

GCSE CURRICULUM

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ART & DESIGN

EXAM BOARD: AQA

SPECIFICATION: ART & DESIGN (UNENDORSED)

Vibrant and dynamic, this specification gives pupils the freedom to study GCSE Art and Design in ways that inspire and bring out the best in all pupils, whilst equipping them with the skills to continue the subject with confidence at AS, A Level and beyond. The qualification provides scope for innovation and curriculum development and offers opportunities to tailor courses of study to the individual needs of the pupils. Throughout the GCSE course we support and empower our learners to create works which demonstrate sensitivity to their subject matter as well as a distinctive application of their materials. We encourage individuals to engage with the real world, to explore their own ideas in two and three dimensions. This allows pupils to explore and develop their own ideas from an array of influences and gives flexibility with outcomes in terms of mediums and processes.

COURSE INFORMATION

The specification provides pupils with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design. The course has been designed to allow pupils to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas.

Pupils will demonstrate these skills through the development, refinement, recording, realising and presenting of their ideas through a portfolio and by responding to an externally set assignment.

They will need to be creative and well organised, capable of good time management, be self-motivated, diligent and use investigatory skills. It is a portfolio-based qualification and steady consistent working over two years gets results. Drawing is a key element of the course with a strong emphasis on independent work/ homework outside class. A grade 6 or higher in the 3rd Form would be advantageous.

EXAMINATION

Component One: Portfolio - provides 60% of the overall GCSE grade. Pupils produce a portfolio that in total shows explicit coverage of the four assessment objectives: Develop, Refine, Record and Realise. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupil's course of study.

Component Two: Externally Set Assignment - provides 40% of the overall GCSE grade. Pupils respond to their chosen starting point from an externally set assignment / exam paper relating to their subject title, evidencing coverage of all four assessment objectives. There is a preparatory period of research and development followed by 10 hours of supervised time.

BUSINESS STUDIES

EXAM BOARD: CAMBRIDGE

SPECIFICATION: IGCSE 0450

Business Studies will help you to gain an understanding of different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance. You will also appreciate the role of people in business success. You will gain lifelong skills, including; the ability to calculate and interpret business data, communication skills needed to support arguments with reasons and the ability to analyse business situations and reach decisions or judgements. As a business pupil you will also gain experience in problem solving, debating and working as part of a group. The subject keeps your options open in terms of A Levels and other courses although many students opt for Economics and / or Business at sixth form. In terms of careers, these are wide and varied and include; entrepreneur, management, accountancy, marketing, advertising, human resources, law, management consultancy, insurance, civil service, journalism, diplomatic service, education, tax, charity and investment banking.

COURSE INFORMATION

Prior knowledge of Business Studies is not required however pupils must be prepared to carry out background reading and keep up to date with regards to developments in the world of business. The main content of the course is:

- 1 Understanding business activity
- 2 People in business
- 3 Marketing
- 4 Operations management
- 5 Financial information and decisions
- 6 External influences on business activity

The subject requires a good level of writing skills as well as data-handling skills, a basic level of numeracy, and a capacity for logical and analytical thought. Useful supporting resources can be found at:

<http://www.bbc.co.uk/education/subjects/zpsvr82> (BBC Bitesize website for Business Studies)

<http://www.bbc.co.uk/news/business-22449886> (video case studies of entrepreneurs)

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-business-studies-0450/> (The Cambridge Examination Board. This site will provide more detail on the Business Studies specification)

<http://www.bbc.co.uk/news/business> (for the latest Business news on the BBC)

<https://www.bbc.co.uk/news/business/economy> (for the latest Economics news on the BBC)

EXAMINATION

Assessments are carried out throughout the course in order to monitor progress and provide further individual advice but the external examinations are held at the end of the two year course. The examination at the end of the two year course consists of two papers. Paper 1 contains a range of short and longer answer questions based around a series of short business case studies. Paper 2 contains a selection of questions based on one larger business case study. There is no controlled assessment.

For more information please contact Mr C Brown (Head of Department) cjb@slcuk.com

COMPUTER SCIENCE

EXAM BOARD: OCR

SPECIFICATION: J277

GCSE Computer Science teaches how computers work and how to program them. It is considered a much more demanding and academically challenging course than the past GCSE ICT. The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area.

The course will develop computational thinking, analysis and problem-solving skills through the study of computer programming, giving pupils a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. These areas include engineering, financial and resource management, science and medicine.

COURSE INFORMATION

Those who choose to undertake the Computer Science GCSE will be strong mathematicians. They should be persistent and determined, enjoying working on their own in order to find solutions to challenging problems. They will have a keen interest in computers and have some experience in programming and the formulation of efficient algorithms. Useful sites to explore on the internet include Codecademy and the computing area of Khan Academy.

ASSESSMENT

Component 01: Computer systems (50%)

This introduces pupils to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming (50%)

Pupils apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.

Practical Programming

Pupils use OCR Programming Project tasks to develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Pupils then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan. Finally, they will evaluate the success of their solution and reflect on potential developments for the future. The Programming Project does not count towards a candidate's final grade but is a requirement of the course.

DESIGN & TECHNOLOGY

EXAM BOARD: AQA

SPECIFICATION: 8552

The focus of the course is on imaginative practical work. Pupils explore, design, create and evaluate prototypes to solve real world problems, gaining a broad understanding of technical, designing and making principles. They have the opportunity to work in a wide range of materials in some depth and are required to apply mathematical and scientific principles throughout their study. The course is suited to those considering careers in science or engineering subjects, as well as fashion, interior design, product design and architecture.

COURSE INFORMATION

Pupils with an aptitude for both scientific and creative learning would suit this subject. Science and mathematics are applied to enable pupils to realise realistic and innovative ideas. Those who enjoy working in real life situations, considering ethical and social issues and learning a wide range of practical skills will get the most from studying this subject. An awareness of current trends in interior design, fashion and technology are all requirements for success and candidates will be expected to investigate how a wide range of products are designed made.

EXAMINATION

The course consists of 50% examination (including 15% mathematics and science) and 50% is a non-exam assessment (NEA). The examination is split into three sections, core technical principles, specialist technical principles and designing and making principles. For the NEA Pupils will be expected to produce a substantial design and make task based on a context provided by the examination board. Pupils will produce a working prototype and a portfolio of evidence of around 20 A3 pages.

DRAMA & THEATRE STUDIES

EXAM BOARD: EDUQAS

SPECIFICATION: C690QS

Many transferrable and highly desirable skills are delivered through this course. Team work, time management, analysis and evaluation are built into each component and pupils will develop good verbal and written communication skills. The course links well with other subjects such as English, History and RS. It is a GCSE that offers pupils a chance to create, develop and innovate with freedom to explore areas that interest them.

COURSE INFORMATION

The course is split into three different components and pupils can choose whether to be assessed on acting or a design option (lighting, sound, costume, set). All pupils will study a set text from an acting, directing and design point of view for the written exam.

EXAMINATION

Component 1:

Devising Theatre (Non-exam assessment): internally assessed, externally moderated, 40% of qualification. Pupils will be assessed on either acting or design. Pupils participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by Eduqas. Pupils must produce: a realisation of their piece of devised theatre, or design, a portfolio of supporting evidence, an evaluation of the final performance or design.

Component 2:

Performing from a Text (Non-exam assessment): externally assessed by a visiting examiner, 20% of qualification. Pupils will be assessed on either acting or design. Pupils study two extracts from the same performance text. Pupils participate in one performance or design using sections of text from both extracts.

Component 3:

Interpreting Theatre (Written examination): 1 hour 30 minutes, 40% of qualification

Section A - Set Text

A series of questions on one set text from a choice of five: 1. The Tempest, William Shakespeare 2. The Caucasian Chalk Circle, Bertolt Brecht 3. Hard to Swallow, Mark Wheeler 4. War Horse, Michael Morpurgo, adapted by Nick Stafford 5. DNA, Dennis Kelly.

Section B - Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

ENGLISH LANGUAGE

EXAM BOARD: EDEXCEL IGCSE

SPECIFICATION: 4EA1

English Language is one of the core subjects, and a good pass is an essential prerequisite for any A Level or university course.

COURSE INFORMATION

Teaching is in line with the National Curriculum, and the IGCSE course follows naturally on from the Key Stage Three programme followed by most schools. This is taught in parallel with IGCSE English Literature, and there is a significant overlap in skills between the two qualifications. Textbooks are available and published by Pearson, although not all teachers will choose to use these in the classroom.

EXAMINATION

Paper 1: Non-fiction Texts and Transactional Writing

- 2 hours 15 minutes written paper
- 60% of the total IGCSE
- Section A: Reading – a mixture of short- and long-answer questions related to a non fiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract
- Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose

Paper 3: Poetry and Prose Texts, and Imaginative Writing

- 40% of total IGCSE
- Assignment A: Poetry and prose texts – one essay question based on any two poetry or prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology, including a 6-mark commentary on why these texts were selected
- Assignment B: Imaginative writing – one imaginative writing task

ENGLISH LITERATURE

EXAM BOARD: EDEXCEL IGCSE

SPECIFICATION: 4ET1

Most first language pupils will study English Literature alongside Language; a very small minority will only study for the Language IGCSE.

COURSE INFORMATION

Pupils will study at least four texts, chosen by the teacher to offer appropriate stimulus and challenge to a particular group.

- * Modern Prose: To Kill a Mockingbird, Of Mice and Men, Things Fall Apart
- * Poetry: a range of poetry from Shakespeare to the present
- * Modern Drama: An Inspector Calls, A View from the Bridge
- * Literary Heritage: Romeo and Juliet, The Merchant of Venice, Macbeth

EXAMINATION

01: Poetry and Modern Prose - Closed text

- 2 hours written paper
- 60% of total IGCSE
- Section A: Unseen poetry analysis (20 marks)
- Section B: Anthology poetry – comparing two poems from the Edexcel Anthology (30 marks)
- Section C: Modern prose – one question on a set text (40 marks)

02: Modern Drama and Literary Heritage texts

- Coursework
- 40% of total IGCSE
- Candidates complete two assignments of 700 – 1000 words each
- Assignment 1: Modern Drama
- Assignment 2: Literary Heritage

ENGLISH AS A SECOND LANGUAGE (ESL)

EXAM BOARD: CIE

SPECIFICATION: 0511 (COUNT-IN ORAL)

Pupils for whom English is a second or additional language will prepare for the Cambridge University International GCSE in English as a Second Language (IGCSE / E2L) and will take the examination either at the end of the Fourth Form (Year 10) or the end of the Fifth Form (Year 11) depending on their level of proficiency.

COURSE INFORMATION

Cambridge IGCSE / E2L is accepted by many universities and employers as proof of ability to understand and communicate in English and an acceptable alternative to IELTS (Grade B pass or above).

Pupils need to be able to develop the ability to use English effectively for the purpose of practical communication and to handle quite complex language fluently; interpret meaning in conversation and written texts; write confidently and in a variety of styles and handle formal and informal English appropriately. They must acquire the skills required for further study (university or further education colleges) or employment, using English as the medium of communication.

Pupils will take either the Extended (Higher) or the Core (Foundation) papers in the Listening and Reading & Writing. The Speaking component is the same for both papers. Grades 5 - 1 are awarded for the Core tier and grades 9 - 1 are awarded for the Extended tier.

EXAMINATION

01 – Reading & Writing – 1 hour 30 minutes written paper (Core); 2 hours (Extended); 60% of total IGCSE

02 – Listening – 30-40 minutes (Core); 45 minutes (Extended), 20% of total IGCSE

03 – Speaking Interview – Approx. 12 minutes, 20% of total IGCSE

FRENCH

EXAM BOARD: AQA

SPECIFICATION: 8658

Many pupils in England choose to study French, due to the proximity of France. It is so easy to hop on a ferry and be enjoying a croissant and a café crème in France in under two hours. More than 220 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world. The ability to speak both French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and the continent of Africa). French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature in the original French, as well as films and songs. French is the language of Victor Hugo, Molière, Léopold Senghor, Edith Piaf, Jean-Paul Sartre, Alain Delon and Zinedine Zidane.

First and foremost, learning French is the pleasure of learning a beautiful, rich, melodious language, often called the language of love. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations.

Studying French at SLC allows pupils to learn the language in a small group where communication in the target language is encouraged and the pupils are given individual help. There are also weekly catch-up clinics where pupils can revise or obtain help with specific problems.

COURSE INFORMATION

GCSE French helps pupils develop their French language skills in a variety of contexts and a broad understanding of the culture of France and communities where French is spoken. It encourages enjoyment of language learning and the recognition that language skills enable pupils to take their place in a multi-lingual global society.

The GCSE syllabus requires pupils to develop their ability to write and speak in French and to understand French when it is written down or spoken. The GCSE course enables pupils of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence whilst expanding their cultural knowledge.

EXAMINATION

Pupils study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessments/examinations based on the topic areas will be taken throughout the course in preparation for the GCSE examination at the end of the course.

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take all four question papers (speaking, reading, writing and listening) at the same tier. All question papers must be taken in the same series.

GEOGRAPHY

EXAM BOARD: AQA

SPECIFICATION: 8035

Geography acts as a bridge between the Sciences and the Humanities and therefore can be combined appropriately with a wide range of other studies, from Physics and Mathematics to Languages, History and Business Studies. Pupils explore case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils find the course develops their ability to express themselves effectively in writing, and to design, carry out and present a project or investigation. These skills are relevant to a wide range of careers and courses of study.

The broad nature of the subject encourages a diverse range of study skills. Fieldwork is an essential part of GCSE studies and it provides pupils with some of their most fulfilling aspects of study. Across the course pupils have the opportunity to visit places from local to distant locations, including the optional fieldtrip to Iceland in October.

"Geographers are among the most employable because they develop the kinds of skills and knowledge that employers value."

Royal Geographical Society

COURSE INFORMATION

Essential prior learning should include a working knowledge and understanding of the physical processes and cycles which shape the world, such as the rock and water cycles. Pupils will also be expected to be familiar with contemporary human issues that are shaping the world, environmentally, socially and economically. Equally essential is the need to be able to read maps, produce a variety of accurate graphs using excel and the ability to carry out an entire investigation.

Appropriate background (and ongoing) reading will include the use of newspaper/social media coverage of the ever changing issues in the world. Also encouraged is the regular use of the College's Library to read around the subject to extend your knowledge and understanding whilst also an opportunity to be inspired further about this dynamic planet. The text book used at SLC is AQA Geography GCSE by Oxford.

EXAMINATION

Paper 1: Living with the physical environment (35%) – 1 hr 30 min written paper

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills (88 marks including 3 marks SPaG)

Paper 2: Challenges in the human environment (35%) – 1 hr 30 min written paper

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills (88 marks including 3 marks for SPaG)

Paper 3: Geographical applications (30%) - 1 hr 15 min written paper

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills (76 marks including 6 marks for SPaG)

GERMAN

EXAM BOARD: TBC

SPECIFICATION: TBC

German GCSE is normally only available for native speakers of this language. Pupils will only be accepted on this course following a discussion with the Academic Deputy Head, requests can be made to brp@slcuk.com.

COURSE INFORMATION

This course does not offer pupils any teaching hours within a classroom setting, but gives students an opportunity to work with a German speaking teacher 1:1 to prepare for the examination.

EXAMINATION

Further information is available from rjh@slcuk.com

HISTORY

EXAM BOARD: CAMBRIDGE

SPECIFICATION: 0977 IGCSE

We believe the overriding need of our learners is for a 20th century course to provide pupils with an understanding of the background in international relations to the contemporary situation. There is an opportunity for pupils to understand key ideas such as democracy and dictatorship, and to gain an insight into how the world they live in has come about. Pupils are able to explore historical concepts such as cause and consequence, change and continuity, and similarity and difference. They learn to appreciate different types and uses of historical evidence, and how to present clear, logical arguments. They develop lifelong skills, including creative thinking and problem-solving. These skills are useful in a large variety of management roles as well as in specific professions such as journalism and the law.

COURSE INFORMATION

No specific prior historical study is necessary. A strong aptitude for and facility with English language is preferred, due to the literary nature of the subject and its reliance on written historical sources and the views of historians. A list of key facilitator vocabulary is available on request.

EXAMINATION

Core Content: 20th Century International Relations since 1919

Depth Study: Germany, 1918-45

Coursework taken from an element of the Depth Study

Component 01: 2 hours written paper; 40% of total IGCSE; Core Content and Depth Study – Structured Essays

Component 02: 2 hours written paper; 33% of total IGCSE; Source Questions on a topic from the Core Content

Component 03: Coursework; 27% of total IGCSE; Extended piece of writing based on Depth Study

LATIN

EXAM BOARD: OCR

SPECIFICATION: J282 C

There are many good reasons to study Latin up to GCSE level and beyond. The course is designed to help learners to develop their understanding of the Latin language and the related ancient literature, values and society.

COURSE INFORMATION

The new specification for OCR GCSE(9-1) allows pupils a wider range of options than in previous years with a chance to study two prose or two verse literature components and the opportunity to translate English into Latin or to answer questions on grammar.

EXAMINATION

The examination now comprises two examined papers. Language paper 1 is a 1 ½ hour written paper based on the knowledge and understanding of Latin vocabulary, accidence and syntax. This paper is worth 50% of the total GCSE. The second paper comprises a range of options based on a study of Roman verse and prose literature. We will study, in depth, the poetry of Rome's greatest poet, Virgil, through a section of his Aeneid and our other literature option is a selection of the writings of Pliny, Tacitus and Cicero. Each literature component is worth 25% of the total GCSE.

Please see the OCR website for further details.

MATHEMATICS

EXAM BOARD: EDEXCEL

SPECIFICATION: 1MA1

Mathematics is in the compulsory core curriculum. It is an essential qualification for further education.

The syllabus and assessment style have been revised in recent years to bring them into line with equivalent international qualifications and produce a more forward thinking curriculum. Its aim is to be demanding, rigorous, inclusive and empowering. There is an increased focus on problem solving and application of skills in contexts relevant to real life.

At SLC, we have small classes set by ability allowing teachers to gain a greater understanding of pupils' needs and to teach their lessons accordingly. This also provides pupils with the opportunity of greater support from the teachers at all levels to build confidence and promote progress.

COURSE INFORMATION

At SLC, we run a separate KS3 programme in years 7 and 8. The GCSE assumes prior knowledge of the KS3 programme of study. However, we ensure the key skills are recapped in the first term of year 9, before beginning the GCSE course in January.

Pupils are required to provide their own mathematical equipment, protractor, compass, ruler and a scientific calculator. The recommended model is the Casio fx-83GTX or Casio fx-85GTX.

EXAMINATION

The course builds on the KS3 curriculum including Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics.

There are two tiers, Foundation (grades 1-5) and Higher (grades 4-9), decisions on tier of entry are decided to suit the need of individual pupils and reviewed throughout the course.

The course is assessed through three equally weighted papers of 90 minutes and 80 marks, the first is a non-calculator paper.

Further details are available online.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

MUSIC

EXAM BOARD: EDEXCEL

SPECIFICATION: 1MUO

If you love music, this is the subject for you. Whether you play an instrument, write songs, want to learn about history and culture, enjoy film soundtracks, improvise in a band or want to learn more about these things then you should study music.

At SLC we have a suite of iMacs for you to compose music on and practice rooms for you to rehearse in. More importantly, the small classes are taught by passionate teachers who are experts in performing, composing and analysing music in a variety of styles. The course has something for everyone. Pupils will study a piece by Bach, the soundtrack to Star Wars and a song from the musical Wicked as well as other interesting music. You will learn how to give confident performances and compose two pieces of your own.

COURSE INFORMATION

It is important that pupils are having instrumental or singing lessons and they should ideally have reached at least grade 3 standard by the start of the course. It is essential that they continue to practise regularly throughout the course. Pupils must also be willing to listen actively to a wide variety of music in their own time. Some knowledge of music theory is very beneficial.

EXAMINATION

Two performances (one solo, one ensemble) are worth 30% of the GCSE

Two compositions are worth 30% of the GCSE

A listening examination based on the set pieces and pieces related to them is worth 40% of the GCSE

PHYSICAL EDUCATION

EXAM BOARD: EDEXCEL

SPECIFICATION: 1PE0

GCSE Physical Education is an ideal subject choice for Sports enthusiasts of all kinds. The course offers the opportunity to escape the classroom for an extra double period a week to take part in the practical activities available for assessment, which include badminton, trampolining and tennis alongside our major games of hockey, rugby and netball. It is also possible to be assessed in activities that pupils may take part in outside of school, such as skiing, horse riding, swimming, football and athletics. While being outstanding in Sport is not essential, those wishing to take GCSE should be able to perform the assessed activities to a good standard as 40% of the marks on offer come from the practical element. The theoretical aspects of the course touch on the diverse areas that make up Physical Education. Pupils get the opportunity to learn how their bodies and brains help them to perform during sport and exercise. They also get to debate some of the major issues in modern sport, such as commercialism, the use of Performance Enhancing Drugs and the role of technology. GCSE PE has a bit of something for everyone and the department's preferred style of delivery is doing rather than simply listening and reading. Theory topics are often delivered using small experiments or interactive group tasks that are designed to capture the imagination and trigger the memory. This course is the perfect introduction to academic Physical Education and would be an excellent precursor to the Level 3 BTEC Sport course.

COURSE INFORMATION

In order to study GCSE Physical Education we ask that pupils have experience of playing a reasonable range of sports and that their standard of performance is sound at the start of the course. If a pupil's sporting experience is limited, it is suggested that sports courses are attended over the summer holidays to help prepare. A list of sports that can be assessed can be acquired from the Head of Academic Physical Education.

It is also preferred that pupils wishing to study GCSE Physical Education have done reasonably well in Biology in the years leading up to the start of GCSE in the 4th form. Pupils wishing to prepare themselves for the theoretical aspects of the course, could begin with an interactive skeleton that allows them to learn the names and locations of the bones, joints and muscles in the human body.

EXAMINATION

The course is 60% theory. This is assessed using two examination papers

Component 1: Fitness and Body Systems (1hr45) 36% of qualification

Component 2: Health and Performance (1hr15) 24% of qualification

The course is 40% practical. This is assessed through the performance of three activities and written coursework.

Component 3: Practical Performance 30% of the qualification

Component 4: Personal Exercise Programme 10% of the qualification

RELIGIOUS STUDIES

EXAM BOARD: AQA

SPECIFICATION: A8062

Religion plays an important role in our society and can influence what people think, feel, and believe. Through studying Religious Studies, students get a broad look at how religion and spirituality form the basis of our culture. Religious Studies also helps students develop marketable skills and aptitudes such as analytical and strategic thinking; research skills; critical judgement; the ability to work with abstract, conceptual ideas; an ability to negotiate and resolve conflict; problem-solving skills; leadership skills and an understanding of the impact of conflicting ideologies; and an appreciation of human diversity, belief systems, cultural and spiritual experiences.

Being able to analyse, critically assess and evaluate differing opinions on beliefs is a unique focus of Religious Studies. Skills learnt can be transferred to many of your other subjects. These skills are particularly useful for future careers in law, education, social work, politics, medicine, administration or the media.

COURSE INFORMATION

Component one - pupils will study the following four themes. All questions are compulsory.

Theme 1: Relationships and Families

Theme 2: Religion and Life

Theme 3: Religion, Peace and Conflict

Theme 4: Religion, Crime and Punishment

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Component two - pupils will study the beliefs, teachings and practices of Christianity

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

Component three – pupils will study the beliefs, teachings and practices of one world faith - Islam

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

EXAMINATION

Component 1 (50%) Religious, Philosophical and Ethical Studies in the Modern World

– 1 hr 45 minutes written exam

Component 2 (25%)- Study of Christianity *and* Component 3- Study of Islam (25%)

– 1 hr 45 minutes written exam

SCIENCES

EXAM BOARD: AQA

SPECIFICATION: 8464 (COMBINED)

SPECIFICATION: 8461 (BIOLOGY), 8462 (CHEMISTRY), 8463 (PHYSICS)

The pupils are taught in small groups by specialist teachers in a very supportive but equally stimulating environment and the courses aim to challenge, stretch and maximise their scientific potential. They are encouraged to ask questions, develop their curiosity and independent thinking. We aim to make the pupils more aware of how science is changing our lives and how it is vital to the world's future prosperity. They are offered opportunities to explore beyond the classroom through STEM activities and competitions. We also organise a variety of trips that we think will be beneficial to their development. We offer clinics and targeted revision lessons. We have state of the art scientific equipment to use for the experimental work which along with our new Science and Technology Building will greatly enhance the pupils' experience.

GCSE Science teaching begins at the start of the 3rd form. The early start allows greater depth of study and affords more time for effective revision at the end of the course. The Science department has a wealth of expertise and talent. The teachers are well-qualified, enthusiastic and inspiring. Subject specialists teach the appropriate units focusing on their area of expertise.

COURSE INFORMATION

The school offers two separate science courses. There is the GCSE Combined Science - Trilogy and the triple Science course. The triple science course is taught in a similar time frame as the combined science course. It is examined as three separate subjects and consequently leads to three GCSEs in Biology, Chemistry and Physics. Clearly the pupils taking the triple science option will be required to cover more material in the same time allocation as those pupils taking the two GCSE Combined Science route.

The pupils will build upon subject content which is typically taught at Key Stage 3. It is suitable for pupils of all abilities and helps them not only to understand theoretical concepts alongside developing practical science and problem-solving skills but also to be able to make links between different areas of knowledge.

Resources: AQA GCSE Biology, Chemistry, Physics by Oxford University Press plus Kerboodle online pupil book.

EXAMINATION

Combined science award

The curriculum provides the foundations for understanding the material world.

In Biology, the pupils learn about cell biology, organization, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.

In Chemistry, teaching starts with the fundamental ideas, putting the building blocks in place, before building on them in more detail. The topics cover atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, organic chemistry, chemical analysis, the atmosphere and using resources.

In Physics, the pupils will learn about energy, electricity, the particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism.

Triple Science award

The Biology course contains all the topics as the Combined course but it also explores ideas about the brain, the structure of the DNA, cloning, decomposition, the theory of evolution, food production. The specification is designed to help them understand how Science can be used to explain the world in which we live and the impact humans have. Pupils can see how science is used to solve problems ranging from infectious diseases to creating GM crops.

The Chemistry specification contains all the topics as the Combined science but it also explores the properties of transition metals and nanoparticles, titrations and reactions of alkenes and alcohols. It enables pupils to develop an understanding of chemical cells and fuels cells and their properties, spectroscopy, the Haber process and the use of nitrogen-based fertilisers. The pupils will engage with key ideas of universal application.

In Physics pupils are likely to be engaged by the aspects of the specification that they can relate to their everyday life such as the efficiency of electrical appliances and braking distances as well as in larger concepts like electrical, magnetic and gravitational effects and our ideas and theories about the Universe. The course is designed to give pupils the tools and concepts they need to be able to construct a scientific approach to solving problems. Pupils will learn to ask and answer questions about a small number of key ideas in physics that describe the complex and diverse phenomena of the natural and man-made world.

Exams are taken at the end of year 11

Combined Science A

Combined Science 01 (for each of Biology, Chemistry, Physics)

- 70 marks, 75 minutes written paper
- 16.7% of total GCSE

Combined Science 02 (for each of Biology, Chemistry, Physics)

- 70 marks, 75 minutes written paper
- 16.7% of total GCSE

Triple Science

Single Subject Science 01 (for each Science)

- 100 marks, 1 hour and 45 minutes written paper
- 50% of total GCSE

Single Subject Science 02 (for each Science)

- 100 marks, 1 hour and 45 minutes written paper
- 50% of total GCSE

SPANISH

EXAM BOARD: AQA

SPECIFICATION: 8698

With some 400 million speakers, Spanish is the fourth most commonly spoken language in the world. Only Mandarin, English and Hindi have more speakers. Spanish is an official language on four continents and is the mother tongue in 21 countries. Knowing another language, particularly one as widely spoken as Spanish will be extremely useful when you are looking for a job. With the world becoming ever more global, contact with people of other countries has increased tremendously in recent decades.

Internationally, people who speak Spanish often have opportunities to work in trade or business fields. Other options include diplomacy, interpretation, and security applications, which all require a sensitivity and proficiency of another language. Learning Spanish can also help you to improve your knowledge of your own language. Spanish is from the Romance language family of languages, its roots coming primarily from Latin. English, too has many words of Latin origin. Because of this, knowing Spanish helps speakers of English (as well as some other European languages) broaden their vocabulary as well as understand the grammar of their native language. Often, these same Latin roots are at the base of many sophisticated words in English, so Spanish learners can also become more proficient in English.

Studying Spanish GCSE at SLC allows pupils to study in small groups where use of the target language is encouraged. Pupils may also attend weekly catch-up clinics where they can ask for help with specific problems or go over something that they have not understood in class.

COURSE INFORMATION

The GCSE syllabus requires pupils to develop their ability to write and speak in Spanish and to understand Spanish when it is written down or spoken. This enables pupils of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence whilst expanding their cultural knowledge.

EXAMINATION

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take all four question papers at the same tier. All question papers must be taken in the same series. Themes include Identity and culture, Local, national, international and global areas of interest & Current and future study and employment.

Paper 1: Listening (25% of GCSE) - Understanding and responding to different types of spoken language

Paper 2: Speaking (25% of GCSE) - Communicating and interacting effectively in speech for a variety of purposes

Paper 3: Reading (25% of GCSE) - Understanding and responding to different types of written language

Paper 4: Writing (25% of GCSE) - Communicating effectively in writing for a variety of purposes

Pupils sit all exams at the end of the course. For further information, please contact rjh@slcuk.com or see the AQA website.