



IGCSE ARABIC FIRST LANGUAGE (ARABIC A)

Edexcel 4AR0

SUPPLEMENT 1

COURSE DESCRIPTION

All Arabic A pupils will sit the MOE credited exam. This is an additional Arabic A course which will work towards an IGCSE qualification. This is an optional extra.

The Edexcel IGCSE in Arabic (First Language) qualification enables students to:

- develop their ability to read, understand and respond to material from a variety of sources
- develop their ability to communicate accurately in writing, matching style to audience and purpose
- develop their understanding of the structure and variety of language
- further their personal development, and an understanding of themselves and the world around them
- appreciate the richness, beauty and diversity of the Arabic language

Key features and benefits are:

- assessment through two compulsory written papers
- the choice of writing tasks in Paper 2 allows students to demonstrate a range of writing styles
- that the qualification encourages reading of both contemporary and classical Arabic, fiction and nonfiction language awareness and usage assessed through grammatical exercises.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1	70%	Externally Assessed. 2 hours 15 minutes, which includes 10 minutes' recommended reading time.	Reading, Writing, and Grammatical Usage.
Paper 2	30%	Externally Assessed. 1 hour 30 minutes	Two pieces of continuous writing.

Further Opportunities:

Following this course students can opt to continue studying Arabic at A Level. Having a qualification in a student's first language is commended by Universities across the world.



GCSE ARABIC B

Edexcel 1AA0

SUPPLEMENT 2

COURSE DESCRIPTION

This course consists of four units based speaking, listening, reading, and writing.

The course enables students to develop:

- an understanding of Arabic in a variety of contexts
- a knowledge of Arabic vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Arabic
- an awareness and understanding of countries and communities where Arabic is spoken.

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where Arabic is spoken.

- Out and about
- Customer service and transactions
- Personal information
- Future plans, education and work

For speaking and writing units, content will relate to the following broad themes:

- Media, travel, and culture
- Sport, leisure, and work

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Listening	25%	External Assessed. 45 minutes (plus 5 minutes' reading time)	A number of passages or interactions in Arabic with a variety of question types. The spoken material will include both formal and informal speech.
Speaking	25%	External assessed. 4-5mins per task	1. A focused, picture-based discussion or presentation (with follow-up questions related to a chosen theme). 2. A general conversation related to a chosen theme.
Reading	25%	External Assessed. 55 minutes.	A number of short texts, notices or short news reports in Arabic which include a range of settings and styles both formal and informal.
Writing	25%	External Assessed. one hour	Students will produce two pieces of Arabic writing in response to a choice of questions that relate to the prescribed themes of this specification.

Controlled Assessments/ Coursework

No Controlled Assessments/Coursework.

Graded 9-1



GCSE ART, CRAFT AND DESIGN (2016)

Edexcel 1AD0

SUPPLEMENT 3

COURSE DESCRIPTION

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Art and Design consists of two internally assessed and externally moderated components. Component 1: Personal Portfolio (internally set) Component 2: Externally Set Assignment.

The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.

Areas of study: Students undertaking the Art, Craft and Design title are required to create work associated with areas of study chosen from at least two of the five endorsed titles for Component 1. For Component 2, Art, Craft and Design students are required to create work associated with at least one area of study. This ensures that in the qualification as a whole, there is a breadth and flexibility in content and approach commensurate in demand with other titles.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Component 1: Personal Portfolio	60%	Final outcome(s) produced during a 10-hour period of sustained focus	In Component 1, students must work within at least two of the endorsed titles. Students create a personal portfolio of work that demonstrates their knowledge, understanding and skills. Students investigate and develop their ideas through sketchbook work. Through exploration of materials and techniques pupils develop and refine their ideas, creating a final outcome(s).
Component 2: Externally Set Assignment	40%	Practical Exam of 10 hours	In Component 2 students must work within at least one of the endorsed titles. Students create a personal portfolio of work that demonstrates their knowledge, understanding and skills. Students investigate and develop their ideas through sketchbook work. Through exploration of materials and techniques pupils develop and refine their ideas, creating a final outcome(s).

Further Opportunities:

This course will prepare student who wish to pursue a career in the arts. Progression from GCSE can include any of the Alevel art/creative courses, apprenticeships, further and higher education.



GCSE ART AND DESIGN - GRAPHIC COMMUNICATION

Edexcel Graphic Communication (1GC0)

SUPPLEMENT 4

Students will be permitted any two of the Art courses on offer.

COURSE DESCRIPTION

All Art and Design courses offer student's flexibly, choice, straightforward structure, continuous progression to A Levels, and the development of transferable skills (Creativity, Planning, Critical Analysis, Communication, and Experimentation).

Overview

Graphic Communication introduces students to a visual way of conveying information, ideas and emotions, using a range of graphic media, processes, techniques and elements such as colour, icons, images, typography and photographs. Students should conduct primary and secondary investigations during their design development, and explore traditional and/or new technologies. They should also consider the use of signs and symbols, and the balance between aesthetic and commercial considerations. Students will also understand that Graphic Design practitioners may work within a small team environment or work as freelance practitioners. They may be responsible for a particular aspect of the Design or Production process or for the entire design cycle.

Areas of study

Work is not limited to one area of study and students could develop work in at least one of the following areas of study.

Advertising

- The use of advertising to convey information for clients and audiences that promotes corporate identity.
- The use of traditional graphic media and current technology.

Communication graphics

- The use of communication through graphics to develop solutions for worldwide identity.
- The exploration of traditional and digital graphic media in both two- and three-dimensions.

Design for print

- The use of design-based solutions in media for use in creating visual and written material for public distribution.
- Developing solutions in both traditional print and digital technology.

Illustration

- The use of illustration and narrative to communicate factual, fictional and/or technical ideas for a particular purpose or audience.
- The use of a range of illustration materials, tools and techniques such as digital applications, wet and dry processes and drawing, painting and printing techniques.

Students must note that there is a sizable written portion, a basic level of drawing is required, as well as the ability to print source imagery at home, and there is an expectation of extended hours in this course.

Specific requirements are listed below:

Visits to galleries, museums, and attendance to workshops are a compulsory part of the creative experience. A final year public exhibition of course and examination work will be held in school for the community. This exhibition is mainly for Year 11 students, however some exemplary Year 10 work will also be shown.



GCSE ART AND DESIGN - GRAPHIC COMMUNICATION *continued*

SUPPLEMENT 4

HOW WILL THE COURSE BE ASSESSED?

Assessed internally and externally moderated in both components

Further Opportunities:

Whether you choose to specialise in any of these courses, the skills you gain during all of them are likely to be highly valued and transferable to many sectors, including specialised art careers as well as many general graduate roles. The GCSE courses will naturally lead you into A level in these areas.

Typical art careers:

Fine Artist, Illustrator, Photographer, Advertising, Animator, Graphic Designer, Arts Administrator, Print Maker, Teacher/Lecturer, and Art Therapist.

If none of these art careers appeal to you, there are still plenty of options available such as media, marketing, and public relations. Alongside a range of practical arts skills, art graduates should also have good observational, analytical, and research skills, including the ability to solve problems creatively and work well both independently and in groups. These are valuable skills in all sectors. Creativity is one thing that computers cannot replace.



GCSE ART AND DESIGN - TEXTILES DESIGN

Edexcel Textile Design (1TE0)

SUPPLEMENT 5

Students will be permitted any two of the Art courses on offer.

COURSE DESCRIPTION

All Art and Design courses offer student's flexibly, choice, straightforward structure, continuous progression to A Levels, and the development of transferable skills (Creativity, Planning, Critical Analysis, Communication, and Experimentation).

Overview

Textile Design is a versatile practice that involves the creation, selection, manipulation, and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products. Textile designers work in multi-disciplinary ways to create ideas, materials and techniques for different applications. Textile designers also play an important role in the world of fashion, theatre, performance and retail. Students will also understand that Textile Design practitioners may work within a team environment in a large commercial manufacturing company, on a single aspect of the design or making process, or work as freelance practitioners on commissions or self-directed projects. They will need good communication skills in order to liaise with clients and to promote themselves as textiles designers and makers.

Areas of study

Work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of study and students could develop work in at least one of the following areas of study.

Digital textiles

- The design of textiles, employing digital techniques for use in creative and commercial industries such as fabric, carpet and wallpaper design.
- The use of a range of digital textiles materials, tools and techniques such as traditional and non-traditional digital methods for recording and developing ideas in colour, construction, design, repeat pattern, surfaces and materials.

Dyed fabrics

- The use of natural and synthetic dyes.
- The use of resist and applied techniques with natural and man-made fibres.

Printed fabrics

- The use of printed textiles to create bespoke pieces and haute couture.
- The use of a range of printed textiles materials, tools and techniques such as monoprint, transfer-relief, relief print, wood-cut, lino-cut, silk-screen and digital printing on fabrics.

Fashion design

- The design and creation of clothing and fashion for creative and commercial audiences, clients and consumers.
- The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture.

Soft furnishings

- The design of constructed textiles for use in furnished interiors, utilising their tactile and physical qualities for intended purposes.
- The creative use of the tactile and physical qualities of textiles in an interior space.



GCSE ART AND DESIGN - TEXTILES DESIGN *continued*

SUPPLEMENT 5

Students must note that there is a sizable written portion, a basic level of drawing is required, as well as the ability to print source imagery at home, and there is an expectation of extended hours in this course.

Visits to galleries, museums, and attendance to workshops are a compulsory part of the creative experience. A final year public exhibition of course and examination work will be held in school for the community. This exhibition is mainly for Year 11 students, however some exemplary Year 10 work will also be shown.

HOW WILL THE COURSE BE ASSESSED?

Assessed internally and externally moderated in both components

Further Opportunities:

Whether you choose to specialise in any of these courses, the skills you gain during all of them are likely to be highly valued and transferable to many sectors, including specialised art careers as well as many general graduate roles. The GCSE courses will naturally lead you into A level in these areas.

Typical art careers:

Fine Artist, Interior Designer, Arts Administrator, Print Maker, Textiles/Fashion Designer, Teacher/Lecturer, and Art Therapist.

If none of these art careers appeal to you, there are still plenty of options available such as media, marketing and public relations. Alongside a range of practical arts skills, art graduates should also have good observational, analytical and research skills, including the ability to solve problems creatively and work well both independently and in groups. These are valuable skills in all sectors. Creativity is one thing that computers cannot replace.



IGCSE COMPUTER SCIENCE

Edexcel (4CP0)

SUPPLEMENT 6

COURSE DESCRIPTION

The aims and objectives of this qualification are to enable students to:

- Understand and apply fundamental principles computer science, including abstraction, decomposition, and logic, algorithms, and data representation
- Understand, write and debug a range of coding languages
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to computer science.

HOW WILL THE COURSE BE ASSESSED?

Paper number and unit title	Assessment information	Weighting
Paper 1: Principles of Computer Science	Assessed through a 2-hour written examination set and marked by Pearson. The paper consists of multiple-choice, short open-response, open-response and extended open-response answer questions	The paper is weighted at 50% of the qualification.
Paper 2: Application of Computational Thinking	Assessed through a 3-hour practical examination set and marked by Pearson.	The paper is weighted at 50% of the qualification

Further Opportunities:

It is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Pupils who want to go on to higher study and employment in the field of computer science will find it provides a good stepping stone. This subject provides a good foundation for those pupils who wish to choose a computing A-Level such as Software Systems Development.



IGCSE BUSINESS STUDIES (2017)

Edexcel 4BS1

SUPPLEMENT 7

COURSE DESCRIPTION

The Edexcel International GCSE in Business Studies qualification enables students to:

- develop an interest in, and enjoyment of, business subjects that will be sustained in later life
- use relevant terminology, concepts and methods to understand the business world.
- develop and apply knowledge, understanding in a wide range of appropriate international and UK contexts.

The course will cover 5 units

1. Business activity and influences on business
2. People in business
3. Business finance
4. Marketing
5. Business operations

Pupils will undertake a number of practical projects and will be continuously assessed as part of the course. Pupils will sit end of year and mock examinations before the final exam.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Assessed Content
Paper 1: Investigating small businesses	50%	Exam of 1 hour and 30 minutes	Paper 1 will focus on a small business of up to 49 employees that has a local/national market.
Paper 2: Investigating large businesses	50%	Examination of 1 hour and 30 minutes	Paper 2 will focus on a large business of more than 250 employees that has a multinational/global market.

Both papers consisting of four compulsory questions, each worth 20 marks – total of 80 marks in Paper 1. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

Further Opportunities:

It has been designed to give students a wider understanding and appreciation of a broad range of business specialisms. You will develop the skills needed to move onto A Level Business Studies.



SCIENCE DOUBLE AWARD IGCSE

EDEXCEL - 4SD0

SUPPLEMENT 8

COURSE DESCRIPTION

The Double Award Science course includes key concepts across Biology, Chemistry and Physics allowing students to gain a sound base of knowledge and develop scientific skills through investigation style practical work and research activities. Students will cover:

Biology :

1. The nature and variety of living organisms
2. Structures and functions in living organisms
3. Reproduction and inheritance
4. Ecology and the environment
- 5 Use of biological resources

Chemistry:

1. Principles of chemistry
2. Inorganic chemistry
3. Physical chemistry
4. Organic chemistry

Physics:

1. Forces and motion
2. Electricity
3. Waves
4. Energy resources and energy transfers
5. Solids, liquids and gases
6. Magnetism and electromagnetism
7. Radioactivity and particles
8. Astrophysics

The course starts in Year 9 and continues through to Year 11. The course covers all work students have learned since year 7.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Biology 1	33.3% of the total International GCSE	2-hour written examination	All Units
Chemistry 1	33.3% of the total International GCSE	2-hour written examination	
Physics 1	33.3% of the total International GCSE	2-hour written examination	

Further Opportunities:

Students attaining a GCSE grade 6 or above can progress onto ANY of the A Level courses in Year 12.



GCSE DANCE

AQA 8236

SUPPLEMENT 9

COURSE DESCRIPTION

GCSE Dance helps students to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation. Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria. The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

HOW WILL THE COURSE BE ASSESSED?

Students must complete both assessment components.

Unit	Weighting	Assessment	Content
Component 1: Performance and choreography	60% Practical	Performance: 30% of GCSE 40 marks Choreography: 30% of GCSE 40 marks Non-exam assessment (NEA) marked by the centre and moderated by AQA.	Performance Set phrases through a solo performance (approximately one minute in duration) Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration) Choreography Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)
Component 2: Dance appreciation	40% Theory	Written exam 1 hour 30 minutes 80 marks	Knowledge and understanding of choreographic processes and performing skills Critical appreciation of own work Critical appreciation of professional works <u>Questions</u> Based on students' own practice in performance and choreography and the GCSE Dance anthology.

Further Opportunities:

GCSE Dance offers clear, logical progression to AS and A-level.



GCSE DRAMA

Edexcel 1DR0

SUPPLEMENT 10

COURSE DESCRIPTION

Drama students will learn how to apply their own knowledge, understanding and experience to a range of tasks around devising, rehearsing, refining, performing and critiquing pieces of theatre. They will explore popular performance texts in both written and performance form whilst working on their own theatrical offering. These tasks make use of applied skills that require a strong base of knowledge in theatre conventions as well as a solid grasp of social, cultural and historical contexts. Drama students will aim to develop a range of theatrical skills and apply them to the creation and critique of a range of performances. They will develop as creative, effective, independent and reflective students developing the confidence to perform and the collaboration skills to work effectively with other to produce and refine work. Students may complete Components 1 and 2 as a performer, designer, or a combination of both whilst ensuring they are able to conscientiously document their creative process in an extensive portfolio. GCSE Drama students must be prepared to work during notional time outside of class and participate in performance or design projects that will help extend their range as dramatists.

HOW WILL THE COURSE BE ASSESSED?

Component	Weighting	Assessment	Content
Devising 1DR0/01	40% (30% written portfolio + 10% performance)	Performance or Design. Portfolio and performance are internally assessed, externally moderated.	Create and develop a devised piece of theatre from stimulus. Notional time outside of class for rehearsals, a final filmed performance and consistent analysis throughout. A portfolio of evidence is required which amounts to 2000 words.
Performance from text 1DR0/02	20% (performance or design)	Performance or Design. Externally assessed.	Perform and/or design for 2 key extracts from a published and performed text.
Theatre Makers in Practice 1DR0/03	40% (written only)	Written examination of 90 minutes	<u>Bringing text to life</u> : unseen extract from a class studied text <u>Theatre evaluation</u> : analysis and evaluation of a live theatre performance they have seen.

Further Opportunities:

Drama students are expected to participate in the variety of drama, theatre and arts related activities around the school to ensure they have enough exposure to stage time before their final performance exams. Every year we run our annual secondary production, participate in arts week and run at least one live theatre trip to encourage analytical skills.



IGCSE ECONOMICS (2017)

Edexcel 4EC1

SUPPLEMENT 11

COURSE DESCRIPTION

A new, two paper model: To ensure the assessment meets the standard required for the new International GCSEs, the assessment has been split into 2 papers. The two papers are identical in structure and provide more opportunity for students to demonstrate their knowledge, understanding, analysis and evaluation skills. It mirrors the Edexcel IAL and A level Economics assessment

Students will:

- Read sources to interpret and evaluate economic information.
- Write extended responses.
- Respond appropriately to a range of question types, including multiple-choice, short-answer, data response and extended writing questions.
- Develop an understanding of economic concepts and apply these concepts to real-life situations.

Pupils will undertake a number of practical projects and will be continuously assessed as part of the course. Pupils will sit end of year and mock examinations before the final exam.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Microeconomics and Business Economics	50%	Examination of 1 hour and 30 minutes,	The Market system <ul style="list-style-type: none"> • The economic problem • Economic assumptions • Demand, supply and market equilibrium • Elasticity • The mixed economy • Externalities Business Economics <ul style="list-style-type: none"> • Production • Productivity and division of labour • Business costs, revenues and profit • Business competition • The labour market • Government intervention
Paper 2: Macroeconomics and the Global Economy	50%	Examination of 1 hour and 30 minutes,	Government and the economy <ul style="list-style-type: none"> • Macroeconomic objectives • Government policies • Relationships between objectives and policies The Global Economy <ul style="list-style-type: none"> • Globalisation • International trade • Exchange rates

Further Opportunities:

This course prepares students for further study in AS and A Level Economics. As well as obvious careers in economics this course can also support careers in finance, business, politics and public relations. Pupils with an interest in how economies work and the social impact will enjoy going on to study IAL Economics. This opens doors in the future for working in the financial world as well as for governments looking at policy and markets.



IGCSE GEOGRAPHY

Edexcel 4GE1

SUPPLEMENT 12

COURSE DESCRIPTION

The aims and objectives of this qualification are to enable students to:

- apply and build on the fundamental building blocks of geographical knowledge;
- actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds;
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world;
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments at a range of scales;
- appreciate that people have different views of, and attitudes to, the world, its environments and its issues
- acquire, develop and apply practical geographical enquiry skills;
- undertake geographical investigations that include both primary and secondary data collection, presentation and analysis, drawing conclusions, and evaluating the whole geographical investigation;
- develop and apply their learning to the real world through fieldwork;
- develop their awareness of global issues and recognise the challenges of moving towards a sustainable future.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Physical geography	40%	1hr 10 minutes	River environments Coastal environments Hazardous environments including fieldwork from one of these topics
Paper 2: Human geography	60%	1hr 45 minutes	Economic activity and energy Rural environments Urban environments including fieldwork from one of these topics Global issues (Fragile environments and climate change, Globalisation and migration, Development and human welfare)

Further Opportunities:

Environmental consultant, Town planner, Geographical information systems officer, Conservation officer, Teacher/lecturer.



IGCSE HISTORY

Edexcel 4HI1

SUPPLEMENT 13

COURSE DESCRIPTION

The aims and objectives of this qualification are to enable students to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers ;
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- Develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Depth Study	50% of the total International GCSE raw marks	Exam of 1 hour and 30mins	Topic 1: A divided union: Civil Rights 1945-74 Topic 2: Super powers relations: A world divided
Paper 2: Investigation and Breadth Studies	50% of the total International GCSE raw marks	Exam of 1 hour and 30mins	Topic 3: USA 1918-41 Topic 4: Changing nature of warfare and international conflict 1919-2011

Further Opportunities:

Law, Academic librarian, Archaeologist, Broadcast journalist, Civil Service administrator, Editorial assistant, Human resources officer, Information officer, Marketing executive.



IGCSE INFORMATION COMMUNICATION TECHNOLOGY (2017)

Edexcel 4IT1

SUPPLEMENT 14

COURSE DESCRIPTION

This course is an opportunity for your child to:

- acquire and apply ICT skills
- gain knowledge and understanding of ICT in a range of contexts
- develop ICT-based solutions to address challenges and solve problems
- develop an understanding and awareness of current and emerging technologies
- develop an awareness of the legal, social, ethical and environmental consequences of the use of ICT systems for individuals, organisations and society
- recognise potential risks when using ICT and develop safe, secure and responsible practice

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Written Paper	50%	Written exam	ICT Systems Impact of ICT Use ICT Systems Find and Select Information Develop, Present and Communicate Information
Paper 2: Practical paper	50%	A practical computer-based examination	Use ICT Systems Find and Select Information Develop, Present and Communicate Information

Further Opportunities:

You will develop skills that are highly sought after, you will gain hands on experience in a wide range of career linked skills, which support progression to the workplace or further education. The qualification is designed to help you develop personal skills in the areas of team working, career planning, communication and problem solving.



GCSE MEDIA STUDIES

AQA 8572

SUPPLEMENT 15

COURSE DESCRIPTION

Media Studies makes learning about our world today interesting, challenging, creative and fun. It offers rigorous learning on a subject that is relevant for young people's understanding of the world. Media Studies offers:

- Extensive and meaningful coverage of media theory and practice
- Practical work which integrates theories and concepts
- The chance to study across a range of different media
- Opportunities to learn about real media products and industries

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Media 1	35%	Written exam - externally assessed	<p><u>Section A</u> will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> • magazines • advertising and marketing • newspapers • online, social and participatory media and video games. <p><u>Section B</u> will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> • radio • music video • newspapers • online, social and participatory media and video games • film (industries only).
Media 2	35%	Written exam - externally assessed	<p><u>Section A</u> will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.</p> <p><u>Section B</u> will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.</p>
Non-exam Assessment: creating a media product	30%	Coursework - internally assessed and externally moderated by AQA	<p>Students produce:</p> <ul style="list-style-type: none"> • a statement of intent • a media product for an intended audience

Further Opportunities:

Students who have successfully undertaken the GCSE in Media Studies may go on to study A Level Media Studies in Years 12 and 13.

Typical careers in this field include, but are not limited to Media Planner, Multimedia Specialist, Programme Researcher in Broadcasting/film/video, Public Relations Officer, Runner in Broadcasting/film/video, Social Media Manager, Television/film/video Producer and Web Content Manager.



GCSE FRENCH

Edexcel 1FR0

SUPPLEMENT 16

COURSE DESCRIPTION

French consists of four externally examined papers based on the skills of listening, speaking, reading and writing. Students will complete their speaking assessment by April/May. The use of dictionaries is not permitted. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9.

Themes and topics - Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into three themes, each broken down into topics and sub-topics.

The three themes are:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

All themes and topics will be studied in the context of both the students' home country and that of countries and communities where French is spoken. For listening and reading assessments, the majority of contexts are based on the culture and countries where French is spoken. Students may also refer to the culture of French communities in the speaking and writing papers. Students will be exposed to materials relating to French-speaking countries throughout the course.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Listening and understanding	25%	Written exam Foundation and Higher Tier	Listening to standard spoken French by 1 or more speakers in a range of public and social settings. Multiple choice and short answer questions paper. Each exam includes 5 minutes reading time before the listening stimulus is played.
Reading and understanding	25%	Reading exam with questions in English and Spanish	Understanding of written French across a range of different tests including advertisements, emails, letters, articles and literary texts.
Writing	25%	Written exam including sentences, short passage, translation and essay	Writing in different purposes and audiences. They are required to produce responses to express ideas and opinions in French.
Speaking	25%	Oral examination carried out in school, externally marked	Speaking in French for different purposes and in different settings - role play, questions and conversations. Foundation 8-10 minutes Higher 10-12 minutes

Graded 9-1



GCSE SPANISH

Edexcel 1SP0

SUPPLEMENT 17

COURSE DESCRIPTION

Spanish consists of four externally examined papers based on the skills of listening, speaking, reading and writing. Students will complete their speaking assessment by April/May. The use of dictionaries is not permitted. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9.

Themes and topics – Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into three themes, each broken down into topics and sub-topics.

The three themes are:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

All themes and topics will be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken. For listening and reading assessments, the majority of contexts are based on the culture and countries where Spanish is spoken. Students may also refer to the culture of Spanish communities in the speaking and writing papers. Students will be exposed to materials relating to Spanish-speaking countries throughout the course.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Listening and understanding	25%	Written exam Foundation and Higher Tier	Listening to standard spoken Spanish by 1 or more speakers in a range of public and social settings. Multiple choice and short answer questions paper. Each exam includes 5 minutes reading time before the listening stimulus is played.
Reading and understanding	25%	60 mark exam	Understanding of written Spanish across a range of different tests including advertisements, emails, letters, articles and literary texts.
Writing	25%	Written exam including sentences, short passage, translation and essay.	Writing in different purposes and audiences. They are required to produce responses to express ideas and opinions in Spanish.
Speaking	25%	Oral examination carried out in school, externally marked	Speaking in Spanish for different purposes and in different settings - role play, questions and conversations. Foundation 8-10 minutes Higher 10-12 minutes

Controlled Assessments/ Coursework

No Controlled Assessments/Coursework.

Graded 9-1



GCSE MUSIC

Edexcel 1MU0

SUPPLEMENT 18

COURSE DESCRIPTION

Music at GCSE level combines performing, composing and appraising. Students are challenged both academically and practically, and there is an expectation to take part in the school Arts Weeks Parent Café and the school productions. Students should be able to sing or play an instrument to ABRSM grade 4 standard (or equivalent) before starting the course.

Students will demonstrate skills in aural perception, musical knowledge and understanding and communication through their analysis of the four areas of study: Instrumental Music 1700–1820, Vocal Music, Music for Stage and Screen and Fusions. GCSE Music is divided into three components: Performing, Composing and Appraising. The GCSE caters for a wide spectrum of abilities and provides opportunities to use music technology, including music composition software. Students who opt for a GCSE in Music must be prepared to further upskill themselves.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
C3 Appraising Exam	40%	External Assessment	Written paper: 1 hour 45 minutes <u>Section A</u> - Areas of study, dictation, and unfamiliar pieces (68 marks) <u>Section B</u> - Extended response comparison between a set work and one unfamiliar piece (12 marks)
C1 Performing	30%	Centre assessed Externally moderated	Students need to perform for at least four minutes' combined duration. Including both: solo performance and ensemble performance
C2 Composing	30%	Centre assessed Externally moderated	Students compose two compositions, of at least three minutes' combined duration One composition to a brief, of at least one minute in duration. One free composition set by the teacher, of at least one minute in duration.

Prerequisites:

Students must be able to sing or play an instrument to take a GCSE in Music. A strong willingness to engage in events at school is required.



GCSE PHYSICAL EDUCATION

Edexcel 1PE0

SUPPLEMENT 19

COURSE DESCRIPTION

Pupils will be taught about the benefits of leading a healthy active lifestyle. They will learn about the key influences that have an impact on them.

The following two topics will be covered:

Exercise and fitness as part of your healthy, active lifestyle. This will involve learning about the components of health and skill related fitness.

Physical activity as part of your healthy, active lifestyle. This involves learning about the different methods and principles of training. Fitness testing, heart rates and training thresholds, aerobic and anaerobic activity.

The course will include the following :

- applied anatomy and physiology
- use of data
- health, fitness and well-being
- movement analysis
- sport psychology
- ractical performance
- physical training
- socio-cultural influences
- performance anaylis and evaluation

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Fitness and Body Systems 01	36%	Written Exam 1hr 45mins	Applied anatomy and physiology, movement analysis, physical training, use of data
Health and Performance 02	24%	Written Exam 1hr 15mins	Health, fitness and well-being, sport Psychology, socio-cultural influences, use of date
Practical Performance	30%	Internally assessed	Assessed in - 1 team, 1 individual and 1 additional activity. Assessment will be of skills in isolation and in a competitive / formal situation.
Personal Exercise Programme	10%	Submitted and internally assessed	Report should include an aim and planning analysis, a program carried out and monitored and an evaluation.

Further Opportunities:

A Level Physical Education

Students can progress onto University to study in subjects such as Sports Science, Physiotherapy and Strength and Conditioning.



GCSE PSYCHOLOGY

Edexcel 1PS0

SUPPLEMENT 20

COURSE DESCRIPTION

The aims and objectives of this qualification are to enable students to use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry, developing an understanding of self and others, and how psychological understanding can help to explain everyday social Phenomena. They will learn how psychological research is conducted, including the role of scientific method and data analysis, how to present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers. They will develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology and develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

Students will gain knowledge and understanding of key features of the core areas of psychology through the study of the compulsory and optional topics in this specification, including research methods. These features biological, cognitive, social, developmental and individual differences.

Students will also gain knowledge and understanding of debates in psychology, including 'reductionism/holism' and 'nature/nurture', how psychological knowledge and ideas change over time and how they inform our understanding of behaviour, the contribution of psychology to an understanding of individual, social and cultural diversity, the interrelationships of the core areas of psychology, how the studies for topics relate to the associated theory and research methods.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1	55%	External Exam 1 hour 45 minutes	5 Sections of multiple choice and short answers. 1 Section with 2 extended responses.
Paper 2	45%	External Exam 1 hour 20 minutes	2 option topics Research methods

Further Opportunities:

Future careers if carried onto University are Clinical Psychologist, Educational Psychologist, Advice Worker and Counsellor.



GCSE SOCIOLOGY

AQA 8192

SUPPLEMENT 21

COURSE DESCRIPTION

Paper 1

Unit 1: Theory and methods - ESSENTIAL

How do different sociologists interpret society? How do sociologists study society? What types of information and data do sociologists use?

Unit 2: Culture, identity and socialisation

What is the relationship between the individual and society? How do we learn to be human?

Unit 3: Social inequality What is social stratification? What are the main features of social inequality and how are these created?

Paper 2

Unit 4: Family What are the different types of family? How are family roles changing? What are the changes affecting the family?

Unit 5: Education What is the function of education? What factors help to explain differences in educational achievement?

Unit 6: Crime, deviance and social control

What are crime, deviance and social control? What are the patterns of crime? What are the explanations of crime?

Unit 7: Media Who controls the media? What is the influence of the media?

COMPONENTS

Candidates take:

	Weighting	Assessment	Content
Paper 1	54%	<ul style="list-style-type: none">• 80 marks• 2 hours (including 15 minutes' reading time)	Candidates answer one compulsory data response question (research methods) and one optional structured question from a choice of two
Paper 2	46%	<ul style="list-style-type: none">• 70 mark• 1 hour 45 minutes (including 15 minutes' reading time)	Candidates answer two optional structured questions from a choice of four.



GCSE SOCIOLOGY *continued*

AQA 8192

SUPPLEMENT 21

Paper 1

Unit 1: Theory and methods

In this paper students will study the following two units:

This first unit provides a foundation for the other parts of the syllabus by considering the approaches and procedures used in sociological research. This provides a basis for understanding the uniquely sociological way of looking at society. It underpins and provides an understanding of each of the other study units.

- (a) How do different sociologists interpret society?
- (b) Structuralist and interpretivist approaches; the individual, identity and society.
How different views (Functionalist, Marxist, feminist) on conflict and consensus create alternative perspectives.

Unit 2: Culture, identity and socialisation This unit considers the relationship between the individual and society and how far humans are shaped by social processes by comparison with alternative influences, such as biological and psychological factors.

Questions may also draw on knowledge from Unit 1. (a) What is the relationship between the individual and society?

- Culture, norms, values, roles, status and beliefs as social constructions and how these influence human behaviour; relativity.
- Conformity and non-conformity; the agencies and processes of social control. Examples of rewards and sanctions applied in different societies and organisations (e.g. schools, the workplace). The formation and existence of sub-cultures (e.g. youth sub-cultures, religious sub-cultures) in society and how these impact on consensus and conflict.

Paper 2

In this paper students will study the following topics:

Unit 4: Family

This unit offers candidates the opportunity to explore the sociology of the family, including definitions, structure, variations and alternatives, and changing roles and relationships within the family. Questions may also draw on knowledge from

Unit 1. (a) What are the different types of family?

- The nuclear and extended family, reconstituted/step-family, single-parent family and same sex family.
- The influence of social stratification and ethnicity on family diversity.
- The functions of the family and the 'loss of functions' debate.
- Alternatives to the family, including other types of households (e.g. one-person household, shared household) and communes.

Unit 6: Crime, deviance and social control This unit considers the nature of criminal, deviant and normal behaviour in different social contexts. This includes definitions and explanations of crime and deviance and patterns of crime. Questions may also draw on knowledge from Unit 1. (a) What are crime, deviance and social control?

- The difference between crime and deviance, including how definitions of these terms may vary between societies and across time, relativity of crime and deviance.
- Formal and informal social control, including agencies of social control such as the media, religion, the police, courts and the penal system.

