



**MAYFIELD GRAMMAR SCHOOL
GRAVESEND**

YEAR 9 OPTIONS

2019



Science



**LANGUAGE
COLLEGES**

Contents

Page	
2	Introduction
3	Key dates for the option process
4-5	Year 10/11 Curriculum and Option Choices
6	The English Bacculaureate
7	Examining Groups and Grading
8	GCSE Art & Design
9	Computer Science and Information Communication Technology:
9-10	GCSE Computer Science
10-11	Cambridge Nationals Creative iMedia
12	GCSE Design and Technology
13	GCSE Drama
14	GCSE Economics
15	GCSE English Language and English Literature
16	GCSE Food Preparation and Nutrition
17	GCSE Geography
18	GCSE History
19	GCSE Mathematics
20	Modern Languages: GCSE French GCSE German GCSE Spanish
21	GCSE Music
22	GCSE Photography
23	GCSE Physical Education
24	GCSE Religion, Philosophy and Ethics
25	GCSE Science Triple/Combined Award
26	GCSE Textiles Design
27	Additional Courses Personal Development programme Core PE Religious Education

January 2019

Dear Student

In September 2019, you will begin your General Certificate of Secondary Education (GCSE) courses which will be examined in Summer 2021. This booklet aims to outline the courses which you will study during Year 10 and 11. Although part of the curriculum is compulsory for all students as discussed later, there is also an element of choice. This allows you to have the opportunity to shape aspects of your own learning according to your personal interests and future education and career aspirations. The following pages will enable you, in discussion with your parents and teachers, to select the subjects you will study during this time and will provide a useful reference during the next two years.

The school aims to provide you with a broad, balanced curriculum based on current National Curriculum guidelines and legislation, (see Statement on the English Baccalaureate page 6). This will give you maximum flexibility in your future choices for academic study or career. The choices, which are detailed in the next section, will allow you to study ten subjects at full GCSE.

The booklet describes the outline of each course, the work required and the skills gained. Modular GCSEs no longer exist and therefore all GCSEs are assessed via terminal examination. Some subjects feature NEA (non-examination assessment), which can include written, practical and oral work and will be done mostly in lesson time under full examination conditions. At the beginning of Year 10, and again at the beginning of Year 11, you will receive notification of NEA requirements, deadlines and methods of study.

Ideas about possible A Level choices and future careers may help you to make your choices but if you do not have firm notions about your future, then a balanced choice of subjects is advised. You should speak to staff regarding your ability in option choice subjects and think carefully about the work load implications. There will be careers information via the Year 9 PSHE programme, tutor time and year group assemblies. Miss Johnson, Careers Leader, is also available for advice if needed. You and your parents will also have an opportunity to speak to subject staff at the Parents' Evening on Wednesday 20 March 2019.

Carefully study all the information available to you, follow advice from your teachers and parents so that you can make informed choices.

Good luck with your decisions.

Mrs E Wilson
Headteacher

Key Dates

Key dates for the options process:

Wednesday 9 th January	Parents' meeting and Year 9 assembly Information about the option process
Friday 11 th January	During PSHE students will have the opportunity to discuss options
Friday 25 th January	Deadline: Initial Choices Option Form is completed and returned to Form Tutor
January-February	All pupils meet with either Mrs Campbell-Dunlop or Mrs Curley to discuss their initial choices
Friday 1 st March	Final Option Form issued
Wednesday 20 th March	Year 9 Parents' Evening
11 th - 15 th March	Year 9 Academic Tutoring
Monday 25 th March	Option forms returned to Form Tutors
June/July	Option confirmation letters are issued

Should a student wish to make any changes following the submission of their final Options Form (25/03/19) these should be made formally in writing from Monday 17th June-Friday 28th June (inclusive) addressed to Mrs Curley, Learning Leader for Year 9. Requests will be considered in strict order of receipt following the formal publication of school examination results on 14th June 2019.

Year 10/11 Curriculum and Option Choices

You must study the core subjects:

- GCSE English
- GCSE English Literature
- GCSE Mathematics
- GCSE Science (Triple or Combined)

You all began your Science GCSE studies in September 2018. A decision will be made regarding either Triple Award (three GCSEs) or Combined Award (two GCSEs), following a recommendation from Science teaching staff.

You will also follow the foundation subjects:

- Physical Education (Core PE, non-examined)
- Citizenship (delivered via RE and PSHE)
- Religious Education (GCSE Short Course, worth ½ a GCSE)

In addition, all students will complete a Personal Development course, which incorporates Personal, Social, and Health Education (PSHE), Work Related Learning and Careers Education. Details of which can be found on page 26.

In addition, you must choose at this stage **four** option subjects. These are grouped as shown below:

BLOCK	SUBJECT
A Modern Foreign Languages	French EBacc subject
	German EBacc subject
	Spanish EBacc subject
B Humanities	Geography EBacc subject
	History EBacc subject
	Religious Studies
C	Art & Design
	Computer Science* EBacc subject
	Creative iMedia*
	Design and Technology
	Drama
	Economics
	Food Preparation and Nutrition
	Music
	Photography
	Physical Education
	Textiles Technology

***You may not select both of these courses**

We advise you to choose one subject from each group to ensure that you maintain a broad and balanced curriculum that will keep your options for further study and careers open, but you may choose more than one subject from each group and provide an explanation for your choices on your options form.

i.e. You can choose to study Geography + History.

You can choose to study two languages.

When making your choice, you need to consider carefully:

- what you are good at
- what you are interested in and enjoy
- what you may want to choose to study post-16
- maintaining the breadth of study.

Do not choose an option just because you like your current teacher of that subject, you may have a different teacher next year. Similarly do not choose a subject because your friend is, you may end up in different classes. Clearly, the enjoyment of a subject supports success and high levels of achievement. Miss Johnson, Careers Leader, is available for further guidance for all Year 9 students throughout the year. She can be contacted via e-mail (JohnsonA@mgsg.kent.sch.uk) or can be found in the Careers Room.

Your choices will be checked and agreed with Mrs Campbell-Dunlop or Mrs Curley. All students are offered an individual Options meeting where a discussion of your choices will take place. You should bring any concerns to this meeting and thereafter to Mrs Curley.

Proviso:

We try to accommodate students' choices but there may be some combinations which are not possible because of staffing or timetable constraints. There may also be some courses which are not finally offered because the number of students opting for them are too few in number. Conversely there may also be courses which are oversubscribed and additional sets cannot be provided. Students will be kept informed of any issues that may arise as the option process develops.

The English Baccalaureate

- The English Baccalaureate was introduced as a measure of performance in the 2010 performance tables. It is not a qualification in itself. It recognises a student's achievement (9-5) across a core of selected academic subjects – English (Language and Literature), Mathematics, History or Geography, the Sciences and a modern foreign language.
- The subjects included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that opportunities are not closed off to them in terms of future progression.
- The Government believes that schools should offer pupils a broad range of academic subjects to age 16 and the English Baccalaureate (EBacc) promotes this aspiration.

To pass the English element of the EBacc students need to:

- achieve a strong pass in English Language GCSE and achieve a grade in English Literature GCSE

To pass the Science element of the EBacc students need to:

- take 3 single sciences (biology, chemistry, computer science and physics) and to achieve a strong pass in 2 of them
- to take GCSE Combined Science, 2 GCSEs that cover the 3 main sciences.

To pass the full Ebacc students to achieve the above plus:

- achieve a strong pass in History or Geography
- achieve a strong pass in either French, German or Spanish

For students starting Year 10 in 2019 our advice remains, as it has always been, to ensure a broad and balanced curriculum is maintained. We will not be requiring that all students meet the requirements laid out as above for the EBacc. We will, however, be encouraging them carefully to consider doing so.

Examining Groups and Grades

GCSE courses followed at Mayfield Grammar School are run by these Examining Groups:

University of London Examination and Assessment Council	EDEXCEL
Oxford, Cambridge and RSA Examinations	OCR
Assessment and Qualifications Alliance	AQA
Cambridge International Examinations	CIE

Departments are free to choose courses set by any of these groups and you will therefore sit examinations run by different groups. To ensure fairness and equality GCSE has national specifications for all examinations.

Grades

The GCSE courses and grading systems have changed. Your daughter will receive her final attainment grade for each subject as a number from 9-1. Subject staff will give clear guidance on the grading system and what it means when she begins her new courses.

For some subjects there are two levels of entry for GCSE, Higher and Foundation. Most of you will be entered at the Higher Level but this decision is not made finally until after the mock examinations in Year 11.

Art & Design: AQA

The GCSE Art & Design course builds an essential foundation of creative skills and is open to all students who show interest, enthusiasm and commitment for work in any area of Art. Within the Fine Art title students have the opportunity to gain experience in a wide range of media and approaches. This may include sculpture, printmaking, photography, in addition to painting and drawing with a wide variety of materials.

You will be encouraged to work imaginatively and expressively as well as learning the practical and transferable skills of problem-solving, observation, interpretation and presentation.

The course is mainly practical and lasts two years, during which time you are expected to build up a collection of Portfolio work and to complete an Externally Set Assignment. Recording and communication through purposeful drawing and written annotation are integral to the development of both of these components. The Portfolio of work will include three sustained projects on the themes of 'Organics and Mechanics', 'Self-Portraits' and 'Shelters and Sanctuaries'. Students will follow a personal journey in response to each starting point which will culminate in a final piece or final pieces. Work towards this component is produced throughout the course and represents 60% of your final mark. The Externally Set Assignment paper will offer you a choice of questions/starting points from which you will choose one. You will have a set time frame in which to produce supporting studies and to develop ideas towards a final piece which is created during the ten hour timed assessment. The complete collection of work for the Externally Set Assignment makes up the remaining 40% of your GCSE mark.

During the initial stages of the course you will find that work is quite specific and your teacher will give you direct guidance. As you acquire increased confidence, you will be expected to interpret and research a given theme more independently, using the skills, techniques and processes that you have learnt.

You will study the work of artists, designers and craftspeople from past and contemporary artists as an integral part of each of your projects. Gallery visits in both Years 10 and 11 provide you with the opportunity to research and view real Art works at first hand.

The GCSE Art course opens many opportunities for further study. It is an essential requirement for higher education leading to careers in the following fields: architecture, advertising, teaching creative arts subjects, graphic design, interior design, fashion design, photography and digital imaging, theatre/set design, costume making and jewellery design.

COMPUTER SCIENCE AND INFORMATION COMMUNICATION TECHNOLOGY

Computing and ICT are an integral part of our lives and nearly all careers require some level of expertise in these areas. According to the latest Association of Graduate Recruiters survey, information technology posts are among the most numerous graduate jobs with some of the highest starting salaries. To reflect the diverse nature of this subject there will be a choice of two courses available this year.

- Computer Science GCSE
- Creative iMedia

Students should make their choice of course based on their future career aspirations and interests.

GCSE Computer Science: OCR

Computer Science has become a very high-profile subject over the last few years. The ability to program computers is a very valuable skill. Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and GCSE Computer Science has been designed with this in mind.

Career opportunities	
Creative	Business, Industry, Commerce
Web designer Web developer Multimedia programmer Games developer	Business analyst Data analyst Database administrator Information systems manager IT consultant SEO specialist Systems analyst Systems developer

What will I be studying?

The course is made up of six topic areas:

- Problem solving
- Programming
- Data (how do computers store data such as text, images, sound? How is it kept secure?)
- Computers (How do computers function?)
- Communication and the Internet
- The bigger picture (what impact has computing had on the world)

How will I be assessed?

There are two assessments:

- Principles of Computer Science – a written exam (50%)
- Application of Computational thinking – a written exam (50%)

It is a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course makes excellent preparation for students who wish to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine. Computer Science is academically challenging, which is why it is part of the English Baccalaureate group of subjects. The course is suited to those who are more technically, scientifically or mathematically inclined and provides excellent preparation for study in higher education and employment in the field of Computer Science.

Cambridge Nationals Certificate in Creative iMedia : OCR

Career opportunities	
Creative	Business, Industry, Commerce
Journalist Media Executive Web administrator	Digital Marketing Digital account executive Online ordering executive

This is a GCSE equivalent Level 2 qualification for students who would like to learn about graphical design, web design and animation design and creation. It is significantly NEA based but also has an external written examination.

Cambridge Nationals in Creative iMedia are media sector-focused web development, graphics and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles.

Skills for the future	Complementary subjects
Confidence in creatively using digital technology Digital literacy Problem solving in a variety of contexts Communication of ideas and concepts Estimation and accuracy Investigational strategies	English History Geography Art Design and Technology

What will I learn?

The Cambridge Nationals Certificate in Creative iMedia requires students to complete four units (all units are equally weighted as 25% of the total mark).

Pre-production skills (this is the theory written paper)

Planning is an essential part of working in the creative and digital media sector. This unit will enable students to understand pre-production skills and techniques used in the sector, as well as gain the knowledge and skills to create digital media products and explore their application.

It will also develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Content includes:

- Understanding the purpose and content of pre-production.
- Being able to plan pre-production.
- Being able to produce and review pre-production documents.

Creating digital graphics (NEA)

The aim of this unit is for students to understand the basics of digital graphics editing for the creative and digital media sector. This unit builds on the pre-production skills unit.

Content includes:

- Understanding the purpose and properties of digital graphics and knowing where and how they are used
- Being able to plan the creation of a digital graphic
- Having the knowledge to create new digital graphics, using a range of editing techniques
- Being able to review a digital graphic against a specific brief.

Creating a multi-page website (NEA)

Students explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website.

Creating a digital animation (NEA)

Students are introduced to the basics of digital animation for the creative and digital media sector. They follow a client brief to plan and create a digital animation using appropriate animation, and then review the final product.

How is it assessed?

Students take one written theory paper for Pre-production skills. The other 3 units are NEAs and are centre assessed and externally moderated.

Design and Technology: AQA

The new Design and Technology GCSE equips students with the knowledge and skills to be successful in an increasingly technological world. They will look at designing, prototyping and modelling or making of primarily functional and aesthetic products, objects and environments, drawing upon intellectual, creative and practical skills.

Areas of study

Students are encouraged to work in a range of areas Design and Technology and will explore a number of materials and products, such as those listed below:

- Ceramics
- Timber
- Plastics
- Metals
- Products for specific clients; elderly, young adults, children etc.

Knowledge and understanding

Students develop knowledge and understanding using sources that inspire the development of ideas, relevant to three-dimensional design including:

- How sources relate to historical, contemporary, cultural, social, environmental and creative contexts
- How ideas, feelings, forms and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.

Core technical principles

Within the context of design and technology, students demonstrate the ability to understand:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

Assessment

Component 1: Non-exam assessment (NEA), 50% of GCSE

What is assessed?

A portfolio that will contain a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course of study. A practical application of core technical principles, specialist technical principles and designing and making principles will be assessed.

Component 2: Examination, 50% of GCSE

What is assessed?

An examination where theoretical knowledge is applied from the core concepts explored throughout the course. The written paper is 2 hours long.

Upon completion of this course, students will be qualified to go on to further study the D&T course at A level.

Drama: AQA

Drama GCSE allows students the opportunity to explore drama as a practical art form. Students will create, perform and respond to drama using theoretical knowledge of drama and theatre. Students will develop their understanding of the characteristics of performance texts including genre, structure, language and sub-text. They will explore how meaning is interpreted and communicated by focusing on performance conventions and design. Students will explore the importance and influence of social, cultural and historical context and develop their understanding of theatre terminology and the roles and responsibilities of theatre makers. Through the study of drama students learn to collaborate, think analytically and evaluate effectively. Students must have a keen interest in the subject and a willingness to actively participate in practical exploration and to discuss and share ideas with others. Students are expected to attend additional live theatre visits and workshops.

Component 1: Understanding Drama (40% of GCSE)

There is one written examination of 1 hour 45 mins and this is marked by AQA examiners.

The exam is split into 3 sections:

Section A = Theatre roles and terminology (4 marks)

Section B = Study of a set play text (44 marks)

Section C = Live theatre production (32 marks)

Component 2: Devising Drama (40% of GCSE)

You will devise a performance based on a stimulus given to you. This will be accompanied by a deviser's log (a written documentation of the devising process and evaluation of your final work) this exam is internally examined and externally moderated by AQA.

Devising log (60 marks)

Devised performance (20 marks)

Component 3: Texts in Practice (20% of GCSE)

You will perform two extracts from a set play text. This can be done as:

- a monologue
- a duologue
- an ensemble

This will be assessed by a visiting examiner.

Performance of Extract 1 (20 marks)

Performance of Extract 2 (20 marks)

Economics GCSE: OCR

Economics is a challenging and fascinating subject. It is often referred to as a ‘real world’ subject.

Economics is about people and their economic choices. The new GCSE in Economics shows students that we are all part of the economy and that economics relates to every aspect of our lives - from the decisions of individuals or families to the structures created by governments and producers. It develops their understanding of how economic issues affect choices about resources and markets and vice versa.

What skills will you learn?

If you choose GCSE Economics, you will gain transferrable skills that will benefit you in your further study and employment:

- By learning how to use economic data from a range of sources, such as tables, charts and graphs, you will acquire the skills to make informed judgements and to communicate in a clear and concise way.
- By learning how to explain and evaluate economic problems and possible solutions, you will acquire a way of thinking as an economist and develop a logical approach to thinking and reasoning.

Assessment

OCR’s GCSE (9–1) in Economics is a fully linear course and consists of two mandatory components that are externally assessed. There will be two question papers assessing the two components. Each question paper will have 20 multiple choice questions and short case studies with related short and medium response questions as well as the opportunity for extended writing (maximum of 6 marks).

Component 1		
Content Overview	Assessment Overview	
Introduction to Economics 1.1 Main economic groups and factors of production 1.2 The basic economic problem	Introduction to Economics (J205/01)* 80 Marks 1 hour 30 minute written paper	50% of total GCSE
The role of markets and money 2.1 The role of markets 2.2 Demand 2.3 Supply 2.4 Price 2.5 Competition 2.6 Production 2.7 The labour market 2.8 The role of money and financial markets		

Component 2		
Content Overview	Assessment Overview	
Economic objectives & the role of government 3.1 Economic growth 3.2 Low unemployment 3.3 Fair distribution of income 3.4 Price stability 3.5 Fiscal policy 3.6 Monetary policy 3.7 Supply side policies 3.8 Limitations of markets	National and International Economics (J205/02)* 80 Marks 1 hour 30 minute written paper	50% of total GCSE
International trade and the global economy 4.1 Importance of international trade 4.2 Balance of payments 4.3 Exchange rates 4.4 Globalisation		

English Language and English Literature: EDEXCEL

Students will follow a combined course **integrating** English Language and English Literature, leading towards **two separate qualifications**. In addition, there will be a mark awarded for Spoken Language (pass, merit or distinction) reported separately on your daughter's certificate. The Language and Literature course is linear, assessed by external examinations at the end of Year 11.

The programme of study follows naturally from the Year 9 syllabus and is designed to extend and improve skills in speaking, listening, reading and writing. At the heart of our approach lies our belief that studying English encourages life-long skills for the real world which will help students in their lives far beyond the examination hall.

Students will study a range of literature including drama and Shakespeare, novels and poetry from the nineteenth, twentieth and twenty-first centuries. Wherever possible, groups will be taken to the theatre to see productions of their set texts (costs vary).

Students will continue to improve their writing style; they should feel secure in their writing, both in terms of its technical accuracy and its impact, and be confident readers, resilient in the face of texts they have not seen before. They will read and respond to a range of prose, poetry, drama and non-fiction texts that in some way speak to them and their experience, helping them to develop a voice of their own.

Students will purchase their own copies of the set texts, so they can annotate these in preparation for their assessments.

The range of material studied provides an excellent grounding for those students who may wish to study English Literature, the combined English Language and Literature course or Media Studies at Advanced Level.

Food Preparation and Nutrition: AQA

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Assessments

Theory Examination Paper: Food preparation and nutrition, 50% of GCSE

What is assessed?

Theoretical knowledge of food preparation and nutrition from Sections of the core topics above

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks

Non-Examination Assessment (NEA), 50% of GCSE

What is assessed?

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

How is it assessed?

- **Task 1:** Written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation.
- **Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship within the catering or food industries.

Geography : EDEXCEL B

Geography is the study of the world around us, and the course aims to provide an interest in our human and physical environments and the way we interact with them. Our planet is forever changing and so the GCSE course makes use of the very latest global news, from dramatic tectonic events and catastrophic flooding, to the effect of government policies on population, urban planning and resource management. Whilst traditional areas of both physical and human geography are covered, there is a particular focus on understanding the relationships and interdependence between the physical and human worlds and the major issues both face into the twenty-first century.

Students in Year 9 currently follow the GCSE course, so are well placed to understand what studying GCSE geography entails. The course utilises the many geographical and general study skills that have been developed in the Lower School and during Year 9, as well as introducing more advanced concepts. The Edexcel GCSE course is split into 3 distinct components all of which are assessed by examination at the end of the course:

- 1. 'Global Geographic Issues' covers global hazards, tectonic processes, climate change, development issues and the challenges of rapid urbanisation. This represents 37.5% of the GCSE.
- 2. 'UK Geographical Issues' covers an overview of the UK's varied physical landscapes, including in depth studies of coastal change and river processes, as well as how the UK's human landscape has been shaped by socio-economic and political processes. In addition this unit includes the fieldwork component of the course with two distinct fieldwork and research investigations looking at both physical and human environments. This also represents 37.5% of the GCSE.
- 3. 'People and Environment Issues – Making Geographical Decisions' covers global ecosystems, energy supply and demand, energy security and the sustainable use and management of different resources. Component 3 draws synoptic links with components 1 and 2, and a comprehensive resource booklet is provided in the exam which students are expected to use and respond to in order to reach the best geographical decision for a given topic. This represents 25% of the GCSE.

Each of the assessments will test the students' ability to effectively use information and apply their understanding and opinions to other situations. Within the examinations there will be short answer questions as well as the opportunity to use and apply case study material to extended answers.

Geography develops many skills for students and provides an effective springboard to A-Level study. Within the course, students will develop:

- Their ability to produce coherent and effective arguments, using evidence to support their ideas.
- Good analytical skills including the use of statistics
- Fieldwork, research and team-building abilities
- A comprehensive understanding of the world around them

Geography is a subject for our times. It is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences (The Guardian 2015). Combining well with both Science and Arts subjects at higher levels, students that pursue an academic path in Geography are amongst the most employable in the UK because of the dynamic skill set used to study the subject (The Guardian, 2010).

AQA

The course is made up of four units which are studied over the latter half of Year 9 and into Years 10 and 11.

Year 10:

- The USA 1920-1973 (continued from Year 9)

This unit focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. The unit also involves the study of the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. It also looks at the role of key individuals and groups in shaping change and the impact the developments had on them.

- International Relations 1918-1939

This unit focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This unit also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

Year 11:

- Britain, Health and the people c1000 – Present day

This unit looks at how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this unit is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. The unit also considers how some ideas and events in the wider world affected Britain and promotes the idea that key themes did not develop in isolation, but these ideas and events should be looked at in terms of their effects on Britain and British people.

- Norman England c1066 - c1100

This depth study looks at the arrival of the Normans in England in 1066 and the establishment of their rule. The main focus will be on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints.

There is NO coursework element on either course, the grade is determined by performance in the final exams

To get the most from the course you should achieve at least a GCSE (9-1) Level 5 at the end of Year 9, along with an effort grade of E3 or E4 in History.

Mathematics: EDEXCEL

There are three main themes for the current GCSE syllabus that was first taught from September 2015 and first examined in Summer 2017:-

- (1) Applying Standard Techniques making up around 40% of the marks allocated
- (2) Reasoning, Interpreting and Communicating making up around 30% of the marks allocated
- (3) Solving Non-Routine Problems making up around 30% of the marks allocated

There is no Controlled Assessment element for this GCSE subject, meaning that only the examination papers contribute towards the final grade awarded.

For students not in the Dual Curriculum classes, or those who are but for whom it is decided that they should not continue after the end of Year 9, the department will continue with the new Edexcel Linear Syllabus A course. Most students will be entered for the Higher Tier in June Year 11, for which Grades 9 to 4 can be awarded. However, students in the bottom set on both sides of the year group will most likely be entered for the Foundation Tier papers in June Year 11, for which Grades 5 to 1 can be awarded. These students will sit Foundation Tier papers for the mock examinations in January Year 11 but can choose to sit additional questions from the Higher Tier if they so wish so that we can provide an estimate of what grade they would have achieved. Not only is the appropriate set considered for each student after the Year 10 and Year 11 mock examinations but, in order to help with students' final revision, classes may be set again in the final weeks before Home Study begins.

The length and quantity of papers to be sat by students will be as follows:-

Paper 1	33 $\frac{1}{3}$ %	1h 30 mins	Non-Calculator
Paper 2	33 $\frac{1}{3}$ %	1h 30 mins	Calculator
Paper 3	33 $\frac{1}{3}$ %	1h 30 mins	Calculator

Students who are undertaking the Dual Curriculum and who have continued to maintain a sufficiently high standard at the end of Year 9 also study AQA GCSE Further Mathematics alongside Edexcel GCSE Mathematics, thus gaining an extra qualification. This course has also been revised and the new specification is being examined for the first time in Summer 2020. Subject to passing the Year 11 mock examination, these students will still sit both sets of Mathematics papers at the end of Year 11 with the rest of the year group and the additional papers are as follows:-

Paper 1	50%	1h 45 mins	Non-Calculator
Paper 2	50%	1h 45 mins	Calculator

Modern Languages: EDEXCEL

French - German - Spanish

We recommend that all students choose at least one Modern Foreign Language, e.g. French, German or Spanish. If you only choose one, you may pick either of the Modern Foreign Languages which you are already studying: choose whichever you feel more confident about.

If you enjoy learning languages and perform well in them, you ought to consider the possibility of taking two at GCSE. This is particularly advisable for your CV in the future and to carry on with languages in the Sixth Form. This way you will not restrict your choices too early and will leave open the possibility of studying two languages at AS/A Level, which is desirable for many universities and employers.

The GCSE course follows the Edexcel French/German/Spanish 9-1 syllabuses. There will be no coursework element, and generally candidates at this school will be aiming at the grades 9-5. No bilingual dictionaries will be allowed in the examination.

The following tests form the final examination:

1. Listening
2. Reading and Translation
3. Writing and Translation
4. Speaking

Conversation topics are on the following themes:

1. Identity and culture
3. School
5. International and global dimensions

These topics include:
friends, family, when I was younger, interests, socialising, role models; holiday experiences, accommodation, problems abroad, eating out and shopping; school types, subjects, school day, rules and pressures, success, trips; employment, further study, jobs and careers; events and good causes, the environment and natural

2. Local area, holiday and travel
4. Future aspirations, study and work



The syllabus aims to:

- develop the ability to understand and use the target language effectively for practical communication, as well as creatively
- develop a good understanding of the grammar and of language learning techniques
- convey insights into the culture and civilisation of countries and communities speaking the target language
- encourage positive attitudes to foreign language learning and to speakers of foreign languages
- provide enjoyment and intellectual stimulation develop students' understanding of themselves and their own culture
- form a sound base of the skills, language and attitude required for further study, work and leisure.

Music: EDEXCEL

The GCSE Music course extends the work covered in Year 9. It is a particularly good GCSE for those of you having instrumental or vocal tuition as the work you do with your instrumental or vocal teacher is directly integrated into your class work and counts towards the performing assessment. In addition you need to have achieved a good grade in your Year 9 class work. You will also draw on music you have performed to gain ideas to use in your composing work. The course aims to develop skills, knowledge and understanding in the areas of performing, composing and listening through the study of a wide range of musical styles covering music from the past to the present including classical music, pop music and world music.

Performing – Controlled assessment – 30%

The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer at least one instrument/or voice. Performances may take place in the classroom, in school music groups or outside school. Some of these will be recorded and marked by your teacher and a selection consisting of a minimum of four minutes worth of performance will be submitted for final assessment. You will gain further group performance experience by taking part regularly in a school extra-curricular music group.

Composing – Controlled assessment – 30%

You have been introduced to creating music of your own in class and this is developed on the GCSE course as you will work towards composing two pieces for final submission. One will be composed to a brief set by Edexcel, the other will be a free choice of style. Prior to beginning your final pieces you will compose a number of shorter pieces throughout the course in a variety of different styles and your skills as a composer will greatly develop. You will learn to use music software on the computers to aid your composition work.

Listening and appraising – examination – 40%

You have already listened to a variety of music in class and these skills are developed as you study some set pieces of vocal and instrumental music taken from the classical eras, popular styles, musical theatre and world music. You will sit a listening paper lasting 1 hour and 45 minutes with questions on your prescribed set works.

What other skills will I develop?

As well as covering Music at GCSE level, you will develop Key Skills in Communication and ICT which will be useful in whatever you do afterwards.

What can I do after I've completed the course?

If you enjoyed the GCSE Music course then you can consider an:

- A Level in Music
- A Level in Music Technology
- A Level in Performing Arts.

Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or a future career involving presenting to an audience.

Photography: AQA

The GCSE Photography course builds an essential foundation of creative skills and is open to all students who show interest, enthusiasm and commitment for work in any area of lens based art. Within the Photography title students have the opportunity to gain experience in a wide range of media and approaches. This may include contemporary photo collaging, using photographic film, digital methods of development and production of static or moving images.

You will be encouraged to work imaginatively and expressively as well as learning the practical and transferable skills of observation, interpretation and presentation of experimental imagery.

The course is mainly practical and lasts two years, during which time you are expected to build up a collection of Portfolio work and to complete an Externally Set Assignment. Recording and communication through purposeful photography based creations and written annotation are integral to the development of both of these components. You will learn how to use relevant sources to inspire and develop your own ideas relevant to photography: including how sources relate to historical, contemporary, social, cultural and issues-based contexts. You will also learn how ideas, themes, subjects and feelings can inspire creative responses through an individual's distinctive view of the world. The Portfolio of coursework will include three sustained projects on the themes of 'Identity and the human condition', 'Research project and inspired works' and 'Local landscape'. Students will follow a personal journey in response to each starting point which will culminate in a final outcome(s). Work towards this component is produced throughout the course and represents 60% of your final mark. The Externally Set Assignment paper will offer you a choice of questions/starting points from which you will choose one. You will have a set time frame in which to produce supporting studies and to develop ideas towards a final piece(s) which is created during the ten hour timed assessment. The complete collection of work for the Externally Set Assignment makes up the remaining 40% of your GCSE mark.

During the initial stages of the course you will find that work is quite specific and your teacher will give you direct guidance along with what artists and photographers to study in order to inform your work. As you acquire increased confidence, you will be expected to interpret and research a given theme more independently, using the skills, techniques and processes that you have learnt.

You will study the work of past, but mainly contemporary artists, photographers and craftspeople, as an integral part of each of your projects. Gallery/exhibition visits in both Years 10 and 11 provide you with the opportunity to research and view real Art works at first hand.

The GCSE Photography course opens many opportunities for further study within the creative arts and media routes. It is an essential requirement for higher education leading to careers in the following fields: Photography, artistry, film directing, press photographer, architecture, advertising, teaching creative arts subjects, graphic design, interior design, fashion photography, scientific and medical photography – for the police, sports or wildlife.

GCSE Physical Education: AQA

In addition to the core Physical Education (PE) programme taken by all students there is also the option to take GCSE PE. Students opting for this route will take lessons in GCSE PE timetabled in addition to the core PE programme.

Course Overview



2 Units

Practical Sport and Analysis of Performance (40%)

Theory Exam (60%)

Is this the right course for you?

- Do you play 2 or more sports?
- Are you passionate about sport?
- Do you want to develop leadership skills in sport?
- Are you good at exams and prepared to work hard over two years?

How the course works – practical and theory

Practical – You select 3 activities and are graded in each one (skills and full context). Students can be assessed as a player/performer in one team activity, one individual activity and a third in either team or in an individual activity. Students can be assessed in any activity listed by the exam board.

Analysis of Performance – You select a sport to analyse and sit an oral examination. You will be assessed on your analysis and evaluation of a performance and how to bring about improvement in one activity.

Theory exam – Covers a range of topics from Anatomy and Physiology, to Socio-cultural influences. You sit 2 exams at the end of the two year course (1 hour 15minutes for each one) and this is worth 60% of your overall grade. The exam consists of multiple choice, short answer and extended answer questions.

Progression – Follow GCSE PE to A-level PE here at Mayfield Grammar School.

There are also many other progression routes due to the nature of the GCSE PE course, which covers a wide range of areas include Social Sciences, Psychology and Human Biology so it prepares students to study a wide variety of subjects at post 16 level.

There are also PE specific career pathways which the course compliments including Physiotherapy, Sports Psychology, Teaching, Coaching, Nutrition, Sports Science, and Sports Development.

Religious Studies GCSE – Religion, Philosophy and Ethics: AQA

This is an opportunity to explore different areas of Religious Education. We will be looking at Ethics which is the study of morality, what is right and wrong. This will include issues around what is evil and whether or not people should be punished for wrong actions. We will ask questions about human rights and wealth and poverty. Philosophy is the study of wisdom and ideas. It teaches logical thinking and how to argue a case. Within this part of the course we will explore the nature and revelations of God, whether or not there is a God and the relationship between scientific ideas and religion.

We will also be looking at the teachings and practices of two religions, Buddhism and Christianity.

Course content includes:

Unit One

Buddhism

- Beliefs and teachings (The Dharma) including: The Three Marks of Existence, the Four Noble Truths, and the Eightfold Path.
- Practices including: worship and festivals.
- Buddhist ethics including: the moral precepts and metta, the principle of loving kindness.

Part Two

Christianity

- Beliefs and teachings including: The nature of God, Jesus and salvation and atonement.
- Practices including: Worship and festivals, the sacraments and evangelism.
- The work of the Church including: a development agency, mission and persecution.

Unit Two

Philosophy and Ethics

- Religion and life including: the origin of the universe, human life and issues around animal rights, abortion and euthanasia.
- The existence of God and revelation which includes: the design and first cause arguments, the nature of revelation and enlightenment.
- Religion, Crime and Punishment which includes: a study of good and evil, mental health issues, retribution, deterrence and the concept of forgiveness.
- Human Rights and social justice which includes: the concept of equality, freedom, sexism, racism and treatment of the poor, refugees and people trafficking.

The course will be assessed by two examinations at the end of two years of study. Each examination will last 1 hour 45 minutes. There is no coursework.

Religious Studies will teach you the skills and fill in the background knowledge that you will find useful in further studies in any subject area. The units chosen will help develop your thinking skills as well as your writing skills. Logical argument and structure are important in most study areas and this subject can help you develop good practice that you will find invaluable. Religious knowledge can help you with the study of English Literature, Art, Music and History through direct knowledge of beliefs and religious thinking. The options chosen will also help in approaches to Science. In addition we will continue to develop your skills in evaluation, empathy, enquiry, reflection and questioning.

Religious Studies can lead to further studies in Religion, Ethics and Philosophy, Anthropology, Archaeology, History, English, Art and Music, as well as medicine and other areas of Science. It can prove useful for many careers that involve people and it is generally useful because we now live in a multi-faith country that faces constant change and development in thought and technology which we must learn to adapt to. Ethics help you to explore these challenges and develop a way of facing the changes to come.

Science: GCSE Sciences

Students begin the Science courses in September of Year 9. They will be placed in a Triple Science or Combined Science group in Year 10, following the end of Year 9 examinations. Science staff will discuss their recommendations with students.

The aims of these Science courses are to enable students:

- to acquire a body of knowledge and facts in Biology, Chemistry and Physics and an understanding of scientific concepts, principles, themes and patterns;
- to further their appreciation of the practical nature of science, developing experimental skills based on correct and safe laboratory techniques;
- to develop an appreciation of the importance of accurate experimental work to scientific method and reporting;
- to develop their ability to form hypotheses and design experiments to test them;
- to sustain and develop an enjoyment of, and interest in, the scientific world;
- to foster an appreciation of the significance of science in wider personal, social, environmental, economic and technological contexts, with a consideration of ethical issues;
- to select, organise and present information clearly and topically, using appropriate scientific terms and conventions;
- to thoroughly prepare for A-Level courses in Biology, Chemistry and Physics.

Triple Award

The majority of students at MGSG will follow the Triple Award. Students are awarded grades in Biology, Chemistry and Physics. The assessment of investigative skills is integrated within all examination papers through the study of 8 core practicals which are incorporated in to the course alongside general practical activities. Students will sit 6 examinations altogether, 2 in each respective Sciences, each of 1 hour 45 minutes.

Combined Science Award

A small number of students at MGSG will follow the Combined Award. This will be based on examination performance. Students are awarded two overall Science grades. These include teaching units from Biology, Chemistry and Physics which comprise approximately two-thirds of the subject content of the single sciences. The assessment of investigative skills is integrated within the written examinations as with the Triple Science Award. Students will sit 6 examinations altogether, 2 in each respective Sciences, of 1 hour and 10 minutes. This award will still allow students to study Sciences at A-Level if desired and does afford students a little extra time to consolidate some of the more complex ideas and concepts studied at GCSE level if needed.

Textiles Design: AQA

Textiles Design is the creation of artefacts and products in woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Areas of study

Students are encouraged to work in a range of areas within textile design, such as those listed below:

- Art textiles
- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and or embellished textiles
- Soft furnishings and/or textiles for interiors
- Digital textiles
- Installed textiles.

Knowledge and understanding

Students develop knowledge and understanding using sources that inspire the development of ideas, relevant to textile design including:

- How sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations
- How ideas, feelings, forms and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

Skills

Within the context of textile design, students demonstrate the ability to:

- Use textile design techniques and processes, appropriate to students' personal intentions, for example weaving, felting, stitching, appliqué, construction and printing methods.
- Use media and materials, as appropriate to students' personal intentions, for example inks, yarns, threads, fibres, fabrics, textile materials and digital imagery.

Assessment

Component 1: Portfolio, 60% of GCSE

What is assessed?

A portfolio that will contain a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course of study.

Component 2: Externally set assignment, 40% of GCSE

What is assessed?

A student responds to a chosen starting point from an externally set assignment paper, where they get a preparatory period followed by 10 hours of supervised time.

Upon completion of this course, students will be qualified to go on to further study this at A level.

Additional courses

Personal Development course

All students continue to follow a course of personal, social and health education with a team of experienced teachers which consists of one period per fortnight, for the year. The course will include elements of:

- mental and emotional health disorders
- sexual activity and relationships
- substance use and misuse

The course continues into Year 11 with a focus on Citizenship, Ethics, Careers Education and guidance on further education options.

Physical Education

The compulsory Physical Education lessons known as core PE is delivered over four lessons per fortnight.

In Year 10, students choose activities from a range of options. They will be able to take on different roles: performer, official, coach, choreographer or organiser and they will learn to evaluate performance and gain a deeper understanding of Health Related Exercise. In addition, all students will complete a first aid unit.

In addition, the students will choose to follow **one** of the following leadership pathways:

- Level 1 Award in Dance Leadership – taught in Year 10 Terms 1-4
- Level 1 Award in Sports Leadership – taught in Year 10 Terms 5 & 6

These awards are practical qualifications in which learners must demonstrate their ability to lead others in simple sport/dance activities. By the end of the course students will have achieved a nationally recognised qualification that will equip them with the skills and motivation to create and run sporting activities. There is a cost of approximately £21.00 for each course, this includes the log book, insurance and final certification.

Religious Education (Short Course GCSE – Examination Board Edexcel)

The compulsory Religious Education programme will include a short course GCSE which will be taken at the end of Year 11. This will also cover some of the requirements of Citizenship. In the first year students are likely to have one lesson per fortnight and then in Year 11 one lesson per week.

The short course covers the following:

- A study of Sikhism with special consideration of family and relationships
- A study of Christianity with special consideration of crime and punishment

For those students who opt to take full course GCSE Religious Studies they will follow a course by the Institute of Financial Services and will gain a Level 2 Certificate in personal finance rather than Religious Education short course GCSE.