



# St. George's School

## Year 10 GCSE Options Booklet

### Jan 2022



# CONTENTS

<b>GCSE COURSES FROM 2022</b> .....	2
<b>An Introduction from the Headmistress</b> .....	2
Frequently Asked Questions.....	5
LIST OF SUBJECTS WITH NAMES OF SCHOOL CONTACTS .....	6
<b>Core Subjects</b> .....	
<i>ENGLISH LANGUAGE GCSE</i> .....	7
<i>ENGLISH LITERATURE GCSE</i> .....	8
<i>MATHEMATICS GCSE</i> .....	9
<i>COMBINED SCIENCE (2 GCSEs)</i> .....	10
RELIGIOUS EDUCATION GCSE.....	11
CORE PE and <i>PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)</i> .....	12
<b>Options</b> .....	
ART AND DESIGN GCSE .....	13
BUSINESS GCSE .....	14
COMPUTER SCIENCE GCSE.....	15
DESIGN AND TECHNOLOGY GCSE .....	16
DRAMA GCSE.....	17
ECONOMICS GCSE.....	18
FOOD PREPARATION AND NUTRITION GCSE.....	19
GEOGRAPHY GCSE.....	20
HISTORY iGCSE .....	21
MODERN FOREIGN LANGUAGE GCSEs.....	22-24
MUSIC GCSE .....	25
PHYSICAL EDUCATION GCSE .....	26
SEPARATE SCIENCES (3 GCSEs) .....	27
IN CONCLUSION .....	28-29
CHOOSING A RANGE OF OPTIONS .....	30

St George's School, Sun Lane, Harpenden, Hertfordshire AL5 4TD

Telephone: 01582 765477

Email: [admin@stgeorges.herts.sch.uk](mailto:admin@stgeorges.herts.sch.uk)

## GCSE COURSES FROM 2022

### An Introduction from the Headmistress

This booklet is provided to help you make your choice of subjects for years 10 and 11. Very soon you will be asked to decide on the subjects that you will take for the next two years to examination level.

Very few of you will already have chosen your career and some of you will remain in doubt for some time to come. This is perfectly normal and there is no need to take any career decisions yet. St George's provides you with the opportunity to follow a well-balanced course which will keep doors open. Employers very rarely expect a new employee to have previous training in a particular job. They usually provide the training and prefer to see evidence of a good, all-round education backed up by qualities such as reliability, determination and a capacity to work really hard. At GCSE, selecting a range of subjects that allows you to exhibit mastery of a range of skills is important.

However, if you do have a specific career or profession in mind at this point, then it is important that you do your research carefully and find out now if there are any specific qualifications or courses you should take that will help you pursue that career, get into a specific university, or onto a particular degree course. But remember to keep your 'options open' as you could change your mind on a career at a later date.

Each one of you will have your own reason for whatever choice you make. There is no golden rule that will fit everybody. The vital point is to approach the matter with careful, serious thought.

There are two reasons why the decisions you take are extremely important ones. Firstly, you will have to live with them for the next two years and you must be satisfied that your choice will allow you to enjoy your studies, as well as succeed in them. Secondly, studying a broad range of subjects will keep more options open to you in the longer term.

What is meant by "balance" in your year 10 and 11 courses? The curriculum offered at St George's gives you the capability of selecting a diverse, broad range of subjects that will equip you with the skills required for future study or employment.

All pupils study:

- English (most will take a double award, combining a GCSE in English Language with one in English Literature. Others take a single course in English Language).
- Mathematics
- Religious Studies
- Science - Combined Science double award (2 GCSEs) with some students taking the Separate Sciences award (3 GCSEs).
- Whilst optional, we strongly recommend that students study a Modern Foreign Language  
**In addition**, all pupils will have timetabled lessons of Physical Education and follow a PSHE (Personal, Social and Health Education) course

In order to produce a viable timetable within the limits of the staff available, subjects will be grouped together in "blocks". The numbers who can study a given subject within a block may be limited (e.g. staff and room availability), so you may not be able to study all the subjects you would like.

Where you have a choice, you should select subjects which require a range of skills. Consider ones that you enjoy, but which will also challenge your learning and provide breadth and depth to your knowledge and

understanding. Don't always opt for what you think will be easy. **You should choose subjects on the basis of what is going to give you the best options and choices for the future. Your future!**

Each option subject can be taken to GCSE examination level. You should expect to sit a full GCSE examination in most of your option subjects and certainly in English, Mathematics, Science and Religious Studies. Some subjects involve controlled assessment (coursework – now referred to as NEA or Non-examination assessment), and some of the work that you do in class will be submitted to an examiner. Details of the requirements for GCSE are given in the subject outlines on the following pages. You should consider these very carefully in making your choices, especially if this involves practical or field work. In some subjects there may be visits to places of special interest, such as the theatre. Others may need specialist equipment or materials which we will do our best (within our limited resources) to provide.

You will need to turn to many people for advice. Listen to anybody who offers guidance. Arrange to speak to people who you think might be able to help. Your parents will be involved in a parents' consultation evening and your tutor and Head of House will help you. Listen to them carefully. **Do not choose subjects because they are the ones your friends have chosen**; you may be placed in a different group! **Make sure that your choices are the right ones for you**. Whilst having a positive relationship and liking your teacher is important, you should not choose a subject option based solely on this. You may not have the same teacher as you have this year, or be taught by the one you think you might get.

In this booklet there are brief outlines of the subjects. You may well want to know more about some subjects so do not be afraid to ask. Staff are accustomed to pupils asking questions about their subjects and your tutor will always find out details on your behalf.

### **Looking ahead to Years 12 and 13 (The Sixth Form)**

Although this booklet deals mainly with your courses in years 10 and 11, you should remember that we offer Sixth Form courses. Our Sixth Form is open to all who can benefit from and achieve success in the courses on offer, **providing they can satisfy our entrance requirements for access to this level of study.**

Unless otherwise stated, you would be wise to choose at GCSE any subject you may wish to study at A Level in the Sixth Form, since this will ensure you have the right skill set for the subject at a higher level. It is possible to study a subject at A Level that you have not studied at GCSE as some subjects have transferrable skills. Your choices now do not therefore prevent you from studying many A Levels since these require the core subjects which are compulsory anyway. However, Language A Levels are an example of a course that absolutely requires a GCSE as suitable preparation. There will also be new subjects available at A Level which opens up new choices. All A Level courses, whether 'new' subjects or GCSE subjects will require a grade 5 or above in GCSE English and Maths. They often require other core subjects to show the right skillset. These will be required in lieu of the lack of the subject at GCSE level. You can look at the *current* entry requirements for A Level courses on the school website (Home / Sixth form / Sixth Form Prospectus). These may change in the future but can indicate something of the expectations for 2022 entry.

Your tutors can give you advice about this as well as advice on career pathways. Year 9 students will have received session from Herts Youth services in the Library (Friday 5) about future pathways last term, to help you think about the possibilities. You can ask for more impartial advice and guidance from Herts Youth services through your tutor, who can ask for an interview to be arranged for you.

The subjects you choose now could provide an insight into the kind of curriculum that would be most suitable for you to study post-16, which in turn could affect your choice of career and destination in Higher Education. That is why the choice you make now is so important, and why we shall try to give you as much advice and help as possible so that you make the right long-term decisions. Attainment at GCSE in certain subjects will be required by some further education courses, especially competitive courses at university (e.g. medicine). If you already have a university course idea in mind, and wish for further advice on subjects/levels required for degree level study, you can ask Miss Morris (Director of Sixth Form Education) to answer these queries, as she specialises in post-18 options.

## Changes to GCSE Grading

You may be aware that from 2017 the Government introduced a new grading system for GCSE's. A new nine-point numerical scale has been adopted to replace the alphabetical grading system we were previously more familiar with. The diagram below will help you understand how the two grading systems compare.

New grading structure										
9	8	7	6	5	4	3	2	1	U	
A*		A	B		C	D	E	F	G	U

### Current grading structure

A and above = same proportion of students as 7 and above

B-C = same proportion of students as 4-6

The bottom of grade 1 will be aligned with the bottom of grade G

## YEAR 10 OPTIONS 2022 - KEY DATES

If you have any questions regarding the process contact Mr Cullis. If you have queries and questions about subjects either encourage your son/daughter to contact their subject teacher or contact the appropriate curriculum leader.

Date	What's happening?
Friday 7th January 2022	Options talk and information for Pupils during Friday Five
Friday 14th January 2022	Options talk from PE, MFL, Technology and Business and Economics
Wed 19th January 2022	ONLINE GCSE Options Information Evening for Parents
Thursday 27th January 2022	Year 9 Parents Evening. Staff will be available to give advice and help. Online choices form 'live' on school website.
Wed 2nd February 2022	GCSE subject Fair for Year 9. 1:30-2:00pm in the Assembly Hall.
Friday 11th February 2022 at 12 noon	DEADLINE FOR RETURN OF YEAR 10 OPTIONS ONLINE APPLICATION FORM

## Frequently asked questions

### **How many options can students choose?**

We are asking students to choose four options ranked in order of preference. We aim to give students as much choice as possible hence they can choose from any of the options. We do not have predefined option blocks or specified subject choices. Not all students will study the full complement of ten GCSE subjects. These students will follow a slightly reduced curriculum as advised by their Head of House but if this applies, the Head of House will be in touch with you directly. We encourage all students to choose the four options at this point.

### **What is the English Baccalaureate?**

The English Baccalaureate or Ebacc is a performance measure for schools. It is not a certificate or a performance measure for students. It measures how many students have achieved a good pass in five subject areas: English, Maths, 2 Sciences (including Computer Science), History or Geography and a foreign language.

### **Why are there two reserves on the options form?**

As we do not use predefined option blocks we design our timetable each year to accommodate as many choices as possible. You will understand that it is sometimes impossible to meet all four option choices for all students due to blocking, staffing, group size and subject clashes. In this case we would need to consider allocating a reserve choice. We request that students give us two reserve choices in order of preference.

### **Can students take Business and Economics?**

Yes, if you read the course content you will see that the two GCSE courses are different. We however, remind students to think about choosing a broad and balanced curriculum.

### **Can any student take Separate Sciences or Spanish as an option?**

In previous years we have opened up the options of Separate Science and Spanish only to students who have been invited to take the course. This year, because of the unique circumstances and absence of the rigorous data we would normally use for this process, we are opening up both options to all students who wish to study those courses.

### **How do submit the options form?**

This year we are using a google form which is available on the school website from Thursday 27<sup>th</sup> January for parents and students to submit their options. More detail will be given on this in the presentation.

If you have any more questions please do email [bcullis@stgeorges.herts.sch.uk](mailto:bcullis@stgeorges.herts.sch.uk). We may issue a further FAQs if required.

## LIST OF SUBJECTS WITH NAMES OF SCHOOL CONTACTS

For further details of any of the subjects referred to in this booklet, please speak to your current teacher (where applicable) or the following members of staff:

### CORE SUBJECTS

English	Mrs C Edmunds
Mathematics	Mrs R Glass
Physical Education	Mr D Rees
PSHE and Careers	Mrs H Goatly
Religious Education	Mr S Williams
Combined Science	Mrs K Ariss

### OPTIONS

Art and Design	Mr R Browne
Business	Mr K Reynolds
Computer Science	Mrs R Glass
Design & Technology	Mr S Tweeddale
Drama	Mr S Wallace
Economics	Mr K Reynolds/Mrs R Potter
Food Preparation & Nutrition	Mr S Tweeddale/Ms M Clough
Geography	Mr S Williams
History	Mr S Williams
Modern Foreign Languages	Mrs N Fox
Music	Mrs P Emeny
Physical Education	Mr D Rees
Separate Sciences	Mrs K Ariss

# GCSE English Language AQA 8700

Course Leader: Mrs C Edmunds



## Written Examination 100%

Two papers worth 50% each, and each lasting 1 hour 45 minutes

### PAPER ONE – Explorations in Creative Reading and Writing

#### Reading Section, 40 marks (25% of GCSE)

Students are provided with one single unseen Literature text extract. Students to read the text extract and respond to questions about it. (Extract texts may be from the 19th, 20th or 21<sup>st</sup> centuries.)

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

#### Writing Section, 40 marks (25% of GCSE)

Students to select one question from a choice of two, linked in theme to the extract in the reading section.

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### PAPER TWO – Writers' Viewpoints and Perspectives

#### Reading Section, 40 marks (25% of GCSE)

Students provided with two linked unseen extracts. One Non-Fiction text and one Literary Non-Fiction text. (Extract texts may be from the 19th, 20th or 21<sup>st</sup> centuries.)

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

#### Writing Section, 40 marks (25% of GCSE)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### **NON-EXAMINATION ASSESSMENT: Spoken Language (0% of GCSE)**

A selection of speaking and listening tasks that assess presenting, responding to questions and feedback as well as use of Standard English. Tasks are teacher set and marked throughout the course.



# GCSE English Literature AQA 8702

Course Leader: Mrs C Edmunds



## Written Examination 100%

Two papers: paper 1 worth 40% and lasting 1 hour 45 minutes and paper 2 worth 60% and lasting 2 hours 15 minutes.

### PAPER ONE - Shakespeare and the 19<sup>th</sup> Century Novel

**1 hour 45 minutes, 64 marks (40% of GCSE)**

#### **Section A Shakespeare:**

Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

#### **Section B The 19<sup>th</sup>-century novel:**

Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### PAPER TWO - Modern Texts and Poetry

**2 hour 15 minutes, 96 marks (60% of GCSE)**

#### **Section A - Modern texts:**

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

#### **Section B - Poetry:**

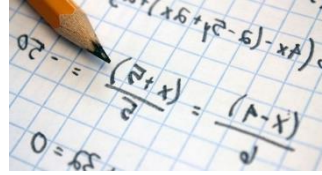
Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

#### **Section C - Unseen poetry:**

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

# GCSE Mathematics OCR J560

Course Leader: Mrs R Glass



Mathematics will be examined at GCSE in one of two tiers, Foundation (grades 1 to 5) and Higher (grades 4 to 9). A final decision is made on levels of entry in January of Year 11.

Each tier will be tested with **three externally assessed written papers**, one of which is a non-calculator paper and the other two for which a calculator is required. Each paper has a duration of 90 minutes and 80 marks available. All papers have an equal weighting. The major topic areas covered will be:

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

Functional elements of Mathematics are assessed in this specification and, although students do not have to pass Functional Skills Mathematics at Level 2 to gain a Grade 5 or higher in GCSE Mathematics, they will be well placed to achieve a Functional Skills Mathematical Qualification should it be required.

The weightings for these topic areas for each tier are illustrated below:

Tier	Topic area	Weighting
Foundation	Number	28%
	Algebra	23%
	Ratio, proportion and rates of change	28%
	Geometry and measures	18%
	Statistics and Probability	18%
Higher	Number	18%
	Algebra	33%
	Ratio, proportion and rates of change	23%
	Geometry and measures	23%
	Statistics and Probability	18%

Each paper will cover all assessment objectives according to the proportions indicated in the table below:

Assessment Objective	Foundation %	Higher %
Use and apply standard techniques	50	40
Reason, interpret and communicate mathematically	25	30
Solve problems within mathematics and in other contexts	25	30

Functional elements of Mathematics are assessed in this specification and, although students do not have to pass Functional Skills Mathematics at Level 2 to gain a Grade 5 or higher in GCSE Mathematics, they will be well placed to achieve a Functional Skills Mathematical Qualification should it be required.

# GCSE Combined Science AQA 8464

Course Leader: Mrs K Ariss



All the GCSE Science courses that we teach follow the AQA specifications. This qualification is linear. Linear means that students will sit all their exams at the end of the course in year 11.

Biology Content	Chemistry Content	Physics Content
<ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and response</li><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding, structure, and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li><li>• The rate and extent of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul>	<ul style="list-style-type: none"><li>• Energy</li><li>• Electricity</li><li>• Particle model of matter</li><li>• Atomic structure</li><li>• Forces</li><li>• Waves</li><li>• Magnetism and electromagnetism</li></ul>

### How the three sciences are assessed

The Combined Science course (known as 'Trilogy Science' with AQA) is worth two GCSEs and is assessed by six, 1 hour and 15 minute exams. There are two tiers of entry: Foundation and Higher. Each paper consists of 70 marks, and each paper is 16.7% of a GCSE. Students will receive two grades for their Combined Science award which are either the same grade or adjacent e.g. 55, 56, 66, 67, 77 etc. There are not separate grades for the three Science components.

### Type of exam questions

Multiple choice, structured, closed short answer, and open response.

Towards the end of year 10, students sit an end of year exam which we use as a tool to monitor progress, check the setting for year 11 and for guidance as to students' terminal tiers of entry. There are 16 required practicals which will be delivered and performed by the students through years 10 and 11.

### What will Science do for me?

We believe that science has something to offer every student. Investigative dexterity (practicals), analytical prowess (graphs & conclusions), reflective proficiency (evaluations) and problem solving techniques will all be further developed in years 10 & 11.

In Science we do a bit of everything: History, ICT, PSHE, Maths, English, RS, Technology (all of them), PE, Geography, (you name it we do it), as did every great scientist from Galileo to Stephen Hawking and so can you!

# GCSE Religious Studies AQA 8062

Course Leader: Mr S Williams



At St George's we start the Religious Studies (RS) GCSE course in year 9, so in year 10 students continue to build on the essential knowledge they have already gained during year 9 GCSE work. This is a **full GCSE course** and there is no coursework but a lot of knowledge and that is why we start this GCSE early. Arguably the greatest influence on human thinking and greatest catalyst to moral (some would say immoral!) actions, can be attributed to religion and the belief in God. This is why at St George's we believe RS is central to students' education.

The AQA RS full course gives students the chance to engage with the two most dominant religions in the world today, Christianity and Islam. To be equipped to engage with an increasingly small world where work colleagues are on the other side of the world or neighbours come from other cultures, an appreciation of cultures and religions is more crucial than ever before.

Students will be challenged to consider views that they have not considered before and asked to debate thoughtfully about the merits of religious ideas and practices.

At the end of Year 11 students will sit two examinations each lasting 1hr and 45min.

The full course covers the beliefs and practices of both Christianity and Islam in Year 9 and the beginning of year 10; this basic religious knowledge will be used to investigate more philosophical and ethical issues, through what is called "Thematic Studies" in year 10 and 11.

## In Christianity

### Core Beliefs and Practices (25%)

E.g. nature of God, the Trinity, Salvation and Judgement, the afterlife, pilgrimage, the sacraments, mission and charity work.

## In Islam

### Core Beliefs and Practices (25%)

E.g. the Oneness of Allah, angels, pre-destination, prophethood, the 5 Pillars, the 10 Obligatory Acts, Eid and Ashura.

**In addition the course will cover a range of Ethical issues in Christianity, including:**

1. Relationships and Families
2. Religion and Life
3. Religion, peace and conflict
4. Crime and Punishment

## Physical Education CORE

Course Leader: Mr D Rees **NON EXAMINED**



Physical Education is a compulsory part of the National Curriculum throughout Key Stage 4.

The Key Stage 4 core programme is designed to give students a wide variety of sports to participate in as well as giving them the option to choose and select their own curriculum. The focus is to promote physical activity and life time sports as part of a healthy balanced lifestyle. Students will be given access to a range of sports through the Key Stage 4 PE options system. In this system students will choose a pathway containing four activities that they will take part in up until Easter. They will then select further activities to complete in the summer term. These activities include fitness, trampolining, gym games, table tennis and badminton as well as the variety of sports they have already experienced during Key Stage 3.

The emphasis at Key Stage 4 widens to include officiating, analysing, problem solving and leading as well as continuing to refine and develop existing practical skills. The programme is designed to not only improve performance, but also to allow students to enjoy actively participating in physical activity so that they may carry on even when PE ceases to become compulsory.

## PSHE and Careers

Course Leader: Miss A Hartley **NON EXAMINED**



Education is not simply a matter of preparing people for GCSE or A Level examinations; it is also about preparing our young people for adult life. There are, therefore, many topics not included in examination subjects or other lessons that are important to consider. These have been collected together under the heading Personal, Social and Health Education and are all components of the compulsory curriculum for PSHE in years 7 - 11. PSHE aims to give pupils the opportunity to help understand themselves as individuals, look at the choices that they will be faced with, and the role that they can play in society. Some of these lessons are also dedicated specifically to exploring future career pathways.

For one period a fortnight throughout years 10 and 11 all pupils will follow the PSHE course which includes modules on:

Physical Health and Mental wellbeing	Drugs and Alcohol awareness
Personal Safety	Online and the Media
Sex and Relationships education	Citizenship (including British values)
Politics and Democracy	The Criminal Justice System
Career Opportunities – trainings and skills	Financial awareness

Other aspects of Personal, Social, and Health Education are taught in subject areas. The programme of study is also supported through tutor time sessions, and presentations on a wide variety of topics in 'Friday 5' sessions throughout years 10 and 11.

## GCSE Art and Design AQA 8202

Course Leader: Mr R Browne



Above all else, we would like you to **enjoy GCSE Art** and gain inspiration from it.

We aim to make the Art and Design course as **exciting and interesting** as possible. We would like you to acquire useful creative and artistic skills that will be of use beyond the Art rooms and helpful to you in the future.

**Art results at St George's are outstanding. Habitually 90% of students gain a grade 7 or above. In 2019 40% gained a grade 8 or 9!** This places the Art Department as one of the most successful in the Country. We want you to gain a high grade qualification for use in your educational journey. Art is now seen by Universities and Colleges as equally valid as all other option subjects, including humanities.

Please note: Many people worry about the amount of work expected in Art. In order to reduce the stress of work load, we have reduced the course work expectation by 40% over the last few years.

### **Component 1: Personal Portfolio (NEA – Non- Examined Assessment - Coursework) 60% of final grade**

This will comprise of three projects, each with a different theme. The first two may have such themes as: Landscape, Portraits, Animals and Sculpture. The third project will be a theme that you choose yourself. This last one will be your mock GCSE Exam completed in the autumn term of year 11.

Each project will comprise: A2 Sheets, sketch book work and a final outcome.

In year 10 there will be a summer drawing exam which will fit into one of your two projects.

In year 11 you will have free choice to explore a theme for your mock exam. There will be two days in which you can produce an exciting outcome (your GCSE Mock exam).

### **Component 2: Externally set assignment (Exam) 40% of final grade**

This unit follows the same format as your other three projects in that you will produce preparatory work in the form of A2 Sheets, sketch book work and an outcome. The exam paper is issued in January of Year 11 and you will then produce your preparatory work on your chosen theme.

The two day exam is normally in late April / early May.

Sketchbooks and independent research are an important part of the course, as is the study of the work of other artists. You will acquire numerous Art skills, as well as skills useful in all walks of life including: visual awareness, observation skills, artistic appreciation and the ability to develop an idea and design an outcome.

According to The Gov.UK Creative Industries website, the Creative Industries is one of the fastest growing sectors in the UK. There are many careers for which Art GCSE is useful. These range from Advertising, Media, Film, Product Design, Engineering and Architecture through to Graphics, Illustration, Fashion, Textiles and Fine Art.

**We hope you enjoy Art GCSE.**

# GCSE Business OCR J204

Course Leader: Mr K Reynolds



There has never been a more interesting time to learn about Business. Whether you are a budding entrepreneur wanting to set up your own company or are interested in working for a large international organisation - one day you are likely to work within a business of some kind. The Business GCSE course will give you an excellent understanding of how successful businesses operate and the decisions that they make.

**Studying real business examples such as Apple, Supreme and KFC, you will learn about the following topics:**

- Marketing - advertising, development of products, how to set the best price
- Recruitment - how businesses employ the right staff and keep them motivated
- Business structures - including the different ways to set up a business
- Finance - including how businesses source the money to set up and operate and how they make a profit
- Business operations - how businesses produce the things we buy
- Influences on businesses - including the environment and globalisation

**Aims of the course are to enable students to:**

- know and understand a range of business concepts
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively, demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems
- analyse and evaluate real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data

**Assessment**

**Business 1 – Business activity, marketing and people** - 1 hour 30 minute exam – 50% of total marks

Section A – Multiple choice questions worth 15 marks

Section B – Short, medium and extended response style questions worth 65 marks, which use stimulus material based on real business contexts.

**Business 2 – Operations, finance and influences on business** - 1 hour 30 minute exam – 50% of total marks

Section A – Multiple choice questions worth 15 marks

Section B – Short, medium and extended response style questions worth 65 marks, which use stimulus material based on real business contexts.

# GCSE Computer Science OCR J277

Course Leader: Mrs R Glass



This course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on ‘behind the scenes’, including computer programming, which many students find absorbing.

## THROUGH THIS QUALIFICATION, STUDENTS:

- Develop their understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programs and become independent users of IT
- Acquire and apply creative and technical skills and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society

## WHY CHOOSE GCSE COMPUTER SCIENCE?

- It’s a great way to develop critical thinking, analysis and problem solving skills, which can be transferred to further learning and to everyday life
- Students who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone.

<b>Component 1</b>	<b>Computer systems (Theory)</b>
1 hour 30 mins 80 Marks 50% of the grade. Question paper includes a mixture of short and long answer questions, some of which will require candidates to write simple algorithms.	
<b>Component 2</b>	<b>Computational thinking, algorithms and programming (Theory)</b>
1 hour 30 mins 80 Marks 50% of the grade Question paper includes a mixture of short and long answer questions, some of which will require candidates to write or refine algorithms and find errors in program code.	
<b>Component 3</b>	<b>Programming project (assignment set in year 11 done under controlled conditions in lessons and externally monitored)</b>
Approximately 20 hours. <b>This does not count towards the overall GCSE grade but is a formal requirement, which consolidates learning across the specification through practical activity</b> Candidates create solutions to computing tasks from a set of options supplied by OCR.  Students will need to understand standard programming techniques by designing a coded solution to a problem, including the ability to: Develop suitable algorithms, design suitable input and output formats, identify suitable variables and structures and identify test procedures.	



## GCSE Design + Technology AQA 8552

Course Leader: Mr S Tweeddale



Are you interested in solving real world and engaging problems? Would you like to learn how to use innovative technology and provide working solutions to real people in real communities globally?

GCSE Design & Technology (D&T) is a modern subject that aims to provide students with relevant design skills to be able to solve problems regardless of context. Design & Technology is not taught in separate material areas but taught across all, thus giving students a greater degree of choice in terms of the final prototype they design. A typical week in a D&T lesson could involve taking apart existing products to investigate how they are manufactured, interviewing clients and users on their needs and wants, designing and prototyping using a range of modern and smart materials, experimenting with 3D printing and laser cutting, investigating how industrial processes are used to mass produce products and how this affects our environment. Design & Technology provides many transferable skills and complements other subjects highly. D&T fits extremely well within STEM subjects and most universities and employers are actively seeking students with qualifications in the subject for courses such as Architecture, Engineering and Design.

The Design & Technology department is extremely well resourced in terms of the range and amount of machinery across the department and we are lucky to have consistent access to a wide range of materials. Teachers are highly trained to work with a range of different materials and can support a vast range of different projects to help challenge and stretch students. In year 10 students will study a range of topics to cover the core content, specialist knowledge and designing and making principles. This is linked with Non-Examination Assessment (NEA) to prepare students at Year 11 for their real NEA.

**Non-Examination Assessment (50%):** At the beginning of Year 11, students will be introduced to the contextual challenge, the aim of which is to provide a solution to a real world problem. The context is provided each year by AQA and students will be able to pick from three. Topics are challenging and deliberately vague as a starting point to encourage students to discover problems within the context. A design context could be “supporting developing countries” or “helping those with disabilities”. Students are expected to work independently and be proactive with research, designing and testing prototypes. Iterative design is an important process and students are marked higher for developing and learning from a range of prototypes rather than documenting one. There is an expectation that students will provide a small proportion of the cost towards materials, especially in the more complicated and costly individual NEA projects.

**The written examination (50%):** The subject is formally examined in the summer of year 11. The paper is two hours long and will test the students' knowledge and understanding through three areas: core content, specialist principles (of which students are expected to know at least one material area), and designing and making principles.

# GCSE Drama AQA 8261

Course Leader: Mr S Wallace



“A drama education is excellent preparation for all kinds of employment, and it is now common knowledge that the skills taught through drama are much respected by employers in a range of fields.”  
Phil King, A winter’s tale: don’t overlook the value of drama in school, The Guardian, Dec 2014

## Skills - students learn how to:

- **Communicate effectively** to a variety of audiences, developing the ability to select vocabulary suitable for characters in specific situations.
- **Develop collaborative group skills**, presenting their own ideas and developing the ideas of others, being able to work with anyone.
- **Organise their time**, both individual preparation as well as group rehearsal, whilst still meeting the coursework deadlines for other subjects.
- Bring play texts to life using voice, characterisation, lighting, setting etc.
- Use lighting, sound, setting, costume, props and masks to enhance the impact of their work and so increase the effectiveness of their presentations.
- Analyse their enjoyment of a variety of productions seen during the course.

## Component 1: Understanding Drama (examination) 1 hour 45 minutes 85 marks 40% of grade.

Students will develop their knowledge and understanding of drama and theatre through the close study of one set play and through watching a range of plays in performance / live theatre (seen over the 2 year course)

- Students will respond to a series of questions based on extracts from their set play, as well as one question on the work of theatre makers in a single live theatre production.
- Students will have opportunities to explore aspects of technical theatre, alongside their study of performance.

## Component 2: Devising Drama (practical) 40% of Grade

Students have the opportunity to devise, develop and present their own short live theatre production based on a stimulus – song, quote, image etc. They can work as either performer or designer.

- Assessment is through their Final Live Performance and their Devising Log Book (kept throughout the devising process). Students will be able to work in small groups (4-6)
- There are opportunities for technical theatre to be assessed – lighting, sound, design, costume & make up.

## Component 3: Texts in Practice (practical) 20% of Grade.

As with Component 2, students will work in groups (from pairs to groups of six), or as a solo performer (monologue) to present a practical live theatre performance.

# GCSE Economics OCR J205

Course Leader: Mr K Reynolds



The course will:

- Introduce you to the economic problem of scarce resources
- Allow you to look at the world around you from an economic perspective
- Enable you to have a greater understanding of economic and business current events

GCSE Economics offers you the opportunity to find out about the UK and the World Economy. Many students continue with Economics at A Level but for those who do not, it gives you an informed understanding of the way in which the UK and the Global Economy works. The recent economic performance of the UK and changes in the European and Global economy makes this a particularly interesting time to study Economics.

The course is split into two units, a Micro Economics Unit (Introduction to Economics) and a Macro Economics Unit (National and International Economics).

Both units are externally assessed – you are set an exam for each unit. **There is no assessed coursework.**

Unit Title	Exam details
<b>Unit 1 - Introduction to Economics</b>  The basic economic problem Demand and supply How firms operate in markets	<b>1 hour 30 minutes exam, 80 marks, 50% of the total GCSE</b>  Section A – Multiple choice questions worth 20 marks  Section B – Short, medium and extended response style questions based on stimulus material.
<b>Unit 2 - National and International Economics</b>  Key economic objectives – economic growth, inflation and unemployment Government spending and revenue – including taxation Government policies including fiscal, monetary and supply side International trade and globalisation	<b>1 hour 30 minutes exam, 80 marks, 50% of the total GCSE</b>  Section A – Multiple choice questions worth 20 marks  Section B – Short, medium and extended response style questions based on stimulus material.

Economics GCSE is an excellent and recommended foundation for students considering further study in the area.

# GCSE Food Preparation and Nutrition AQA 8585

Course Leader: Mr S Tweeddale



The GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

To study this course, students need to have an interest in food preparation and be prepared to organize themselves in advance for practical sessions, which will bring to life the related food science and nutrition work.

Students develop and build upon the work covered in years 7, 8 and 9 in Food Technology. Students will be expected to provide their own ingredients for Food Preparation and Nutrition lessons as we will be making food products virtually every week during one of the lessons.

The practical work will support the subject content which covers:

Food groups

Nutrition and health issues relating to our food intake

Food science and Food safety

Food choice (including the study of British and International cuisines, vegetarian types, religious influences etc)

Food provenance (including the environmental impact and sustainability of food)

## Assessment

### Paper 1: Food Preparation and Nutrition (50% of GCSE) 1 hour 45 minute exam.

Theoretical knowledge of Food Preparation and Nutrition through a written exam at the end of the course.

### Non-exam assessment – NEA (50% of GCSE)

This is split into 2 tasks:

**Task 1** – a written report submitted electronically on a food investigation which will show the student's understanding of the working characteristics, functional and chemical properties of ingredients. The task will be the same for everyone and will be provided by the exam board in the September of year 11. It will take 4–6 weeks and be 1,500 –2,000 words in length. It will involve some practical food work.

**Task 2** – Food preparation assessment. Students will prepare, cook and present a final menu of three dishes during a 3 hour practical exam. They will submit planning work which will have been completed in advance. The topic will be provided by the exam board in November of year 11.

# GCSE Geography AQA 8585

Course Leader: Mr S Williams



*Do you enjoy eating soggy sandwiches on a rain soaked mountainside? Would you like to see an 'arête'?  
Read on, Geography could be for you.*

Whether you think of yourself as a scientist, a mathematician or having creative and linguistic interests, Geography is a subject which bridges all of these and is enjoyed by pupils with a wide range of interests. Pupils learn a range of skills which are useful to everyday life. By the end of year 11 pupils should be able to competently use maps to find places, and be able to look at contours and visualise the landscape shown on the map. Pupils who excel at Geography have enquiring minds and are very aware of the environment in which they are living.

There are three exam papers taken at the end of year 11 (a physical paper, a human paper and a fieldwork/issues-based paper). All exam papers have a mixture of question styles. The topics we have selected to study are shown below:

## Topics studied

1. Unit 1: Living with the physical environment:
  - The Challenge of Natural Hazards, Physical Landscapes in the UK (rivers and glaciation)
  - The Living World (rainforests and cold environments)
2. Unit 2: Challenges in the human environment:
  - Urban Issues and Challenges, The Changing Economic World
  - The Challenge of Resource Management (food).
3. Unit 3: Fieldwork/Issues Application - Fieldwork investigation completed on both a residential trip to the Lake District and a day trip to London (assessed through scenarios and questions in an exam and a pre-release issues evaluation).

## Skills recommended for this course

Students should be prepared to watch the news and stay up-to date with current events. They need to be students that are engaged with the world around them and are interested in observing changes. It is recommended that pupils interested in taking GCSE Geography familiarise themselves with a GCSE text book and sample exam papers available here: <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035> so that they can be prepared for the work that they will be asked to commit to.

If you choose this option, you will be invited to participate in fieldwork visits to the Lake District to carry out a rivers investigation and study the glacial landforms and to London (Queen Elizabeth Olympic Park) to investigate the social, economic and environmental impacts of regeneration. Fieldwork from both of these trips will be examined in the Unit 3 exam. For both visits, the group will travel by coach. The trip to the QEP is a day trip in October of year 10 and the Lake District is a 4 day trip where we stay at the Field Studies Centre near Grange-over-Sands. The cost of this trip depends on numbers but is likely to be in the region of £395.

## iGCSE History Cambridge 0977

Course Leader: Mr S Williams



In the first year we mainly cover the chosen depth study of *Germany 1918-45*, in preparation for Section B of the Paper 1 exam.

**Weimar Germany 1919-1929:** We examine the huge impact of the First World War and Treaty of Versailles on Germany, and how it led to a complete collapse of the economy and an upsurge of political violence with the emergence of the Nazi party. We study the recovery of Germany as a democracy in what was called the Weimar period, with outlandish new culture, architecture, cinema and art before society and government collapsed again in a heap in the Great Depression.

**Hitler's Germany 1929–1945:** We then evaluate the rise and rule of Hitler, and life under his dictatorship. We examine both the persuasive and violent methods the Nazis used to rise to power and then study the fascinating, if disturbing changes they made to the way of life in Germany by 1939 – their creation of a “police state”, new forms of religion, indoctrination of children through schools and youth movements, re-armament to stage an aggressive expansion, and harassment and persecution of minorities like the Jews and homosexuals.

In year 11 we prepare for Section A of the Paper 1 exam, which examines change in history over a broader period of time. The focus of this unit is on International Relations in the Twentieth Century. Within this unit we also cover the topic for Paper 2 (source-based exam). The focus for this changes each year and pupils are prepared for this throughout the course.

**International Relations 1919 to 1939.** In this unit, we examine the global aftermath of the First World War, including the establishment of the League of Nations, and the causes of the Second, including Hitler's aggressive, expansionist policy in Europe.

**The Cold War 1945-1991.** We follow the events of the Cold war era such as the Berlin airlift, Berlin wall crisis, Cuban missile crisis, Korean and Vietnam Wars. We explain why peace was made possible by Reagan and Gorbachev in the 1980's and how the wall and, with it, Communism, came tumbling down.

**NEA (Non Examined Assessment)** is also undertaken in Year 11 and is based on an issue arising from the study of Germany 1918-45. It accounts for 27% of the final mark and will focus on the significance of an individual, event or group within this period of history. It can be worked on at home, although appropriate class time will be dedicated towards the preparation for and completion of this task. Students are required to answer one question and will write approximately 2000 words.

The IGCSE is comprised of 3 assessment parts: Unit 1 (40%) is an explanation-based exam and is focused on aspects of the Cold War and on Germany 1918-45, Unit 2 (33%) is a source-based, evidence paper and is based entirely on parts of the International Relations paper and Unit 3 (27%) is a coursework assignment written in school. The assessment structure is clear and allows both access and rigour. It encourages students to show what they know and thrive and is excellent preparation for A Level.

# GCSE Modern Foreign Languages

Course Leader: Mrs N Fox



LEARN A FOREIGN LANGUAGE....BECAUSE ENGLISH IS NOT ENOUGH!

In a study undertaken by a recruitment agency in September 2016, German, French & Spanish all appeared in the top 5 foreign languages to study to get some of the highest paid jobs in the UK.

The world is getting smaller. Faster travel and the Internet link people across continents and language barriers as never before. In these fast-changing times, speaking English is no longer the advantage it once was. Instead, it's those with broader language skills who are likely to have the edge. A language is an essential practical skill that can be applied to a wide variety of job roles here in the UK as well as abroad, and speaking a language can open up a world of possibilities for meeting new people, experiencing different cultures and travelling. If you wish to stand out in your university and job applications then gaining a language qualification really does set you apart from other applicants, and research shows that those with a language are proven to earn up to 20% more over the course of their career. Learning a language is not just a subject, it is a life skill which develops and demonstrates numerous transferable skills; communication, problem-solving, creativity, adaptability and critical thinking not to mention more obvious qualities like cultural awareness and open mindedness. This is a GCSE in learning to communicate well in your chosen language; it does not require you to become fluent so do not be put off!

## Course Outline

Throughout years 10 and 11, students will build on their knowledge of vocabulary and grammar acquired in Years 7-9 through the four language components of **Listening, Speaking, Reading and Writing**. Furthermore, it will give them more varied opportunities to develop these skills for an increasingly effective level of communication. The GCSE Language Examinations emphasise and test all 4 language learning skills: **Listening, Speaking, Reading and Writing**. Questions across all four language skills are set in common settings/situations, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

## Assessment:

The course is examined via final exams i.e. the 4 skills will be assessed at the end of the two-year GCSE course. (The speaking assessment will be conducted in advance of study leave in order to be submitted to the board for marking)

**Listening (25%):** Students are assessed on their understanding of standard spoken language by one or more speakers in a range of public and social settings. Students will respond to multiple choice and short-answer open response questions based on a recording featuring male and female native speakers.

**Speaking (25%):** Internally conducted by St George's staff and externally assessed by Edexcel.

Foundation tier: 7–9 minutes plus 12 minutes preparation time

Higher tier: 10–12 minutes plus 12 minutes preparation time

Task 1 – a role play based on one topic that is allocated by Edexcel (e.g. booking a hotel room)

Task 2 – questions based on a picture based on one topic that is allocated by Edexcel (e.g. describing a photo like pupils have been doing in Years 7-9 already)

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment so they are in control. The second theme is allocated by Edexcel.

**Reading (25%):** Students are assessed on their understanding of written language across a range of different types of texts, including advertisements, emails, letters, articles and shortened literary texts. Students are required to respond to multiple choice and short-answer questions based on these texts.

**Writing (25%):** This paper draws on vocabulary and structures across all the themes and topics. Students are assessed on their ability to communicate effectively through writing in the target language for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions. The instructions to students are in the target language. Word counts are specified for each question.

## FRENCH

**Examination Board: Edexcel (1FRO)**

### Why choose French?

French is spoken on 5 different continents and is the second most learned foreign language in the world. French is spoken by over 200 million people either as their first or second language and is considered to be the language most associated with art, culture, cuisine and fashion, not to mention France's incredibly vivid history and contribution to modern society as we know it. French is the official language of the European Union, the United Nations, the Olympics and the International Red Cross. The language is the third most common language used on the internet, ahead of Spanish and Mandarin. France has the world's 5<sup>th</sup> biggest economy and is a major trading partner of the UK. French language has had a major influence on our own language. With up to 50% of English words having some form of French origin meaning, there are numerous cognates (words that are the same/similar in both languages) which will ease your study of French at GCSE. An ability to speak French would be a major advantage to anyone wishing to travel, study, work or live in Europe or who might want to work in any company that trades outside of the UK.



## GERMAN

**Examination Board: Edexcel (1GNO)**

### **Why choose German?**

German is the most widely spoken language in Europe, ahead of both French and Spanish, with 83 million people speaking it as their first language. German has traditionally been the second language learned by the vast majority of Eastern Europe not to mention parts of Italy, Denmark and the Netherlands. German is the second most spoken language on the internet. German is a phonetic language that comes from the same source as our own language, meaning there are numerous shared words, not to mention similarities in grammatical structures. German consistently tops research polls of the most sought after language by companies both in the UK and Europe. Germany has a strong history and a proud tradition as an economic powerhouse, including numerous famous brands in the automotive, aviation, scientific and engineering industries, as well as the large number of German banks which trade with the UK. Germany has the 4th largest economy globally and is one of the only countries in Europe to have fared reasonably well during the global recession, meaning they will seek to expand their already well-established trading links with the UK in the coming years. The Germans are also the most active tourists, spending more money travelling than any other country so an ability to speak German, even in the UK, would be a distinct advantage.

## SPANISH

**Examination Board: Edexcel (1SPO)**

Spanish is an additional language option suitable for students who have proven themselves to be able linguists in Key Stage 3 and wish to study it as a fast track single language option or as a dual GCSE language option with French or German.

### **Why choose Spanish?**

This fast-track course is aimed at students who wish to obtain a GCSE in languages over two years. Spanish is the second most spoken native language around the globe after Mandarin Chinese, and has strong links to both Europe and South America, which is an emerging market globally. Spanish is a growing language with strong influence in the arts, especially cinema and dance. Spanish is phonetic and thus easier for English speakers to pronounce. It also has numerous English cognates and its grammar structure shares many similarities with French. It is perfectly feasible for students starting Spanish in Year 10 to achieve a very good grade at GCSE at the end of Year 11 if they are prepared to work consistently.

# GCSE Music Edexcel MU01

Course Leader: Mrs P Emeny



This course is suitable for anyone who enjoys listening to and making music. The performance paper will require students to have some kind of instrumental instruction outside of the classroom.

## Component 1: Performing (\*Paper code: 1MU0/01)

Non-examined assessment: internally marked and externally moderated - 30% of the qualification (60 marks).

- Students perform for at least 4 minutes' combined duration
- Total performances under 4 minutes will be awarded 0 marks
- They will perform two pieces
- Solo performance: this must be of at least 1 minute in duration, and may comprise one or more pieces
- Ensemble performance: this must be of at least 1 minute in duration, and may comprise one or more pieces
- Each performance will be out of 30 marks
- Internally marked and externally moderated

## Component 2: Composing (\*Paper code: 1MU0/02)

Non-examined assessment: internally marked and externally moderated - 30% of the qualification (60 marks).

- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

Assessment overview:

- Students compose two compositions, of at least 3 minutes' combined duration
- One composition to a brief set by Pearson, of at least 1 minute in duration
- One free composition set by the student, of at least 1 minute in duration
- Each composition will be out of 30 marks
- Internally marked and externally moderated

## Component 3: Appraising (\*Paper code: 1MU0/03)

Written examination: 1 hour and 45 minutes - 40% of the qualification (80 marks).

- Musical elements, musical contexts and musical language
- Areas of study: – Instrumental Music 1700–1820 – Vocal Music – Music for Stage and Screen – Fusions

# GCSE Physical Education OCR J587

Course Leader: Mr D Rees



As a Physical Education (PE) department, we want you to reach your potential within our subject and gain the highest grade possible to aid you on your educational and occupational journey. PE is seen by universities and colleges as equal to all other option subjects and is endorsed by many leading universities. This course has been significantly updated to include more challenging theory material such as sports psychology, biomechanics, movement analysis and an explanation of the body systems. This makes it appealing to those that enjoy the scientific and social-cultural elements of sport, as well as those that enjoy performing within practical activities.

**The course is divided into 60% Theory and 40% Practical.**

The theory course is assessed through two 60-mark 1 hour written papers. Each paper is worth 30% of the final grade.

## **Theory Component 1: Physical factors affecting performance (30%)**

Paper 1: Applied anatomy and physiology and Physical Training

## **Theory Component 2: Social-cultural issues and sports psychology (30%)**

Paper 2: Social-cultural influences, Sports psychology, Health, fitness and well-being

## **Practical Component 3: Performance in physical education (Non-Exam Assessment)**

Student performance in three activities taken from two approved lists

- **One** from the 'individual' list 10%, **One** from the 'team' list 10% and **One** other from either list 10%

Students can **only** be assessed as a player/performer in practical activities contained on the QCA's approved individual and team activity lists. If a student wishes to be assessed in an activity not contained on the school's curriculum but which is on the QCA's approved activity lists, this can be arranged separately but students considering this must discuss it with their teacher. **Students choosing PE at GCSE are advised they need to be regularly attending extra-curricular practices, either as part of the school's extra-curricular programme or at a local club. It is strongly advised students are taking part in three sports competitively on a regular basis throughout the two year course.**

## **Practical Component 3: Analysing and Evaluating Performance (AEP) (Non-Exam Assessment)**

Pupils will also complete an analysis of performance in one chosen sport. This is worth **10%** of their practical NEA mark. Apart from extending a student's enjoyment and awareness of PE, it will provide a suitable basis for further study or experience in PE or help with related subjects (i.e. Biology) and will certainly be a benefit for those wishing to study A Level PE, although not compulsory.

# GCSE Separate Sciences AQA

Course Leader: Mrs K Ariss



**GCSE Biology AQA 8461**

**GCSE Chemistry AQA 8462**

**GCSE Physics AQA 8463**

Separate Sciences (commonly referred to as Triple Science or Single Sciences) is where students study all three sciences and end up with three separate GCSE grades.

The course is a demanding course suited to students with a strong interest in maths and the sciences who wish to pursue a science-based career in the future. It contains similar content and specification as the AQA Combined Science GCSE but also incorporates additional material that deepens understanding further, thus providing a more secure foundation for those wishing to study science-based courses Post 16. It is important to note that taking the Separate Sciences is **not** a prerequisite of entry to A-Level Sciences. The Separate Science option leads to 3 separate GCSEs in Biology, Chemistry and Physics.

With Combined Science, students will sit 6 x 1 hour 15 minute exams at the end of Year 11. For students taking Separate Sciences they will sit 6 x 1 hour 45 minute exams. Regardless of whether students study Combined or Separate sciences they will study all three disciplines of science. The key difference is the depth of study, the length of exams and the number of qualifications.

## Questions?

If you are confused (it is complicated) then please contact Mrs Ariss (Director of Learning - Science)

As with all options courses that we run, the school needs to ensure that the course is viable. The school therefore reserves the right to withdraw this option if pupil numbers fall below a viable threshold.

## IN CONCLUSION

There is a great deal of information in this handbook because there are important decisions to be made. Making informed choices about your course of study in years 10 and 11 is one of the major decisions you will take during your time at St George's. It is important that you consider carefully as changing your options after the deadline of **Friday 11th February 2022** will be increasingly difficult and no change in options will be considered after **Friday 16th September 2022**. Your decisions are important to us too. The final shape of the Key Stage 4 curriculum reflects the care and concern we show in aiming to provide an excellent education for all our pupils, within our available resources.

If subjects are oversubscribed or numbers are too low for a viable class, you may need to make a second choice. In all cases the school has the final decision and, at the time of writing, we are not in possession of the details about our School Budget for 2022-23. Staffing our courses may prove, once again, quite difficult. I must re-emphasise that, although we will do our best to satisfy choices, there are likely to be a few disappointments. The school will have the final decision about which courses will run from next September.

**If you have queries concerning the timeframe or procedure involved in this options process, you can contact Mr Cullis by telephone on 01583 716289 or by email: [bcullis@stgeorges.herts.sch.uk](mailto:bcullis@stgeorges.herts.sch.uk)**

**If you have queries or questions regarding individual subjects, I would be grateful if you could contact the appropriate subject contact by email.**

## OVERVIEW OF YEAR TEN CURRICULUM

1. All elements of the core are followed by all pupils.

### CORE

English GCSE (with most students taking both English Language & English Literature)  
Mathematics GCSE  
Combined Science (2 GCSEs)  
Religious Studies (Full Course GCSE, studies commenced in Year 9)  
Personal, Social and Health Education (not examined)  
Physical Education (not examined)

2. All Students can choose **four** other subjects from the following list of GCSE courses.

### OPTIONS

Art & Design GCSE	French GCSE
Business GCSE	German GCSE
Computer Science GCSE	Geography GCSE
Design & Technology GCSE	History iGCSE
Drama GCSE	Music GCSE
Economics GCSE	Physical Education GCSE
Food Preparation & Nutrition GCSE	Spanish GCSE
	Separate Sciences GCSEs

Please note that the following rules also apply:

3. The English department enters a majority of students for GCSEs in both English Language and English Literature. This requires no additional teaching time. Some sets however may only take a single English Language GCSE.
4. If too many pupils opt for a subject, then the options ranking will be used to allocate students to the class(es). If too few pupils opt for a subject, it may not be viable.
5. If either of the situations in 5 occurs, pupils and parents will be contacted and an alternative choice sought.
6. Whilst the vast majority of pupils are likely to be given all of their choices, the final decision about subject choice will rest with the School. You will be informed of the final choices in the summer term after budget and staffing decisions have been made.
7. Pupils need to select their options carefully. The decision they make now is final and needs to be well-informed. It becomes increasingly difficult to change options as time progresses. Students should be aware that **NO** change in option selection will be allowed beyond **Friday 16th September 2022.**

The GCSE Options form will be available on the school website from Thursday 27<sup>th</sup> January 2022. This form must be completed by Friday 11<sup>th</sup> February 2022 at noon.



## CHOOSING A RANGE OF OPTIONS

From Year 10, you will have a greater element of choice in what you study. With that choice also comes an increase in responsibility on your part to select a curriculum that will enable you to develop a range of skills, prove that you can work in a range of environments and provide you with a diverse educational experience.

The ideas below are things that you should think about as you consider which subjects would be appropriate for you to take as options.

Do I want to spend all of my time in a classroom, or would a range of teaching environments bring an interesting diversity to my day and week?

Do my options choices show that I can master a range of skills?

Do I have:

Something based on writing?

Something which involves practical work?

Languages are considered a facilitating subject for university applications as they show a variety of transferable and soft skills that can be applied to lots of courses...so if you are doing well and enjoy languages then you should definitely consider taking a language.

Remember the marks that you achieve may differ between subjects, not because you are any better or worse at them, but just because you have been assessed on different skills.

Think beyond GCSE... what MAY I want to do in the future...? This is a good question to ask but as time goes by and you mature, you may change your mind. Range and diversity of subjects is better at this point rather than specialising too early.