

# GCSE subject specifications

## Core subjects

### English Language

<b>Course Title:</b>	<b>English Language</b>
<b>Exam board and course number:</b>	AQA 8700
<b>Web link to course:</b>	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a>
<b>Final exam percentage:</b>	100%
<b>Number of final exams:</b>	2
<b>Tiered papers</b>	N/A
<b>Grades available:</b>	1-9
<b>Brief description of course</b>	
<p>The course will enable students 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 stimulus for writing tasks, providing students with a clear route through each paper. Paper 1, <i>Explorations in Creative Reading and Writing</i>, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, <i>Writers' Viewpoints and Perspectives</i>, looks at how different writers present a similar topic over time.</p>	
<b>Year 10 &amp; Year 11</b>	
Focus on examinations: Paper 1: 1 hour 45 minutes – worth 50% of the final GCSE grade Paper 2: 1 hour 45 minutes – worth 50% of the final GCSE grade	
<b>Specialist equipment required</b>	
N/A	
<b>Additional information</b>	
This is a two year course which gives the students one qualification: English Language.	
<b>Progression</b>	
<p><u>Further study:</u> A-level English Language or A-level English Language and Literature <u>Possible Careers:</u> Most career opportunities and A-level courses require and value a good grade in English Language and/or Literature</p>	

## English Literature

<b>Course Title:</b>	<b>English Literature</b>
<b>Exam board and course number:</b>	AQA 8702
<b>Web link to course:</b>	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>
<b>Final exam percentage:</b>	100%
<b>Number of final exams:</b>	2
<b>Tiered papers</b>	N/A
<b>Grades available:</b>	1-9
<b>Brief description of course</b>	
<p>The course will enable students 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 19<sup>th</sup> Century novel, <b>and</b> 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 19<sup>th</sup> 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><b>Both papers are closed book exams, meaning that students will need to be able to recall key quotations for all set texts from memory.</b></p>	
<b>Year 10 &amp; Year 11</b>	
<p>Focus on examinations:</p> <p>Paper 1: Shakespeare and the 19<sup>th</sup> Century novel - 1 hour 45 minutes – worth 50% of the final GCSE grade</p> <p>Paper 2: Modern Texts and Poetry - 2 hours 15 minutes – worth 50% of the final GCSE grade</p>	
<b>Specialist equipment required</b>	
<p>Poetry Anthology – provided by AQA</p> <p>Personal copies of the 3 set texts for annotating and revision – these will be available to purchase from the school shop.</p>	
<b>Additional information</b>	
This is a two year course which gives the students one qualification: English Literature.	
<b>Progression</b>	
<p><u>Further study:</u> A-level English Literature or A-level English Language and Literature</p> <p><u>Possible Careers:</u> Most career opportunities and A-level courses require and value a good grade in English Language and/or Literature</p>	

## Mathematics

<b>Course Title:</b>	GCSE Mathematics
<b>Exam board and course number:</b>	Pearson 1MA1
<b>Web link to course:</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>
<b>Final exam percentage:</b>	100%
<b>Number of final exams:</b>	3 ( 1 non-calculator and 2 calculator papers)
<b>Coursework/Controlled assessment percentage:</b>	0%
<b>Coursework/Controlled assessment requirements:</b>	Not applicable
<b>Tiered papers</b>	2 tiers - Foundation and Higher
<b>Grades available:</b>	Foundation (Grades 1 – 5) Higher (Grades 4 – 9)

### **Brief description of course**

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.

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.

### **Year 10 & Year 11**

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.

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.

### **Specialist equipment required**

All pupils must have:

- Basic stationery
- Protractor
- Pair of compasses
- Scientific calculator

### **Additional information**

Copies of the school text books will be available to purchase, along with revision guides.

There are a wealth of maths revision websites, but we would recommend they use their account with [www.hegartymaths.com](http://www.hegartymaths.com)  
[www.bbc.co.uk/eduaciton/subjects/math](http://www.bbc.co.uk/eduaciton/subjects/math)

### **Progression**

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.

**For further details, please contact: Mr Boakye** [eboakye@castlennwham.school](mailto:eboakye@castlennwham.school)

## Double Science

<b>Course Title:</b>	<b>GCSE Combined Science Trilogy</b>
<b>Exam board and course number:</b>	AQA – Course Number 8464
<b>Web link to course:</b>	<a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>
<b>Final exam percentage:</b>	100 %
<b>Number of final exams:</b>	6
<b>Tiered papers</b>	Foundation (Grades 1-5), Higher (Grades 4-9)
<b>Grades available:</b>	1-9
<b>Brief description of course</b>	
<p>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 deep 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.</p>	
<b>Year 10 &amp; Year 11</b>	
<p>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 students who do not intend to follow the 'triple' or individual science route.</p>	
<b>Specialist equipment required</b>	
Scientific calculator, Geometry Equipment (Ruler, Protractor, Set Square)	
<b>Additional information</b>	
<b>Progression</b>	
<p>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 only a small number of the fields which require science.</p>	

## French

<b>Course Title:</b>	<b>GCSE French</b>
<b>Exam board and course number:</b>	Edexcel 1FRO
<b>Web link to course:</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html</a>
<b>Final exam percentage:</b>	Paper 1 Listening 25% Paper 2 Speaking 25% Paper 3 Reading 25% Paper 4 Writing 25%
<b>Number of final exams:</b>	3
<b>Tiered papers</b>	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.
<b>Grades available:</b>	Higher Tier (grades 9-4) Foundation Tier (grades 5-1)
<b>Brief description of course</b>	
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.	
<b>Year 10 &amp; Year 11</b>	
The main areas of study in Year 10 are: <ul style="list-style-type: none"> <li>• talking about your town/village and local area</li> <li>• talking about holidays (past, future and ideal); booking and reviewing hotels; describing holiday disasters</li> <li>• talking about school life and school rules; comparing school in the UK and French-speaking countries</li> </ul> The main areas of study in Year 11 are: <ul style="list-style-type: none"> <li>• discussing careers, work placements and jobs</li> <li>• talking about protecting the environment and ethical shopping</li> <li>• discussing the problems facing the world and talking about volunteering</li> </ul>	
<b>Specialist equipment required</b>	
Access to the internet and/or a bilingual dictionary for home study is recommended; both of these learning resources can be accessed in school during homework club at lunchtime and after school.	
<b>Additional information</b>	
All pupils will study French to GCSE and it is possible for pupils to study both French and German to GCSE. Learning a foreign language draws your focus onto the mechanics of language; the skills that you acquire make you a more effective communicator and will improve your use of English.	
<b>Progression</b>	
<p><u>Further study:</u> 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.</p> <p><u>Possible careers:</u> 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 wage. Examples of careers where language skills are used directly: international politics, business and commercial law, tourism and travel, publishing, marketing, sales, education (teaching and lecturing), research, foreign office, journalism and broadcast media, translation and interpreting. Examples of careers where language skills are used indirectly: engineering, scientific research, civil service.</p>	

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

# Options subjects

## Art & Design

<b>Course Title:</b>	<b>Art and Design – Fine Art</b>
<b>Exam board and course number:</b>	AQA (8202)
<b>Web link to course:</b>	<a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/</a>
<b>Final exam percentage:</b>	40%
<b>Number of final exams:</b>	1 exam - 10 hours of supervised time
<b>Coursework/Controlled assessment percentage:</b>	60% (developed across the two years)
<b>Coursework/Controlled assessment requirements:</b>	A sustained project + a selection of further work
<b>Tiered papers</b>	
<b>Grades available:</b>	1 - 9
<b>Brief description of course</b>	
<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>	
<b>Year 10 &amp; Year 11</b>	
<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>	
<b>Specialist equipment required</b>	
<p>No specialist equipment is required immediately, but at the start of the course we will give pupils the opportunity to purchase a basic GCSE art pack which will contain the specialist materials that they will need for the course. Some pupils will find, that as they develop their interest in the subject further, they are keen to purchase other equipment.</p>	
<b>Additional information</b>	
<p>Employers are always looking for potential recruits who are well organised, observant and creative and the GCSE Art and Design course is a perfect fit for developing all of these key skills. If you are enthusiastic, willing to learn and determined to succeed then Art &amp; Design GCSE is a great option choice.</p>	
<b>Progression</b>	
<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 &amp; 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

<b>Course Title:</b>	<b>Asdan CoPE and AoPE</b>
<b>Brief description of course</b>	
<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>	
<b>Year 10 &amp; Year 11</b>	
<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"><li>• a completed activities book and evidence of challenges completed</li><li>• documents to show planning and reviewing</li><li>• a record of progress</li><li>• a summary of achievement, identifying skill development</li></ul>	
<b>Progression</b>	
The ASDAN qualification can form the basis of a further level 3 qualification.	

## Design & Technology

<b>Course Title:</b>	<b>Design and Technology</b>
<b>Exam board and course number:</b>	AQA (8552).
<b>Web link to course:</b>	<a href="http://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF">http://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF</a>
<b>Final exam percentage:</b>	50%
<b>Number of final exams:</b>	1
<b>Coursework/Controlled assessment percentage:</b>	30%/20%
<b>Coursework/Controlled assessment requirements:</b>	1 Project
<b>Tiered papers</b>	Higher
<b>Grades available:</b>	1 - 9
<b>Brief description of course</b>	
<p>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 in three sections: core technical principles, specialist technical principles and designing and making principles.</p>	
<b>Year 10 &amp; Year 11</b>	
<p>This course is suitable for keen students 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 how properties 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.</p>	
<b>Specialist equipment required</b>	
<p>All specialist equipment is available in the DT area such as: graphics and technical drawing boards and equipment, computer aided design software, A3 printer.</p>	
<b>Additional information</b>	
<p>The course has a large practical element, with a number of opportunities for students to embark upon focussed skills based tasks as well as collaborative work and practice projects, with a focus on how the prototypes they develop must satisfy wants or needs and be fit for their intended use. They will demonstrate and apply knowledge and understanding of designing and making principles. There will be a requirement that pupils complete a folder and homework in order to present work to a high quality.</p>	
<b>Progression</b>	
<p>The course can lead on to taking AS/A2 level in Design Technology. Routes into: Industrial design, Interior design, Graphics design, Automotive design, Engineering, Architecture, Design, Textiles design, Fashion design and Product design.</p>	

## Drama

<b>Course Title:</b>	<b>GCSE Drama</b>
<b>Exam board and course number:</b>	AQA
<b>Web link to course:</b>	<a href="http://www.aqa.org.uk/subjects/drama/gcse/drama-8261">http://www.aqa.org.uk/subjects/drama/gcse/drama-8261</a>
<b>Final exam percentage:</b>	40%
<b>Number of final exams:</b>	1
<b>Coursework/Controlled assessment percentage:</b>	60%
<b>Coursework/Controlled assessment requirements:</b>	Devising Drama Texts in Practice
<b>Tiered papers</b>	None
<b>Grades available:</b>	9-1
<b>Brief description of course</b>	
<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. Students 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. Whichever option they choose, pupils can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. Pupils choosing the design route must be willing to explore drama practically as a performer within lessons.</p>	
<b>Year 10 &amp; Year 11</b>	
<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><b>Component 1: Understanding drama</b>  <b>What's assessed:</b> 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.  <b>How it's assessed:</b> Written exam: 1 hour and 45 minutes  <i>80 marks, 40% of GCSE</i></p> <p><b>Component 2: Devising drama (practical)</b>  <b>What's assessed:</b> Process of creating devised drama; performance of devised drama (students may contribute as performer or designer) and analysis and evaluation of own work  <b>How it's assessed</b> Devising log (60 marks), Devised performance (20 marks).  <i>80 marks in total, 40% of GCSE.</i></p> <p><b>Component 3: Texts in practice (practical)</b>  <b>What's assessed:</b> Performance of two extracts from one play (students may contribute as performer or designer); free choice of play that contrasts with the set play chosen for Component 1  <b>How it's assessed:</b> Performance of Extract 1 (20 marks) and Extract 2 (20 marks).  <i>40 marks in total, 20% of GCSE</i></p>	
<b>Specialist equipment required</b>	
<p>AQA GCSE Drama (9-1) revision guide by Annie Fox          York Notes for GCSE: Blood Brothers Study Guide</p>	
<b>Progression</b>	
<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

<b>Course Title:</b>	<b>GCSE Geography A</b>
<b>Exam board and course number:</b>	Edexcel Geography A (1GA0)
<b>Web link to course:</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-A/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_A.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-A/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_A.pdf</a>
<b>Final exam percentage:</b>	100%
<b>Number of final exams:</b>	3
<b>Tiered papers</b>	No tiers
<b>Grades available:</b>	9-1
<b>Brief description of course</b>	
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. Students will select and apply knowledge from all topics to consider UK challenges.	
<b>Year 10 &amp; Year 11</b>	
By the end of the course students will have studied the following: <b>Physical Environment:</b> 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. <b>Human Environment:</b> 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.	
<b>Specialist equipment required</b>	
Students will need basic stationery, including a calculator. Textbooks will be used in school and students may choose to buy their own copy. They may also choose to buy a revision guide.	
<b>Additional information</b>	
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.	
<b>Progression</b>	
A GCSE at level 6 will enable students to study geography at A-level, which in turn can lead to a degree. Geography also complements both arts and science subjects for other degree options. Geography includes knowledge and skills required in many careers and it is a subject highly valued by a wide range of employers.	

## German

<b>Course Title:</b>	<b>German</b>
<b>Exam board and course number:</b>	Edexcel 1GN0
<b>Web link to course:</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.html</a>
<b>Final exam percentage:</b>	Paper 1 Listening 25% Paper 2 Speaking 25% Paper 3 Reading 25% Paper 4 Writing 25%
<b>Number of final exams:</b>	3
<b>Tiered papers</b>	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.
<b>Grades available:</b>	Higher Tier (grades 9-4) Foundation Tier (grades 5-1)
<b>Brief description of course</b>	
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.	
<b>Year 10 &amp; Year 11</b>	
The main areas of study in Year 10 are: <ul style="list-style-type: none"> <li>• talking about school life; comparing school in the UK and German-speaking countries</li> <li>• talking about leisure activities (books, music, films, television and sport)</li> <li>• talking about what makes a good friend; describing relationships; discussing role models</li> <li>• talking about your home and what you do on a typical day; describing food and drink</li> </ul> The main areas of study in Year 11 are: <ul style="list-style-type: none"> <li>• holidays (past and future ); booking hotels, buying train tickets and ordering food</li> <li>• discussing careers, work placements and jobs (including dream job)</li> <li>• talking about protecting the environment</li> <li>• discussing international festivals and global events</li> </ul>	
<b>Specialist equipment required</b>	
Access to the internet and/ or a bilingual dictionary for home study is recommended; both of these learning resources can be accessed in school during homework club at lunchtime and after school.	
<b>Additional information</b>	
All pupils will study French to GCSE and it is possible for pupils to study both French and German to GCSE, however pupils must have taken German throughout Year 9 to enable them to do this. Learning a foreign language draws your focus onto the mechanics of language; the skills that you acquire make you a more effective communicator and will improve your use of English.	
<b>Progression</b>	
<p><u>Further study:</u> 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.</p> <p><u>Possible careers:</u> 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 can add 10-15% to your wage. Examples of careers where language skills are used directly: international politics, business and commercial law, tourism and travel, publishing, marketing, sales, education (teaching and lecturing), research, foreign office, journalism and broadcast media, translation and interpreting. Examples of careers where language skills are used indirectly: engineering, scientific research, civil service.</p>	

## History

<b>Course Title:</b>	<b>History</b>
<b>Exam board and course number:</b>	Edexcel (1H10)
<b>Web link to course:</b>	<a href="https://qualifications.pearson.com/en/subjects/history.html">https://qualifications.pearson.com/en/subjects/history.html</a>
<b>Final exam percentage:</b>	100%
<b>Number of final exams:</b>	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%
<b>Tiered papers</b>	No tiers – 1 paper only
<b>Grades available:</b>	9-1
<b>Brief description of course</b>	
This subject can engage students with a broad and diverse study of the history of Britain and the wider world and give them skills that will support progression to further study of history and a wide range of other subjects as well as giving them a strong background for employment.	
<b>Year 10 &amp; Year 11</b>	
<p><b>Year 10</b> <i>Anglo-Norman England c.1060-88</i></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon society</li> <li>• The Norman Conquest and its aftermath</li> <li>• Resistance to Norman control</li> <li>• Norman society and cultural impact on England</li> </ul> <p><i>Superpower Relations and the Cold War, 1941-91</i></p> <ul style="list-style-type: none"> <li>• Early tension between East and West</li> <li>• Development of the Cold War</li> <li>• Intensification of the Cold War in the mid-twentieth century</li> <li>• Cold War Crisis – The Cuban Missile Crisis and the Berlin Wall</li> <li>• The end of the Cold War and the end of the Warsaw Pact</li> </ul> <p><i>Weimar and Nazi Germany, 1918-39</i></p> <ul style="list-style-type: none"> <li>• The Weimar Republic</li> <li>• The Weimar Republic in trouble</li> </ul>	<ul style="list-style-type: none"> <li>• Hitler and the Nazi Party's rise to power</li> <li>• The 1930s Nazi State</li> </ul> <p><b>Year 11</b> <i>Warfare and British Society, c.1250-Present</i></p> <ul style="list-style-type: none"> <li>• The changing nature of warfare</li> <li>• The experience of war through time</li> <li>• Case studies include: Agincourt, Naseby, Waterloo, The Iraq War of 2003</li> </ul> <p><i>London and the Second World War, 1939-45</i></p> <ul style="list-style-type: none"> <li>• Why was London a target?</li> <li>• The nature of attacks on London</li> <li>• Impact on personal lives for Londoners</li> <li>• London's response to war</li> <li>• The historical context of the Second World War on London</li> </ul>
<b>Specialist equipment required</b>	
Each topic has a specialist textbook with the core information and practice exam questions. These also include examples of each exam question type to aid revision.	
<b>Additional information</b>	
This course builds upon the skills learnt at Key Stage 3 by returning to all previous periods studied from the middle-ages through to the twenty-first century and developing the knowledge that has been gained. Key Stage 4 takes these skills and enhances the pupils' abilities in a wider range of contexts and experiences. History is a valued and respected subject for both study at Higher Education and amongst employers. Key skills that are developed include enquiry, analytical and questioning. This ability to utilise a variety of materials both written, pictorial and video graphic, as well as to challenge the information that has been supplied, is a key ability for Higher Education and amongst several modern workplaces.	
<b>Progression</b>	
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 and the police.	

## Hospitality and Catering

<b>Course Title:</b>	<b>WJEC Level ½ Award in Hospitality and Catering</b>
<b>Exam board and course number:</b>	WJEC 601/7703/2
<b>Web link to course:</b>	<a href="http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html">http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html</a>
<b>Final exam percentage:</b>	40%
<b>Number of final exams:</b>	1
<b>Coursework/Controlled assessment percentage:</b>	60%
<b>Coursework/Controlled assessment requirements:</b>	Hospitality and Catering in Action. <i>Controlled practical assessment and portfolio.</i>
<b>Tiered papers</b>	No tiers – 1 paper only
<b>Grades available:</b>	L1 Pass, L2 Pass, L2 Merit, L2 Distinction and L2 Distinction*
<b>Brief description of course</b>	
<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>	
<b>Year 10 &amp; Year 11</b>	
<p>There are two units that will be covered over both years:</p> <p><b>Unit 1 -The Hospitality and Catering Industry</b> (Taught over both years with final year 11 assessment.) In this unit, you will learn about the different types of providers within the hospitality and catering industry; the legislation that needs to be adhered to and the personal safety of all of those involved in the business. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to key factors within the hospitality and catering industry.</p> <p><b>Unit 2-Hospitality and Catering in Action</b> (Taught over both years with final year 11 portfolio hand in.) In this unit you will gain knowledge of the nutritional needs of various client groups and plan suitable dishes for a range of menus. You will learn and develop safe and hygienic food preparation, cooking and finishing techniques.</p>	
<b>Specialist equipment required</b>	
All specialist equipment will be provided by the Food Technology department.	
<b>Additional information</b>	
Practical work is a compulsory element of the course and students will be required to provide ingredients to cook EVERY WEEK. This requires excellent organisational and planning skills. Pupils will be encouraged to find their own recipes as they progress through the course.	
<b>Progression</b>	
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.	

## Music

<b>Course Title:</b>	<b>Music</b>
<b>Exam board and course number:</b>	AQA 8271
<b>Web link to course:</b>	<a href="http://www.aqa.org.uk/subjects/music/gcse/music-8271/specification-at-a-glance">http://www.aqa.org.uk/subjects/music/gcse/music-8271/specification-at-a-glance</a>
<b>Final exam percentage:</b>	40%
<b>Number of final exams:</b>	1 (1 ½ hours)
<b>Controlled assessment percentage:</b>	30%
<b>Controlled assessment requirements:</b>	30%
<b>Grades available:</b>	9-1
<b>Brief description of course</b>	
<p>Pupils will develop and apply the musical knowledge, understanding and skills set out in the GCSE specification and students 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. The subject content is divided into the three components:</p> <p><b>Understanding music:</b> The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. There are four areas of study: Western classical tradition 1650–1910 &amp; since 1910, Popular music and Traditional music</p>	<p><b>Performing music:</b> Students must be able to perform live music using one or both of the following ways:</p> <ol style="list-style-type: none"> <li>1. Instrumental (including DJ)/vocal</li> <li>2. Production via technology.</li> </ol> <p>One performance must be as a soloist and one piece must be as part of an ensemble. Repertoire will be determined by the student and teacher. It need not reference an area of study and can be in any chosen style or genre.</p> <p><b>Composing music:</b> Students <b>must</b> learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through <b>two</b> compositions. One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2).</p>
<b>Year 10 &amp; Year 11</b>	
<p><b>Year 10:</b> There will be opportunities for solo and ensemble performances throughout the year; the music will be selected by yourself and your teacher. We will be studying three of the four areas of study and you will complete one 'Free composition'.</p> <p><b>Year 11:</b> You will continue to have opportunities for solo and ensemble performances. The fourth area of study will be looked at before revision and practice papers leading up to the exam. You will complete one composition based on a brief from the exam board which will relate to one of the four areas of study.</p>	
<b>Specialist equipment required</b>	
<p>Everything needed for composition, listening and theory work is provided but it is recommended that pupils bring their own instruments for performance recordings. We can provide keyboard, guitar, bass and percussion instruments. It would be useful for students to have music software at home to practice composition as well as music tech equipment should they wish this for their performance or composition work.</p>	
<b>Additional information</b>	
<p>It is essential that pupils develop their reading of music notation and support will be given with this. The ability to sing or play a musical instrument, or the commitment to learn to do so is vital, as performance is a key part of the course. Free instrumental/vocal tuition will be provided for this performance element. Students must also learn to read the treble and bass clefs, and have a good understanding of the layout of the piano keyboard.</p>	
<b>Progression</b>	
<p>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.</p>	

## Physical Education

<b>Course Title:</b>	<b>Physical Education</b>
<b>Exam board and course number:</b>	OCR J587
<b>Web link to course:</b>	<a href="http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/">http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/</a>
<b>Final exam percentage:</b>	60%
<b>Number of final exams:</b>	2 x 60 minutes and 60 marks
<b>Coursework/Controlled assessment percentage:</b>	40%
<b>Coursework/Controlled assessment requirements:</b>	Practical performance assessments (3 x 10%) Analysing and Evaluating Performance task (10%)
<b>Grades available:</b>	9-1
<b>Brief description of course</b>	
<p>A GCSE in Physical Education equips students 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> <p>Both written exams – some multiple choice questions, some short answer questions, 1 long answer question worth 6 marks on each paper.</p>	
<b>Year 10 &amp; Year 11 - Course outline</b>	
<p><b>Component 1:</b> Physical factors affecting performance (we will start with this in Year 10).</p> <p>1.1 Applied anatomy and physiology</p> <p>1.2 Physical training</p> <p><b>Component 2:</b> Socio-cultural issues and sports psychology</p> <p>2.1 Socio-cultural influences</p> <p>2.2 Sports psychology</p> <p>2.3 Health, fitness and well-being</p> <p><b>Component 3:</b> Performance in physical education - Non Exam Assessment (NEA)</p> <p>3.1 Performance of three activities taken from the two approved lists.</p> <ul style="list-style-type: none"> <li>• One from the 'individual' list</li> <li>• One from the 'team' list</li> <li>• One other from either list.</li> </ul> <p>3.2 Analysing and Evaluating Performance (AEP), task-based NEA.</p>	
<b>Specialist equipment required</b>	
<p>A GCSE PE tracksuit will be available for purchase and will be required for all lessons as our aim is to deliver the theoretical content in a practical context wherever possible.</p>	
<b>Additional information</b>	
<p>You must be interested and enthusiastic about sport and activity!</p> <p>You must be committed to improving your own sporting performance and be either a member of a club or seeking opportunities to play in a structured environment.</p>	
<b>Progression</b>	
<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

<b>Course Title:</b>	<b>Triple Science - GCSE Biology, GCSE Chemistry, GCSE Physics</b>
<b>Exam board and course number:</b>	AQA: Biology (8461), Chemistry (8462), Physics (8463)
<b>Web link to course:</b>	<a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a> <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a> <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a>
<b>Final exam percentage:</b>	100 %
<b>Number of final exams:</b>	2 per subject (6 in total)
<b>Tiered papers</b>	Foundation (Grades 1-5), Higher (Grades 4-9)
<b>Grades available:</b>	1-9
<b>Brief description of course</b>	
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 deep 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.	
<b>Year 10 &amp; Year 11</b>	
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.	
<b>Specialist equipment required</b>	
Scientific calculator, Geometry Equipment (Ruler, Protractor, Set Square)	
<b>Additional information</b>	
<b>Progression</b>	
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 only a small number of the fields which require science.	