

TORQUAY BOYS' GRAMMAR SCHOOL

GCSE Courses 2018

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INTRODUCTION

This booklet has been prepared to inform parents and students about the courses offered by the school in Years 10 and 11. Taken alongside the Year 9 Options Evening (**Wednesday 24th January**) and the Parents' consultation Evening (**Tuesday 6th February**), we believe that students will be able to make well-informed choices for study at GCSE. For questions about individual subjects the relevant teachers should be approached. For an overview parents and students should approach Mr A. Kosmaczewski (Deputy Headteacher) or Dr M. Stites (Head of Careers). **This information is also available on the TBGS website at www.tbgs.co.uk**

**THE OPTIONS FORM SHOULD BE RETURNED BY
FRIDAY 23rd FEBRUARY 2018**

THE CORE SUBJECTS

In keeping with the National Curriculum all students study the Core Subjects which are:

- English Language (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science (GCSE)
- Religious Studies (GCSE)
- Personal, Social & Health Education (non-examined)
- Physical Education (Games, non-examined)

THE OPTIONAL SUBJECTS

Three from the options below including at least one language:

- Art
- Computer Science
- Design & Technology (Electronics or Product Design)
- French
- Geography
- German
- History
- Mandarin Chinese
- Media Studies
- Music
- PE (GCSE)
- Spanish

HOW TO CHOOSE OPTIONS

Course details for all the above subjects form the bulk of this booklet, but a real flavour of each subject will only be gained by talking to the relevant subject teachers. Students are encouraged to choose subjects for which they have an affinity (either talent or enjoyment), though difficulties can arise when a student is talented in many areas – if in any doubt **PLEASE ASK**.

EXAMINATION GUIDE

With a few exceptions, GCSE results are achieved through examination performance. This is a change from the past where results were achieved from a combination of coursework and final exams. Information about the nature of exams and how results are calculated can be found on the subject-specific pages that follow.

At TBGS we expect 5 or above from all students in all their subjects. A 7 or 8 is now required in several subjects in order to continue with them in the Sixth Form.

LINKS BETWEEN GCSE OPTIONAL SUBJECTS SIXTH FORM STUDY

To study the following subjects at Sixth Form level it is **necessary** to have studied them at GCSE: Art, Design & Technology, all Modern Foreign Languages and Music.

To study the following at Sixth Form level it would be an **advantage** to have studied them at GCSE level, but it is not necessary: Computer Science, Economics, Geography, History, Media Studies and PE.

NEW GCSE GRADING STRUCTURE

The grading structure at GCSE is changing and by the time your son takes his GCSEs the grades will be reported on a 1 to 9 scale with 9 being the highest grade. In order for you to make a comparison between the new grades and the present system where grades range between A* and G, the table below shows a rough comparison between the two grading systems.

Old GCSE grade (A* to G system)	New GCSE grade (9 to 1 system)
A*	Between 8 and 9
A	7
B	Between 5 and 6
C	4
D	3
E	2
F	Between 1 and 2
G	1

LANGUAGE CHOICES

LANGUAGE OPTIONS

At TBGS we believe that to be successful in the modern global economy our students will need to have a grasp of as many languages as possible. This will give them the flexibility that employers now demand in order to compete against job applicants from other countries; they will be able to cross linguistic and cultural boundaries, entertain clients, market goods and travel or relocate easily.

Therefore, all students are expected to continue with the study of at least one language. We would encourage any students with an aptitude for languages to study more than one language, but this is not compulsory.



THE ENGLISH BACCALAUREATE

The government has created an English Baccalaureate at GCSE. To gain the English Baccalaureate students will have to obtain a pass grade (5 or above) in each of English (Language), Mathematics, a Modern Foreign Language (MFL), two Sciences (from Biology, Chemistry, Physics or Computer Science) and a Humanity (which the government has defined as either History or Geography). This causes TBGS a dilemma in that we do not currently insist that students must do one of History or Geography. We believe that it is better for students to have as wide a choice as possible.

There is no indication at present that the English Baccalaureate will be obligatory, nor is there any suggestion at the moment that the Baccalaureate will be a requirement for entry into Higher Education, but students may wish to take into account this development in making their subject choices. If there is any change which is likely to affect option choices we will of course keep you informed of developments.

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Head of Department – Mr J. Hunt

Examination Board: Edexcel

All students in Years 10 and 11 follow a combined course in both English Language and English Literature which leads to **TWO** separate certificates at GCSE. Both are traditional academic subjects of high status, valued by employers and Universities.

WHAT DOES THE COURSE INVOLVE?

We use a variety of resources including plays, novels, poetry, non-fiction and media texts, to give students experience in speaking, reading and writing about a wide range of materials.

- In lessons, we encourage a variety of viewpoints to be shared in discussions, and use oral presentations, improvisation, scripted drama, audio, video recording and research sessions to extend understanding and develop key skills.
- Varied homework tasks include reading, research, learning spellings, grammar exercises, preparing oral work, and drafting essays.
- You may also have the chance to see performances and attend workshops.

All year 9 students are expected to read the first text, 'Lord of the flies', over the summer holiday before beginning year 10.



WHAT SKILLS WILL I DEVELOP?

- **Speaking and listening:**
the ability to communicate clearly and with confidence in different situations, listening and responding, discussion and role-playing.
- **Reading:**
following arguments and collating material from various sources, and understanding how writers and speakers achieve their effects.
- **Writing:**
communicating fluently for different purposes and audiences, improving grammatical accuracy and extending vocabulary.

HOW ARE ENGLISH LANGUAGE AND ENGLISH LITERATURE ASSESSED?

The English Language **examinations** test reading and writing skills, whilst the Literature papers assess understanding of novels, the play and poetry. The Language examinations are based on unseen passages, whilst the Literature questions require response to the set studied texts: 'Lord of the Flies', 'Macbeth', 'Frankenstein' and Conflict poetry.

In English Language:

Paper 1: Unseen 19th Century fiction + creative writing 40%

Paper 2: Unseen non-fiction and literary non-fiction + transactional writing 60%

In English Literature:

Paper 1: Shakespeare + British fiction 50%

Paper 2: 19th Century fiction + poetry 50%

WHAT HAPPENS AFTER GCSE?

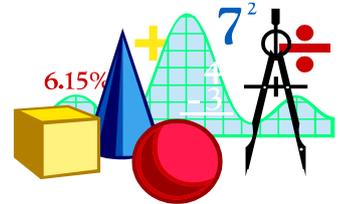
This course is excellent preparation for A level in English Literature and for the IB route; with its emphasis on developing reading, writing and research skills, it combines easily with any other subject.

English is valued as a minimum requirement for entry to most professions and a **facilitating subject** for all University departments. Skills developed are important for a wide range of professions including journalism, law, medicine, advertising, business and psychology.

MATHEMATICS

Head of Department – Mrs C. Horton

Examination Board: Edexcel



THE COURSE

The GCSE course content covers the following broad areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Given the increased emphasis on problem solving, an integral part of the course will involve students being given the opportunity 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.

There is no coursework in this subject

ASSESSMENT

The exam board offers two tiers of entry: foundation and higher. At TBGS all students will be entered for the higher tier and this enables them to achieve levels 4 to 9. There are three examination papers all equally weighted and of an hour and a half in length. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

ORGANISATION OF WORK

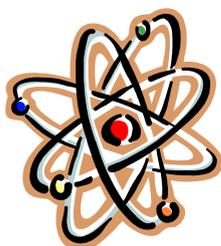
Homework is usually organised on a weekly basis to cover current teaching topics together with consolidation, revision and practice of previous work. The aim is to build up a thorough understanding of the principles involved in the subject. Termly assessments are given during the course to inform students of their progress.

ORGANISATION OF SETS

Boys are allocated to sets in Year 10 on the basis of their mathematical competence shown throughout Year 9. All groups are taught the same specification, but there will be a greater emphasis on the most challenging levels of work in the higher sets. It is very important that students do their best in each year 9 assessment so that they are placed in the appropriate group for GCSE. Some movement between sets is possible thereafter in appropriate cases.

CAREERS

The importance of mathematics to many careers cannot be over-stressed. Many employees will look for evidence of at least some form of attainment in Mathematics whether for direct use in the job, or as a guide to ability. Mathematics is a key subject in the areas of science, technology and engineering. It is indispensable in the business world. There are few fields of administration which do not depend on some form of statistical analysis, and the rapid growth of IT is placing greater emphasis on this type of work. Other areas of employment with a significant mathematical content include accountancy, banking, actuarial work, electronic data-processing, operational research and teaching.



SCIENCE

Mr S. Dow / Dr S. Marr
Examination Board: AQA



SCIENCE

The students follow GCSE AQA specifications. Assessment data from Year 9 will be used to allocate students to the study of AQA Combined Science: Trilogy or to study for separate qualifications in Biology, Chemistry and Physics. Both of these courses prepare students for further study at A level or IB.

The aims of the course are for the students to:

- develop their interest in, and enthusiasm for, Science;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how Science works and its essential role in society;
- acquire scientific skills, knowledge and understanding necessary for progression to further reading.



BIOLOGY

Head of Department - Dr S. Maudling

Following setting at the end of Year 9, students continue their studies on either the GCSE Combined Science: Trilogy course or the AQA GCSE Biology course. In Year 10, students study topics covering Cell Biology, Biochemistry and Physiology and in Year 11 they study topics covering Ecology, Genetics and Evolution. Students on the GCSE Biology course cover these topics in more detail. Students also complete a number of required practical tasks during Years 10 and 11 to develop their laboratory skills. Examinations take place in the summer of Year 11 and will assess all the material studied since the beginning of the course in Year 9.

CHEMISTRY

Head of Department - Dr S. Marr

Following setting at the end of Year 9, students continue their studies on either the GCSE Combined Science: Trilogy course or the AQA GCSE Chemistry course. In Year 10, students will study introductory topics drawn from the major areas of Chemistry: Physical, Inorganic, Organic and Analytical Chemistry. Students also complete a number of required practical tasks during Years 10 and 11 to develop their laboratory skills. Examinations take place in the summer of Year 11 and will assess all the material studied since the beginning of the course in Year 9.

PHYSICS

Head of Department - Mr S. Dow

Following setting at the end of Year 9, students continue their studies on either the GCSE Combined Science: Trilogy course or the AQA GCSE Physics course. In Year 10, students study topics in the context of Theme Park Physics (the physics of rollercoasters and other rides, electricity in a theme park, etc) and in Year 11 they study topics in the context of the Physics of Music Festivals (sound, light, machines needed to build the stage, etc). Students on the GCSE Physics course cover a broader range of topics covering the same themes. Students also complete a number of required practical tasks during Year 10 and 11 to develop their laboratory skills. Examinations take place in the summer of Year 11 and will assess all the material studied since the beginning of the course in Year 9.

RELIGIOUS STUDIES

Head of Department – Mrs S. Godfrey

*Examination Board: WJEC Eduqas – Religious, Philosophical and Ethical Studies (Route A)**

GCSE Religious Studies offers an academic qualification recognised by universities and employers. For those interested in working with people, especially in Law, Journalism, Medicine, Teaching and Personnel Management, Religious Studies offers an opportunity to explore the major beliefs and social/moral problems of our time. Important, and sometimes quite sensitive issues, will be addressed providing pupils with an opportunity for personal growth and development. Many employers value the flexibility of thought and the capacity of marshalling arguments in a coherent and compelling manner which the study of RS fosters. The specification is designed to be accessible to students of any religious tradition, or none.

SPECIFICATION AIMS AND OBJECTIVES

GCSE Religious Studies should encourage students to be inspired, moved and changed by following a broad, satisfying and worthwhile course of study that challenges them and equips them to lead constructive lives in the modern world.

The course will enable learners to:

- deepen their understanding of the relationship between people
- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian
- understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism

The course takes a distinctive issues-based approach to the study of religious, philosophical and ethical studies in the modern world. It will also enable learners to gain knowledge and understanding of two religions.

ASSESSMENT OBJECTIVES

A01: Demonstrate knowledge and understanding of religion and belief*, including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs

A02: Analyse and evaluate aspects of religion and belief*, including their significance and influence

[*The term ‘belief’ includes religious and non-religious beliefs as appropriate to the subject content requirements]



COURSE CONTENT

<p>Unit 1: Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification</p>	<p>1. Issues of Relationships 2. Issues of Life and Death 3. Issues of Good and Evil 4. Issues of Human Rights</p>
<p>Unit 2: Study of Christianity Written examination: 1 hour 25% of qualification</p>	<p>A study of the beliefs, teachings and practices of Christianity</p>
<p>Unit 3: Study of Islam Written examination: 1 hour 25% of qualification</p>	<p>A study of the beliefs, teachings and practices of Islam</p>

* This information is based on a draft specification yet to be approved by Ofqual

PSHE / CITIZENSHIP

In Years 10 and 11 the PSHE programme is predominantly taught through the Religious Studies – Philosophy and Applied Ethics full course GCSE. It is also supported by other GCSE subjects and enhanced by a series of ‘Enrichment Days’.

These days provide opportunities for learning about:

- personal development, by raising awareness of social issues;
- community responsibilities and citizenship issues;
- relationships with others (within a moral framework);
- healthy living;
- careers education and guidance;



The objectives of these dedicated days are to heighten self-awareness through the development of social, decision-making and study skills.

Teaching methods are varied and many outside speakers are involved.

PHYSICAL EDUCATION (Core) - *Mr A. Last*

Over the course of Key Stage 4 all students will access 2 hours of core PE, which will be delivered during an afternoon per week.

Our commitment to our 3 area of provision above continues with students given the opportunity to undertake personal (individualised) sporting pathways. These pathways aim to build upon the skills and experiences gained at key Stage 3 through a wide-range of sporting activities both new and old.

It is hoped that this wide-range of activities, roles and opportunities will encourage students to maintain a healthy, active lifestyle both in the present and future.

Students can access the Activ8 provision through the opportunity to develop their personal fitness, engage with a variety of team and individual sporting activities both new and more traditional. Students can engage with the Innov8 provision through the Sports Leadership pathway and activities like Surf Life Saving and we continue to work with TBGS’s Gifted & Talented students through the XLR8 provision enabling pupils to receive high quality coaching and competition within their specific sport.

House competitions continue to take place during years 10 and 11 in a number of sports where possible this is built into the programme and should not impinge on their learning.

Year 10: Students select 3 pathways
 Each pathway split into 2 activities for 6 week blocks

Pathways include:-

Year 11: Students select 2 pathways

YEAR 10 OPTIONS 2018 - 2019

Name:.....

Form:.....

Parent's Signature:.....

Date:.....

Not all Options can be guaranteed to run, since this depends upon there being adequate demand and sufficient staffing and facilities. Students should consider their choices very carefully, as it may not be possible to accommodate requests for change at a later date. You may circle at most **ONE** D & T option.

GCSE Options (6 hours)					
Please circle THREE options including at least ONE language					
Art	<table border="1"><tr><td>Design & Technology</td><td>Materials Systems</td><td><input type="checkbox"/> <input type="checkbox"/></td></tr></table>	Design & Technology	Materials Systems	<input type="checkbox"/> <input type="checkbox"/>	Computer Science
Design & Technology	Materials Systems	<input type="checkbox"/> <input type="checkbox"/>			
French	Geography	German			
History	Mandarin Chinese	Media Studies			
Music	PE (GCSE)	Spanish			

The Year 9 Options Evening is on

Wednesday January 24th (4.30 – 7:00 p.m.)

The Parents' Consultation Evening is on

Tuesday 6th February (4:15 - 7:15p.m.)

PLEASE RETURN THIS COMPLETED FORM TO YOUR SON'S FORM TUTOR BY

FRIDAY 23rd FEBRUARY 2018



ART

Head of Department – Mr D.E. Reshad

Examination Board: OCR – GCSE in Art and Design: Fine Art – J171



ART at Torquay Boys' Grammar School is a high profile, popular subject at GCSE. The acquisition of a visual language aids communication and expressive ability, complementing many other subject areas. It helps students to understand both themselves and the world around them and is an ideal platform for many career options. The Department, set within the Manor, provides a brilliant atmosphere and houses comprehensive visual resources, providing a stimulating environment in which creative ideas can be developed.

THE NATURE OF THE WORK

We offer a broad-based fine art course, which gives students the opportunity to work within several artistic disciplines including experience of drawing and painting, graphics, photography, ICT and work in three dimensions. The wider range of work undertaken will develop the skills acquired in lower school and prepare students for mixed media work should they wish to progress to A level or IB.

	ASSESSMENT OBJECTIVES
A01 'Develop'	Developing their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
A02 'Experiment'	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
A03 'Record'	Record ideas, observations and insights relevant to their intentions, in visual and other forms.
A04 'Present'	Present a personal, informed and meaningful response demonstrating critical understanding and, where appropriate, making connections between visual, written, oral & other elements.

Competence and understanding will be developed in both practical and written forms, including some ICT.

ORGANISATION OF WORK

Students have six hours per fortnight in the art studios. Three units are completed during the course, a selection of which is submitted for moderation. Coursework is ongoing in class and supported by research and development in homework. One major visit is organised for the students usually to London. Typically we take in galleries such as Tate Modern, Saatchi Gallery, National Portrait Gallery. In year 11 students experience a mock examination to ensure all are well prepared for GCSE.

EQUIPMENT

Students require a stock of basic art equipment for personal use. Art packs are available via the school shop. More specialised materials are available within the department.



CONTENT AND ASSESSMENT

Assessment is continually measured for all Units, in close consultation with the student. A sample of work is selected by an external moderator and displayed at the end of the course for final moderation.

Art and Design Portfolio (60%)

This constitutes the 'coursework' component. A portfolio of work showing their personal response to a variety of designated starting points, provided by their teachers.

Art and Design Set Task (40%)

A set examination task provided by the examination board in January of Year 11. From a range of starting points the candidates must produce supportive and development studies. A ten-hour exam, in supervised conditions will then be timetabled for its completion.

Many of our students choose to continue to study Art beyond GCSE which provides an ideal platform to a wide range of careers. **E.g.** *Architecture; Graphic Design; Interior Design; Animation and Art History; Fine Art; Photography; Film-Making; Fashion; Contemporary Crafts.*



COMPUTER SCIENCE

Head of Department – Ms A.B. McFarlane

Examination Board: AQA



WHY IS IT SO VITAL THAT ALL STUDENTS LEARN TO CODE?

Software is the language of the world and we are already living in a world dominated by it. In the future, not knowing the language of computers may be as challenging as being illiterate or innumerate are today. It is also important that you learn computational thinking. Computational thinking teaches you how to tackle large problems by breaking them down into a sequence of smaller, more manageable problems. It will help you understand and master technology of all sorts and solve problems in almost any discipline. Most importantly computer programming is fun and very rewarding especially when you succeed in making your programs work.

STRUCTURE OF THE COURSE

The course consists of three sections:

- **Programming**
This section covers learning to program in Visual Basic
- **Computer Systems**
This section covers hardware, software, networks and cyber security
- **Programming Project**
This is the coursework element of the course which requires you to create a program to solve a problem



Programming

In this section, you will learn all about algorithms including searching and sorting methods; programming concepts including sequence, selection, iteration and nesting constructs; arithmetic, relational and Boolean operators; input, output and file handling; string functions; subroutines including functions, procedures and parameter passing; validation techniques and testing; machine code and assembly language. Computing is a practical subject and you will learn to program through a variety of practical activities.

Computer Systems

This section will cover data representation including binary and hexadecimal number bases and how to convert between them, character encoding, representation of images and sound; data compression; computer hardware including logic gates, machine architecture, memory and secondary storage; software including operating systems; networks including types of networks, topologies, protocols and network security; cyber security including cyber threats and how to protect against them; the ethical, legal and environmental impact of digital technology.

Programming Project

In this section, you will design, create, test and evaluate a coded solution to a problem using a computer language you have studied in depth. This allows you to make more sophisticated solutions to problems and to demonstrate the problem solving and coding skills you have learned.

ASSESSMENT

Paper 1 and paper 2

Two 1 hour 30 minute examination papers worth 40% of the total marks each.

Programming Project

Controlled coursework worth 20% of the total marks.



CAREERS

There is currently a major shortage of people with the right skills in computing and companies are struggling to appoint suitably qualified people. The problem is so severe that the Department for Education has made computing a compulsory subject for all schools including primary schools. This course will put you years ahead of the rest. It is also an ideal stepping stone for study at A-level and degree level as well as preparation for areas which rely on problem-solving skills, especially where they are applied to technical problems in areas such as engineering, financial and resource management, physics, biology, medicine, archaeology and music to name but a few.

DESIGN & TECHNOLOGY

Head of Department – Mr S. Stockley

Examination Board: AQA

The new OCR specification from 2017 introduces concepts of innovation and iterative design, taking students through a process of “explore > create > evaluate”. This will prepare them for careers as creative designers, engineers and knowledgeable consumers.

A qualification in design and technology will prepare you to become creative and critical thinkers, developing skills to design and deliver prototypes that solve real and relevant problems.

The new Design & Technology specification has just one option. While all areas will be covered in the ‘core’ knowledge, an ‘in depth’ knowledge in a particular field will also be required. It may be possible to teach this in different groups and you should indicate your preference from the following if you choose to study Design and Technology;

- **Materials (Papers & boards / timber / polymers)**
- **Systems (electronics / systems and control / mechanical systems)**

How will you be assessed?

The Iterative Design Challenge is a single task that is worth **50%** of the qualification. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of ‘explore, create and evaluate’.

The other **50%** of the qualification covers the principles of design and technology in a 2-hour examination. (Section B contains the ‘in-depth’ choice of question topics)

In the written examination, all learners are required to demonstrate their mathematical skills and scientific knowledge.

What are the benefits?

- you will gain skills useful in a wide range of jobs, in further study of design or engineering and in your personal life develop decision making skills, including the planning and organisation of time and resources when managing a project
- you will become an independent and critical thinker who can adapt your technical knowledge and understanding to different design situations
- you will learn to be ambitious and open to explore and take design risks in order to stretch the development of design proposals
- you will develop an awareness of implications of the costs, commercial viability and marketing of products.

Links with other subjects

The OCR content requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of Design & Technology as a pivotal STEM subject.

Further details of the specifications and course content can be found at

<http://www.ocr.org.uk/qualifications/gcse-design-and-technology-j310-from-2017/>





FRENCH

Head of Department

Mrs V. Bailey

Examination Board: AQA



French for GCSE... Easier than you may think 😊
A fantastic series of results in 2017:

100% A*- C GCSE results, 62% A*/A
6 hours per fortnight, one in IT3, Support class
French Society, Social Networking support, ...
Prepare to join the Francophony! 77 member
states and governments on 5 continents,
220 000 speakers, the official language of the
EU Administration.



Year 11, Trip to Brest,
France to a fantastic
language school stay
with a family and lots
of visits, no return
exchange student!

Assessment and Exams

Right from the first term, you will learn how plan for exams so that when they come around, you are totally prepared. There will be some vocab tests to earn euros and commendations from, pieces of writing and homework on Facebook with Jean-Pierre. Mocks happen at the end of Year 10 & in November of Year 11. The official GCSE exam is divided into the 4 skills, all taken at the end of Year 11.

GCSE structure	Paper 1 Listening	Paper 2 Speaking	Paper 3 Reading	Paper 4 Writing
% of final mark	25%	25%	25%	25%

Students' testimonies:

"GCSE French has hugely improved not only my French speaking ability, but also my ability in any language. The course was taught in a fun and interesting way and has encouraged me to continue my studies of French in the future (Cambridge, studying languages)"

"I think that after learning GCSE French I will have developed my communication skills greatly. I also feel that it has been a fun learning experience. Although it's not over yet I have still enjoyed the experience." (at uni for French and business)

"GCSE French was a great experience, not only were my French language skills greatly improved, and I now feel confident to at least have a go speaking to a French national, but I was shown French culture through a wide range of media, from croissants to films." (now studying medicine at uni)



Changes for new GCSE:

The three Key Themes are **Identity and Culture, Local, national, international and global areas of interest and Current and future study and employment.** We will of course study a number of **exciting authentic materials** such as short stories, songs and poems to see how the language is used in real contexts.

In Class: A very interactive environment: using buzzers, boards and the interactive board to ensure that you remain focused and you progress well.

A euros' competition system creates a motivating learning environment between all classes. Grammar is done as a small part of every lesson, thus building a strong framework for the student's French learning, in a specialist book with graded exercises.

Homework: Depending on the timetable, homework is given twice per fortnight on average. This will be learning vocab, doing reading/listening exercises on your book or Facebook, as well as preparing for Exams nearer the end of Y11.

Check out STROMAE's work
On Youtube 😊

"Formidable"
"Alors on danse"



What can I do in the future with French?

Languages can be combined with a surprising variety of subjects and skills to produce a wide range of jobs. For example:

- ◆ European Studies ◆ Computing
- ◆ Computational Mathematics
- ◆ Engineering ◆ Medicine and research
- ◆ Accountancy courses ◆ Management Studies
- ◆ Financial Management ◆ English Law Qualification
- ◆ Business Administration ◆ Economics
- ◆ Politics ◆ International Relations
- ◆ Hotel Management ◆ French and Marketing, French teaching, writing and more...



GEOGRAPHY

Head of Department – Dr H. Fyfe

Examination Board: AQA



As international links become closer, easier and faster, we need more than ever to understand the geography of the world.

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs) newly emerging economies (NEEs) and lower income countries (LICs). Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

WHAT DO WE DO IN GEOGRAPHY?

Our exciting new course looks at a range of important and significant issues from both Human and Physical sides of the subject.

Physical topics

- **Challenge of natural hazards:** tectonic hazards, tropical storms, extreme weather in the UK and climate change
- **Physical landscapes in the UK:** coasts and rivers
- **The living world:** local ecosystems, tropical rainforests and hot deserts

Human topics

- **Urban challenges:** global patterns, contrasting cities, sustainable urban futures
- **The changing economic world:** global patterns, closing the development gap, contrasting studies of economic development
- **The challenge of resource management:** resources in the UK, global energy resource security

WHY CHOOSE GEOGRAPHY?

Geography ...

- develops awareness and understanding of the world and the importance of safeguarding the environment;
- helps students develop a range of transferable skills such as decision-making, research, use of primary and secondary data, analysis and evaluation and report writing;
- helps develop skills in information technology in a range of challenging contexts, such as giving lively presentations and Geographic Information Systems;
- keeps students up-to-date with current affairs and global issues;
- involves practical fieldwork investigations in different environments.

FIELDWORK AND ASSESSMENT

Students will take part in two fieldwork enquiries - one investigating coastal landforms and processes at Dawlish Warren and one investigating urban issues in Exeter or Plymouth. There is no controlled assessment in Geography and instead students will be assessed on their fieldwork skills in an examination.

There will be three written examination papers in Geography:

Paper 1: Living with the physical environment 1 hour 30 minutes 35% of GCSE

Paper 2: Challenges in the human environment 1 hour 30 minutes 35% of GCSE

Paper 3: Geographical applications 1 hour 30% of GCSE. This final paper will examine general geographical and fieldwork skills as well as focusing on a specific geographical issue, the resources for which will have been pre-released in March of Year 11.



Extra-curricular activities As well as the academic content detailed above, geography students will get the opportunity to participate in a number of geography-related competitions and activities including the Young Geographer of the Year competition, the South-West Geology competition, the Worldwide quiz and the Geography trip to Iceland which will take place in October 2019.



GERMAN

Head of Department – Mr C.M. Zursiedel
Examination Board: AQA



In moving from Year 9 to Year 10, pupils embark on the fourth year of their GCSE course, as it is not possible for a pupil to adopt German in Year 10 unless he has done three years of German already.

THE COURSE

The study of German is definitely a rewarding and enriching experience. The majority of students will have been on the Y9 Cologne trip, gaining important first-hand experience that can now be taken to the classroom. However, German is not just a classroom exercise: did you know that there are 100 million native speakers? This makes German the most widely spoken language in Europe!

The new GCSE syllabus (first examined in June 2018) is much more than just grammar and vocabulary, and is designed to make studying the language livelier and relevant. Therefore, there will be a lot more on Germanic culture, such as films, songs, short stories, festivals and traditions, and perhaps a pen-pal project.

The course's emphasis is placed on broadening and extending a pupil's ability to comprehend more complex and authentic texts, and to communicate effectively and spontaneously in the foreign language. This obviously requires a sound level of understanding and commitment. Topics for the new course allow more flexibility for each teacher, but evolve around three broad topics:

(i) Identity & Culture

(ii) School & Work

(iii) Local, National & Global Issues.

A variety of resources are available for you: complete access to the online textbook, workbooks for grammar and vocabulary, plus interactive computer programs and specific websites. Additional resources, particularly on cultural topics, will be provided by each teacher, and can also be found in the school's learning centre. Furthermore, the foreign language assistant will play a crucial role in offering guidance and practicing oral fluency.

ASSESSMENT

Language learning concentrates on the familiar four skills of listening, reading, speaking and writing, but also adds translation exercises. Particular importance is placed on the acquisition of vocabulary and a solid understanding of grammatical skills, in order to be able to express ideas and opinions accurately and effectively on a wide range of topics. Pupils are expected to show pride in the presentation and accuracy of all their work, and adhere to deadlines when handing in homework. Neat handwriting is also essential.

The overall GCSE mark is made up of four exams (Listening, Reading, Speaking, and Writing. Translation exercises are part of the Reading and Writing paper, respectively) at the end of Year 11; each of these exams is worth 25%. Similar to the IB in the 6th form, this allows for steady progress with a lot of practice to prepare for a long-term goal (rather than short-term memorizing for tests). We expect most of our students to aim for at least a grade 5 or 6 (equivalent to a B), with a significant number of pupils achieving higher than this (i.e. grade 7, 8, or even 9).

CAREERS

In choosing German, you are opting for two years of challenging and rewarding work, making holidays more enjoyable and work opportunities in the German-speaking world a realistic possibility. Germany continues to play an integral part in European and global affairs, yet the number of British people studying German is in decline. Thus, a **GCSE in German is more valuable than ever** and provides a highly desirable skill for university applications and in the job market, even more so if seen as a stepping stone to IB. For further information, see here: <http://www.goethe.de/ins/gb/lon/lhr/wer/en9885204.htm>

HISTORY

Head of Department – Miss J. Bradbury

Examination Board: AQA (8145)

DOING GCSE HISTORY:

Are you interested in why Hitler's Nazi Party gained support in Germany after WWI? Or in considering the causes and events of the Cold War in Asia, including the Korean and Vietnam War? Would you like to discover the many invasions and conquests of Britain and her empire? Or use your detective skills to uncover how a historical site changed during the reign of Elizabeth? If so, History GCSE might be for you!

WHAT YOU WILL STUDY:

Paper One: Understanding the Modern World (50% of your total mark which is assessed in a written exam that lasts 1 hour and 45 minutes)

- **Period Study:**
Germany, 1890-1945: Democracy and Dictatorship
- **Wider World Depth Study:**
Conflict and tension in Asia, 1950-1975

Paper Two: Shaping the Nation (50% of your total mark which is assessed in a written exam that lasts 1 hour and 45 minutes)

- **Thematic Study:**
Britain: Migration, empires and the people: c790 to the present day
- **British Depth Study (including the Historic Environment):**
Elizabethan England, c1568-1603 (This will include a visit to a historical site as part of the course.)



WHY DO THIS COURSE?

Firstly, because it is fascinating! But additionally, historical knowledge provides an essential backdrop to understanding in many other subjects and is also the basis of an understanding of the world in which we live. Moreover, the analytical skills you will acquire are very useful in other subjects and the world of work. Historians are basically data analysts: they gather and assess information, and use it to make informed judgements. Being a 'critical thinker' is a valuable skill in any walk of life.

CAREERS

History is recognised as an academically rigorous discipline and the knowledge, understanding and skills it develops make for students whose attributes are sought after by many employers. There are many successful historians in the legal profession and the civil service, in the media, in the tourism and heritage industries, and in business and commerce. To name but a few, Gordon Brown, Jeremy Bowen (BBC correspondent), Steve Coppel (football manager), and Louis Theroux and Michael Palin (documentary makers) are all History graduates.

'Histories make men wise.' Francis Bacon (1561-1626)

MANDARIN CHINESE



Head of Department – Mrs V.K. Allen

Examination Board: AQA

China is the fourth largest country in the world with the largest population. Mandarin is taught in schools and it is the official language of mainland China. The Chinese language not only gives an insight into the people of China but also their history and culture. The grammar used at GCSE is similar in many ways to English. Whether students like patterns or cracking codes, or enjoy the beauty of the script, the characters offer an opportunity to stretch the brain!

THE COURSE

Within GCSE the essential elements of language study involve the skills of listening, speaking, reading and writing. The two-year course to GCSE focuses on revision of previously-learnt language, and the extension of language skills with more vocabulary and grammatical structures, enabling the student by the end of the course to be able to express themselves in a variety of situations and contexts, and in a variety of tenses.

HOMEWORK

Two pieces of homework per week will be set, usually one written and one learning (vocabulary or grammar). Vital to examination success is a thorough knowledge of the vocabulary, which the Board defines in its syllabus. Language tasks enable students to prepare themselves effectively for the written and oral parts of the examination.

ASSESSMENT

A process of continual assessment takes place by means of class and homework tasks. In the Autumn term of Year 10, students will sit a mock exam to give baseline data. From this, students will be able to see clear progress as they undertake the GCSE course. There will also be mock exams at the end of Year 10 and in the Autumn term of Year 11. This will enable students to pinpoint weaker areas and target them effectively, empowering students to build on their successes.

The official GCSE exam is divided into four skill areas, all taken at the end of Year 11:

Listening	25%	One paper of 45 minutes
Speaking	25%	One oral exam with the class teacher of 10 – 15 minutes
Reading	25%	One paper of 60 minutes
Writing	25%	One paper of 75 minutes
Translation in and out of Chinese is now a component of the exam		

VISITS

Every year there is a two-week Mandarin Immersion course which is run by Hanban and the IOE Confucius Institute. The Students visit Beijing, plus one other host city such as Harbin, Xiamen or Shenyang. The next course will be in the summer of 2019. Students attend lessons in the morning and participate in cultural activities in the afternoon. Letters with further details will be distributed in September 2018.

CAREERS

There are over 1.4 billion native speakers of Mandarin in China alone. Mandarin is one of the official UN languages, and business opportunities are constantly growing. China's economy has grown in the past decade, even through the recession, making it a key market with which British businesses can trade.

No-one can deny that learning Chinese is a challenge, but it is one well worth taking!





MEDIA STUDIES

Head of Department – Miss N. Moore
Examination Board: OCR



Why Study Media?

Today we're surrounded by media everywhere we look. There's the internet, TV, film, radio, magazines, papers... the list goes on. Not only is Media Studies interesting and relevant, it gives you valuable skills to help understand the world around you. You can apply many of these skills to GCSE English too.

In Media Studies, we cover texts from a wide range of media. From the still provocative documentary of the 9/11 tragedy to up-to-date Television broadcasts of Crime Drama. This is supported with culturally significant examples from the dawn of cinema and the moving image.

Media Studies is creative, challenging and promotes a co-operative approach to study. There are regular opportunities for practical work including filming and editing to photography and print media design sessions using the department's Apple Mac editing suites.

Course Links

English – Media works well in combination with the core subject of English, with a direct correlations between English Language study of non-fiction texts such as newspaper articles and website content. Media can give a head-start with understanding how digital texts are presented and designed.

Art – With its emphasis on recording the progress of film and design work, Media could be useful for students taking Art with sketched storyboarding and draft-work a required element of production folders.

Music – There are opportunities to develop your skills in music and sound-mixing GarageBand with previous Music students importing their own compositions for use in their productions.

**The Department's
Recent GCSE Exam
Success:**

**2012 – 2017
100% A*-C**



Structure of the OCR Course

Exam 1 (Year 10 with revision in Year 11) Crime Drama – An exam with a twist! You watch and analyse an extract from a set episode of a crime drama and explore production and representation values. Advertising and Marketing – Explore how a film is marketed to its audience through trailers and posters and video games. Set text: The Lego Movie	1hr 45minutes 35%
Exam 2 (Year 11) Music Industry – Close analysis of Music Videos, Music Magazines and Radio 1 Breakfast show News Journalism – Case studies of recent news coverage both in print and online websites	1hr 15minutes 35%
Non Examined Assessment (Coursework Year 10 and 11) Practical Production – Create either a print or film project. Choices change each year. Sample options: a 2-3minute rock music video promo; magazine cover, article and contents page; opening to a new TV drama	30%



MUSIC

Head of Department – Mr C. Eastman
Examination Board: Eduqas



WHY STUDY MUSIC?

- ♪ Music is a great option if you love playing, creating and listening to music – it's what we do!
- ♪ It's also great if you are a creative person who wants to explore that side of your abilities.
- ♪ Music is brilliant for building transferable skills – critical thinking, analysing, teamwork, leadership, organisation and social skills.
- ♪ Music is the only subject that uses both hemispheres of the brain, building links between them. Music has been proven to improve your performance in *all* your subjects.
- ♪ Universities love to see it on applications.
- ♪ Most importantly because you love it!

THE COURSE

Through performing, composing and listening to music, you will learn about:

- ♪ **Musical Forms and Devices**
Understanding the way that music is put together, with a focus on the Western Classical Tradition
- ♪ **Music for Ensembles**
Learning about texture, instruments and sonority in Jazz, Blues, Musical Theatre and Chamber music.
- ♪ **Film Music**
Studying the way that musical devices are used by film composers in the 20th and 21st centuries.
- ♪ **Popular Music**
Including rock, pop, fusion, and dance music.

ASSESSMENT All assessment takes place in Year 11

PERFORMANCE (30%): Two pieces (1 x solo, 1 x ensemble)) with a total of 4-6 minutes on any instrument, voice or using technology at a standard equivalent to Grade 3 or above.

COMPOSITION (30%): Two pieces (1 free, 1 to a brief) totalling 3-6 minutes for instruments or technology.

APPRAISING (40%): Written examination in response to recorded music (1 hr 15 mins) including familiar and unfamiliar pieces.

CAREERS

The Obvious

- ♪ Performer – *orchestral, soloist, band member, backing singer, session musician.*
- ♪ Composer – *film music, TV, adverts and jingles, computer games, musicals, orchestral, songwriter*
- ♪ Teacher – *classroom or instrumental teaching.*

Had you thought about..

- ... *Journalism?*
- ... *Music therapy?*
- ... *Music production and sound engineering?*
- ... *Music publishing?*
- ... *The music industry (artist promotion, A&R etc)?*
- ... *the huge range of transferable skills employers love?*

MYTH BUSTERS

“I need to play an instrument to do GCSE.” Don't worry! There is plenty of time to get to Grade 3 standard in the two years of the course, and whilst it helps to play an instrument, singers do very well too.

“I've heard that the listening is difficult.” Only if you allow it to be! Listening is integrated with performance and composition and let's face it, we all love listening to music – it's almost as fun as playing!

“Music is a soft option”. Music is a fun option, but it is challenging and academic. It takes dedication and self-discipline to succeed on an instrument. It takes creativity and reflectiveness to compose great music and appraising develops high level analysis and synthesis skills.

PHYSICAL EDUCATION

Head of Department – Mr A. Last
Examination Board: OCR



The Course

This course will prepare learners for the further study of Advanced Level Physical Education, as well as other related subject areas such as psychology, sociology and biology. The course also provides an opportunity for those with an active interest in sport to further develop this in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject. There is a strong cross-curricular link with science and boys will focus upon Applied Anatomy and Physiology; Physical Training; Socio-cultural influences; Sports Psychology and Health, Fitness and Wellbeing.

Assessment

The final assessment consists of two theory components that are assessed by external examination (60%) and a Practical Performance component (40%) that is internally assessed and externally moderated by the exam board.

The two theory components assessed in the final exam series are the 'Physical factors affecting performance' and 'Socio-cultural issues and sports psychology'. These will be assessed using a mixture of objective response and multiple choice questions, short answers and extended response items. Each paper has a total of 60 marks available.

The Practical Performance component will include a performance, in three sports, and a performance analysis, which makes up 40% of the final grade. There are 80 marks available.

Organisation

There will be six lessons a fortnight, four of which will be theory and two practical. Due to the nature of the course there will be some flexibility here as some content, including analysis of performance can be taught in a practical setting. A total of three practical sports must be selected for assessment; the activities taken from the two approved lists: one from the 'individual' list, one from the 'team' list and one other from either list. The Sports Hall, astro-turfs, fitness suite, fields, local swimming pool and other off-site facilities will provide for the practical sessions and use of video equipment will aid the analytical studies of performance. Alongside this there will be opportunity during the course for residential and off-site visits to supplement the course learning and develop stronger links with future sport related studies.

Homework

Written class work and homework tasks are set and marked on a weekly basis. These tasks will be geared towards ongoing assessments, with specific progress assessments at regular intervals leading up to the mock exam in December in Year 11.

The Future – Careers

This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry. The links to careers following a study in Physical Education are wide-ranging and an active use of leisure time is encouraged in whatever career path chosen. Careers in Leisure and Recreation, Tourism, Sports Psychology, Coaching, Physiotherapy, Youth Work, Outdoor Pursuits, Teaching and Sports Science are among those that are available to a successful student



SPANISH

Head of Department – Mrs M.G. Foster



You've done 3 years of Spanish, why carry on?

1. You have to do a language at GCSE. (Although this is a good reason, it shouldn't be the only reason!)
2. There are 21 countries where they speak Spanish. That's 21 places to visit where you will be able to travel, understand and be understood. That's a lot of holidays!
3. There are over 400 million native-speakers of Spanish, and 60 million who speak it as a second language in the world. If you want to be successful in their commercial environment, you will need to speak their language.
4. All these people are interesting, fun, and enjoy a rich cultural heritage which is just waiting for you to explore!
5. Spanish gets outstanding GCSE exam results.

Assessment and Exams

You will do vocab tests and other small tests as you go along, obviously. There will be more serious tests termly, in order for you and your parents to know how you are progressing, and mocks at the end of Year 10 & in November of Year 11.

The official GCSE exam is divided into the 4 skills, all taken at the end of Year 11.

Listening:	25%	45 mins.
Speaking:	25%	10 – 15 mins.
Reading:	25%	1 hr.
Writing:	25%	1 hr. 15 mins.



Where can languages take me?

Careers in languages on their own are as varied as working as an Interpreter for the EU, translating documents for big companies who have interests abroad, travelling with politicians.... Or you could combine languages with any other subject, and join an international organisation doing something you are interested in but based in another country, or working for a British company who have contacts with producers abroad ... Engineering with Languages, Law with Languages, History with Languages, Sciences with Languages, ... there are many opportunities open to you. Take these opportunities, you will not regret it!

Spanish holds the key to 21 countries!



The GCSE Course

We use the *Viva GCSE* book. It is divided into 8 units, covered over the 2 years. You will continue doing Listening, Speaking Reading & Writing. The three Key Themes are Identity and Culture, Local, national, international and global areas of interest and Current and future study and employment. We will also study a number of exciting authentic materials such as short stories, songs and poems to see how the language is used in real contexts.



Classwork:

You will have lessons similar to those you have experienced in Years 7-9, and you will be revising vocabulary and grammar you have already learned, plus you will study more advanced vocabulary and more complex grammar structures. If you are a good linguist, we will push you so that you're ready for the transition to Sixth Form Spanish.

Homework:

You will have homework 4 out of the 6 lessons per fortnight. This will be learning vocab, doing reading/listening exercises or preparing for Speaking and Writing tasks.

Outstanding trip to Salamanca for you to improve your language skills.

Spanish gets outstanding GCSE results!

	A* - A	A* - C
2017	60%	96%
2016	68%	100%
2015	65%	100%

NOTES