



Year 9 Options and exam procedures 2016- 2017

Selecting the correct options for study at GCSE level is very important. At Kew House School we take the option choices in Year 8 and commence studies at GCSE level in the September of Year 9. This booklet is designed to help you make key decisions about which subjects to study at GCSE level. It will help to explain your options, give you a brief factual outline of the courses and assessments and provide you with the selection combinations available to you.

Where will I get advice about my options?

Over the next few weeks teachers will take time to discuss with you the nature of the GCSE course, its subject material, assessment and value to your ongoing studies. You must also take time to discuss these choices with your personal tutor who will sign the forms you return to recommend your choices. If you need careers advice please ask your personal tutor and we will arrange for you to see a specialist advisor. Be sure to discuss your thoughts with your parents and ask them to sign the form detailing your final choices.

Why is it important to choose the right subjects?

The subjects selected will influence your ability to study at 'A' level and other post-16 qualifications. The transition to GCSE also provides you with an opportunity to specialise in subjects you like and are good at.

Which GCSE subjects are compulsory?

The core subjects that **all** students will study are:

English Language and English Literature

Mathematics (worth 2x GCSEs)

Physics*

Chemistry*

Biology *

(*students may be given the choice of studying science subjects to obtain two GCSEs in a combined science course).

How many other GCSE subjects may I study?

You will study up to 4 further subjects laid in the option columns found on the next page. You will need to select just **one** subject from each column.

These include:

History

Geography

Spanish

Latin

French

German

Music

Computing

Art and Design

Design and Technology

Food Technology

PE

Drama

Please use the insert contained within this booklet to indicate your first and second choices from each block.

Please sign and return to Mr Lowe no later than Monday 9th May 2016

What would be a good range of options?

The general advice we would give would be to study a balance of the following: A language, a Humanities subject and a creative subject.

What are the key things to think about when I make my choices?

There are many factors to consider when deciding which subjects to select. It is best to ask yourself:

- What am I good at?
- Which subjects do I really love doing?
- Which subjects will challenge me and provide me with opportunities for the future?
- Which subjects do I need to enable me to follow a post-16 course or will help with my post-18 studies or finding a job?

Try to **avoid** picking subjects for the following reasons:

- My best friend is studying that subject too.
- My favourite teacher teaches that subject. (They may leave or you are given another member staff)
- The subject is easy and does not involve too many exams or tests. (You may be very wrong about this and find the subject just as tough as one you 'need'.)

What if I think I have made the wrong choices?

You need to stick at some choices and settle into the subject. All GCSEs are challenging and different from Y7 or Y8. If you are concerned that your selections were not the right ones you need to see Mr Lowe as soon as possible. Time is important and you will need to move to an alternative course promptly.

The key thing to remember is that help and advice is there, just ask!

Your choices...

Block 1	Block 2	Block 3	Block 4
Art & Design 1	Art & Design 2	History 2	Spanish 2
DT 1	Food Studies 2	Geography 2	French 2
History 1	DT 2	Computer studies 1	PE 2
Food Studies 1	Geography 1	Music 2	German
Music 1	PE 1	Spanish 1	Latin
		French 1	Drama

English Language and English Literature

AQA

The new English Language GCSE will encourage students to read a greater range of high quality, challenging literature and non-fiction texts from a range of genres and types (from the 19th, 20th and 21st centuries). Reading and writing will be equally weighted. The new English Language GCSE will have a greater focus on making sure that students are able to write clearly and accurately, in good Standard English. There will be an increased emphasis on spelling, punctuation and grammar including the use of vocabulary.

English Literature will include the studying of a 19th century novel, a Shakespeare play, a selection of poetry since 1789 including representative Romantic poems and British fiction or drama from 1914

onwards. There will also be a greater emphasis on the analysis of unseen texts. Novels from other cultures will no longer be studied.

English Language

Paper 1 – 1 hour 45 minutes

Section A: Reading. Questions on an unseen extract from 20th or 21st century fiction

Section B: Writing. Descriptive/Narrative writing task

Paper 2 – 1 hour 45 minutes

Section A: Reading. Questions on two unseen non-fiction texts, one from 19th century the other from either 20th or 21st century, depending on Paper 1's text.

Section B: Writing. Discursive/Persuasive writing task

English Literature

All examinations in English Literature are now CLOSED BOOK which means students will not be allowed a copy of the text for the examination.

Paper 1 – 1 hour 45 minutes

Section A: Shakespeare. Essay question on *Romeo and Juliet* with a short extract from the text supplied in the exam to serve as a starting point.

Section B: The 19th century novel. Essay question on *The Strange Case of Dr Jekyll and Mr Hyde* OR *A Christmas Carol* with a short extract from the text supplied in the exam to serve as a starting point.

Paper 2 – 2 hours 15 minutes

Section A: Modern prose or drama. Essay question on *Blood Brothers* OR *An Inspector Calls*.

Pupils will have a choice of two questions in this section. No extract from the text will be supplied as a starting point.

Section B: Poetry. Comparative essay on two poems from the AQA Anthology. One poem will be named in the question and provided in the examination.

Section C: Unseen Poetry. Two previously unseen poems with one question on each as well as a comparative question.

Mathematics

AQA

Exam 1 – Statistics & Number (26.7% of the final mark) 1 hr paper

Exam 2 – Number & Algebra (33.3% of the final mark) 75 mins paper

Exam 3 – Geometry & Algebra (40% of the final mark) 90 mins paper

Following the changes announced in November 2013, the first indications are that the new Mathematics GCSE will be more demanding with additional content and greater assessment.

The subject content will be split into three groups: Content that all students should master (this is the biggest group), content that should be taught that higher achieving students should master, and content that will be taught only to higher achieving students and mastered by the highest achievers (those likely to go on to A-level study in maths).

The new GCSE will have more focus on making sure that every student masters the fundamentals of Mathematics. These have been defined by the Department of Education as areas such as calculation, ratio and proportion. The assessment objectives place more emphasis on reasoning and problem solving, and a new grading system will be introduced. Grading will be on a nine point scale, with 9 being the highest available grade.

The tiering structure will remain the same, with an overlap between the tiers at grades 4 and 5. This means that the Foundation tier will cover grades 1 to 5 and the Higher tier will cover grades 4 to 9. The standards for these grades, however, have not yet been finalised.

This year we have been reviewing the schemes of work and teaching resources to ensure that students are being taught content that is pertinent to the new course. This is an ongoing process and from September 2015, Year 9 will also have brand new textbooks that have been written especially for the new curriculum.

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Science

AQA

As a core subject, all students at Kew House School will study science at GCSE. Students starting GCSE Science in September 2016 will be the second year group to follow the new AQA suite of science GCSE's. At present this specification is published in draft form but has not been fully accredited by Ofqual, therefore even though the course structure, content and assessment arrangements have been broadly decided upon they remain subject to change. The draft specification and further information about the course can be accessed via the following link:

<http://www.aqa.org.uk/subjects/science/gcse>

The new science GCSE has been written as a terminal course and will be examined at the end of year 11. It is hoped the majority of students will study for three science GCSE's – one in biology, one in chemistry and one in physics (course numbers 8461, 8462 and 8463 – this combination will be referred to as 'triple science'). There is the possibility of studying two GCSE's worth of science as a combined science course or 'double science' (combined science 'trilogy' – course no. 8464) which contains two thirds of a GCSE course in each of biology, chemistry and physics. It is not possible to 'drop' a science at GCSE. Decisions about which course students will be entered for are taken towards the end of year 10 and will be based on a range of assessment indicators (including mock exams and teacher assessment) all decisions of this nature will be taken in after discussion with both students and parents.

Each of the new science GCSE's will be assessed by two separate examinations, therefore students entered for triple science will sit six exams, double science students will sit four. Each examination paper will be available in higher (grades 4 to 9) and foundation (grades 1 to 5) tiers. Practical skills will be assessed as part of the questions on these two examinations – coursework (controlled assessment or ISA's) has been removed from the specification.

The structure of the GCSE science course at KHS aims to deliver the content in a logical and stimulating way, using practical investigations to bring the curriculum to life and develop the students as scientists. All students will study 4.5 hours of science per week, split into three 1.5 hr sessions – one each of biology, physics and chemistry. The KHS scheme of work is split into two modules of

each subject in years 9 and 10. One module of content will be covered in year 11 and the rest of the time used for revision.

The topics covered in each module are:

Biology

Biology 9A	Cell processes	Cell structure, transport mechanisms, respiration, DNA chromosomes and inherited features
Biology 9B	Environment	Plants, photosynthesis, feeding relationships, decay processes, adaptations, competition, humans and the environment
Biology 10A	Organisms	Multicellular organisms, organ systems, the digestive system, circulatory system, respiratory system, digestive system, nervous system, homeostasis, health, diet and drugs
Biology 10B	Genetics	DNA, genes and chromosomes, cell differentiation, variation, determination of characteristics and genetic crosses, cloning, speciation and evolution
Biology 11		The brain, trophic levels, role of biotechnology, food production

Chemistry

Chemistry 9A	Structures and Bonding	Atomic structure, ions, periodic table, ionic, covalent and metallic bonding, properties of materials, nano science, patterns of behaviour and predicting reactions
Chemistry 9B	Chemical reactions	Metal reactivity, metal extraction, acids, bases and salts, neutralisation, electrolysis, thermochemistry and reversible reactions
Chemistry 10A	Analysing reactions	Atomic structure, quantitative chemistry, rates of reaction, collision theory, analysis, flame tests and identification of ions
Chemistry 10B	Products from the earth	Crude oil and fuels, alkenes, polymers, evolution of the atmosphere, climate change and pollution
Chemistry 11	Further chemistry	Water, Haber process and further organic chemistry

Physics

Physics 9A	Forces and Motion	Units and measurement, motion, forces, Newton's Laws of motion, moments, momentum
Physics 9B	Energy and Heat	Energy transfers, work, energy and power, kinetic theory, changes of state, heat transfer, insulation, specific heat capacity, gas laws, energy resources
Physics 10A	Waves	Properties of waves, em waves, sound, ultrasound, reflection, refraction, lenses and images, TIR and optical fibres, the eye, medical uses of waves
Physics 10B	Electricity and Magnetism	Atomic structure, electrostatics, series and parallel circuits, Ohm's Law and resistance, control circuits, mains electricity, nuclear decay,

Physics 11	Nuclear and Space Physics	Nuclear decay, half life, uses of isotopes, fission and fusion, stellar evolution, formation of the solar system, distance measurement, redshift and the big bang.
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All science qualifications offered at Kew House School will suitably prepare students to take any Science qualification at A-Level.

History OCR

History is the only subject where you learn about people, the past and how they have shaped the world today. History is who we are and why we are the way we are. It is probably the most relevant subject that you will study at school as you will gain knowledge and skills that you will use for the rest of your life.

Through studying History you will learn about major events and ideas that have changed the world. You will develop skills of evaluation, criticism, use of evidence and argument that you cannot develop elsewhere.

Our course is split into three components;

Component Group 1 – ‘Crime and Punishment c1250 to the present day’ and the ‘Elizabethans 1580 – 1603’. This is worth 40% of the overall qualification.

Component Group 2 – ‘History Around Us’ – This is a study of an historical site, this will provide students with a greater connection to the lives of people in the past and a greater awareness of the relevance of places in current society and their important in the past. The place to be visited is confirmed at the start of each year. This is worth 20% of the overall qualification.

Component Group 3 – ‘The making of America from 1789 to 1900’ followed by the study of ‘Living under Nazi Rule, 1933 to 1945’. Their maybe opportunities for an international visit. This component is worth 40% of the overall qualification.

Geography OCR

Geography helps you to make sense of the world around you. It is the study of where places are, what they are like, what life is like in those places and how those places are changing. Studying geography will give students the chance to get to grips with some of the modern questions which affect our world and encourage understanding of the social, cultural, economic and physical forces, processes and interactions which shape and change our world.

This qualification helps put students on the path to becoming geography specialists by giving them the skills and knowledge relevant to the modern age. The course covers the three key themes of geography: Our Natural World, People and Society and Geographical Exploration. Whilst investigating the key themes, students will use a variety of different skills including fieldwork, interpreting and analysing data, identifying patterns and predicting trends and explaining relationships. In addition, students begin to appreciate the differences and similarities between people’s views of the world and its environment, societies and cultures as they strive to develop their responsibilities as global citizens

Fieldwork and working outside the classroom is a vital part of the geography curriculum at Kew House. Wherever possible, opportunities are sought to get out there, to see things differently and to put the theoretical components of the course to the test in fun and interesting ways.

Key Geographical Themes

Our Natural World (1hr 15 mins written paper) - 35%

Topic 1: Global Hazards (Weather extremes, plate tectonics)

Topic 2: Changing Climates

Topic 3: Distinctive Landscapes (Case studies on Uplands, lowlands, rivers, weathering, geology etc).

Topic 4: Sustaining Ecosystems (Tropical climates, polar environments etc)

People and Society (1hr 15 mins written paper) - 35%

Topic 5: Urban Features (Population and settlement, growth of cities, migration)

Topic 6: Dynamic Development (economic and social indicators, change, population distribution, UK in the 21st century, population patterns and structure etc).

Topic 7: Resource Reliance (food and energy supply, food security, world hunger index)

Geographical Exploration (1hr 30 mins written paper) - 30%

Geographical Skills

Decision making exercise

Music

Edexcel

To take this course, students must be able to perform on an instrument or sing. Performance constitutes 30% of the overall grade. If students do not reach instrument grade 2 (or equivalent) by year 11, they will not be able to achieve a grade 8 or 9.

- This course is designed to inspire students giving them a broad course of study
- It develops life skills, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- Students will develop musical skills and interests, including the ability to make music individually and in groups
- The course is 60% controlled assessment and performance leaving only 40% to be taken in the summer of Year 11
- Students will have the opportunity to learn new pieces as well as compose music in different styles learning about the use of technology

Performing music 30%	
Assessment	Internally assessed
Overview of content	Two performances to be recorded in year 11 <ul style="list-style-type: none">• One solo performance• One ensemble performance <p>Students must learn an instrument or take voice lessons in preparation for this exam. They must be at least grade 2 (or equivalent standard) by year 11. <i>Students are free to choose their own pieces and will work on performance throughout the course to ensure they get the highest grade possible. They will develop critical listening skills by assessing their own work.</i></p>
Composing music 30%	
Assessment	Internally assessed
Overview of content	<ul style="list-style-type: none">• One composition to a set brief released by Edexcel in year 11• One composition free choice <p><i>Students will compose pieces that are related to the historical topics covered in lessons. They will have the option to use technology such as Logic or compose a more traditional piece using Sibelius.</i></p>

Listening & Appraising 40%	
Overview of assessment	<ul style="list-style-type: none"> • 1 ½ hour written paper • Section A consists of questions on set works studied throughout the course. • They will have questions on unseen listening example related to the set works. • Section B contains the option of two questions, which involves extended writing on a set work and an unseen score analysis

Computing AQA

GCSE Computing is an exciting subject where you get an in-depth understanding about how computer technology works. You will gain a real insight as to what goes on behind the scenes including computer programming which many of you will find very absorbing and rewarding.

This course will teach you critical thinking, analysis and problem solving skills. Skills like these can be used in other subjects and maybe also in your day to day life.

You are most likely to enjoy the subject if you have a real interest in how computers work; you are a **logical thinker** and enjoy **problem solving**. This course will be best suited for students working at a good level in Mathematics at Key Stage 3.

If you want to know more about technology to become someone who produces technology products rather than just a consumer, then this course should inspire you.

Here is an opportunity to gain a broad understanding and knowledge of computing, with an emphasis on programming and problem solving skills.

Also GCSE Computing will encourage personal development, motivation and confidence, through practical participation and by giving you responsibility for your own projects.

Paper 1 – Computational thinking

(1 Hour 30 minutes)

40% of GCSE

80 marks

Different tasks will be provided by AQA each year.

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer Systems

Externally assessed. Schools/colleges can choose to enter students for either a paper-based or on-screen version.

All questions will be compulsory and will be taken from across the subject content.

This component will include a range of types of questions from very short to extended answer

Paper 2 – Theoretical content

(1 hour 30 minutes)

40% of GCSE

80 marks

- Fundamentals of data representation
- Computer systems

- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical and environmental impacts of digital technology

Externally assessed. Schools/colleges can choose to enter students for either a paper-based or on-screen version.

All questions will be compulsory and will be taken from across the subject content.

This component will include a range of types of questions from very short to extended answer.

Non-exam assessment

(Approximately 20 hours of controlled assessment)

- Aspects of software development

(20 Hours)

80 marks

20% of GCSE

Each student will complete set task in class. Independently working students demonstrate their ability to code a solution to a given problem. The tasks will be set in engaging and relevant contexts, eg gaming, web, mobile phone applications.

Tasks may be completed and submitted on paper or electronically

Art & Design

EdExcel

GCSE Year	Coursework Topic	Edexcel 2AD01 Unendorsed
Year 9	Structures-Natural and Manmade Sketchbook and Final Piece- (Controlled Assessment (10 hour)	
Year 10	<u>I, Me, Mine</u> Sketchbook and Final Piece- (Controlled Assessment (10 hour)	
Year 11	<u>Topic TBC: Force OR Order and/or Disorder</u> Sketchbook and Final Piece- (Controlled Assessment (10 hour)	Edexcel Exam Brief Sketchbook and Final Piece (Controlled Assessment (10 hour) 40%

Students start the GCSE coursework in Year 9. They will work in an A3 sketchbook and the unit will conclude by creating a final piece/controlled assessment in the Summer term, taking ideas from their sketchbook, having focused on it for the previous part of the year.

In Year 10 and Year 11 students will also develop a sketchbook and final piece using a wide range of different media, techniques, creativity and imagination.

Students will look at a variety of artists and designers and take inspiration from their work. They must show connections to artists and how the work and ideas have influenced them. Students will develop skills in all areas of Art, Craft and Design, including projects in Textiles, Ceramics, Photography and Photoshop.

In each sketchbook students must have the following:

- Links to artists and/or designers-including annotation and own opinions, for instance how the artist has influenced and inspired them
- A range of techniques and mark-making and the use of different media. Refined ideas and experimentation and the development of their ideas-showing analytical and cultural understanding

- Observational drawings, photos, primary and secondary sources

Each year students will produce a final piece to support their sketchbook work. The final piece will be a 10 hour controlled assessment and must link to their sketchbook and include a link to an artist or designer that they have looked at.

In Year 11 students will complete a project from September until early January including a 10 hour controlled assessment.

In mid-January Year 11 students will receive their final project brief set by the exam board Edexcel and complete a final sketchbook and 10 hour controlled assessment after the Easter holidays.

Unit 1: Coursework 60% (Two projects)

Total: two sketchbooks and two final pieces (One sketchbook and one final piece per school year)

Unit 2: (ESA): Edexcel sketchbook and exam of 10 hours 40%

Each year students will focus on a new topic and continue to develop their skills and knowledge. Art will therefore typically include, drawing, painting, various printmaking skills, textiles, collage, mixed media, relief and other 3D development, in a range of materials, use of Photoshop and/or digital photography, as well as being introduced to and analysing a range of artists and cultural work. This gives students a strong foundation to understand many artistic processes and the knowledge needed to further develop their skills and work as they move up the school.

Visiting artists and designers will also be organised throughout the year, as well as visits to galleries and/or museums. Students are also encouraged to visit museums independently when possible during the school holidays.

Design and Technology: Product Design

GCSE Design and Technology: Product Design (AQA) enables students to design and make products with creativity and originality, using a wide range of resistant and compliant materials and techniques including CAD CAM.

Packaging, labelling and instructions are encouraged as part of the complete design proposal and advertising, points of sale can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

This course has 60 per cent controlled assessment in order to recognise the importance of practical work within this subject. The controlled assessment is completed in Year 11 and is based on a selected design theme issued by the teacher. The portfolio of design work is printed in A3 format to be returned to the examination board.

The 2 hour written examination is worth 40% of the final grade. The paper is in two sections and includes a pre-release study area for the design section.

Year 9 and 10 introduce students to the concepts and design skills necessary to produce quality portfolios. Students will tackle a range of challenging and stimulating design challenges and make a range of products gaining experience in the use of materials, processes and equipment.

Food Preparation and Nutrition

WJEC

Choosing the new GCSE Food Preparation and Nutrition will develop a range of skills essential to life. The course combines both written and practical tasks. The new specification in Food Preparation and Nutrition will enable students to make connections between theory and practice so that pupils will be able to apply their understanding of food and nutrition to practical cooking. The content below highlights the key areas covered in the WJEC syllabus.

GCSE IN 2018: WJEC GCSE Food Preparation and Nutrition (Welsh Joint Examining Board)

Students opting to choose GCSE Food Preparation and Nutrition will be taught in Years 9, 10 & 11 during 3 hour lessons. The course is divided into two components.

Component 1

Principles of food preparation and nutrition (A written external exam 50% of GCSE) the external exam paper will be 1 hour 45 minutes and marked by the examination body.

Component 2

Food preparation and nutrition in action (Non exam assessment 50% of GCSE) This component is divided into two tasks.

- a) Assessment 1 – A Food investigation assessment worth 15% of final GCSE
- b) The Food Preparation assessment worth 35% of final GCSE.

The course content is based on the following compulsory areas of study

- Principles of nutrition
- Diet and good health
- Food Commodities
- The science of food.
- Where food comes from
- Preparation and Cooking techniques

GCSE Food Preparation and Nutrition is a linear specification, all assessments are taken in Year 11.

Spanish

AQA

Spanish is spoken by millions of people throughout the world and British businesses need employees who can communicate in Spanish so that they are more able to compete globally. All levels of skills, from GCSE to degree level, are valuable and can improve employability both in the UK and abroad, particularly in the USA where Spanish is widely spoken. GCSE Spanish allows the development of skills within real and relevant contexts and it provides a sound foundation for continued study at AS/A2 and beyond. Spanish and Hispanic Studies are widely studied at degree level and may be combined with a variety of other subjects.

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

Theme 1: Identity and culture	Theme 2: Local, national, international and global areas of interest	Theme 3: Current and future study and employment
Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals in Spanish-speaking countries/communities	Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism	Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

<p>Paper 1: Listening</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE 	<p>Paper 2: Speaking</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
<p>Paper 3: Reading</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE 	<p>Paper 4: Writing</p> <p>Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</p> <ul style="list-style-type: none"> • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE

French AQA

French is spoken by millions of people throughout the world and British businesses need employees who can communicate in French so that they are more able to compete globally. All levels of skills, from GCSE to degree level, are valuable and can improve employability both in the UK and abroad. GCSE French allows the development of skills within real and relevant contexts and it provides a

sound foundation for continued study at AS/A2 and beyond. There are many possibilities for combining French with other subjects such as Geography or Art in a university degree course.

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Theme 1: Identity and culture	Theme 2: Local, national, international and global areas of interest	Theme 3: Current and future study and employment
Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals in French-speaking countries/communities	Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism	Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions

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

<p>Paper 1: Listening</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE 	<p>Paper 2: Speaking</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
<p>Paper 3: Reading</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE 	<p>Paper 4: Writing</p> <p>Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</p> <ul style="list-style-type: none"> • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE

German AQA

Consider this: More people in Europe speak German as their native language than any other native language, with 83 million speakers in Germany alone. Then there is Switzerland and Austria. It is the third largest economy in the world and vies with the USA for the position of most successful exporter.

In addition, Germans are great innovators. One in ten books published in the world is in German and very few are translated. All of this means that learning German adds up to opportunity. Don't be left behind: komm an Bord!

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where German is spoken.

Theme 1: Identity and culture	Theme 2: Local, national, international and global areas of interest	Theme 3: Current and future study and employment
Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals in German-speaking countries/communities	Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism	Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions

GCSE German has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE 	Paper 2: Speaking <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
Paper 3: Reading <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE 	Paper 4: Writing <ul style="list-style-type: none"> Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE

Latin OCR

The study of Latin is highly regarded and provides a valuable insight into the origins of English, French, Spanish and Italian. It allows pupils to improve their command of their own language and to understand how the Romance languages are related. Pupils improve their understanding of

grammatical principles and develop their logic and problem solving through translation and grammar exercises. It is a valuable accompaniment to the study of many subjects including languages, history, medicine and law.

The study of texts in classical Latin allows pupils to gain knowledge of key works of literature which have influenced the Western European canon. Pupils gain an insight into how language is used to express feelings, develop trains of thought or influence people, and develop an analytical and evaluative response to the texts. Through studying these primary sources, pupils are able to consider ethical and moral issues raised by the texts and to make comparisons between Roman and modern societies. Pupils learn about the socio-historical context of the literature and are encouraged to apply their knowledge of the Latin language to authentic texts.

Pupils will follow the OCR GCSE course in Latin (J281). All units are externally assessed in the summer term of Year 11. The Scheme of Assessment is as follows:

UNIT	ASSESSMENT	% WEIGHTING
A401 - Latin Language 1: Mythology & Domestic Life	1 hour written examination (comprehension questions and prose translation from Latin into English)	25%
A402 - Latin Language 2: History	1 hour written examination (comprehension questions and prose translation from Latin into English)	25%
A403 - Latin Prose Literature	1 hour written examination (short answer questions, tick box questions and extended responses in English on a prepared Latin text)	25%
A404 - Latin Verse Literature	1 hour written examination (short answer questions, tick box questions and extended responses in English on a prepared Latin text)	25%

The texts for examination in summer 2018 will be released in May 2015.

For information, the texts for examination in summer 2017 are as follows (teachers choose to prepare candidates for either Section A or Section B at their discretion, and may choose A for prose but B for verse, and vice versa):

Section A Prose	Selected passages from Caesar, Tacitus and Cicero on the theme of 'War & Conflict'
Section B Prose	Selected passages from Pliny the Younger and Tacitus
Section A Verse	Selected poems from Catullus and Ovid (Latin love poetry)
Section B Verse	Selected passages from Virgil's <i>Aeneid</i> (Book 1)

The verse texts offered for examination in 2017 are a choice of Caesar, Tacitus, Cicero, or Pliny the Younger. The verse set text authors for 2017 are Catullus, Ovid and Virgil. The texts will be chosen by the teacher.

Physical Education AQA

The Department of Education has worked closely with teachers and the Youth Sport Trust to develop a new GCSE Physical Education specification that will inspire teaching and learning. New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.

GCSE Physical Education continues to provide students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. Students can choose from a variety of sports and physical activities in which to

participate. They will also learn how to analyse and evaluate performance and suggest effective plans for improvement.

This course has 40 % non-exam assessment (practical performance in physical activity and sport). Students will be assessed during KS3 PE to ensure they have met the non-exam assessment requirements for GCSE Physical Education.

This specification is particularly suitable for Kew House School students who wish to continue their studies in further education at (A Level PE) and for those who are interested in related career opportunities.

The PE AQA specification will be used to teach this subject and it will comprise of the following three assessment:

Paper 1: The human body and movement in physical activity and sport

Assessment: *Written Paper (Theory) - 1 hour 15 mins (78 marks) - 30% of final grade*

What’s assessed: This paper assesses four main topics; Applied anatomy and physiology, movement analysis, physical training and use of data.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

Assessment: *Written Paper (Theory) - 1 hour 15 mins (78 marks) - 30% of final grade*

What’s assessed: This paper assesses four main topics: Sports psychology, socio-cultural influences, health, fitness and well-being, and use of data

Non-exam assessment: Practical performance in physical activity and sport

Assessment: *Practical work (Controlled Assessment) (100 Marks) – 40 % of final grade*

What’s assessed: Practical performance is assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). There will also be a section on the analysis and evaluation of performance to bring about improvement in one of the activities.

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in full context such as a match or performance (15 marks per activity).

Students will also be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Sports and physical activities available for non-exam assessment:

Team activities	Individual activities:
Association football	Boxing
Badminton	Athletics
Basketball	Badminton
Camogie	Canoeing/Kayaking – slalom or sprint
Cricket	Cycling
Dance	Dance
Gaelic football	Diving
Handball	Golf
Hockey	Gymnastics
Hurling	Equestrian
Lacrosse	Rock climbing

Netball	Sculling
Rowing	Skiing
Rugby Union / League	Snowboarding
Squash	Squash
Table tennis	Swimming
Tennis	Table tennis
Volleyball	Tennis
	Trampolining

Drama

AQA

GCSE Drama is hard work, but is hugely rewarding. Students studying this course have described it as being “inspirational” and say that “it brightens up the day”.

The course offers both practical and written components. GCSE Drama is all about understanding what it is like to put yourself in somebody else’s shoes. As a student of this subject, you will play many parts in several different imaginary situations. You will have the opportunity to create your own work, as well as explore plays written by other people. You will develop your improvisation and acting skills to a higher level. The course is in three parts:

1. Understanding drama
2. Devising drama
3. Texts in practice

Part 1 is a written examination lasting 1 hour and 45 minutes. It is open book, worth 80 marks / 40% of GCSE. The paper is divided into 3 sections;

- Section A: multiple choice questions (4 marks)
- Section B: four questions on a given extract from the set play chosen (46 marks)
- Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks)

For Part 2 you will create your own unique piece of theatre, responding to stimulus material. For Part 3 you will explore a complete and substantial play text such as ‘Blood Brothers’ or ‘The Crucible’. You will develop knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. You have the chance to develop and explore characters, different interpretations and design implications. You will develop the skills needed to perform to an audience. As part of this course, you will make theatre visits and respond to live performances. All practical work is internally assessed and externally moderated.

When producing work, you will have many chances to use and develop your skills in technical theatre. You will use the Internet to research material for your performances. ICT can be used to create diagrams, annotation, storyboards and much more. Moreover, it should be remembered that ICT is not just computer based; it includes the skill of communication. For students of GCSE Drama, this can mean the use of lighting, sound or video as well.

You will enjoy GCSE Drama if you want to study a subject that is both practical and creative. As well as developing your performance skills, you will acquire skills in problem solving and teamwork. You will find that Drama helps you to feel more self-confident. It is highly valued by employers because of this as it shows you are a fully-rounded individual. It can lead to a career not just in performance, but also prepare you for any career that involves working with people.

- 1 Devised Thematic Work
- 2 Acting
- 3 Improvisation
- 4 Theatre in Education
- 5 Physical Theatre
- 6 Set Design
- 7 Costume
- 8 Make-up
- 9 Properties
- 10 Masks
- 11 Puppets
- 12 Lighting
- 13 Sound
- 14 Stage Management

Each controlled assessment option assesses Assessment Objectives 1 and 2 with the following weighting:

1. Process and understanding of skills development (AO1) – 7.5%
2. Final presentation: either performance or demonstration/artefact(s) (AO2) – 22.5%

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