apply their understanding of food and nutrition to practical cooking. The content below highlights the key areas covered in the syllabus.

EDUQAS/WJEC GCSE Food Preparation and Nutrition (Welsh Joint Examining Board)

Students opting to choose GCSE Food Preparation and Nutrition will be taught in Years 9, 10 & 11 during 3 hour lessons. The course is divided into two components.

Component 1

Principles of food preparation and nutrition
Written examination: 1hr 45mins
50% of the qualification
100 marks - marked by the examination body.

Component 2

Food preparation and nutrition in action
Non examination assessment
50% of the qualification
100 marks

This component is divided into two tasks.

a) Assessment 1 – The Food Investigation Assessment worth 15% of final GCSE
b) Assessment 2 - The Food Preparation Assessment worth 35% of final GCSE.

The course content is based on the following compulsory areas of study

- Principles of nutrition
- Diet and good health
- Food Commodities
- The science of food.
- Where food comes from
- Preparation and Cooking techniques

GCSE Food Preparation and Nutrition is a linear specification, all assessments are taken in Year 11.

Spanish

AQA

Spanish is spoken by millions of people throughout the world and British businesses need employees who can communicate in Spanish so that they are more able to compete globally. All levels of skills, from GCSE to degree level, are valuable and can improve employability both in the UK and abroad, particularly in the USA where Spanish is widely spoken. GCSE Spanish allows the development of skills within real and relevant contexts and it provides a sound foundation for continued study at

AS/A2 and beyond. Spanish and Hispanic Studies are widely studied at degree level and may be combined with a variety of other subjects.

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

Theme 1: **Identity and culture**	**Theme 2:** **Local, national, international and global areas of interest**	**Theme 3:** **Current and future study and employment**
Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals in Spanish-speaking countries/communities	Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism	Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions

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

Paper 1: Listening	**Paper 2: Speaking**
• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE	• Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
Paper 3: Reading	**Paper 4: Writing**
• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE	Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE

French

AQA

French is spoken by millions of people throughout the world and British businesses need employees who can communicate in French so that they are more able to compete globally. All levels of skills, from GCSE to degree level, are valuable and can improve employability both in the UK and abroad. GCSE French allows the development of skills within real and relevant contexts and it provides a sound foundation for continued study at AS/A2 and beyond. There are many possibilities for combining French with other subjects such as Geography or Art in a university degree course.

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Theme 1: Identity and culture	**Theme 2: Local, national, international and global areas of interest**	**Theme 3: Current and future study and employment**
Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals in French-speaking countries/communities	Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism	Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions

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

Paper 1: Listening	**Paper 2: Speaking**
• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE	• Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
Paper 3: Reading	**Paper 4: Writing**
• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier)	Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE

• 25% of GCSE	

German
AQA

Consider this: More people in Europe speak German as their native language than any other native language, with 83 million speakers in Germany alone. Then there is Switzerland and Austria. It is the third largest economy in the world and vies with the USA for the position of most successful exporter. In addition, Germans are great innovators. One in ten books published in the world is in German and very few are translated. All of this means that learning German adds up to opportunity. Don't be left behind: komm an Bord!

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where German is spoken.

Theme 1: **Identity and culture**	**Theme 2:** **Local, national, international and global areas of interest**	**Theme 3:** **Current and future study and employment**
Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals in German-speaking countries/communities	Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism	Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions

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

Paper 1: Listening	**Paper 2: Speaking**
• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE	• Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE

Paper 3: Reading • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE	**Paper 4: Writing** Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE

Latin
OCR

The study of Latin is highly regarded and provides a valuable insight into the origins of English, French, Spanish and Italian. It allows pupils to improve their command of their own language and to understand how the Romance languages are related. Pupils improve their understanding of grammatical principles and develop their logic and problem solving through translation and grammar exercises. It is a valuable accompaniment to the study of many subjects including languages, history, medicine and law.

The study of texts in classical Latin allows pupils to gain knowledge of key works of literature which have influenced the Western European canon. Pupils gain an insight into how language is used to express feelings, develop trains of thought or influence people, and develop an analytical and evaluative response to the texts. Through studying these primary sources, pupils are able to consider ethical and moral issues raised by the texts and to make comparisons between Roman and modern societies. Pupils learn about the socio-historical context of the literature and are encouraged to apply their knowledge of the Latin language to authentic texts.

Pupils will follow the OCR GCSE course in Latin (J281). All units are externally assessed in the summer term of Year 11. The Scheme of Assessment is as follows:

UNIT	ASSESSMENT	% WEIGHTING
A401 - Latin Language 1: Mythology & Domestic Life	1 hour written examination (comprehension questions and prose translation from Latin into English)	25%
A402 - Latin Language 2: History	1 hour written examination (comprehension questions and prose translation from Latin into English)	25%
A403 - Latin Prose Literature	1 hour written examination (short answer questions, tick box questions and extended responses in English on a prepared Latin text)	25%
A404 - Latin Verse Literature	1 hour written examination (short answer questions, tick box questions and extended responses in English on a prepared Latin text)	25%

The texts for examination in summer 2018 will be released in May 2015.
For information, the texts for examination in summer 2017 are as follows (teachers choose to prepare candidates for either Section A or Section B at their discretion, and may choose A for prose but B for verse, and vice versa):

Section A Prose	Selected passages from Caesar, Tacitus and Cicero on the theme of 'War & Conflict'
Section B Prose	Selected passages from Pliny the Younger and Tacitus
Section A Verse	Selected poems from Catullus and Ovid (Latin love poetry)

Section B Verse	Selected passages from Virgil's *Aeneid*(Book I)

The verse texts offered for examination in 2017 are a choice of Caesar, Tacitus, Cicero, or Pliny the Younger. The verse set text authors for 2017 are Catullus, Ovid and Virgil. The texts will be chosen by the teacher.

Physical Education
AQA

The Department of Education has worked closely with teachers and the Youth Sport Trust to develop a new GCSE Physical Education specification that will inspire teaching and learning. New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.

GCSE Physical Education continues to provide students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. Students can choose from a variety of sports and physical activities in which to participate. They will also learn how to analyse and evaluate performance and suggest effective plans for improvement.

This course has 40 % non-exam assessment (practical performance in physical activity and sport). Students will be assessed during KS3 PE to ensure they have met the non-exam assessment requirements for GCSE Physical Education.

This specification is particularly suitable for Kew House School students who wish to continue their studies in further education at (A Level PE) and for those who are interested in related career opportunities.

The PE AQA specification will be used to teach this subject and it will comprise of the following three assessment:

Paper 1: The human body and movement in physical activity and sport

Assessment: *Written Paper (Theory) - 1 hour 15 mins (78 marks) - 30% of final grade*

What's assessed: This paper assesses four main topics; Applied anatomy and physiology, movement analysis, physical training and use of data.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

Assessment: *Written Paper (Theory) - 1 hour 15 mins (78 marks) - 30% of final grade*

What's assessed: This paper assesses four main topics: Sports psychology, socio-cultural influences, health, fitness and well-being, and use of data

Non-exam assessment: Practical performance in physical activity and sport

Assessment: *Practical work (Controlled Assessment) (100 Marks) – 40 % of final grade*

What's assessed: Practical performance in assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity. There will also be a section on the analysis and evaluation of performance to bring about improvement in one of the activities.

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in full context such as a match or performance (15 marks per activity).

Students will also be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Sports and physical activities available for non-exam assessment:

Team activities	Individual activities:
Association football	Boxing
Badminton	Athletics
Basketball	Badminton
Camogie	Canoeing/Kayaking – slalom or sprint
Cricket	Cycling
Dance	Dance
Gaelic football	Diving
Handball	Golf
Hockey	Gymnastics
Hurling	Equestrian
Lacrosse	Rock climbing
Netball	Sculling
Rowing	Skiing
Rugby Union / League	Snowboarding
Squash	Squash
Table tennis	Swimming
Tennis	Table tennis
Volleyball	Tennis
	Trampolining

Drama

AQA

GCSE Drama is hard work, but is hugely rewarding. Students studying this course have described it as being “inspirational” and say that “it brightens up the day”.

The course offers both practical and written components. GCSE Drama is all about understanding what it is like to put yourself in somebody else’s shoes. As a student of this subject, you will play many parts in several different imaginary situations. You will have the opportunity to create your own work, as well as explore plays written by other people. You will develop your improvisation and acting skills to a higher level. You can also focus on design elements such as lighting or costume instead of acting. The course is in three parts:

1. Understanding drama
2. Devising drama
3. Texts in practice

Part 1 is a written examination lasting 1 hour and 45 minutes. It is open book, worth 40% of the GCSE. The paper is divided into 3 sections;

- Section A: multiple choice questions on theatre knowledge (4 marks)
- Section B: four questions on a given extract from the set play (46 marks)
- Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks). As part of this course, you will make theatre visits and respond to live performances.

For Part 2 you will create your own unique piece of theatre, responding to stimulus material, and keep a reflective log of your process and performance. It is worth 30% of the GCSE and is assessed by your teacher.

For Part 3 you will explore a complete and substantial play text such as ‘Blood Brothers’ or ‘The Crucible’. You will develop knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. You have the chance to develop and explore characters, different interpretations and design implications; and hone the skills needed to perform to an audience. You will perform, or present your design for, two extracts from this play to a visiting examiner. It is worth 30% of the GSCE.

When producing work, even as an actor, you will have many chances to use and develop your skills in technical theatre. You will research material for your performances, create diagrams, annotate scripts, storyboards and much more.

You will enjoy GCSE Drama if you want to study a subject that is both practical and creative. As well as developing your performance skills, you will acquire skills in problem solving and teamwork. You will find that Drama helps you to feel more self-confident. It is highly valued by employers because of this as it shows you are a fully-rounded individual. It can lead to a career not just in performance, but also prepare you for any career that involves working with people.