

Hydesville Tower School

Year 9 GCSE OPTIONS 2021-2023

INFORMATION BOOKLET

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Welcome

I am delighted to welcome you to the 2021 GCSE Options process for Year 9.

It is at this time of year our pupils start to consider their GCSE subject choices ahead of Year 10. This is both an exciting and important time for pupils as they start to think about the subjects they wish to study for the next two years at Hydesville Tower School. These subjects will form the basis of their plans post 16 when they leave Hydesville.

Each year we carefully review the GCSE option subjects which are available to our pupils to ensure we offer the most suited choices for the cohort. As you read the booklet you will find information regarding what the core subjects and the option subjects entail at GCSE level.

Our aim is to enable our pupils to follow a programme of study which develops their talents, aptitudes and interests so that by the age of sixteen they feel confident and ready to make the next decisions and pursue their chosen paths successfully.

We are fully committed to supporting all of our pupils and parents in this options process and the purpose of this booklet is to ensure that every pupil is given the best chance of success and able to make informed choices.

The deadline for the submission of the GCSE Options forms will be **Friday 5th of March 1pm**

If you have any further queries after reading this booklet then please do not hesitate to contact subject teachers, Form Tutors or myself for the relevant guidance and support.

Miss L.Jenkins
Deputy Headteacher (Head of Senior School)



General Information

The Core Curriculum

Pupils will study the following compulsory subjects:

English Language

English Literature

Mathematics

Science. The three components Biology, Chemistry, Physics are studied leading to the study of **either** three separate Sciences or the Double Award, which is decided after Mock Examinations in Year 11.

Option Choices

Pupils have the opportunity to study up to **four** further subjects to be chosen from:

Art

Business Studies

Computer Science

Drama

French

Geography

History

Music

Physical Education

Religious Studies

Spanish

Study Skills—not a GCSE subject, further information to follow.

In making this choice pupils should aim to maintain a good balance of subjects whilst following particular interests or strengths. Serious consideration should be given to the mix of knowledge, skills and understanding required by different combinations of subjects. It is also important to leave options open for further study.

Making Decisions

The decisions made in Year 9 are crucial because they control the next two years of pupils' school life and can have consequences on choices and decisions after GCSEs. In Year 9 pupils will have to decide which subjects you want to focus on in the next two years (Years 10 and 11). Some subjects are compulsory but others are for optional. As pupils study fewer subjects, these subjects can be studied in greater depth.

Our expectation is that most Senior School pupils will leave Hydesille Tower School with a minimum of 9 GCSEs. Our highest priority therefore is to guide our pupils towards studying option subjects where they can succeed. The guidance we will offer is based on a variety of indicators:

Prior attainment

- MidYIS data
- Subject teacher recommendations and reports
- Attitude, behaviour, work ethic and homework record

The most important factors that will decide how well pupils do in a specific subject are their motivation, effort, organisation and determination to do well.

Pupils need to ask themselves some searching questions:

What is your passion?

The subjects pupils are best at are normally the ones that they are passionate about. Think about the subjects you enjoy studying and why. Do they bring out your creative side? Is it other languages or cultures that you love? Or maybe you are the sort of person who is inquisitive and are curious about fundamental scientific processes. Whatever you like, choose subjects that inspire and motivate you.

The future

Although the choices you make are very important, do not worry too much about the future. Many people at your age are unsure about what they want to do as a career choice, so just remember to choose a balanced set of subjects you enjoy.

Confused?

If you are confused and you do not know where to start, why not speak to the people that will be teaching you? They will let you know what the lessons involve and you will be able to see if it is for you. Remember though, it is important that you are happy with your choices.

Before you make your final decision ensure that you:

- ✓ Take into account prior levels of attainment
- ✓ Take into consideration the different types of assessment and examination for each subject
- ✓ Consider all the subjects that you enjoy and that you are interested in, since you are more likely to succeed in these
- ✓ Read about the subjects in this booklet
- ✓ Discuss your choices with your parents
- ✓ Consult with subject teachers if you are not sure about the requirements of a subject
- ✓ Try to keep a broad range in the subjects you choose, so that you keep future career options open
- ✓ Be realistic about the subjects which suit you

Other considerations

- X Do not choose a subject because you think it is easy. The requirements for all subjects at GCSE change. GCSEs are now more demanding and rigorous in their content.
- X Do not choose a subject because your friends have chosen it. The groupings may change and you are completing the examinations ultimately.
- X Do not choose a subject solely because you like the teachers – they may change in Year 10 and Year 11.

Frequently Asked Questions

1. How is the decision made as to whether I will study separate Sciences or Double Award?

The Science GCSE course begins in Year 9 at Hydesville Tower School. Pupils all study Biology, Chemistry and Physics as separate subjects in Years 9, 10 and 11. It is decided whether pupils will study separate Sciences or Double Award or Triple Science award after their Year 11 Mock examinations which usually take place in the autumn term. The decision depends on their mock examination performance in the core subjects English, Mathematics and Science.

2. What happens if too few pupils opt for one subject?

Unfortunately, in the event that a GCSE course is undersubscribed we reserve the right to withdraw the course for that academic year. Please be reassured that pupils and their parents will be kept informed at all times.

3. Do pupils have to follow a course at GCSE to be able to take it at A Level?

Pupils of suitable aptitude may be accepted for some A Level subjects in Sixth Forms even if they have not covered the GCSE course in Years 10 and 11, e.g. Business Studies

4. What if I change my mind?

The timetable is planned well ahead and it is usually impossible to make changes once the curriculum has started, so it is very important that you choose carefully. We will try and reconsider the choices you make if we feel they are not in your best interests or if you change your mind. We do not consider changes in option groups appropriate once the Key Stage 4 curriculum has commenced.

Changes to GCSEs

The government has introduced a number of changes to the GCSE qualifications. There are significant changes to the structure in most subjects. English and Mathematics started teaching new courses in September 2015. Geography, History, Sciences, French, Art, Drama, and Music delivered new courses in September 2016. All other subjects had started the new qualification courses by September 2017.

At the heart of these changes is a change to the controlled assessment element and the change to numerical grades 9 – 1.

Broadly the same proportion of students achieve a grade 4 and above as previously achieved a grade C and above. Likewise, the same proportion of students achieve a grade 7 and above as achieve an A and above.

The bottom of Grade 1 is aligned with the bottom of grade G. The top 20% of those who get Grade 7 or above will get a Grade 9 – the very highest performers. Grade 5 is positioned on the top third of the marks for the current Grade C and bottom third of the marks for the current grade B. This means it is of greater demand than the former grade C. The new grading system does not apply simply, but a rough equivalence is shown below:

| New 9 – 1 grade system | Old A* - G grade system |
|------------------------|-------------------------|
| 9 | A* |
| 8 | A*/A |
| 7 | A |
| 6 | B |
| 5 | B/C |
| 4 | C |
| 3 | D/E |
| 2 | E/F |
| 1 | F/G |

Details of all GCSE syllabuses can be found on the following websites:

www.aqa.org.uk
www.edexcel.org.uk
www.ocr.org.uk

Breakdown of Controlled Assessment and exam percentages

Many GCSE courses involve some elements of controlled assessment. This places an important emphasis on the work pupils do in class during the two years of the course. The proportion of marks shared between controlled assessments and the final examination will vary from course to course. Pupils may wish to take this into account when selecting subject options.

Below is a chart with percentage figures for each subject, this is to help you when choosing your options.

| OPTION SUBJECT | Percentage Exam | Percentage of Controlled Assessment |
|--------------------|-----------------|---------------------------------------|
| Art | 40% | 60% |
| Business | 100% | |
| Computer Science | 100% | NEA—(Non Examined Assessment) |
| Drama | 40% | 60% |
| French | 100% | - |
| Geography | 100% | - |
| History | 100% | - |
| Music | 40% | 60% |
| Physical Education | 60% | 40% (30% Practical 10% Written) |
| Religious Studies | 100% | - |
| Spanish | 100% | - |

Changes to GCSE Assessment

There have already been a number of changes for GCSEs implemented from September 2012 onwards, including a change to assessments, which are now required to take place at the end of the course – limiting re-sit opportunities, and the introduction of marks for spelling, punctuation and grammar (SPaG) in some subjects.

Key structural features of the new GCSEs confirmed by Ofqual include:

- A new grading scale that uses the numbers 9-1 to identify levels of performance (with 9 being the top level). Where performance is below the minimum required to pass a GCSE, students will get a U.
- Tiering is used only for subjects 'where untiered papers will not allow students at the lower end of the ability range to demonstrate their knowledge and skills, or will not stretch the most able'. English Literature and English Language are untiered. Maths is tiered with an 'improved overlapping tiers model', with foundation tier covering grades 5-1 and higher tier covering grades 9-4.
- Linear GCSEs, with assessment to be taken at the end of the course in May and June of Year 11. Re-sit opportunities in November for English Language and Maths only.

Entry Requirements for popular Sixth Form destinations

Whatever subjects pupils choose, we encourage each individual to achieve his or her best.

Below are the minimum entry requirements for some of our popular destinations.

Queen Mary's Grammar School

54 points in the best 8 GCSEs including a Grade 6 in English and Mathematics.
Grade 7 or higher in subjects to be taken at A Level.

Queen Mary's High School

7 GCSEs at Grade 6 or higher including English and Mathematics.
Grade 7 or higher in subjects to be taken at A Level.

King Edward Schools

7 GCSEs at Grade 5 or higher including Grade 6 in English and Mathematics.
Grade 7 or higher in subjects to be taken at A Level.

Walsall Academy—A Levels

4 GCSEs at Grade 4 or higher including Grade 5 in English and Mathematics.
Usually Grade 6 or higher in subjects to be taken at A Level.

What will the study be like at GCSE?

There is a strong emphasis on independent learning at GCSE. This means that pupils will have to work outside the classroom with less input from the teacher. Homework will be set for each subject every week in line with the homework policy.

The workload will intensify and it is important therefore that pupils have developed good work habits, can meet deadlines and do not leave work to the last minute. Pupils will continue to build upon the study skills that you have acquired over the last three years at Hydesville Tower School to enable them to achieve their full potential.

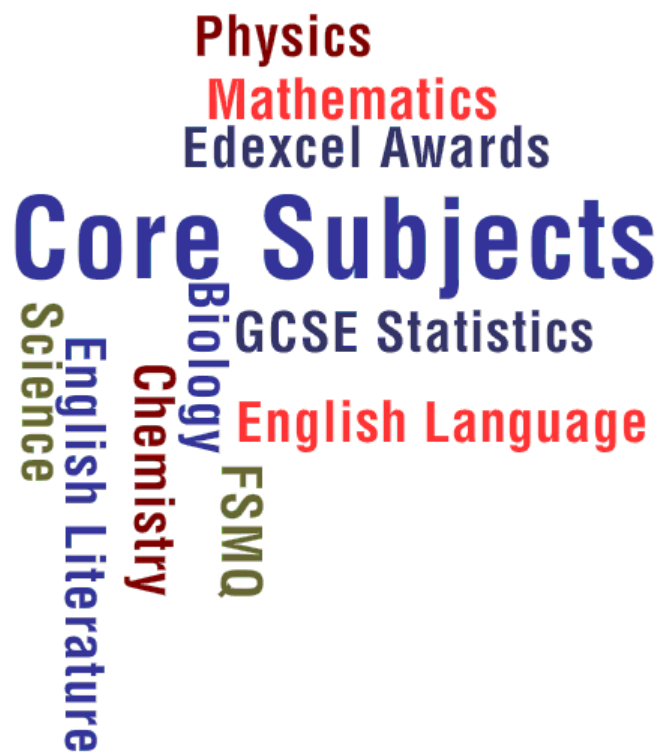
We expect pupils to:

- Enjoy positive working relationships with teachers and other pupils
- Attend school and all lessons regularly
- Be active in catching up on work missed when absent
- Meet homework deadlines, enabling subject teachers to assess progress and provide feedback in a timely manner
- Begin to use personal time for researching topics more widely
- Complete independent study
- Organise time and resources effectively

How important are GCSE grades?

GCSE grades are very important because they form part of the Curriculum Vitae. University admissions tutors and employers examine the grades and qualifications very closely before making any offers of courses or employment.

Core Subjects



A word cloud of core subjects. The words are arranged in a roughly triangular shape pointing downwards. The largest word is 'Core Subjects' in blue. Other words include 'Physics' (dark red), 'Mathematics' (red), 'Edexcel Awards' (dark blue), 'GCSE Statistics' (dark blue), 'English Language' (red), 'FSMQ' (green), 'Biology' (dark blue), 'Chemistry' (dark red), 'English Literature' (dark blue), and 'Science' (green).

Physics
Mathematics
Edexcel Awards
Core Subjects
GCSE Statistics
English Language
FSMQ
Biology
Chemistry
English Literature
Science

English Language and Literature

Exam Board: AQA

Specification: 8700/8702

All pupils take English Language and English Literature as separate subjects at Hydesville.

We wish our pupils to:

- express their views in correct and precise sentences
- communicate verbally with respect and sympathy for the views of others
- challenge themselves, and others in their interpretations of language
- develop an understanding of the cultural and historical influences on texts

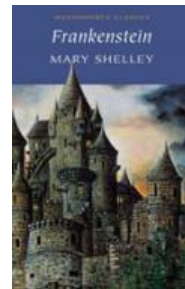
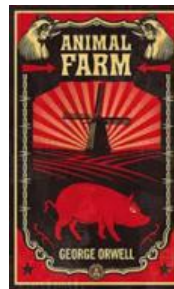
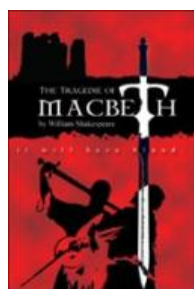
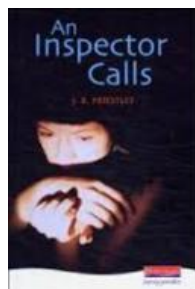
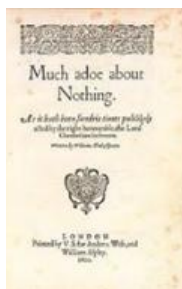
The GCSE Courses:

All texts in the English Language examination will be unseen. For Literature, all assessments are closed book: any stimulus materials required will be provided as part of the assessment.

| GCSE ENGLISH LANGUAGE | |
|-------------------------------------------------------|-----------------------------------------------------------------------------|
| Paper 1: Explorations in Creative Reading and Writing | External written examination: 1 hour 45 minutes. • 50% of GCSE |
| Paper 2: Writers' Viewpoints and perspectives | External written examination: 1 hour 45 minutes. • 50% of GCSE |
| Non-examination Assessment: Spoken Language | Set and marked by teacher • separate endorsement 0% weighting of GCSE |

| GCSE ENGLISH LITERATURE | |
|-------------------------------------------------|--------------------------------------------------------------------|
| Paper 1: Shakespeare and the 19th-century novel | External written examination: 1 hour 45 minutes. • 40% of GCSE |
| Paper 2: Modern texts and poetry | External written examination: 2 hours 15 minutes. • 60% of GCSE |

Potential set texts:



Mathematics

Exam Board: Edexcel

Specification: 1MA1

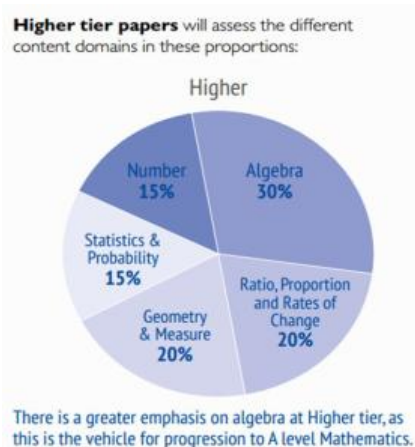
Course Description

The current Mathematics GCSE syllabus was launched with a focus upon three core objectives:

- To ensure students with a pass at GCSE have the numerical skills required in employment.
- To stretch the most able students and prepare them more thoroughly for the study of A level mathematics.
- To embed problem solving more rigorously in teaching, learning and assessment.

If appropriate, pupils are set by ability for Mathematics. Historically all pupils have worked towards the higher tier of entry and this has optimised pupil outcomes; however, the new GCSE is considerably more challenging (at both tiers of entry) and it is certain that the foundation tier of entry will be a more suitable option for many pupils. If it is suggested that pupils are entered for the foundation tier (which provides for access to grade 5), this would only be done if it were in a pupil's best interests.

Work is graded with the highest performing pupils tackling all aspects of every topic and lower attaining pupils concentrating on only the core aspects of the harder topics. For all pupils there is focus placed upon methods and correct setting out of work. With a greater emphasis being placed upon mathematical reasoning, communication and problem solving in the new syllabus, pupils will clearly spend more time developing these skills. Additionally, fewer formulae will be provided, requiring pupils to commit more of these to memory before examinations.



Modes of Assessment

There are three, 90 minute terminal papers, one of which involves working without the use of a calculator. Overall, the assessment comprises 4 ½ hours of examinations.

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Science

Exam Board: AQA
Specification: 8461/8462/8463

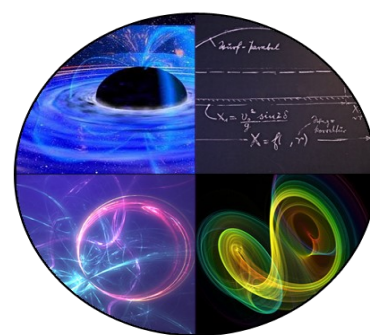
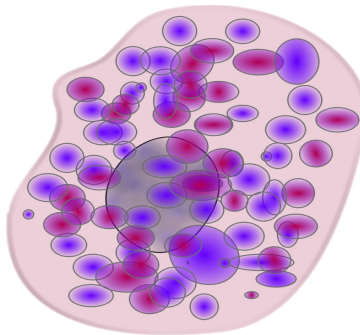
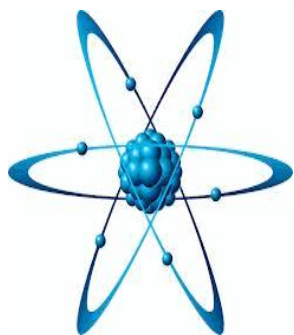
Course Description

Pupils will follow 'the single Science route (triple award) over two years. This will lead to three GCSEs. The course has a solid foundation of key scientific theory and practice, with an emphasis on relevant social, ethical and technological issues. Learning is linked to real world contexts that engage and enthuse pupils.

| BIOLOGY | CHEMISTRY | PHYSICS |
|--------------------------------------|--------------------------------------------------|--------------------------------|
| Cell biology | Atomic structure and the periodic table | Forces |
| Organisation | Bonding, structure, and the properties of matter | Energy |
| Infection and response | Quantitative chemistry | Waves |
| Bioenergetics | Chemical changes | Electricity |
| Homeostasis and response | Energy changes | Magnetism and electromagnetism |
| Inheritance, variation and evolution | The rate and extent of chemical change | Particle model of matter |
| Ecology | Organic chemistry | Atomic structure |
| | Chemical analysis | Space Physics |
| | Chemistry of the atmosphere | |
| | Using resources | |

Assessment

There are six written papers of 1hr 45 minutes each: two biology, two chemistry and two physics. Each of the papers is worth 50% of the final grade and will assess knowledge and understanding from distinct topic areas. Written papers are offered at both Higher tier and Foundation tier.



Science

Exam Board: AQA

Specification: 8464

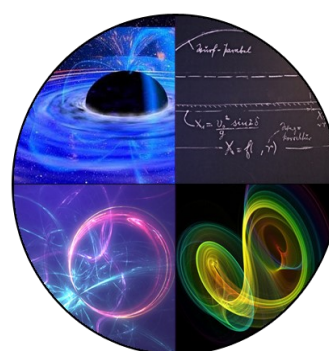
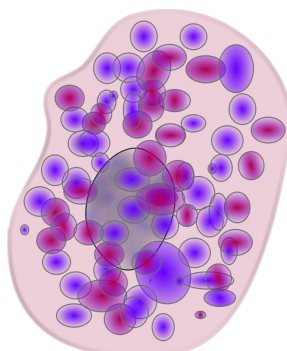
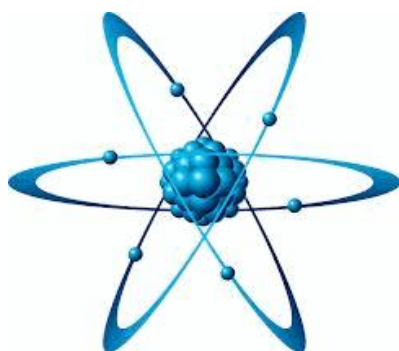
Course Description

Pupils will follow 'Combined Science: Trilogy' (double award) over two years. This will lead to two GCSEs. The course has a solid foundation of key scientific theory and practice, with an emphasis on relevant social, ethical and technological issues. Learning is linked to real world contexts that engage and enthuse

| BIOLOGY | CHEMISTRY | PHYSICS |
|--------------------------------------|--------------------------------------------------|--------------------------------|
| Cell biology | Atomic structure and the periodic table | Forces |
| Organisation | Bonding, structure, and the properties of matter | Energy |
| Infection and response | Quantitative chemistry | Waves |
| Bioenergetics | Chemical changes | Electricity |
| Homeostasis and response | Energy changes | Magnetism and electromagnetism |
| Inheritance, variation and evolution | The rate and extent of chemical change | Particle model of matter |
| Ecology | Organic chemistry | Atomic structure |
| | Chemical analysis | |
| | Chemistry of the atmosphere | |
| | Using resources | |

Assessment

There are six written papers of 1hr 15 minutes each: two biology, two chemistry and two physics. Each of the papers is worth 16.7% of the final grade and will assess knowledge and understanding from distinct topic areas. Written papers are offered at both Higher tier and Foundation tier.



Pupils who are good at science and take 'Double Award Science' are in no way precluded from taking sciences at A Level and university.

Option Subjects

Business
Art PE History
Psychology
GCSE Options
Music Drama French
Geography Computer
Science
Religious Studies

Art and Design

Exam Board: OCR

Specification: Fine Art J171

Course Description

The broad nature of the 'Fine Art' GCSE means that pupils can work with drawing, painting, printing, photography, 3D work and mixed media - this allows pupils to experiment with a variety of different materials and techniques, and means that pupils can use materials that they enjoy using, have a flair for, or that they have an interest in.

Modules to be studied

Year 10:

During the autumn term pupils are encouraged to experience a wide range of materials and techniques. The work in this term is centred on a trip to view artwork 'first hand'. An experimental approach to work is encouraged at this stage. Pupils will also have a one day session working with an artist.

Pupils then focus on a topic in more depth to:

- Research their chosen theme – take their own photographs & collect images from different sources
- Link research to Artists
- Produce drawings & experiment with materials & composition
- Produce a 'final piece' – this should show clear links to the pupil's research and chosen artists.

Year 11:

During the autumn term of Year 11, pupils again have a workshop with an artist to enrich their studies. Pupils will also complete their portfolio project this term.



Mixed-media pieces by Emily Mole GCSE 2018. Exploring chosen theme 'Contrast'.

Modes of assessment

Examination:

On the first day of the spring term pupils are given their exam paper. There are 5 'starting points' to choose from. Pupils then research their chosen 'starting point', examine Artists to inform their ideas & try out different materials and compositions to decide what they are going to do in the 10 hour examination. All the pupils' preparatory work counts towards their examination mark & this work can be taken into the examination. The examination usually takes place early in the summer term.

'Portfolio' – 60% – selection of work done in Year 10 & autumn term Year 11.

Examination – 40% - includes exam preparatory work & 'final piece' produced during 10 hour examination.

Why consider Art & Design for GCSE?

Year 9 Expected+ as minimum end of year grade.

You have enjoyed Art lower down the school and would like to further broaden your experience and develop your skills

You would like a practical/ creative based GCSE to complement your other subject choices

You are self motivated and enjoy working independently

You would like to develop your personal style of Art, and experience a wide variety of materials and techniques

You are interested in pursuing a practical/ creative subject at A Level and possibly onto Further Education.



Above: GCSE exam response by Shreeya Parekh 2018 exploring chosen theme of 'Contrast'

Business

Exam Board: OCR

Specification: J204

Course Description

GCSE Business equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware. The course is divided into topics, each covering key concepts of business. Through studying GCSE Business, pupils' gain business knowledge, understanding and skills. They begin to understand current events in local, national and global contexts. They learn how to use relevant terms, concepts and methods effectively to describe business and economic behaviour. Pupils also consider business ethics and the impact of business on the environment.

Modules to be studied

The units include the following topics:

- Business activity
- Marketing
- People
- Operations
- Finance
- Influences on business
- The interdependent nature of business



The syllabus is designed to enable pupils to develop:

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



“The true entrepreneur is a doer, not a dreamer”

– Nolan Bushnell

Modes of assessment

| Content Overview | Assessment Overview | |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------|
| Business activity Marketing People | Business 1: business activity, marketing and people (01) 80 Marks 1 Hour 30 Minutes paper | 50% of total GCSE |
| Operations Finance Influences on business The interdependent nature of business | Business 2: operations, finance and influences on business (02) 80 Marks 1 Hour 30 Minutes paper | 50% of total GCSE |

Why consider GCSE Business?

A GCSE in Business demonstrates that you have an understanding of the world of work and of different types of businesses. You will gain skills that are essential to your future employment and lifelong learning in our increasingly technological world, whichever career you choose. OCR Business uses a variety of real business contexts to consider issues and challenges facing entrepreneurs and commercial organisations. Pupils have the opportunity to develop as enterprising individuals with a practical set of key skills, including problem solving and decision-making, interpreting and analysing data, and more.

Studying business instils the character of teamwork in a pupil since all business concepts require coordination of people to achieve the desired purpose. This enhances communication skills of the pupil through creating business documents and presenting business ideas to the class. Lastly, studying business enables the learner to understand how countries and economies function which is critical to being an informed citizen.



“Success in business requires training, discipline and hard work.”

- David Rockefeller

Modes of Assessment

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p>Component 01: Computer systems 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.</p> | <p>Computer systems (01) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)</p> | <p>50% of total GCSE</p> |
| <p>Component 02: Computational thinking, algorithms and programming 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 (section A),</p> <p>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).</p> | <p>Computational thinking, algorithms and programming (02) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)</p> | <p>50% of total GCSE</p> |

Why consider GCSE Computer Science?

You have grown up in a world where technology is evolving rapidly and changing the way people work in every area from medicine and fashion to engineering and economics. It's no exaggeration to say the world runs on computers.

GCSE Computer Science explores the principles of digital technology and the way of working that's called 'computational thinking', with coding as a core of the course. You've got to be able to think logically, solve puzzles and be tenacious when the going gets tough. But it is also really creative and you'll get a real buzz out of getting something to work yourself, especially when programming.

Pupils have the opportunity to bring innovation and creativity to their learning, and build their knowledge of existing and future technological developments, where skills can be transferred into further education.

*"There's a good part of Computer Science that's like magic".
- Hal Abelson*

Drama

Exam Board: Edexcel

Specification: 1DR0

“The fundamental aim of our art is the creation of this inner life of a human spirit, and its expression in an artistic form” (Stanislavski, 1937)

Course Description

The aim of the course is to give pupils the opportunity to grow as individuals, not only academically but personally. Drama allows for pupils to express themselves creatively and imaginatively. This course will give pupils the tools to help them grow in confidence and they themselves will notice a significant change in their own self-belief. In a current climate where University places have become so competitive, a subject like Drama will allow pupils to stand out from the crowd. It will not only help them appear to be well-rounded

| Explorative strategies | The drama medium | The elements of drama | Forms of stimuli |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Still image Thought-tracking Narrating Hot-seating Role play Cross-cutting Forum theatre Marking the moment | The use of costume The use of masks and/or make-up The use of sound and/or music The use of lighting The use of space and/or levels The use of set and/or props The use of movement, mime and gesture The use of voice The use of spoken language | Action/plot/content Forms Climax/anti-climax Rhythm/pace/tempo Contrasts Characterisation Conventions Symbols | Poetry Artefacts Music Play scripts Live theatre performance Television, films, DVDs and videos Newspaper and magazine articles Extracts from literary fiction and non-fiction |

individuals but it will help them to perform confidently within interviews.

Component 1 Devising

This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece. Devising is essential for the development of new theatre and performance; it allows for personal development and exploration. It allows both performer and designer the opportunity to stretch the limits of their creativity and imagination, whilst exploring a theme or topic of interest to them and their intended audience.

Component 2 Performance from Text

This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

Component 3 Theatre Makers in Practice

This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance. Students will explore practically how a complete performance text can be interpreted and realised from ‘page to stage’. Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience.

Modes of Assessment

Component 1 Devising

Internally assessed and externally moderated
40% of the GCSE

Overview of content

- Create and develop a devised piece from stimulus
- Performance of this devised piece or design realisation for this performance
- Analyse and evaluate the devising process and performance
- Performer or design routes available

Component 2 Performance from Text

Externally assessed
20% of the GCSE

Overview of content

- Students will either perform in and/or design for two key extracts from a performance
- Choice of performance text
- Performer or designer routes for assessment

Component 3 Theatre Makers in Practice

- Written examination 1 hour 30 minutes
- 40% of the GCSE

Overview of content

- Practical exploration and study of one complete performance text
- Choice of eight performance texts
- Live theatre evaluation – free choice of production

Why consider Drama for GCSE?

GCSE Drama will build the confidence of future leaders, entrepreneurs, politicians and performers. The course will allow you to develop your speaking skills and give you the opportunity to push the boundaries. GCSE Drama will enable you to develop the inference and creative skills needed when also studying GCSE English with lots of cross curricular links throughout the course.

Drama is the study of all it is to be human; to learn where we have come from and where we could go. It seeks to build in young people an appreciation of their own knowledge, and an understanding of the experiences of others. It is not a skill set of just standing and speaking in front of others, it is the opportunity to delve deeper into the hows and whys of human life.



Geography

Exam Board: AQA

**"Geography is the subject which holds the key to our future"
- Michael Palin**

Course Description

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from the classroom, exploring case studies in High Income Countries (HICs), Newly Emerging Economies (NEEs) and Low Income Countries (LICs). Students are encouraged to understand their role in society by considering different viewpoints, values and attitudes.

Modules to be studied

| | |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Living with the physical environment | The Challenge of Natural Hazards, Physical Landscapes in the UK, The Living World. |
| Challenges in the human environment | Urban Issues and Challenges , The Changing Economic World , The challenge of Resource Management |
| Geographical applications | Issue evaluation |
| Geographical skills | Cartographic skills, graphical skills, numerical skills, statistical skills, use of qualitative and quantitative data, formulate enquiries and argument and literacy. |



Modes of Assessment

| | | |
|-----------------------------------------------|---------------------------------|-----|
| Paper 1- Living with the physical environment | Written exam: 1 hour 30 minutes | 35% |
| Paper 2- Challenges in the human environment | Written exam: 1 hour 30 minutes | 35% |
| Paper 3- Geographical applications | Written exam: 1 hour 15 minutes | 30% |

Why consider Geography for GCSE?

- Universities and employers consider Geography to be an academic subject. It is highly valued by The Russell Group of universities which include Oxford, Cambridge and the University of Birmingham.
- You will be taught using a variety of styles including ICT, kinaesthetic learning, role play and debates.
- Geography is an **entry point to many careers**, for example: town and transport planning, chartered surveying, land and water management, sustainability, environmental consultancy, development, tourism, conservation, demography, housing and social welfare, administration and management, tourism, finance, marketing, research, and industry and manufacturing .
- The majority of geographers choose careers which make use of their **transferable skills**. These include information technology, numeracy, statistics, data analysis, written and verbal communication skills.
- Geography combines well with a wide variety of other subjects.
- Geography is a current living subject, taught through up to date case studies and examining world issues.
- GCSE Geography includes two fieldwork opportunities.

History

Exam Board: AQA

Specification: 8145

Course Description

The aims of the course are to develop pupils' interest in and appreciation of the past going beyond the simple learning of dates. GCSE History aims to inspire pupils and help them gain an insight into events and ideologies which have shaped the world we live in today. History is an enquiry into why people in the past have acted in the way they have done and the consequences and significance of these actions.

Modules to be studied

The syllabus is designed so that the scope of study includes history from three areas;

Medieval (500-1500)

Early Modern (1450-1750)

Modern (1700-present day)

Pupils will have the opportunity to gain an understanding of how medicine and public health developed in Britain. This unit considers:

- Medieval medicine
- The impact of the Renaissance on medicine
- Changes in medicine
- Modern medicine



Elizabethan England 1568-1603

This option focuses on the major economics, religious, political and cultural events during the reign of Elizabeth I. The study covers the following units:

- Elizabeth's court and Parliament— relations with Parliament, the problems of marriage and the succession, the strengths of Elizabeth's authority at the end of her reign.
- Life in Elizabethan times—a 'Golden Age', growing prosperity and the rise of the gentry, the poor, reasons for government action and the seriousness of the problem.
- Troubles at home and abroad—religious matters plots against Elizabeth and the Spanish Armada,

As part of this unit there is a requirement to undertake a study of the historic environment which accounts for 10% of the overall course.



Conflict and tension 1918-1939

Pupils will also examine the role of key individuals and groups and how they were affected and influenced by international relations. Three units make up this study :

Peacemaking

The League of Nations and international peace

The origins and outbreak of the Second World War



THE GAP IN THE BRIDGE.

Germany, 1890-1945: Democracy and Dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. Pupils will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will examine the role of key individuals and groups in shaping change and the impact the development had on them.

- Germany and the growth of democracy
- Germany and the Depression
- The experiences of Germans under the Nazis



Modes of assessment

| | | | | |
|---------|--------------------------------|---------------------|----------------|--------------------|
| Paper 1 | Understanding the modern world | Written examination | 1 hour 45 mins | 50% of examination |
| Paper 2 | Shaping the nation | Written examination | 1 hour 45 mins | 50% of examination |

The ability to organise and communicate historical knowledge and understanding and reach substantiated judgments is an essential requirement of this course. The new specification places a greater emphasis on understanding and evaluating different historical interpretations. Pupils are also expected to show they are able to analyse and critically evaluate contemporary source material.

Why consider History for GCSE?

History is highly regarded as an academic subject.

It will teach you how to read critically and think independently.

You will learn how to analyse and assess a wide variety of viewpoints and complex situations.

It encourages you to construct logical, well-supported arguments which are vital skills.

Modern Foreign Language

Exam Board: AQA

Course Description:

The aim of the course is to enable you to listen, read, write and speak the type of French or Spanish you are likely to encounter in real-life situations using authentic resources. The new Modern Foreign Language GCSE course builds on what you have studied in Year 7,8 and 9 and will prepare you for further study at A Level.

Themes:

There are three themes to be studied:

- Identity and Culture.
- Local, National, International and Global Areas of Interest.
- Current and Future Study and Employment.



In each theme there are 4-5 topics which will be studied.

Assessment:

You will be assessed on the four skills of Listening, Speaking, Reading and Writing. Translation is also included in the reading and writing papers.

The weightings are shown below:

- Listening** = 25%
Reading = 25% - including translation from French or Spanish into English.
Writing = 25% - including translation from English into French or Spanish.
Speaking = 25%

In the MFL GCSE there are no controlled assessments. Therefore, the overall grade is based on end of course examinations only.

Pupils are entered into the Foundation or Higher Tier based on ability. Pupils can achieve up to a Grade 5 at Foundation Tier and up to a Grade 9 at Higher Tier.

The Foundation course would suit pupils who achieve Grade 4-5 at the end of Year 9.

Discussions will take place between parents and pupils before a final decision regarding the tier is made. Classwork, homework, performance in assessments and work ethic are all considered when making the tier decision



Why consider a language GCSE?

- You will add an international dimension to your GCSE subjects which only 30% of pupils in the UK have.
- You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.
- You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies, etc.
- You will have the opportunity to learn about the culture and not only the language you study.



Music

Exam Board: EDEXCEL

Course Description

The course is focused around three vital components of music; performing, composing and appraising. During the Key Stage 3 curriculum, students will have been exposed to all components and will have already started to master certain skills within them. The course will draw upon multiple genres of music which students will be familiar with.

Modules to be studied

GCSE Music is split into three key components.

Component 1- Performing 30%

Component 2- Composing 30%

Component 3- Appraising 40%

Performing

One solo performance piece and one ensemble performance piece is required. We will do multiple recordings throughout the year and the best recordings will be submitted.

Composing

Two compositions will be produced using Logic Pro music software. Students will get the opportunity to complete more than two compositions then their best attempts will go forward.

Appraising

Students will get the opportunity to study a wide range of pieces from four different Areas of Study.

- Instrumental Music 1700–1820

J S Bach: 3rd Movement from Brandenburg Concerto no.5 in D major

L van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathetique'

- Vocal Music

H Purcell: Music for a While

Queen: Killer Queen (from the album 'Sheer Heart Attack')

- Music for Stage and Screen

S Schwartz: Defying Gravity (from the album cast recording of Wicked)

J Williams: Main title/ rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

- Fusions

Afro Celt Sound System: Release (from the album 'Volume 2: Release')

Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')





Why consider GCSE Music?

GCSE Music will give students the opportunity to study multiple aspects of music and will help students develop skills and attributes which can help influence other subjects .

- Organisation
- Discipline to practice.
- Creating a rehearsal schedule.
- Working as a team with others
- Understanding how to learn and apply technical terminology.
- Development of literacy and numeracy skills.

Modes of Assessment

| <u>Component</u> | <u>Overview</u> | <u>Assessment</u> |
|----------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Component 1 Performing 30% | 2 performances 1 solo piece 1 ensemble piece | 30 marks solo and 30 marks ensemble Total of 60 marks |
| Component 2 Composing 30% | 2 compositions 1 to set brief 1 free composition | 2 pieces –30 marks each Total of 60 marks |
| Component 3 Appraising 40% | 4 Areas of Study • Instrumental Music 1700–1820 • Vocal Music • Music for Stage and Screen • Fusions | Exam 1hr 45mins Total 80 marks |



Physical Education

Exam Board: OCR

Specification: J587

Course Description

The aim of the course is to encourage pupils to be inspired, motivated and challenged by a broad and varied course of study. They will excel in their best sports, look to improve their weaknesses and be assessed in three different sports. Pupils will also study the theoretical setting. This is achieved by analysing the performance of pupils, learning how their bodies operate when taking part in physical activity, looking closely at training methods of professionals and investigating the differences between being fit for sport and fit for life.

Modules to be studied

The PE course covers two main elements: 60% is theory, which covers human science (muscles, bones, diet, components of fitness and sports injury); factors affecting performance (sports psychology, motivation, skills) and available local and national facilities within the UK.

The second element is the practical assessed sport/PE worth 40%. A number of sports will be practically assessed during the two year course of which the top three assessed practical marks will be submitted to the exam board. The sports must consist of one team sport, one individual and the third is a free choice.

Modes of assessment

| | | Marks | Duration | Weighting |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|-----------|
| Component 1 | Physical Factors Affecting Performance. Written Paper. | 60 | 1 Hour | 30% |
| Component 2 | Social Cultural Issues and Sports Psychology. Written Paper | 60 | 1 Hour | 30% |
| Component 3 | Performance with Physical Education . Performance in three activities 20 marks each. Analysing and Evaluating Performance . Controlled Assessment 20 marks | 80 | NEA | 40% |

Why Consider GCSE PE

GCSE PE is an excellent qualification for pupils pursuing further education in a variety of courses such as 'A' Level PE, Sports Science, Psychology, Media, Coaching, Education and Biology.

Religious Studies

Exam Board: AQA

Specification: 8062

Course Description

The GCSE course in Religious Studies aims to promote an enquiring and critical approach to the study of religion and its place in today's multi-faith world. Pupils will explore the beliefs, teachings and practices of two world religions, as well as moral issues such as abortion, euthanasia, war and peace. Pupils will be expected to analyse and reflect upon their own responses to these issues, as well as the responses of religious and non-religious thinkers. A strong emphasis is given to independent and critical thinking, and pupils will be expected to share their own views and opinions during lessons and within examination responses.

Modules/Topics

The examination requires the study of Christianity and one other world religion. At Hydesville Tower School, Islam has been chosen for the second religion. Over the course of the two years, pupils will be expected to learn the beliefs, teachings and practices of these faiths. This will be worth 50% of the GCSE.

In addition to the in-depth study of religion, pupils will have the opportunity to explore a number of ethical issues, which will include:

Religion and life (abortion, euthanasia, evolution, creation)

Religion, Peace and Conflict (terrorism, war, nuclear warfare, holy war)

Religion, Crime and Punishment (the death penalty, forgiveness, aims and purpose of punishment)

Religion, Relationships and families (sex before marriage, homosexuality, gender equality)

The study of these thematic units will constitute 50% of the GCSE.

Modes of Assessment

The GCSE consists of two 1 hour 45 minute exams, each contributing 50% toward the final GCSE grade.

Within lesson time, pupils will be expected to sit a full 24 mark paper after the completion of each unit. This will serve as ample preparation for the final summer exams.

Why consider RS for GCSE?

Pupils are encouraged to develop the ability to understand and appreciate other people's points of view and to make clear, informed decisions on life issues. Debating skills will be developed. Religious Studies is seen as an excellent qualification for future employment in the police, law and the media and many other jobs which involve working with people. It lays a good foundation for further study of Religious Studies at A-level and complements other related A-level subjects including Philosophy, Law, History, History of Art, Government and Politics, Sociology and English Literature.



Study Skills

For some of our pupils the demands of nine GCSEs may be too great. In such instances, pupils will have the opportunity to opt for Study Skills. Study Skills is not a GCSE subject but the aim is to support pupils with effective study to enhance their learning across the curriculum and therefore maximise their academic potential in their other GCSE subjects.

In line with timetabling availability, pupils tend to receive support from an English, Mathematics and Science specialist throughout the course of the week.

Pupils will receive support with:

- Improving their performance in examinations
- Developing numeracy and literacy skills
- Developing their reading and writing skills

