

GCSE subject specifications

Core subjects

English Language

Course Title:	GCSE English Language (AQA 8700)
Web link to course:	http://www.aqa.org.uk/subjects/english/gcse/english-language-8700
Final exam percentage:	100%
Number of final exams:	2
Brief description of course	
<p>The course will enable pupils of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods, as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. The course consists of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimuli for writing tasks, providing pupils with a clear route through each paper.</p>	
Year 10 & Year 11	
<p>Paper 1: 1 hour 45 minutes – worth 50% of the final GCSE grade. <i>Explorations in Creative Reading and Writing</i>, looks at how writers use narrative and descriptive techniques to engage the interest of readers.</p> <p>Paper 2: 1 hour 45 minutes – worth 50% of the final GCSE grade. <i>Writers' Viewpoints and Perspectives</i>, looks at how different writers present a similar topic over time.</p>	
Progression	
<p>Further study: A-level English Language or A-level English Language and Literature Possible Careers: Most career opportunities and A-level courses require and value a good grade in English Language and/or Literature.</p>	

English Literature

Course Title:	GCSE English Literature (AQA8702)
Web link to course:	http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702
Final exam percentage:	100%
Number of final exams:	2
Brief description of course	
<p>The course will enable pupils of all abilities to develop the skills they need to read, understand and analyse a wide range of different literary texts. The course consists of two equally-balanced papers, Paper 1: Shakespeare and the 19th Century novel, and Paper 2: Modern Texts and Poetry.</p> <p>In Paper 1, pupils will be expected to answer two questions, each consisting of an extract analysis and a second part exploring the text as a whole. The paper contains a question on a set Shakespeare text and a second question on a set 19th Century novel. In Paper 2, pupils will answer one essay question from a choice of two on their studied modern prose or drama text in section A. In section B, pupils will write a comparative essay about two poems they have studied from their AQA anthology, and complete two questions based on unseen poems.</p> <p>Both papers are closed book exams, meaning that pupils will need to be able to recall key quotations for all set texts from memory.</p>	
Year 10 & Year 11	
<p>Paper 1: 1 hour 45 minutes – worth 50% of the final GCSE grade. <i>Shakespeare and the 19th Century novel.</i></p> <p>Paper 2: 2 hours 15 minutes – worth 50% of the final GCSE grade. <i>Modern Texts and Poetry.</i></p>	
Progression	
<p>Further study: A-level English Literature or A-level English Language and Literature Possible Careers: Most career opportunities and A-level courses require and value a good grade in English Language and/or Literature</p>	

Mathematics

Course Title:	GCSE Mathematics (AQA 8300 Linear)
Web link to course:	http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification
Final exam percentage:	100%
Number of final exams:	3 (1 non-calculator and 2 calculator papers)
Tiered papers	2 tiers - Foundation and Higher
Grades available:	Foundation (Grades 1 – 5) Higher (Grades 4 – 9)
Brief description of course	
<p>Pupils will cover the six strands of mathematics: number; algebra; ratio, proportion and rates of change; geometry and measures; probability and statistics. They are required to be fluent in their understanding of the formula and rules governing mathematics, and be able to apply these to solve problems.</p> <p>Due to the high level of content in this GCSE, homework plays a vital role in pupils practising and consolidating their knowledge and understanding. Assessment of progress will be ongoing and pupils will be given the opportunity to revisit and improve their outcomes.</p>	
Year 10 & Year 11	
<p>By the end of Year 10 all pupils will have covered the content of the foundation paper and much of the material in the higher paper. The option for pupils to take the higher paper will remain open until the end of Year 10.</p> <p>In Year 11 pupils will complete the GCSE course and work on specific areas of the curriculum identified through regular practice questions and mock examinations throughout the course of the year.</p>	
Progression	
<p>Pupils achieving a Grade 7 or above will be able to access mathematics A-Level at their chosen sixth form school or college. Strong grades in mathematics GCSE open many career doors and university courses.</p>	

Double Science

Course Title:	GCSE Combined Science Trilogy (AQA 8464)
Web link to course:	http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464
Final exam percentage:	100 %
Number of final exams:	6
Tiered papers	Foundation (Grades 1-5), Higher (Grades 4-9)
Brief description of course	
Science is a set of ideas about the material world. GCSE science courses include all the parts of what good science is at GCSE level, whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through these specifications supports you in building a deeper understanding of science. This will involve talking about, reading and writing about science plus the actual doing, as well as representing science in its many forms both mathematically and visually through models.	
Year 10 & Year 11	
The GCSE courses in science start at Castle Newnham School in Year 9. In Year 10 and 11 pupils have the opportunity to select either the 'triple' or 'double' science route. 'Double' science pupils follow a combined science course, studying biology and chemistry and physics. This course leads to the award of two GCSEs, and is suitable for all pupils who do not intend to follow the 'triple' or individual science route.	
Progression	
The skills and knowledge required for science are in very high demand both in the UK and overseas, and science qualifications lead to many careers, with medicine, engineering, research, finance, aerospace, technology, architecture, education and pharmacy being only a small number of the fields which require science.	

French

Course Title:	GCSE French (Edexcel 1FR0)
Web link to course:	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html
Final exam percentage:	Paper 1 Listening 25% Paper 2 Speaking 25% Paper 3 Reading 25% Paper 4 Writing 25%
Number of final exams:	3
Tiered papers	2 tiers – Foundation & Higher Candidates must take all four (4) question papers at the same tier. All question papers must be taken in the same series.
Grades available:	Higher Tier (grades 9-4) Foundation Tier (grades 5-1)
Brief description of course	
The aim of the GCSE course is to develop pupils' skills in speaking, listening, reading and writing French, building on the language work covered in KS3. During the course, pupils will be expected to understand and provide information and opinions in a range of contexts relating both to the pupils themselves and that of other people, including people in countries/communities where French is spoken.	
Year 10 & Year 11	
The main areas of study in Year 10 are: <ul style="list-style-type: none"> • talking about your town/village and local area • talking about holidays (past, future and ideal); booking and reviewing hotels; describing holiday disasters • talking about school life and school rules; comparing school in the UK and French-speaking countries The main areas of study in Year 11 are: <ul style="list-style-type: none"> • discussing careers, work placements and jobs • talking about protecting the environment and ethical shopping • discussing the problems facing the world and talking about volunteering 	
Progression	
Further study: Pupils will learn to communicate effectively and use French for real life purposes. The GCSE also provides a sound basis for further study, work and for learning another language. French is widely available as an A-level subject and can also be studied as a subject in the International Baccalaureate Diploma programme. Possible careers: There are many possible career paths open to pupils who study languages, both using their linguistic skills directly or as part of their job. It is estimated that the ability to speak a foreign language can add 10-15% to your salary.	

For information regarding **Geography** and **History**, please see under option subjects.

Options subjects

Art & Design

Course Title:	GCSE Art and Design – Fine Art (AQA 8202)
Web link to course:	http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/
Final exam percentage:	40%
Number of final exams:	1 exam - 10 hours of supervised time
Coursework/Controlled assessment percentage:	60% (developed across the two years)
Coursework/Controlled assessment requirements:	A sustained project + a selection of further work
Brief description of course	
<p>This course offers a broad range of skills in order to develop pupils' competency in fine art. Pupils will have the opportunity to explore drawing, mixed media, painting, sculpture/ceramics and printmaking. Historical and contemporary artists' approaches and techniques are studied. Visits to see art are essential; trips to the local Higgins Museum and Art Gallery and visits to London galleries are encouraged throughout the two years.</p>	
Year 10 & Year 11	
<p>A foundation of skills will be developed in year 10 and pupils will be taught to explore and experiment with a variety of materials, processes and techniques.</p> <p>In Year 11 strengths are determined and pupils will work with increasing independence.</p> <p>From Year 11 term 2, pupils work on the preparatory phase of the externally set assignment with the final 10 hours examination of supervised unaided work. Pupils are also required to review and submit a portfolio for their coursework.</p>	
Progression	
<p>A range of skills will be developed so that hopefully, an interest and knowledge of art will continue throughout adult life. For those wanting to continue, the course will provide a firm foundation for sixth form studies. There are many careers that benefit from studying art & design: media, architecture, film, fashion, graphic design, advertising, animation, arts education, interior design, illustration . . . the list goes on! In fact, any career that you can think of that requires visual literacy in some way benefits from a GCSE in art and design.</p>	

ASDAN

Course Title:	Asdan CoPE and AoPE
Brief description of course	
<p>The Certificate of Personal Effectiveness (CoPE) and Award of Personal Effectiveness (AoPE) is a nationally-recognised qualification. The qualification offers imaginative ways of accrediting young people's activities. The course promotes and accredits a wide range of personal qualities, abilities and achievements, as well as introducing new activities and challenges.</p> <p>The course helps boost engagement and motivation, developing core skills and enhancing academic performance. Pupils carry out a large number of activity-based learning tasks to help improve their academic performance and their personal and social skills.</p>	
Year 10 & Year 11	
<p>Pupils following the ASDAN programme will also receive additional support towards achieving a pass in their English and mathematics GCSEs.</p> <p>Pupils present a portfolio of evidence of their activities.</p> <p>This portfolio will contain:</p> <ul style="list-style-type: none">• a completed activities book and evidence of challenges completed• documents to show planning and reviewing• a record of progress• a summary of achievement, identifying skill development	
Progression	
The ASDAN qualification can form the basis of a further level 3 qualification.	

Design & Technology

Course Title:	GCSE Design and Technology (AQA 8552)
Web link to course:	http://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF
Final exam percentage:	50%
Number of final exams:	1
Coursework/Controlled assessment percentage:	30%/20%
Coursework/Controlled assessment requirements:	1 Project
Brief description of course	
Pupils will get an understanding of the skills required to undertake the design process of exploring, creating and evaluating. Pupils will work with a variety of design and making tasks. The subject content will be split into three sections: core technical principles, specialist technical principles and designing and making principles.	
Year 10 & Year 11	
This course is suitable for keen pupils who wish to develop their skills in design technology to the next level. Pupils will have a variety of tasks: to develop their understanding of how different properties of materials and components are used in commercial products, how properties influence use and affect performance and how products are produced in different volumes. A range of tools, equipment and processes will be used to shape, fabricate, construct and assemble high quality prototypes, as appropriate to the materials and/or components.	
Progression	
The course can lead on to taking AS/A2 level in design technology. Routes into: industrial design, interior design, graphic design, automotive design, engineering, architecture, textile design, fashion design and product design.	

Drama

Course Title:	GCSE Drama (AQA 8261)
Web link to course:	http://www.aqa.org.uk/subjects/drama/gcse/drama-8261
Final exam percentage:	40%
Number of final exams:	1
Coursework/Controlled assessment percentage:	60%
Coursework/Controlled assessment requirements:	Devising Drama Texts in Practice
Brief description of course	
<p>Drama at GCSE allows pupils to respond creatively to a wide range of plays and texts – creating their own drama and performing a range of scripts written by various playwrights. Pupils learn to appreciate the role of drama within society, analyse the social, historical and cultural context of pieces of drama and develop and improve a range of performance and non-performance skills. The course builds self-confidence, concentration, self-discipline and time management skills. Pupils can choose to develop as a performer; designer (lighting, sound, set, costume, puppets) or performer and designer together.</p>	
Year 10 & Year 11	
<p>Throughout Year 10 pupils will develop skills and knowledge needed to succeed in each component of study of GCSE drama. Pupils will be able to develop their understanding of drama throughout the GCSE. All examinations will take place during Year 11.</p> <p>Component 1: Understanding drama What's assessed: Knowledge and understanding of drama and theatre; study of one set play from a choice of six and analysis and evaluation of the work of live theatre makers.</p> <p>Component 2: Devising drama (practical) What's assessed: Process of creating devised drama; performance of devised drama (pupils may contribute as performer or designer) and analysis and evaluation of own work</p> <p>Component 3: Texts in practice (practical) What's assessed: Performance of two extracts from one play (pupils may contribute as performer or designer); free choice of play that contrasts with the set play chosen for component 1</p>	
Progression	
<p>Pupils who study GCSE Drama will be able to apply for A-level drama and theatre studies courses, as well as vocational level 3 qualifications.</p>	

Geography

Course Title:	GCSE Geography A (Edexcel 1GA0)
Web link to course:	https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-A/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_A.pdf
Final exam percentage:	100%
Number of final exams:	3
Brief description of course	
Both physical and human geography are studied and the processes and interactions which exist and occur between the two. A wide range of skills are embedded through the course, including fieldwork. There is increased emphasis on the geography of the UK and the issues faced here. Pupils will select and apply knowledge from all topics to consider UK challenges.	
Year 10 & Year 11	
By the end of the course pupils will have studied the following: Physical Environment: ecosystems, biodiversity and management - including tropical rainforests and deciduous woodlands; weather hazards and climate change - including tropical cyclones and drought; the changing landscapes of the UK. Human Environment: changing cities in the UK and a developing country; resource management - including the management of fresh water; global development. There will be opportunities for reinforcement and application of knowledge throughout the course. Homework will be used to support learning and independent study will be vital due to the high level of content and pace of the course. English and maths skills are also assessed.	
Additional information	
Fieldwork equipment will be provided, but there may be a request for voluntary contributions to help cover the cost of travel arrangements. Any costs will be kept as low as possible.	
Progression	
Geography complements both arts and science subjects for other degree options, as well as geography itself. Geography includes knowledge and skills required in many careers and it is a subject highly valued by a wide range of employers.	

German

Course Title:	GCSE German (Edexcel 1GN0)
Web link to course:	https://qualifications.pearson.com/en/qualifications/edexcel-gcse/german-2016.html
Final exam percentage:	Paper 1 Listening 25% Paper 2 Speaking 25% Paper 3 Reading 25% Paper 4 Writing 25%
Number of final exams:	3
Tiered papers	2 tiers – Foundation & Higher Candidates must take all four (4) question papers at the same tier. All question papers must be taken in the same series.
Grades available:	Higher Tier (grades 9-4) Foundation Tier (grades 5-1)
Brief description of course	
The aim of the GCSE course is to develop pupils' skills in speaking, listening, reading and writing German, building on the language work covered in KS3. During the course, pupils will be expected to understand and provide information and opinions, in a range of contexts relating both to the pupils themselves and that of other people, including people in countries/communities where German is spoken.	
Year 10 & Year 11	
The main areas of study in Year 10 are: <ul style="list-style-type: none"> • talking about school life; comparing school in the UK and German-speaking countries • talking about leisure activities (books, music, films, television and sport) • talking about what makes a good friend; describing relationships; discussing role models • talking about your home and what you do on a typical day; describing food and drink The main areas of study in Year 11 are: <ul style="list-style-type: none"> • holidays (past and future); booking hotels, buying train tickets and ordering food • discussing careers, work placements and jobs (including dream job) • talking about protecting the environment • discussing international festivals and global events 	
Progression	
Further study: Pupils will learn to communicate effectively and use German for real life purposes. The GCSE also provides a sound basis for further study, work and for learning another language. German is available as an A-Level subject and can also be studied as a subject in the International Baccalaureate Diploma programme. Possible careers: There are many possible career paths open to pupils who study languages, both using their linguistic skills directly or as part of their job. It is estimated that the ability to speak a foreign language can add 10-15% to your salary.	

History

Course Title:	GCSE History (Edexcel 1H10)	
Web link to course:	https://qualifications.pearson.com/en/subjects/history.html	
Final exam percentage:	100%	
Number of final exams:	3 exams Paper 1 – Thematic Study and Historical Environment – 30% Paper 2 – Period Study and British Depth Study – 40% Paper 3 – Modern Depth Study – 30%	
Brief description of course		
This subject can engage pupils with a broad and diverse study of the history of Britain and the wider world.		
Year 10 & Year 11		
Year 10		
<i>Anglo-Norman England c.1060-88</i>		<ul style="list-style-type: none"> • Hitler and the Nazi Party's rise to power • The 1930s Nazi State
<ul style="list-style-type: none"> • Anglo-Saxon society • The Norman Conquest and its aftermath • Resistance to Norman control • Norman society and cultural impact on England 		Year 11
<i>Superpower Relations and the Cold War, 1941-91</i>		<i>Warfare and British Society, c.1250-Present</i>
<ul style="list-style-type: none"> • Early tension between East and West • Development of the Cold War • Intensification of the Cold War in the mid-twentieth century • Cold War Crisis – The Cuban Missile Crisis and the Berlin Wall • The end of the Cold War and the end of the Warsaw Pact 		<ul style="list-style-type: none"> • The changing nature of warfare • The experience of war through time • Case studies include: Agincourt, Naseby, Waterloo, The Iraq War of 2003
<i>Weimar and Nazi Germany, 1918-39</i>		<i>London and the Second World War, 1939-45</i>
<ul style="list-style-type: none"> • The Weimar Republic • The Weimar Republic in trouble 		<ul style="list-style-type: none"> • Why was London a target? • The nature of attacks on London • Impact on personal lives for Londoners • London's response to war • The historical context of the Second World War on London
Progression		
History at GCSE is a strong springboard for further study of history at A-level and undergraduate higher education. Beyond education, employers value history for management roles as well as journalism, the armed forces officer training, the police and careers in the law or politics.		

Hospitality and Catering

Course Title:	WJEC Level 1 /2 Award in Hospitality and Catering
Web link to course:	http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html
Final exam percentage:	40%
Number of final exams:	1
Coursework/Controlled assessment percentage:	60%
Coursework/Controlled assessment requirements:	Hospitality and Catering in Action. <i>Controlled practical assessment and portfolio.</i>
Grades available:	L1 Pass, L2 Pass, L2 Merit, L2 Distinction and L2 Distinction*
Brief description of course	
<p>This course will equip pupils with the knowledge and skills to understand the exciting and ever-changing hospitality and catering industry. It is a practical course in nature, making it an excellent choice for pupils who prefer a hands-on approach to learning. Pupils will cook most weeks following the system: plan - prepare, cook and present. They will need to consider nutrition, high-quality presentation and specific dietary requirements to plan menus that use a wide range of kitchen skills. Throughout the two years, theory lessons will be delivered to ensure pupils are prepared for the exam assessment at the end of the course. There is an option for pupils to complete this online as an e-assessment.</p> <p>Learners will be expected to make a range of food products and develop skills relating to commercial food preparation. They will be expected to apply technical and practical expertise to ensure that food meets customer needs and preferences and is appropriate for a given occasion. Pupils will have the opportunity to display a wide range of practical skills and techniques, gaining an understanding of catering and an awareness of related career paths.</p>	
Progression	
<p>The qualification will have direct appeal to anyone who wishes to go into the food and catering industry, be that grocery, manufacturing, professional cookery or business management within the hospitality or catering industry. This course will equip you for level 3 courses in food and nutrition, catering and hospitality.</p>	

Music

Course Title:	GCSE Music (OCR J536)	
Web link to course:	http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/specification-at-a-glance/	
Final exam percentage:	40%	
Number of final exams:	1 (1 ½ hours)	
Controlled assessment percentage:	30%	
Controlled assessment requirements:	30%	
Brief description of course		
<p>Pupils will develop and apply the musical knowledge, understanding and skills set out in the GCSE specification and pupils form a personal and meaningful relationship with music. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.</p> <p>The subject content is divided into the three components:</p> <p>Understanding music: Pupils appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language.</p>	<p>Performing music: Pupils must be able to perform live music using one or both of the following ways:</p> <ol style="list-style-type: none"> 1. Instrumental (including DJ)/vocal 2. Production via technology. <p>One performance must be as a soloist and one piece must be as part of an ensemble.</p> <p>Composing music: Pupils must learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions.</p>	
Progression		
A-level and music technology are good courses for progression from GCSE music, as are a number of BTEC courses at local colleges. Possible careers include: musician, music therapy, composer, sound engineer, teaching and music publishing.		

Physical Education

Course Title:	GCSE Physical Education (OCR J587)
Web link to course:	http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/
Final exam percentage:	60%
Number of final exams:	2 x 60 minutes and 60 marks
Coursework/Controlled assessment percentage:	40%
Coursework/Controlled assessment requirements:	Practical performance assessments (3 x 10%) Analysing and Evaluating Performance task (10%)
Brief description of course	
<p>A GCSE in physical education equips pupils with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and wellbeing.</p> <p>Paper 1 – Physical factors affecting performance (30%).</p> <p>Paper 2 – Socio-cultural issues and sports psychology (30%).</p>	
Year 10 & Year 11 - Course outline	
<p>Component 1: Physical factors affecting performance (we will start with this in Year 10). 1.1 Applied anatomy and physiology 1.2 Physical training</p> <p>Component 2: Socio-cultural issues and sports psychology 2.1 Socio-cultural influences 2.2 Sports psychology 2.3 Health, fitness and well-being</p> <p>Component 3: Performance in physical education - Non Exam Assessment (NEA) 3.1 Performance of three activities taken from the two approved lists: one from the 'individual' list; one from the 'team' list; one other from either list. 3.2 Analysing and Evaluating Performance (AEP), task-based NEA.</p>	
Progression	
<p>This qualification is suitable for learners intending to pursue AS or A-levels, higher education or any career for which an understanding of the human body or human behaviour is desirable. This qualification provides a suitable introduction to further study in social sciences, or as part of a course of general education.</p>	

Triple (Individual) Science

Course Title:	Triple Science - GCSE Biology (AQA 8461), GCSE Chemistry (AQA 8462), GCSE Physics (AQA 8463)
Web link to course:	http://www.aqa.org.uk/subjects/science/gcse/biology-8461 http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 http://www.aqa.org.uk/subjects/science/gcse/physics-8463
Final exam percentage:	100 %
Number of final exams:	2 per subject (6 in total)
Tiered papers	Foundation (Grades 1-5), Higher (Grades 4-9)
Brief description of course	
Science is a set of ideas about the material world. GCSE science courses include all the parts of what good science is at GCSE level, whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through these specifications supports you in building a deeper understanding of science. This will involve talking about, reading and writing about science plus the actual doing, as well as representing science in its many forms both mathematically and visually through models.	
Year 10 & Year 11	
The GCSE courses in science start at Castle Newnham School in Year 9. In Year 10 and 11 pupils have the opportunity to select either the 'triple' or 'double' science route. 'Triple' leads to the award of three separate GCSEs in Biology, Chemistry and Physics. Doing the 'triple' award will mean lots of time spent doing science, so it is vital to have passion and enthusiasm for science, along with a strong work ethic.	
Progression	
The skills and knowledge required for science are in very high demand both in the UK and overseas and science qualifications lead to many careers, with medicine, engineering, research, finance, aerospace, technology, architecture, education and pharmacy being only a small number of the fields which require science.	