

Hull Collegiate School  
The best in everyone™



# GCSE Curriculum

Option Choices  
2012 - 2013



In preparation for entering Year 10, you must select some of the subjects you are going to study up to GCSE standard. You will then follow a 2-year course in these subjects, leading to GCSE examinations in May/June of Year 11.

To allow sufficient time in each subject for you to reach the required standard, it will be necessary for you to follow fewer subjects than you are studying now. Everyone will study:

English  
 English Literature  
 Mathematics  
 Science (counts as 2 or 3 subjects)  
 Foreign Language (at least one from French, Spanish, German or Latin)  
 + 3 other choices from this brochure

All pupils will follow a 3-Science course; i.e. each pupil will study Physics, Chemistry and Biology just as in Key Stage 3, and will continue to be taught by subject specialists. The course will lead to the award of 2, or for most pupils 3 GCSE grades (Biology, Chemistry and Physics).

In addition everyone will have PE/Games lessons and follow a PSCHE course delivered on dedicated days throughout the year. This will cover, self awareness, health and sex education, relationships and responsibilities.

Bear in mind that this is not necessarily a final choice and may be changed because:-

- (a) subject teachers or your Head of Year consider one or more of your choices unsuitable and advise you to reconsider.
- (b) the combination of subjects you have chosen is unsuitable in view of your career aspirations and/or ability.
- (c) the final option groups do not allow your combination of choices.

Any changes that do occur will be made only after consultation with you and your parents.

### **Making your Choice - Some Guidance**

Generally, in making your choice you should choose:

- (a) the subjects you are good at.
- (b) the subjects you enjoy and are therefore prepared to work hard at, even if you find them difficult.
- (c) the subjects that may be relevant to your future career, if known.

Art and Design is a very popular option at GCSE. It is one that encourages personal, creative and imaginative approaches to learning. This is a very beneficial aspect of studying Art, adding a balance to other subjects being taken at GCSE.

The course offers the opportunity to work in a wide variety of media ranging from drawing and painting to textiles, photography, mixed media, and sculpture. Pupils are encouraged through the course to develop a wide range of skills leading to very personal areas of study.

Coursework is worth 60% of the overall GCSE. It is split into two sections.

In Year 10, pupils work through a series of workshops building skills, knowledge and understanding of the subject. The workshops cover a series of themes that examine topics such as the self, vintage collage, seascapes, textile processes, and architecture.

During year 11, pupils produce a unit of work based on a topic of their own choice. This gives pupils the flexibility, independence and ownership of their own learning, being an important skill that can be applied to all GCSE's.

The final 40% is an externally set paper where pupils get a choice of starting points to work from. They have a long period of preparation time to develop a

practical unit of work that finishes with a 10 hour practical exam where a final piece is produced.

The main focus for assessment is on information gathering, development of ideas, written analysis, experimentation, links between one's own work and other artists, as well as producing a final outcome.

The GCSE course is ideal for any pupil who has an enjoyment of the subject, and to create a balance to the Curriculum being studied at GCSE. It also provides progression onto A Level Art, Textiles and Photography, and beyond for those who wish to have a career in the creative industries. Art and Design encompasses a large field, ranging from Advertising and Graphic Design to Fashion and Computer Aided Design. It is also a useful subject for careers such as Architecture and Interior Design.

We offer a warm, caring and supportive environment in which to learn. Staff are always available to give extra support and direction. There is an emphasis placed on high expectations and this is proven in the excellent exam results that have been achieved in the past.

Examination Board: AQA

## **GCSE Design and Technology: Resistant Materials (AQA 4560)**

A practical approach applies throughout, encouraging pupils to design and make products with creativity and originality in a variety of activities, using a range of materials and techniques. A working knowledge of woods, metals, plastics and composite materials are required but other materials may also be used.

### **Aims of the Course**

A course based on this specification should encourage pupils to:

1. Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products
2. Acquire and apply knowledge, skills and understanding through:
  - Analysing/evaluating products and processes
  - Engaging in focused tasks to develop and demonstrate techniques
  - Engaging in strategies for developing ideas, planning and producing products
  - Considering how Design & Technology has affected societies both past and present
  - Recognising the moral, cultural and environmental issues inherent in design and technology.

This subject is workshop based, but requires the use of graphic techniques and ICT, including Computer Aided Design (CAD), to generate, model and communicate design proposals. Pupils will become familiar with and use, as appropriate, industrial manufacturing processes and techniques including CAD, Computer Aided Manufacture (CAM) and batch and mass-production methods. Consideration is also given to moral, ethical, social and cultural issues when designing and making.

### **Assessment**

#### **Unit 1: Written Paper Examination**

2 hours, 40%

Candidates answer all questions in two sections.

Pre-Release material

#### **Unit 2: Practical Controlled assessment**

Approximately 45 hours,

90 marks – 60%

Consists of a single design and make activity task in school

This exciting and challenging course offers GCSE pupils an opportunity to learn, develop and practise a variety of techniques and theories that help to create successful theatre, whilst developing transferable skills that will be useful in all subject and eventually in the workplace.

Pupils will be exposed to a wide range of theatre experiences which will be approached from a performance perspective. With a strong practical element, the course introduces pupils to a wide variety of drama and theatre skills including:

- Performance and presentation skills
- Rehearsal techniques and positive teamwork
- Improvisation
- Script work
- Devising techniques and problem solving
- Performance evaluation
- Creative thinking
- Technical elements

The course is assessed through:

Practical Coursework (60%) and Examination (40%)

The practical coursework is centred around the creation of two separate production performances, and the examination is an externally set and marked written component that comprises of three sections:

- A) Practical work completed during the course.
- B) Study and performance of a scripted play
- C) Study of a live theatre production seen.

## AIMS

This course will encourage pupils to develop:

- An understanding of and response to a range of play texts, and an appreciation of the ways in which playwrights achieve their effects and communicate their intentions to an audience.
- An awareness of social, historical and cultural contexts and influences, through an investigation of plays and other forms of dramatic representation.
- Increased self and group awareness, and the ability to appreciate and evaluate their own work and the work of others.
- Creativity, self confidence, imagination, concentration, self-discipline and communication.

This course does not just create experienced confident performers, it also equips pupils with a wide range of invaluable transferrable skills that can be used in all presentation and communication work outside the drama classroom.

## English/English Literature

*"Why study English? You develop the insight of an artist, the precision of a scientist and the persuasiveness of a lawyer."*

These separate GCSEs are delivered by the same teacher and all pupils will follow the Cambridge iGCSE Specification course for both English Language and English Literature. This will provide the opportunity to study a range of excellent fiction and non-fiction.

### English

**Examination: (Reading)** 50% of total marks. Eligible for Grades A\*–E. 2 hours

Candidates answer three questions on two passages of 600–700 words each, linked by a common theme. They are examined on their ability to analyse, infer, evaluate and summarise a range of fiction and non-fiction texts.

**Coursework Portfolio (Writing)** 50% of total marks. Candidates submit three assignments:

Assignment 1: informative, analytical and/or argumentative.

Assignment 2: imaginative, descriptive and/or narrative.

Assignment 3: a response to a text or texts

**As well as these outcomes, pupils will significantly develop their speaking and listening skills, through formal presentations, lively debates and imaginative drama work.**

### English Literature

**Examination** : 2 hours 15 minutes—75% of mark

In preparation for this exam, pupils undertake an in-depth study of a full Shakespeare play, an anthology of poetry from a range of cultures and periods in history and a prose text of significant literary value.

**Coursework portfolio**– 25% of mark

Two essays are submitted on either a play, prose or poetry text. Pupils will learn the skills of independent enquiry, formal essay writing and creative response.

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level and a significant amount of pupils go on to study English Literature and/or English Language A Level.

The GCSE course provides opportunities for pupils to develop an awareness of the nature and importance of Food Technology in a rapidly changing society.

Pupils will acquire and apply knowledge, skills and understanding through:

- Being offered the opportunity to study the nationally recognised Foundation Level course in Basic Food Hygiene
- Analysing and evaluating products and processes
- Working as individuals and as members of a group in undertaking a variety of activities
- Developing their practical abilities and confidence in designing, making and modifying food products for specific purposes; for example making products suitable for vegetarians
- Looking at the uses and effects of new technologies and modern materials in food production, for example modified starch
- The use of ICT, by direct experience in class and course work, and by appreciating the importance of CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) in the food industry.

### **Assessment**

Work is assessed on an ongoing and regular basis, using examination board standards and criteria. Information is fed back to pupils to ensure that requirements are properly understood, and that progress can be maintained and encouraged.

The coursework accounts for 60% of the overall mark, whilst two written examinations make up the remaining 40%. Coursework consists of two Major Projects, which requires pupils to design and make quality food products.

In completing the first coursework task, pupils are expected to:

- Demonstrate Cultural Understanding
- Demonstrate creativity
- Develop Designing Skills
- Demonstrate Good Making Skills
- Demonstrate Critical Evaluation Skills

The second coursework task allows pupils to further develop their skills and abilities gained while undertaking the first coursework. Therefore pupils have to:

- Develop and demonstrate designing skills
- Demonstrate good making skills
- Demonstrate critical evaluation skills

### **Homework**

Homework is set on a regular basis, most often taking the form of additional or extended reading, or research. Work is marked using the same standards and criteria as for class work.

A qualification in a **modern foreign language** makes an important contribution to the broad and balanced education which young people of today are expected to have on leaving school and is, in addition, highly valued by most employers.

In **French** we follow the AQA syllabus. Throughout the course pupils develop their linguistic competence in the four skill areas of Listening, Speaking, Reading and Writing.

The topics studied include:

**Lifestyle** : Health. Relationships and Choices

**Leisure** : Free time, the Media , Holidays

**Home and Environment:** Local Area , Special Occasions and Environmental Issues

**Work and Education:** School, Jobs and Future Plans

The new GCSE offers a number of benefits to pupils:

**Greater flexibility**

Assessments can be staggered through the year or taken at the end of the course.

**More relevant and interesting content**

Four separate topic areas with assessment weighted towards speaking and writing.

Teachers can also propose titles for their own groups in these two assessments.

**Less stressful**

Speaking assessments can be done at any time, and prepared in advance with no surprises.

**More choice**

A wider range of topics of interest to young people in the speaking and writing tests.

Throughout the GCSE course pupils will have opportunities to do the following:

- acquire **knowledge and understanding** of the language studied
- develop **language skills** in different contexts
- develop **language-learning** skills
- develop **cultural awareness** of the countries and communities where the language is spoken.

**Scheme of assessment**

**Unit 1: Listening Examination** – 20%

Either Foundation Tier: 30 minutes

or Higher Tier: 40 minutes

**Unit 2: Reading Examination** – 20%

Either Foundation Tier: 30 minutes

or Higher Tier: 50 minutes

**Unit 3: Speaking**

Controlled Assignments – 30% Internally assessed

Two tasks submitted for moderation to AQA

**Unit 4: Writing** Externally assessed

Controlled Assignments – 30%

Two tasks submitted for marking to AQA

In **Listening** and **Reading** pupils may be entered for **either Foundation** (Grades C-G) **or Higher** (Grades A\*—D) in each of these two skills. In **Speaking** and **Writing** there are **no tiers** of assessment and grades are established by outcome rather than task. This flexible, unitised structure thus allows students to maximise their achievements in the foreign language.

All our GCSE pupils follow the AQA Geography A Specification, which gives pupils a balanced overview of the subject, and a series of optional units which allow them to study selected themes in greater depth.

The topics studied cover themes of physical and human geography. Topical material and issues are used to develop an understanding of how and why different environments - ranging in scale from the local to the global - change through time.

### **UNIT 1- PHYSICAL GEOGRAPHY**

The Restless Earth  
Rocks, Resources and Scenery  
Challenge of Weather and Climate  
Living World  
Water on the Land  
Ice on the Land  
The Coastal Zone

### **UNIT 2-HUMAN GEOGRAPHY**

Population Change  
Changing Urban Environments  
Changing Rural Environments  
The Development Gap  
Globalisation  
Tourism

### **EXAMINATION**

There are two levels of examination - Foundation Tier and Higher Tier.

Unit 1	37.5%
Unit 2	37.5%
Coursework (2000 words)	25%

### **COURSEWORK**

Pupils wishing to take Geography as an option must develop an enquiring mind, be willing to keep up with world affairs and enjoy doing research in the field as well as in the classroom. Data for coursework is collected during a residential field trip to Whitby in the Trinity term of Year 10. Pupils then complete their coursework in the Michaelmas term of Year 11.

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In **German** we follow the AQA syllabus. Throughout the course pupils develop their linguistic competence in the four skill areas of Listening, Speaking, Reading and Writing.

The topics studied include:

**Lifestyle** : Health. Relationships and Choices

**Leisure** : Free time, the Media , Holidays

**Home and Environment:** Local Area , Special Occasions and Environmental Issues

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Either Foundation Tier: 30 minutes

or Higher Tier: 40 minutes

**Unit 2: Reading Examination** – 20%

Either Foundation Tier: 30 minutes

or Higher Tier: 50 minutes

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Controlled Assignments – 30%

Two tasks submitted for marking to AQA

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**What will I study?**

Examination Board: OCR  
Specification B - The Modern World

**Paper 1*****Russia 1905–1941***

This unit explores why Russia went through three revolutions at the start of the twentieth century and how Lenin established communist control over what became known as the USSR. It moves on to consider the rise to power of Stalin, the purges he inflicted upon his people and how he managed to create a Russia powerful enough to withstand German invasion in World War Two.

***International Relations 1945–63***

This unit explains why a Cold War developed between the USA and the USSR. In doing so it covers issues such as: why nuclear war was a real possibility, why the Berlin Wall was built and why the USA went to war with Vietnam.

**Paper 2*****Britain 1890–1918***

This unit looks at life in Britain at the start of the twentieth century. It examines why we developed a more caring attitude towards poverty, the origins of our welfare state, the reasons why women got the vote and the impact of the First World War on Britain.

**Controlled Assessment*****Apartheid in South Africa***

This course begins by examining the history and the origins of apartheid before moving on to consider the nature of the system and how it impacted on the lives of ordinary South Africans. Finally, the unit considers why apartheid came to an end and the role in that process played by individuals such as FW de Klerk and Nelson Mandela.

**What qualities do I need and how will I study**

You will be interested in why things have happened. You will enjoy developing your own arguments, doing research from books, films, photographs and the internet. You will also be comfortable with producing written work.

**How will I be assessed**

Paper 1— 2 hour written paper

Paper 2— 1 hour 30 minute written paper

Controlled conditions coursework on Apartheid in South Africa

## Information and Communication Technology

**Course Outline** — The course builds on the foundations laid within KS3 and develops pupils knowledge, competence and understanding of wide range of ICT applications. The course introduces new digital applications and extends pupils understanding of the specialised digital applications that characterise the digital revolution that began in the late 20<sup>th</sup> century and continues to gather pace in the 21<sup>st</sup> century.

**Course Content**— This is a course where the emphasis is on practical hands-on experience so that pupils become confident using a wide range of software and hardware. This includes :

- The use and development of Web pages
- The creation and editing of videos
- Capturing audio and putting together podcasts
- Simple programming to create a game
- Taking digital photos and enhancing the pictures in Photoshop
- Developing professional multimedia
- Creating presentations with creative animations
- Confidence with 'web 2' technologies such as blogs and cloud computing
- Confidence with traditional applications such as spreadsheets and databases
- Using Digital applications to be creative

**Course Structure**— During year 10 and 11 pupils work individually investigating and developing ICT solutions to a range of practical problems focusing on

ICT and our society. This coursework is undertaken in controlled conditions over an extended period of time and it is used to demonstrate the skills and capabilities learnt during the course, this includes the production of a video, a sound file, a web page, an animation, a computer game, an original graphic, a database and a spreadsheet. This work contributes 60% of the final GCSE grade.

At the end of the course pupils take a final written examination which covers a range of ICT related topics including ICT hardware selection, security and the legislation around ICT. This exam represents 40% of the overall GCSE grade

**Entry Level**—There is a single level of entry for the final examination.

**Future and Career relevance of ICT**—In a world which is increasingly dependent upon computer technology, there is significant demand for those with ICT knowledge, skills and expertise. There is an obvious link, therefore, to careers within the ICT industry itself, but people in all walks of life will increasingly use the technology for both working and leisure activities. The ability to engage actively with ICT can, in that light, be seen as an essential tool in today's society, and thus relevant to careers at all levels in every sector.

## Year 10

Pupils should not expect any great changes in Year 10. We continue to use the Cambridge Latin Course with which they are by now very familiar. The difficulty of the language encountered in book III increases slightly and it is not a subject which is appropriate for a complete beginner. However, pupils often find it a very challenging and rewarding option! They continue to enjoy the reading material especially and they still don't have to speak or write Latin!

The C.L.C. book III continues to focus on life in Roman Britain. Book IV takes us to Rome under the Emperor Domitian and also focuses on a great rebellion in Palestine.

We also begin to look at original Latin writing by Pliny and either Livy or Apuleius, stories which may deal with witchcraft or the Roman understanding of death.

## Year 11

Now that most of the grammar involved in the subject has been covered, year 11 is about finishing touches to, and practice of, the language. During the course of the year we will complete the study of indirect statement and practise the language already studied. We will use past papers and Latin stories—specifically designed to test GCSE knowledge—to entertain and inform pupils about ancient history and mythology. Pupils will be tested frequently on vocabulary.

Pupils will also study Latin literature intensively in Year 11. The historians, biographers or poets of the ancient world will teach us much about love, war, politics, social mores or superstitions. We will spend time discussing their society and the merits of their writers. Do we believe them? Were they right?

The GCSE examination will – in four papers - test pupils' knowledge and understanding of language and literature. There is a lot to learn, but committed pupils will do well.

Mathematics is compulsory at GCSE ....and rightly so! There is no aspect of life or a worthwhile job that doesn't involve Maths in some form or other.

GCSE is the current measure of a pupil's mathematical ability and will be examined at 2 levels :-

Foundation – Basic Maths involving mostly number work, with some simple algebra and geometry. A grade C is available at this level.

Higher – For those who enjoy the challenge of applying maths to solve more complex problems and who, by and large, intend to study Science or Maths beyond GCSE. At this level an A\* is the highest grade.

At HCS, we enter the lower groups for the Foundation GCSE at the end of Year 10. This (hopefully) allows pupils to get a C grade under their belt before embarking on the Higher course in Year 11 in which they can attain a higher grade. EVERY pupil is capable of a C grade in Maths if they are prepared to work hard, follow the teacher's lead and seek assistance when unsure... either during lessons or at break or lunchtime when we offer individual help to those who feel that they need it....no appointment necessary!

Those pupils who we don't feel are being stretched enough, even at Higher level, will be encouraged to go beyond GCSE. They will take the GCSE at the end of Year 10 and then study the GCSE Further Maths in

Year 11, helping them to bridge the gap should they want to go on and take A level Maths.

We will be working through the Edexcel GCSE Mathematics syllabus which is fast becoming the most popular in the country.

Both the Foundation and Higher level pupils will have the appropriate text [published by Heinemann specifically for the course] to work from and the corresponding Practice book for homework. These are large volumes, which cover the whole syllabus and consequently take 2 years to work through properly. Each one comes with a Personal Tutor CD to be loaded onto the pupil's home computer.

The final assessment is based on 2 equally weighted examinations at the end of Year 11 (one of which allows the use of a calculator ...the other doesn't!).

Those studying Maths at Higher level will be encouraged to consider Maths (and Further Maths) at AS level. An A\* would be ideal but a grade B has, in the past, lead to A level success, although the work ethic has to match the determination to succeed.

It will be expected that every pupil is properly equipped for lessons. The essentials being a pen (preferably NOT fountain), pencil, ruler and a calculator. A geometry set would be useful. Any pupil without these will be supplied at an exorbitant price!

The Edexcel GCSE Music specification will be followed. This course is open to any pupils who play a musical instrument, or sing, to a significant level. It is expected that pupils will have taken some graded music examinations prior to beginning the course; this may be ABRSM, Trinity Guildhall, Rock School or London College of Music exams.

The GCSE Music course will be divided into three main areas, notably Performing, Composing and Listening and Appraising.

#### Performing – 30%

Pupils will be expected to perform one solo piece and one ensemble piece as part of their final assessment. The performances may be on any instrument and in any style. All of the performance work is marked in school and then moderated by the exam board; greater flexibility exists therefore to hold regular performing sessions throughout the course and not only in the final stages of the course.

#### Composing Music – 30%

Two compositions or two arrangements or one composition and an arrangement will be submitted for assessment; these will be taken from two separate Areas of Study. These will be recorded and ICT can be used within the compositional process.

#### Listening and Appraising – 40%

Pupils will answer questions on twelve set works which they have listened to and studied throughout the course. The set works will be taken from the four Areas of Study listed below:

Western Classical Music 1600 -1899  
Music in the 20<sup>th</sup> Century  
Popular Music in context  
World Music

All of the work in Years 10 and 11 will stem from the Areas of Study and it will form a logical progression from Key Stage Three work. It is an exciting and stimulating course which will allow pupils to work independently and pursue their own interests, particularly in the field of composition and performance.

## **AQA GCSE Physical Education at a glance.**

Full Course

Pupils are assessed in the following way:

60% Practical Performance

40% External Examination (1 x 1½ hour paper)

### **Practical Performance**

Pupils will take part in a full range of practical activities during the 2-year course. They will undergo continuous assessment and will also have a practical examination presentation day, where they will be assessed by an external moderator. Pupils are assessed on both their practical ability and their knowledge within each of their chosen activities. Candidates will then include their best four activities from 2 of the 6 areas. Two performances must be as a player and at least one must be in a different role, i.e. as a coach, official or choreographer. Skiing instruction to GCSE level is also offered within school, but pupils should be aware that if they make this choice they will be required to meet the cost of the tuition. An Outdoor Pursuits Week is also organised every year. During this week pupils are taught and assessed in climbing and mountain biking. There is also a residential orienteering weekend organised each year.

### **External Examination**

The 1½ hour examination covers topics on Anatomy, Physiology, Training Principles, Safe Practice in Sport and the Organisation of sport in the community.

## **GCSE PE Double Award**

This is the equivalent of two GCSEs. This option is to extend pupils who are gifted and talented and those who are keen to pursue PE further in the sixth form. The pupils will be taught the extra theory in a weekly after school slot (for an hour and a half).

Pupils are assessed in the following way:

As full course—50% of Double Award

External Examination—20% of Double Award

Practical Performance—30% of Double Award

### **Practical Double Award**

In total (including full course practical) you have to be assessed in eight performances 3 of the 6 areas and from 3 different roles (but you could do one sport in three different roles) i.e. football player, football coach, football referee and perform a circuit for football for full course requirements.

### **Why GCSE Physical Education?**

GCSE Physical Education is a widely recognised and respected qualification. It should not be regarded as an easy option. Clearly, both physical and academic skills play an important role. Pupils also have the opportunity of going on to study Physical Education to AS and A2 Levels here in school. This would be particularly useful for any pupil wishing to go on to study Sports Science, Sports Psychology, Sports Management or Physiotherapy at University, or any pupil aiming for a career within Britain's largest growth industry: Leisure, Recreation and Sport.

Pupils study the OCR examination board Religious Studies B (Philosophy and Ethics).

As the title suggests the emphasis is on Philosophy and Ethics and it will be of particular interest to those pupils who enjoy discussion, debate and critical thinking.

It may be worth pointing out that pupils do not have to be a follower of a particular religion to be able to make sense of this subject, though Christianity will be the focus religion.

There will be the opportunity to investigate theological and moral questions such as:

- Can you prove that God exists?
- Why do people suffer?
- Are Christian ideas about marriage out of date?
- Is it ever right to fight?

This course gives pupils an opportunity to explore such questions within the different Christian denominations. It is not so much about regurgitating a series of facts but about appreciating the views of others, expressing personal views and developing a clearer understanding. There is also a need to express these ideas and beliefs in writing.

A selection of the following units will be studied throughout the two years:

Relationships, Medical Ethics, Poverty and Wealth (Ethics 1)  
Peace and Justice, Equality, Media (Ethics 2)  
Deity, Religious and Spiritual Experience, End of Life (Philosophy 1)  
Good and Evil, Revelation, Science (Philosophy 2)

The examination consists of four 1 hour written papers each worth 25% of the total GCSE marks. There is a possibility of taking the Ethics 1 paper in January of Y11 which has the advantage of reducing the amount of revision and preparation required for the examination period in May/June when the remaining three papers will be sat. There is no additional course-work in this subject.

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In **Spanish** we follow the AQA syllabus. Throughout the course pupils develop their linguistic competence in the four skill areas of Listening, Speaking, Reading and Writing.

The topics studied include:

**Lifestyle** : Health. Relationships and Choices

**Leisure** : Free time, the Media , Holidays

**Home and Environment:** Local Area , Special Occasions and Environmental Issues

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Assessments can be staggered through the year or taken at the end of the course.

**More relevant and interesting content**

Four separate topic areas with assessment weighted towards speaking and writing.

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**Scheme of assessment**

**Unit 1: Listening Examination** – 20%

Either Foundation Tier: 30 minutes

or Higher Tier: 40 minutes

**Unit 2: Reading Examination** – 20%

Either Foundation Tier: 30 minutes

or Higher Tier: 50 minutes

**Unit 3: Speaking**

Controlled Assignments – 30% Internally assessed

Two tasks submitted for moderation to AQA

**Unit 4: Writing** Externally assessed

Controlled Assignments – 30%

Two tasks submitted for marking to AQA

In **Listening** and **Reading** pupils may be entered for **either Foundation** (Grades C-G) **or Higher** (Grades A\*—D) in each of these two skills. In **Speaking** and **Writing** there are **no tiers** of assessment and grades are established by outcome rather than task. This flexible, unitised structure thus allows students to maximise their achievements in the foreign language.

## **Introduction**

Year 9 marks the start of Key Stage 4 Sciences.

The Sciences are offered for the IGCSE (international GCSE) examinations, either as three separate sciences or double award sciences.

Pupils in Year 9 will continue to be taught their sciences at a level appropriate to their ability in one of four ability groups. There are regular reviews of pupil progress via termly testing and general classwork and homework. As a result, there will be a number of opportunities for pupils to move between the ability groups.

Throughout IGCSE the Sciences are taught as separate subjects (Biology, Chemistry and Physics) and by specialist teachers. As a result all of our pupils are offered a broad course that emphasises the common nature of scientific practice whilst allowing them to study the three disciplines within science at school.

The attention of parents is drawn to the specific course content of the IGCSE science courses outlined under Double Award IGCSE Sciences or the separate IGCSE science subjects of Biology, Chemistry and Physics.

Biology as a separate subject forms one of the components of a three science course along with Chemistry and Physics. The three science course allows our pupils to study the sciences in more depth than double award science but still offers a broad course that is appropriate to their ability in the sciences. The Biology course follows the Edexcel IGCSE Biology syllabus. Pupils are taught in ability sets.

Assessments in Biology are not tiered (i.e. no higher and foundation tiers) but cover the full range of grades (A\* downwards). The course is examined by means of two written papers of 2 and 1 hours duration respectively. These consist of structured questions and extended writing. There are no multiple choice questions. The Paper 1 accounts for two thirds of the total marks and Paper 2 one third.

There is no coursework or controlled internal assessment.

The main topics covered in Biology are, the nature and variety of living organisms, structure and function in living organisms, reproduction and inheritance, ecology and the environment and the use of biological resources.

Throughout the course our pupils are given many opportunities to practise answering examination style questions and to develop their examination technique. The course textbook has been chosen for its close match to the specification, although pupils are

encouraged to read beyond this by using readers and relevant articles. The use of the Internet will be developed to help support pupils in their study of Biology. There is an emphasis on the practical and applied nature of the subject and pupils can expect to spend a large proportion of their time in the laboratory involved in practical work to help extend and deepen their levels of biological knowledge and understanding.

Good pass grades, i.e, B and above for Biology will be welcomed as appropriate for entry AS science courses offered at the school

Chemistry as a separate subject forms one of the components of a three science course along with Biology and Physics. The three science course allows our pupils to study the sciences in more depth than double award science but still offers a broad course that is appropriate to their ability in the sciences. The Chemistry course follows the Edexcel IGCSE Chemistry syllabus. Pupils are taught in ability sets.

The assessments in Chemistry are not tiered but cover the full range of grades (A\* downwards). The course is examined by means of two written papers of 2 and 1 hours duration respectively. These consist of structured questions and extended writing. There are no multiple choice questions. The Paper 1 accounts for two thirds of the total marks and Paper 2 one third.

There is no coursework or controlled internal assessment.

The main topics covered in Chemistry are the principals of Chemistry, Chemistry of the elements, organic and physical Chemistry and Chemistry in Society.

Throughout the course our pupils are given many opportunities to practise answering examination style questions and to develop their examination technique. The course textbook has been chosen for its close match to the specification, although pupils are encouraged to read beyond this by using readers and

relevant articles. The use of the Internet will be developed to help support pupils in their study of Chemistry. There is an emphasis on the practical and applied nature of the subject and pupils can expect to spend a large proportion of their time in the laboratory involved in practical work to help extend and deepen their levels of chemical knowledge and understanding.

Good pass grades, i.e, B and above for Chemistry will be welcomed as appropriate for entry to AS science courses offered at the school

Physics as a separate subject forms one of the components of a three science course along with Biology and Chemistry. The three science course allows our pupils to study the sciences in more depth than double award science but still offers a broad course that is appropriate to their ability in the sciences. The Physics course follows the Edexcel IGCSE Physics syllabus. Pupils are taught in ability sets.

The assessments in Physics are not tiered but cover the full range of grades (A\* downwards). The course is examined by means of two written papers of 2 and 1 hours duration respectively. These consist of structured questions and extended writing. There are no multiple choice questions. The Paper 1 accounts for two thirds of the total marks and Paper 2 one third.

There is no coursework or controlled internal assessment

The main topics covered in Physics are: forces and motion, electricity, waves, energy resources and energy transfer, solids, liquids and gases, magnetism and electromagnetism, radioactivity and particles.

Throughout the course our pupils are given many opportunities to practise answering examination style questions and to develop their examination technique. The course textbook has been chosen for its close match to the specification, although pupils are encouraged to read beyond this by using readers and relevant articles. The use of the Internet will be de-

veloped to help support pupils in their study of Physics. There is an emphasis on the practical and applied nature of the subject and pupils can expect to spend a large proportion of their time in the laboratory involved in practical work to help extend and deepen their levels of physical knowledge and understanding.

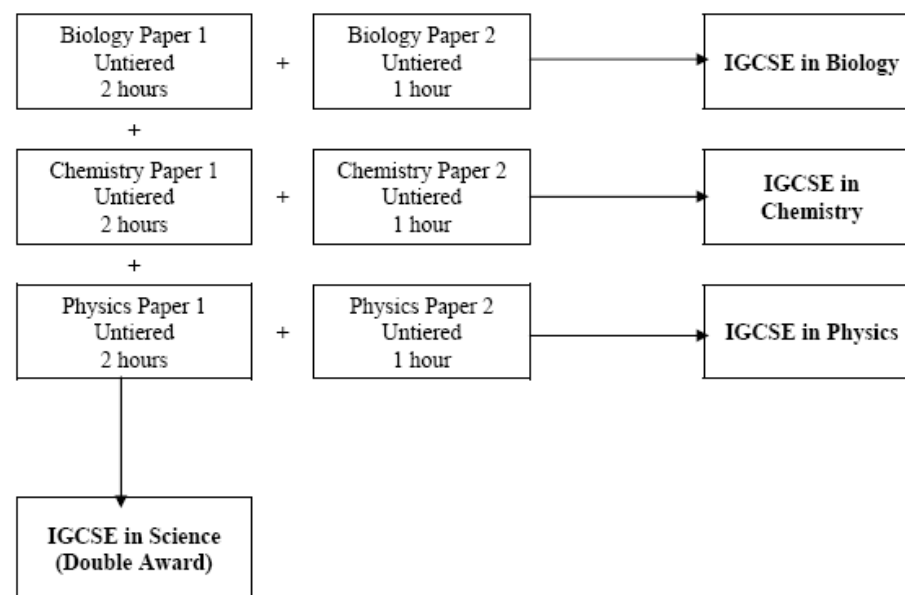
Good pass grades, i.e, B and above for Physics will be welcomed as appropriate for entry to AS science courses offered at the school

The study of Physics as separate science, especially when combined with a sound knowledge of mathematics, makes an ideal launch pad for further Physics-based studies and is one step along the way to an almost endless array of interesting career opportunities.

Double Award Sciences does not form a separate or distinct course from the three separate sciences and the course material is common to that followed in Biology, Chemistry and Physics. Instead it refers to the quantity of material examined in June of Year 11.

It is a fact that some of our pupils will find the sciences difficult. Double Award allows such pupils to take Paper 1 only in each of the three sciences. As such they are examined on **two thirds** of the total content of the separate sciences and gain two grades rather than 3 and the two grades are awarded in 'Sciences'.

The decision as to which pupils are recommended to follow the Double Award Examination rather than separate sciences will be left as late as possible and certainly not before the results of the Mock Examinations taken in Year 11 are known and parents will be made fully aware.



The scheme shown on these pages might help explain the relationship between Double Award and separate sciences

Pupils will still be taught all three science subjects, Biology, Chemistry and Physics and be taught by specialist teachers. This means that pupils taking Double Award still experience a broad course that

emphasises the common nature of scientific practice whilst allowing them to study the three disciplines within science at school and at a level that is appropriate to their attainment and ability.

Good pass grades, i.e, BB and above in Double Award Sciences will be welcomed as appropriate for entry to post

16 science courses (i.e. AS level) offered at the school.





**Hull Collegiate School**  
The best in everyone™