



MAYVILLE HIGH SCHOOL

*Founded in 1897*

# KEY STAGE 4 OPTIONS BOOKLET

Year 10 (L5) – September 2022

# GCSEs & KS4 COURSES CURRENTLY OFFERED AT MAYVILLE

The following are the new style GCSEs and will be graded level 9-1:

ART CRAFT & DESIGN  
BIOLOGY  
BUSINESS  
CHEMISTRY  
COMPUTER SCIENCE  
DANCE  
DESIGN TECHNOLOGY – Textiles  
DESIGN TECHNOLOGY – Timbers  
DRAMA  
ENGLISH LANGUAGE  
ENGLISH LITERATURE  
FRENCH  
GEOGRAPHY  
GERMAN  
HISTORY  
MATHEMATICS (IGCSE)  
MUSIC  
PHYSICAL EDUCATION  
PHYSICS  
RELIGIOUS STUDIES  
COMBINED SCIENCE (DOUBLE AWARD)  
SPANISH  
STATISTICS  
\*STUDY SKILLS/SUPPORT (No qualification)

The following Level 2 Certificates will also be offered in KS4: (Level 2 Certificate is equivalent to a GCSE)

Level 2 Certificate in Creative and Performing Arts (Dance)  
Level 2 Certificate in Creative and Performing Arts (Drama)  
Level 2 Certificate in Performance for Music Practitioners  
Level 2 Certificate in Sport Studies  
Level 2 Technical Award in Business and Enterprise  
Level 2-3 ICDL (International Certification of Digital Literacy)

Core subjects for GCSE are English Language, English Literature, Mathematics, Combined Science Double Award or separate Biology, Chemistry, Physics.

Entry Level Certificates or Functional Skills Qualification will be available for pupils below GCSE standard in English, Maths and Science.

\* By invitation only

# GCSE ART CRAFT & DESIGN (Edexcel - 1AD0, Level 9-1) 2022

## Pearson Edexcel GCSE Art and Design (2016)

### OBJECTIVES

For pupils to develop a sound working knowledge which allows a full exploration of all that might be associated with the criteria of art and design through the G.C.S.E. syllabus objectives.

Pupils should display skills of observation, analysis, investigation, experimentation and documentation. With materials knowledge and technique they should show a good understanding of the basic elements, processes and procedures (listed in the syllabus framework).

Skills of imagining, interpreting, conceiving, developing and reviewing, along with connecting, sequencing, applying and refinement should evolve.

Use of research systems and contextual/historical studies are put into practice. Pupils should develop the ability to assess social, moral, ethical and aesthetic values through the practice and appreciation of art and design.

ANNOTATION: Students will be expected to demonstrate the ability to record their ideas, observations, insights and independent judgements visually and through informative written annotation, using a specialist vocabulary.

Written annotation should be purposeful, not descriptive. It is compulsory to show evidence of this in assessment objective 3.

DRAWING: is at the heart of art, craft and design – from initial sketches to detailed observations to wild mark-making and expressive lines and forms a core element of artists, craftspeople and designers.

Drawing will be assessed through all Assessment Objectives.

Both Lower and Upper Five, have three structured lessons per week. Art homework is given on a weekly basis. Extra art is offered after school – subject to timetable. Pupils *may need to attend* if their *work is not completed according to project deadlines*.

Additional research is often required and a pocket sized personal sketch book is encouraged. The GCSE is structured on the basis of continual assessment and the final mark being awarded on the merit of the coursework, preparatory studies and a controlled test. (60% coursework 40% timed test). The coursework is set and assessed as a personal portfolio of work by an external moderator along with the externally set timed test.

Pupils are supplied with an initial set of gouache paints but will need to purchase extra when these are used. They also need an A1/A2 folder to house their coursework in school **at the beginning of the course**.

Preparatory studies are exploratory, investigative and developmental which accompany art and design work. This includes visual forms and images, written and verbal resources as well as the thought process involved in the production of art and design.

They constitute an externally set examination, the controlled test. The controlled test is a ten hour unaided paper, usually set over two consecutive school days. 20 hours of preparatory studies are assessed with the ten hour examination.

GCSE art is both internally and externally assessed with a final candidate's display of work. (Displaying work pending the current government guidelines.)

All coursework must be completed or candidates will not be put forward for the GCSE examination.

Pupils are continually assessed throughout the two year study period. The four study skills which they are assessed upon relate to:

AO1 – Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 – Record ideas, observations and insights relevant to intentions as work progresses.

AO4– Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Assessment objectives are equally weighted –  $25\% \times 4 = 100\%$

A mark is awarded for Coursework - 60% and Terminal Examination - 40%

The new GCSE syllabus requires pupils to submit timed work. Approximately 45 hours supervised activity – “these are not tests” they are timed tasks as a body of work which form Paper 1. A personal portfolio in Art & Design.

The Teacher Examiners marks are externally moderated.

Requirements to be successful in this course are a **commitment to working hard over a sustained period of time and a genuine love of the subject**. The levels of achievement within GCSE Art are not easy to gain the higher range of marks. It does help to have a “basic skill level” at a grade of 5 or preferably above at KS3. All work produced goes towards this GCSE. Self-motivation and organisational skills are advantageous to succeed in art. Any missed work will be required to be completed.

Pupils need to purchase an A2 folder to be kept in school and then take the work when they leave.

Gouache paints will need to be replenished and a new sketchbook when the final exam paper is set.

An exhibition for assessment purposes will need to be mounted before the moderator's visit. Pupils will be advised of the dates to put up and take down this exhibition.

Candidate's folders need to be stored in school until the collection date is confirmed by the examination board, which is normally in September.

# NCFE Level 1/2 Technical Award in BUSINESS AND ENTERPRISE 2022

## NCFE Level 1/2 Technical Award in Business and Enterprise

**This qualification shows learners how to:**

- Understand entrepreneurial characteristics and business aims and objectives
- Legal structures, organisational structures and stakeholder engagement
- Understand the marketing mix, market research, market types and orientation types
- Understand operations management
- Understand internal and external influences on business
- Understand research, resource planning and growth for business
- Understand human resource requirements for a business start-up
- Understand sources of enterprise funding and business finance
- Understand business and enterprise planning.

This course is designed for learners who want an introduction to business and enterprise that includes a vocational and project-based element.

**How you will be assessed:** The qualification is graded Pass, Merit and Distinction.

The following table provides an overview of the units,

Unit 01 40% Weighting Externally assessed: Written examination: 80 marks

- 1 hour 30 minutes paper with a mixture of multiple-choice, short-answer and extended-response questions.

Unit 02 60% Weighting Internally assessed: The completion time for the Synoptic Project is 21 hours of supervised time. The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.

**What you will study:**

Unit 1 covers knowledge:

LO1: Understand entrepreneurship, business organisation and the importance of stakeholders

LO2: Understand the marketing mix, market research, market types and orientation types

LO3: Understand operations management

LO4: Understand internal influences on business

LO5: Understand external influences on business

Unit 2 covers knowledge and application:

LO1: Understand research, resource planning, growth and development for business and enterprise

LO2: Understand human resource requirements for a business start-up

LO3: Understand sources of enterprise funding and business finance

LO4: Understand business and enterprise planning

**So why should you choose NCFE Level 1/2 Technical Award in Business and Enterprise as an option?**

- You will be able to understand the business world which you will enter after finishing school/college/university.
- You will be able to make informed decisions and put forward arguments to persuade others.
- You will have the knowledge to help you set up a business of your own.

# GCSE BUSINESS (OCR - J204, LEVEL 9-1) 2022

## GCSE - Business (9-1) - J204 (from 2017)

### Would you like:

- To be your own boss running your own business?
- To understand just what goes on in the world of work?
- To know what businesses look for when they recruit staff
- To see how a business gets its money to operate?
- To know why so many adverts are aimed at teenagers?
- To understand why the same big businesses operate around the world?

### OCR GCSE (9-1) Business is the course to take if you want the answers to these and many other questions.

When you leave school you may be working for a business or other organisation. After studying Business you will have an insight into just how businesses operate, including how to set up a business of your own. So why should you not be the next Richard Branson?

- This is a practical course, using real businesses as examples
- Learn skills to help you in decision making
- Be one step ahead in understanding how businesses operate

### What you will study in OCR GCSE (9-1) Business:

- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.

### How you will be assessed

- Two exams at the end of the course, each 90 minutes long. There is no controlled assessment.
- Some questions will be multiple choice, some will be extended writing to test your ability to explain.

### So why should you choose OCR GCSE (9-1) Business as an option?

- You will be able to understand the business world which you will enter after finishing school/college/university.
- You will be able to make informed decisions and put forward arguments to persuade others
- You will have the knowledge to help you set up a business of your own.
- The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.
- Business can lead on to many vocational qualifications and is a good stepping stone for you in A Level subjects, especially economics, accountancy and, of course, A Level Business.

# COMPUTER SCIENCE – GCSE (OCR - J277, Level 9-1) 2022

## GCSE - Computer Science (9-1) - J277 (from 2020)

Computing is one of the most exciting, challenging and interesting aspects of IT. Thinking about a career in game making or software development? Want to write your own programs and understand how a computer works? The student will create applications to solve problems based on real life scenarios and will test how well their solution meets the needs of the user.

**Computing is a technical course that is fundamentally different from ICT.**

This course is contemporary, relevant and rewarding for GCSE students of all levels.

The qualification:

- Prepares students for learning, working and living in an increasingly digital world
- Develops creativity, logical thinking, independent learning and self-evaluation
- Gives students a chance to design apps and software for technologies they use - mobile phones, games consoles and the internet
- Teaches computing which is of enormous importance to the economy and focuses on computer technologies that are relevant in the modern world
- Gives a thorough grounding in computing, creating opportunities for students to move on to A-levels, vocational courses, industry recognised IT qualifications and employment
- Also supports progress in other areas such as technology, science, engineering and the creative industries

**You will be assessed through:**

### **Computer systems (01 - 90 minutes 50% weighting)**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### **Computational thinking, algorithms and programming (02 - 90 minutes 50% weighting)**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

### **Practical programming**

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

To study this course you should be able to cope with an intensive course with mathematical elements including binary and hexadecimal conversions and be interested in how computers work and how programs are made.

# GCSE DANCE AQA - 8236 (LEVEL 9-1) 2022

## [GCSE | Dance | Specification at a glance](#)

This course focuses on the aesthetic and artistic qualities of dance, and the use of dance movements, as a medium of expression and communication in the performance, creation and appreciation of dance.

This course will encourage pupils to:

1. Develop their understanding and appreciation of a range of dance styles.
2. Develop aesthetic and artistic sensitivity to dance works.
3. Develop the knowledge, skills and understanding, needed to perform, choreograph and appreciate dance, including an awareness of its artistic context.
4. Develop life-skills and attributes, including decision making, critical and creative thinking, aesthetic sensitivity and the ability to cooperate with others.

### **Core content**

Performance

Choreography

Dance appreciation

### **Assessments**

Students must complete both assessment components.

### **COMPONENT 1: PERFORMANCE AND CHOREOGRAPHY**

#### **What's assessed?**

##### *Performance*

Set phrases through a solo performance (approximately one minute in duration)

Duet/trio performance (three and a half minutes in duration)

##### *Choreography*

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

#### **How it's assessed:**

Internally marked and externally moderated

*Performance* – 30% of GCSE. 40 marks

*Choreography* – 30% of GCSE. 40 marks

Total component 60%

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

### **COMPONENT 2: DANCE APPRECIATION**

#### **What's assessed?**

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

#### **How it's assessed:**

40% of GCSE

Written exam: 1 hour 30 minutes. 80 marks

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



# RSL LEVEL 2 IN CREATIVE AND PERFORMING ARTS

## – DANCE PATHWAY 2022

### VQ Syllabuses – RSL Awards

- Practical structured learning - flexibility to specialise in dance
- Externally assessed core units and internally assessed optional units related contextual, historical or theoretical understanding
- 2 pathways - Dance or Acting (Certificate only in Lower V)
- Extended Certificate - flexible pathway - unit from Summer Term carried forward into Upper V
- Certificate delivered during Lower V (Year 10)
- Discussion held with pupil regarding their chosen pathway for Extended certificate at end of Spring Term
  - Extended Certificate overlaps Lower V into Upper V

On the dance pathway, pupils will cover technique classes in multiple styles, choreography and audition technique. They will prepare for a performance assessment each term, with the opportunity to regularly perform for an audience. We will be performing in the community at local schools and events, giving pupils an opportunity to learn and develop leadership and teaching skills. The range of optional units are designed to equip pupils with a well-rounded understanding of the performing arts industry. With no set works or repertoire restrictions, pupils can study styles and genres they are interested in, generating greater learner engagement. Pupils are graded according to where the majority of their grading sits, resulting in holistic, best-fit assessment (Pass, Merit, Distinction).

The typical course structure involves one unit per term:

Lower V Autumn Term - one optional unit

Lower V Spring Term - Live production core unit (externally assessed)

Lower V Summer Term - one optional unit (start of Extended Certificate)

Upper V Autumn Term - one optional unit

Upper V Spring Term - Live production core unit (externally assessed)

Upper V Summer Term - lessons become study/exam prep for other subjects

Level 2 qualifications are equivalent to a GCSE. The RSL Certificate is Accredited by Ofqual the Qualifications Regulator for England. There is no final written examination - pupils will be required to present written work in a variety of formats throughout the course. All written work will be specified in assignment briefs outlined at the beginning of each term. All assessment is based around practical and/or technical skills and knowledge applicable to roles in the performing arts industry. Throughout the course there will be multiple performance opportunities building and developing on technique and performance skills.

# GCSE DESIGN AND TECHNOLOGY 2022

## Design and Technology | GCSE | Design and Technology

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. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

### **Content and assessment overview**

Design and Technology consists of one externally-examined paper and one non-examined assessment component. Students must complete all assessments in May/June in any single year.

### **COMPONENT 1**

Written examination: 2 hours  
50% of the qualification  
100 marks

### **Content overview**

#### **Core content**

and any one from the following material categories:

- Textiles
- Timbers

#### **Assessment overview**

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.

Textiles or Timbers

Section C – Designing and making principles.

Calculators may be used in the examination.

Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.

## COMPONENT 2

Non-examined assessment  
50% of the qualification  
100 marks

### Content overview

Substantial design and make task

- Assessment criteria:
- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA • Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

### Assessment overview

The assessment criteria for the NEA are split into six sections as follows.

#### **A01 Identify, investigate & outline design possibilities**

A Identifying & investigating design possibilities 10 marks

B Producing a design brief & specification 10 marks

#### **A02 Design & make prototypes that are fit for purpose**

C Generating design ideas 20 marks

D Developing design ideas 20 marks

E Realising design ideas 20 marks

#### **A03 Analyse & evaluate**

F Analysing & evaluating 20 marks

Total 100

# GCSE DRAMA (EDEXCEL-1DRO, LEVEL 9-1) 2022

## Pearson Edexcel GCSE Drama (2016)

Drama is a practical, fun and challenging course, which enables pupils to not only learn about performing but also about creating drama, working in a team, expressing opinions and making decisions. Students will also learn to analyse and evaluate theatrical performances using a critical perspective and clear justification. Students are expected to use problem solving skills and approach tasks with an 'outside the box', original, creative approach. This approach to thinking can be transferable across a range of subjects.

The course is a must for anyone who intends to follow courses in acting, performing arts or media and also for students who enjoy being creative, artistic and working in groups. The majority of lessons will be practical and students will also attend live theatre performances as part of their course.

The outline below is for the GCSE specification for Drama. Its focus is on learning the key skills needed A Level Drama should students choose that route, but also to give them a range of skills that will aid them in whatever route or career they choose to follow after GCSE level.

### **COMPONENT 1 – DEVSING 40%**

Students devise a piece of theatre which they then perform.  
They will record the process in a portfolio.  
This is internally assessed and externally moderated.  
Performances are in groups of 3-6 students.

### **COMPONENT 2 - PERFORMANCE FROM TEXT 20%**

Performance of 2 extracts from a text.  
Externally assessed by a visiting examiner.  
Students can perform a monologue, a duologue, or group performance.

### **COMPONENT 3 – THEATRE MAKERS IN PRACTICE. 40%**

Choice of one set text from 8 to be explored practically.  
Evaluation of a piece of live theatre that has been seen.  
Exam 1 hour and 30 minutes. Divided into two sections:

- A) Questions on a set text.
- B) Live theatre evaluation.

# RSL LEVEL 2 IN CREATIVE AND PERFORMING ARTS

## – DRAMA PATHWAY 2022

### Vocational Qualifications Creative and Performing Arts

- Practical structured learning - flexibility to specialise in drama
- Externally assessed core units and internally assessed optional units related contextual, historical or theoretical understanding
- 2 pathways - Drama or Dance (Certificate only in Lower V)
- Extended Certificate - flexible pathway - unit from Summer Term carried forward into Upper V
- Certificate delivered during Lower V (Year 10)
- Discussion held with pupil regarding their chosen pathway for Extended certificate at end of Spring Term
  - Extended Certificate overlaps Lower V into Upper V

On the drama pathway, pupils will study two well-known texts from two different historical genres. They will prepare for a performance assessment in each term, with the opportunity to regularly perform for an audience. We will be performing in the community at local schools and events, giving pupils an opportunity to learn and develop leadership and teaching skills. The range of optional units are designed to equip pupils with a well-rounded understanding of the performing arts industry. With no set works restrictions, pupils can study genres they are interested in through a range of different texts and aspects of drama, generating greater learner engagement. Pupils are graded according to where the majority of their grading sits, resulting in holistic, best-fit assessment (Pass, Merit, Distinction).

The typical course structure involves one unit per term:

Lower V Autumn Term - one optional unit

Lower V Spring Term - Live production core unit (externally assessed)

Lower V Summer Term - one optional unit (start of Extended Certificate)

Upper V Autumn Term - one optional unit

Upper V Spring Term - Live production core unit (externally assessed)

Upper V Summer Term - lessons become study/ exam prep for other subjects

Level 2 qualifications are equivalent to a GCSE. The RSL Certificate is Accredited by Ofqual the Qualifications Regulator for England. There is no final written examination - pupils will be required to present written work in a variety of formats throughout the course. All written work will be specified in assignment briefs outlined at the beginning of each term. All assessment is based around practical and/or technical skills and knowledge applicable to roles in the performing arts industry. Throughout the course there will be multiple performance opportunities building and developing on technique and performance skills.

# GCSE ENGLISH LANGUAGE (CORE) 2022

## (Cambridge IGCSE First Language English 9-1, 0990)

### **English Language: Cambridge International**

GCSE English is a core subject but is offered as two GCSEs which are taught alongside over 5 English lessons a week. All pupils therefore have the opportunity to follow a two year course which leads to GCSE certification in both English Language and English Literature.

### **ENGLISH LANGUAGE CONTENT**

#### **Speaking and Listening**

Pupils undertake a range of activities over the duration of the course which include presentations, discussions, listening and role play to develop these important life skills. There is also the option to complete a separate endorsement where pupils are recorded giving an individual talk, followed up by questions and discussion on the chosen topic. This task is teacher assessed and pupils who complete this would be awarded with a separate certificate.

#### **Reading**

Pupils are encouraged to engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and nonfiction, and other forms of writing such as discursive essays, reviews and articles.

This study includes a focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Pupils also study how writers can influence readers through use of facts, ideas, perspectives, opinions and bias.

Reading is examined through a single two hour examination paper.

#### **Writing**

Pupils produce a coursework portfolio over the course of the two year course which makes up 50% of their GCSE grade. They can produce a first draft on which the teacher can give general feedback before submitting a final draft. The portfolio consists of three assignments, each of about 500–800 words. The assignments are:

Assignment 1: writing to discuss, argue and/or persuade in response to a text or texts

Assignment 2: writing to describe

Assignment 3: writing to narrate

# GCSE ENGLISH LITERATURE (CORE) 2022

(AQA - 8702, Level 9-1)

## English Literature: AQA

GCSE English is a core subject but is offered as two GCSEs which are taught alongside over 5 English lessons a week. All pupils therefore have the opportunity to follow a two year course which leads to GCSE certification in both English Language and English Literature.

Pupils will study a play by Shakespeare and a 19th Century novel, both chosen from lists set by AQA.

They will also study a modern text (drama or prose) from a set list and a cluster of 15 poems from the AQA anthology. The poems are thematically linked and written between 1789 and the present day.

There is also the requirement to respond to unseen poetry and also to compare poems.

English Literature is assessed by two end of course examinations. The make up of these papers have varied over the last two years because of the pandemic, but should return to the traditional format below for examination in 2024.

Paper 1 Shakespeare and the 19th Century Novel (1 hour 45 mins) = 40% of GCSE

Paper 2 Modern texts and Poetry (2 hours 15 mins) = 60% of GCSE

# GCSE FRENCH (AQA - 8658 LEVEL 9-1) 2022

## [Languages | GCSE | French](#)

### **It is a multilingual world!**

Studying languages is a challenging and rewarding experience that will open many doors and can be combined with any other subject.

At GCSE level you will study French in much more depth and learn more about how the language works as well as explore the culture, translation, literature texts, global issues and current affairs.

In order to meet the demands of French GCSE you need to be:

- Hard working
- Passionate
- Ready to consistently memorise texts and learn large amounts of vocabulary
- Able to meet deadlines

If you would like to discuss matters further please do not hesitate to talk to a member of the Languages Department.

### **The course will be structured as following:**

#### **Unit 1: Listening 25%**

Foundation Tier – 35 min (+ 5 min reading time)

Higher tier- 45 min (+ 5 min reading time)

#### **Unit 2: Speaking 25%**

Foundation Tier- 7-9 minutes + preparation time

Higher Tier 10-12 minutes + preparation time

#### **Unit 3: Reading 25%**

Foundation Tier: 45 minutes

Higher Tier: 1 hour.

#### **Unit 4: Writing 25%**

Foundation Tier: 1 hour

Higher Tier: 1h 15 minutes



# GCSE GEOGRAPHY (AQA - 8035 - Level 9-1) 2022

## Geography | GCSE | Geography

### WHY STUDY GEOGRAPHY?

Geography is a subject that allows you to investigate and make sense of the world that we live in today. The course will provide you with the opportunity to get to grips with some of the huge challenges facing people and the environment. It will help you to understand the human and physical processes that shape and change our world. You will travel the world from your classroom, studying case studies from the UK, high income countries, newly emerging economies and low income countries. Geography is multidisciplinary and enables you to develop a wide range of different skills from cartographic and GIS skills to evaluation, analysis and decision making. Employers in many fields, as well as universities, recognise Geography's value as a skills-based subject which enhances people's knowledge and awareness of the world we live in. Geography really is everywhere and that is what makes it such an exciting and relevant course to study.

### TEACHING APPROACH

The two year course is outlined below. Lessons are varied and incorporate a number of different approaches. Enquiry based learning features in many lessons, as well as group work, problem solving and individual study. Current news events and local issues are often incorporated into the teaching programme. You will use ICT to support your learning. Fieldwork is also an integral part of the course.

### COURSE STRUCTURE

The Geography course is linear and based over two years. The examination will be at the end of the course in the form of three written papers. The exam papers have an element of choice and questions are varied, including multiple choice, short answer, and extended responses.

#### Unit 1: Living with the Physical Environment

Worth 35% of the overall marks, this unit has three sections that look at a number of different elements of Physical Geography. You will consider the impact of the physical world on people and how the natural world can be managed in a sustainable way. The topics covered include:

##### Section A: The Challenge of Natural Hazards

- Volcanoes and Earthquakes
- Tropical storms and climate change
- Extreme weather in the UK

##### Section B: Physical landscapes in the UK

- Coastal landscapes in the UK
- River landscapes in the UK

##### Section C: The Living World

- Ecosystems
- Tropical rainforests
- Hot deserts or Cold environments

## **Unit 2: Challenges in the Human Environment**

Accounting for 35% of the overall marks, this unit has three sections that will enable you to develop an understanding of the factors that produce a variety of human environments, how they change over time and how they can be managed sustainably.

### **Section A: Urban issues and challenges**

Urbanisation and the rise of megacities

Urban issues of cities in the rich and poor world. Case studies of Rio de Janeiro and Bristol

Sustainable urban living

### **Section B: The changing economic world**

Global variations in economic development and quality of life

The global development gap, role of TNC's and types of aid

Economic development in the UK, employment patterns and regional growth

### **Section C: Resource management**

Global distribution of resources

Changing demand and provision of food, energy and water resources in the UK

Global water supply issues

## **Unit 3: Geographical applications**

Accounting for 30% of the overall marks, this unit has 2 sections that will draw on skills that you will develop over the length of the course, as well as focusing on field work that you will carry out.

### **Section A: Issue evaluation**

This will be a problem solving, issue based activity based on one part of the GCSE course. You will have an opportunity to show your breadth of understanding and appreciation of inter-relationships between different aspects of the course.

### **Section B: Fieldwork**

During the course you will have to undertake at least two geographical enquiries, both of which involve field work and the collection of data. You then have to demonstrate your understanding by answering questions based on both your own work and by using field work materials from an unfamiliar context.

Fieldwork is a compulsory and vital part of this GCSE course. There are trips planned to the River Meon, to study river processes and to the village of East Meon to study social and economic changes in a rural area. There is also an optional residential trip, which is currently based in Weymouth.

# GCSE GERMAN (AQA - 8668, Level 9-1) 2022

## [Languages | GCSE | German](#)

### **It is a multilingual world!**

Studying languages is a challenging and rewarding experience that will open many doors and can be combined with any other subject.

At GCSE level you will study German in much more depth and learn more about how the language works as well as explore the culture, translation, literature texts, global issues and current affairs.

In order to meet the demands of German GCSE you need to be:

- Hard working
- Passionate
- Ready to consistently memorise texts and learn large amounts of vocabulary
- Able to meet deadlines

If you would like to discuss matters further please do not hesitate to talk to a member of the Languages Department.

### **The course will be structured as following:**

#### **Unit 1: Listening 25%**

Foundation Tier – 35 min (+ 5 min reading time)

Higher tier- 45 min (+ 5 min reading time)

#### **Unit 2: Speaking 25%**

Foundation Tier- 7-9 minutes +preparation time

Higher Tier 10-12 minutes +preparation time

#### **Unit 3: Reading 25%**

Foundation Tier: 45 minutes

Higher Tier: 1 hour.

#### **Unit 4: Writing 25%**

Foundation Tier: 1 hour

Higher Tier: 1h 15 minutes

# GCSE HISTORY (AQA - 8145, Level 9-1) 2022

## [History | GCSE | History](#)

This course gives pupils the opportunity to study History from a variety of perspectives, including political, social, economic and cultural. Thereby, helping candidates to appreciate the diversity of the societies studied and the experience of the people in these societies. A broad range of topics are available looking at Britain, Europe and the World over the last 1200 years.

Pupils considering GCSE History should:

- Be willing to work independently.
- Be able to write for extended periods.
- Be enthusiastic to read at home.
- Have a natural interest in current affairs.

The qualification is linear with pupils sitting two written examinations at the end of the course. History has no tiering.

### **Subject content:**

Two hour GCSE examination:

Paper 1: Understanding the modern world

*Germany, 1890 - 1945: Democracy and dictatorship*

*Conflict and tension, 1918 - 1939*

Two hour GCSE examination:

Paper 2: Shaping the nation

*Britain: Migration, empires and the people: c790 to the present day*

*Norman England, c1066 - c1100*

# EDEXCEL IGCSE MATHEMATICS (CORE) (GRADE 9-1) 2022

## Edexcel International GCSE Mathematics A (2016)

### The aims of the course are to:

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

The course is available at both higher and foundation level. Classes are set and progress is constantly assessed throughout the course, so that pupils sit the paper which allows them to achieve the best grade possible.

- Foundation tier – grades 1 to 5 available
- Higher tier – grades 4 to 9 available

### FOUNDATION TIER ( Component/paper code 4MA1/1F and 4MA1/2F)

- Externally assessed
- Availability: January and June
- First assessment: June 2018
- Two papers: 1F and 2F (both calculator papers). Each paper is 50% of the total International GCSE and a formula sheet is provided.

### Content summary

- Number
- Algebra
- Geometry
- Statistics

### Assessment

- Each paper is assessed through a 2-hour examination set and marked by Pearson.
- The total number of marks for each paper is 100.
- Each paper will assess the full range of targeted grades at Foundation Tier (5-1).
- Each paper will have approximately equal marks available for each of the targeted grades.
- There will be approximately 40% of questions targeted at grades 5 and 4, across papers 1F and 1H to aid standardisation and comparability of award between tiers.

## HIGHER TIER ( Component/paper code 4MA1/1H and 4MA1/2H)

- Externally assessed
- Availability: January and June
- First assessment: June 2018
- Two papers: 1H and 2H (both calculator papers). Each paper is 50% of the total International GCSE and a formula sheet is provided.

### Content summary

- Number
- Algebra
- Geometry
- Statistics

### Assessment

- Each paper is assessed through a 2-hour examination set and marked by Pearson.
- The total number of marks for each paper is 100.
- Questions will assume knowledge from the Foundation Tier subject content.
- Each paper will assess the full range of targeted grades at Higher Tier (9-4).
- Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9.

## ADDITIONAL MATHS

For students studying the Higher IGCSE and who are targeted a 7 or above, opportunity may be given to study additional maths, which is a free standing maths qualification (FSMQ). This will be offered as a lunchtime club.

Link to exam board: [Free Standing Maths Qualification \(FSMQ\) - Additional Mathematics - 6993](#)

## FUNCTIONAL SKILLS ENTRY LEVEL (1-3) AND LEVEL 1 CERTIFICATES

### Edexcel Functional Skills in Mathematics

From September 2020 pupils may be able to access the above qualifications. They enable those pupils who may find maths difficult to develop mathematical skills and understanding which are assessed in smaller increments of progress and build confidence through success. Functional skills certificates will run alongside normal preparation for IGCSE (Foundation) and the assessments are designed to be taken when the student is ready. It consists of short tests carried out in class and internally assessed. There are no time limits for the assessments and plenty of retake opportunities.

# GCSE MUSIC (OCR - J536, Level 9-1) 2022

## GCSE - Music (9-1) - J536 (from 2016)

Music GCSE is an option for students who enjoy composing and performing music and for those who would like to learn more about music of different traditions. The ability to read music and play an instrument or sing is useful but not essential and there is no requirement for a certain grade or level of achievement.

The examining board also accepts technology based compositions and performances which can be an interesting alternative.

The marks for the course are achieved from a combination of listening and appraising, performing and composing.

### **Listening and Appraising:**

The areas of music which will be the basis of the listening paper will include the following:

- The Concerto through time – exploring how a variety of composers have composed for solo instruments accompanied by an orchestra
- Rhythms of the World – learning about musical styles and features which are typical in music from a variety of countries
- Film Music – finding out how composers create music which represents action and/or mood; how existing music can be used in certain scenes; exploring computer game music
- Conventions of Pop – looking at some of the main genres from Rock 'n' Roll to the present day.

There is a listening paper of 1 hour 30 minutes set at the end of the course.

This is worth 40% of the course marks. Pupils will listen to a number of extracts in a variety of genres and answer questions based on their understanding.

### **Performing:**

Pupils will need to prepare a performance on their chosen instrument/voice and also play as part of an ensemble. There is a minimum of 4 minutes, of which at least 1 minute must be ensemble playing.

These can be recorded at any stage of the course and students are marked on their technical skill and their ability to convey the musicality and expression of their chosen pieces.

These are marked internally and moderated externally. Together they are worth 30% of the course marks.

### **Composing:**

Pupils are asked to compose two pieces.

One composition is completely free choice and the second will be inspired by an OCR set brief.

Students are encouraged to compose to their strengths and may write their pieces in any genre using instruments of their choice and may include the use of computer software.

Compositions will need to be approximately two to three minutes in length.

Recordings are made and written descriptions/scores are submitted with their recordings.

These pieces are marked both internally and externally. Together they are worth 30% of the course marks.

This course has a large practical element to it. Musical theory and terminology is linked carefully to the practical parts of the course and to the listening and appraising component.

# RSL LEVEL 2 CERTIFICATE IN PERFORMANCE FOR MUSIC PRACTITIONERS 2022

## [Music Practitioners Qualifications - Discover RSL's Qualifications](#)

Students choosing this option will follow the RSL Music Practitioner specific tion which is designed to provide a vocationally-relevant education in contemporary music. It is assessed through a combination of coursework and an externally assessed performance unit. The course develops performance skills alongside general musicianship such as listening and analysing.

The course supports key life skills including project management, self-motivation, organisation and independent learning .

These units will be studied:

### **Musical Knowledge**

This unit aims to build a learner's musical knowledge and develop their ability to understand and talk about music using appropriate technical language. Learners will study musical styles from both a contextual perspective and through a practical understanding of key musical elements. Through the study of musical style, learners will be able to identify the necessary knowledge and skills they need to develop to work as a music practitioner in their chosen discipline.

### **Skill Development**

This unit aims to enhance learners' capacity to understand how to maximise their development as a music practitioner, to recognise success and to encourage improvement in areas which require further work through objective and reflective self assessment. Learners will develop their ability to plan and carry out a proactive and structured skill development process in an area relevant to their discipline, based around their own goals and objectives. The ability to undertake such a process in a systematic and focused manner is a key skill for any music practitioner, as processes like these can be applied in any areas of skill acquisition and development.

### **Live Performance**

This unit aims to prepare learners for undertaking a live musical performance to an audience, in response to a brief. Within the performance, learners will be able to demonstrate and also integrate the full range of knowledge and skills developed throughout their study for the qualification. Learners will have the opportunity to reflect on their ability to plan and rehearse for the performance, and evaluate how successful the final performance was in meeting the requirements of the brief. They will also have the opportunity to demonstrate their knowledge and understanding from the qualification by providing feedback on an example from an existing performance project.

Level 2 qualifications are equivalent to a GCSE. The RSL Certificate is Accredited by Ofqual the Qualifications Regulator for England. There is no final written examination - pupils will be required to present written work in a variety of formats throughout the course. All written work will be specified in assignment briefs outlined at the beginning of each term. All assessment is based around practical and/or technical skills and knowledge applicable to roles in the performing arts industry.



# GCSE PHYSICAL EDUCATION (AQA – 8582, LEVEL 9-1) 2022

## Physical Education | GCSE | Physical Education

### **This course should encourage pupils to:**

- Be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways
- Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits of health, fitness and well-being
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport

### **The main features of the assessment:**

#### **Paper 1**

- The human body and movement in physical activity and sport
- Written exam (1 hour 15 minutes) worth 30% of grade

#### **Paper 2**

- Socio-cultural influences and well-being in physical activity and sport
- Written exam (1 hour 15 minutes) worth 30% of grade

#### **Practical performance in physical activity and sport**

- Internal assessment (external moderation) worth 40% of grade:
- Students are assessed as player/performer in three different activities (team, individual and a third from either team or individual), worth 30% of grade
- Plus written/verbal analysis and evaluation performance, worth 10% of grade

# CAMBRIDGE NATIONAL SPORTS STUDIES

## LEVEL 2 CERTIFICATE 2022

Cambridge Nationals - Sport Studies Level 1/2 Award/Certificate - J803, J813

**FOR THE CERTIFICATE THERE ARE TWO MANDATORY UNITS:**

### **R051: Contemporary issues in sport (Exam based unit - 1 x 60 minute exam)**

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

### **R052: Developing sports skills (Coursework unit - Practical)**

Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

**FOR THE CERTIFICATE THERE ARE ALSO OPTIONAL UNITS. STUDENTS SELECT TWO FROM THE FOLLOWING:**

### **R053: Sports leadership (Coursework unit - Practical)**

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

### **R054: Sport and the media (Coursework unit)**

Students explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

### **R056: Developing knowledge and skills in outdoor activities (Coursework unit - Practical)**

Students find out about a wide range of outdoor and adventure activities and the organisations that provide access to them. Through planning and participating in these types of activities they will learn about the risks involved and gain an understanding of health and safety, risk assessments and the importance of detailed planning for various scenarios and challenging environments. This will also help them develop their communication, decision-making and leadership skills.

# RELIGIOUS STUDIES (EDUQAS – C120P3, LEVEL 9-1 Route A) 2022

## GCSE Religious Studies

The Department will follow the WJEC/EDUQAS syllabus which involves the study of Christianity and one other World Faith in addition to a component covering Philosophy and Ethics in religion.

This specification has no coursework and is examined through three examination papers. There are four hours of written examination in total.

**Component 1** covers Philosophy and Ethical Studies in the Modern World in four themes of study:

- 1) Relationships
- 2) Crime and punishment
- 3) Peace and conflict
- 4) Human Rights

There are compulsory questions on each theme in a two hour paper which is worth 50% of the total qualification.

**Component 2** on Christianity will cover Beliefs and Teaching in the first section of the paper with Practices in the second. This one hour examination makes up 25% of the total qualification.

**Component 3** includes a study of a world faith which could be one of the following: Buddhism, Hinduism, Islam, Judaism or Sikhism. It follows the same format as for Component 2 to cover Beliefs, Teachings and Practices and is also 25% of the course. It is assessed through a one hour paper.

The specification gives students opportunities to acquire and develop an understanding of the beliefs, teachings, sources, practices, ways of life and forms of religious expression. In addition to promoting awareness of the importance of respect for people of different beliefs, practices, races and cultures.

Students will have the opportunity to express personal responses and informed insights as they encounter fundamental questions related to identity, belonging, purpose, truth and values.

Candidates are not required to have an allegiance to any religious tradition in order to study this course. The subject does require an inquiring mind about what motivates people to act, as well as an interest in moral and ethical issues. The course aims to develop in the learner the ability to construct well argued, well informed, balanced and structured detailed written responses.

The course can be an extremely useful background for anyone considering a career where working with people is a key feature or where an understanding of humanity and society is important (such as law, education, medicine, security and armed services, politics and social work).

# GCSE SCIENCE (AQA – Level 9-1) 2022

GCSE Science offers 2 pathways to suit students of all abilities and all aspirations:

## GCSE Combined Science Double Award: Trilogy (8464)

[Science | GCSE | Combined Science: Trilogy](#)

Covers the three science disciplines in a traditional fashion, much like the old Core and Additional Science GCSEs. All assessment is in the summer of UV. This will comprise 6 x 1 hour 15 minute written exams; 2 Biology, 2 Chemistry and 2 Physics, with a choice of Foundation or Higher Tier. The course includes 16 required practicals which are carried out throughout the course but assessed in the written exams.

## GCSE Biology (8461), GCSE Chemistry (8462) and GCSE Physics (8463)

[Science | GCSE | Biology](#)

[Science | GCSE | Chemistry](#)

[Science | GCSE | Physics](#)

These offer more scope than Combined Science. Each subject will be assessed in the summer of UV by 2 x 1 hour 45 minute written exams, also with a choice of Foundation or Higher Tier. Each subject includes up to 10 required practicals, assessed in the written papers.

The two courses are co-teachable, as the vast majority of the subject content appears in both. This means there is some flexibility to move pupils between Double Award and Triple science during the course of their studies.

All students study the Combined Science Double Award curriculum during UIV and LV.

Following their end of LV exams, the decision will be made whether an individual will consolidate Double Award or progress to Triple science in UV.

For students struggling with the GCSE course, AQA Entry Level Certificate (ELC): Science (5960) may be available to them. [ELC | Science | Specification at a glance](#)

Key points:

- A single GCSE science no longer exists.
- All assessment will take place terminally at the end of UV.
- Students must take the same tier (Foundation or Higher) in all exams.
- Double Award has a 17 point grading scale, from 9-9, 8-9 through to 1-2, 1-1.
- Higher tier ranges from 9,9 to 4,4 with a safety grade of 3,4 - below this is U (ungraded).
- Foundation tier ranges from 5,5 to 1,1
- Students predicted 4,5, 4,4 or below will generally be entered for Foundation tier.
- Each of the Triple sciences will be graded 9-1.
- There is no coursework component; Required Practical Activities (RPAs) are embedded in the course and assessed in the exams.
- Students studying the ELC will do this alongside the GCSE. It consists of short tests and practical assignments all carried out in class and marked by their teacher.

# GCSE SPANISH (AQA - 8698, LEVEL 9-1) 2022

## [Languages | GCSE | Spanish](#)

### **It is a multilingual world!**

Studying languages is a challenging and rewarding experience that will open many doors and can be combined with any other subject.

At GCSE level you will study Spanish in much more depth and learn more about how the language works as well as explore the culture, translation, literature texts, global issues and current affairs.

In order to meet the demands of German GCSE you need to be:

- Hard working
- Passionate
- Ready to consistently memorise texts and learn large amounts of vocabulary
- Able to meet deadlines

If you would like to discuss matters further please do not hesitate to talk to a member of the Languages Department.

### **The course will be structured as following:**

#### **Unit 1: Listening 25%**

Foundation Tier – 35 min (+ 5 min reading time)

Higher tier- 45 min (+ 5 min reading time)

#### **Unit 2: Speaking 25%**

Foundation Tier- 7-9 minutes +preparation time

Higher Tier 10-12 minutes +preparation time

#### **Unit 3: Reading 25%**

Foundation Tier: 45 minutes

Higher Tier: 1 hour.

#### **Unit 4: Writing 25%**

Foundation Tier: 1 hour

Higher Tier: 1h 15 minutes

# GCSE STATISTICS (Pearson Edexcel GCSE 9 - 1) 2022

## Pearson Edexcel GCSE Statistics (2017)

The Statistics GCSE has been redesigned to enable students to acquire transferable skills to support them in progressing beyond GCSE in a range of subjects. At the same time, this qualification retains many familiar features which have contributed to the popularity of our GCSE Statistics.

Students will be introduced to the skills of statistical enquiry, and practise the underpinning statistical calculations and interpretation using real world data and authentic contexts. This approach supports skills development for progression to a range of subjects and develops an awareness of statistics beyond the classroom.

### **PAPER 1 (Paper code 1ST0/1F and 1ST0/1H)**

Written examination: 1 hour and 30 minutes

50% of the qualification

80 marks

#### **Content overview**

1. The collection of data
2. Processing, representing and analysing data
3. Probability

#### **Assessment overview**

- Students must answer all questions
- The papers assess all content
- Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle
- The papers contain short response, medium response and extended response questions

### **PAPER 2 (Paper code 1ST0/2F and 1ST0/2H)**

Written examination: 1 hour and 30 minutes

50% of the qualification

80 marks

#### **Content overview**

1. The collection of data
2. Processing, representing and analysing data
3. Probability

#### **Assessment overview**

- Students must answer all questions
- The papers assess all content
- Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle
- The papers contain short response, medium response and extended response questions

# ICDL (INTERNATIONAL CERTIFICATE OF DIGITAL LITERACY) 2022

## [ICDL \(previously ECDL\) | BCS](#)

Using a computer effectively is now an essential skill – at home, at college, at university or at work. It can help you communicate more effectively and access information more easily, and a certified computer qualification makes you more attractive to employers.

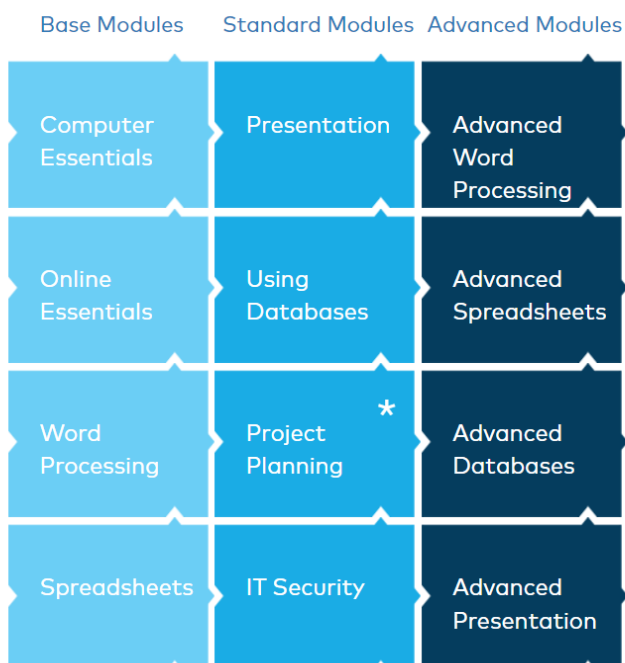
ICDL qualifications comprise a combination of the modules listed below:

- IT user fundamentals
- Internet and email
- Word processing
- Spreadsheet software
- Presentation software
- Database software
- Online collaboration
- Improving productivity
- Project planning
- IT security for users

IT User qualifications are available in two sizes (Award and Certificate) and both have three levels - Level 1 to Level 3. The benefits of this are that learners can progress in two ways, either by working towards a larger qualification at the same level or by working towards a higher-level qualification. To achieve one of these qualifications there is a minimum credit requirement, which is shown in the table below:

Minimum and Maximum Credit Levels			
Qualification Size	Level 1	Level 2	Level 3
Award	9-12	10 – 15	12 - 18
Certificate	13 – 16	16-20	25 -30

ICDL is made up of a range of modules – each module provides a practical programme of up-to-date skills and knowledge areas, which are validated by a test.



## STUDY SKILLS/SUPPORT (By Invitation Only)

Study skills are the skills you need to enable you to study and learn efficiently – they are an important set of transferable life skills.

Pupils who are invited to take one or two study skills options will receive a variety of study skills lessons as well as extra support for the core subjects.

This option is suitable for pupils who would benefit from taking less than 4 option subjects.

Pupils will be contacted by Mr Morriss and invited to choose Study Skills/Support as an option.

Pupils who think they would benefit from taking one less option and having more support with other subjects should contact Mr C Morriss. [c.morriss@mayvillehighschool.net](mailto:c.morriss@mayvillehighschool.net)