

HIGHCLARE SCHOOL



GCSE Information Booklet

For courses commencing
September 2023

Page number

1. Contents
2. The process of selecting your subjects
3. Recent changes to GCSE examinations
4. Compulsory subjects:
 5. Mathematics
 6. English Language
 7. English Literature
 8. Science
 9. PSHCE and Physical Education
10. Optional subjects:
 11. Art, Craft & Design
 12. Business
 13. Computer Science
 14. Creative iMedia (ICT)
 15. Design and Technology
 16. Drama
 17. Food Preparation and Nutrition
 18. French
 19. Geography
 20. German
 21. History
 22. Music
 23. Photography
 24. Physical Education
 25. Religious Studies
 26. Spanish
27. Careers advice
28. TAKE CHARGE
29. Notes page

THE PROCESS OF SELECTING YOUR SUBJECTS

PREPARATION

Collect as much information as possible about

YOURSELF	YOUR STRENGTHS AND WEAKNESSES	THE COURSES	POSSIBLE CAREERS & QUALIFICATIONS	DANGERS!
<u>Ask yourself questions</u> <ul style="list-style-type: none"> • What subjects do I enjoy most? • What skills have I? • How well do I organise my studies and work? • How responsible am I? • Do I work better with others or on my own? • What kinds of assessment do I prefer? 	<u>How do I know them?</u> <ul style="list-style-type: none"> • Previous reports • Discussion with parents • Think about yourself honestly • Your feelings about the subjects you have taken so far • Talk to teachers, peers and your personal tutor 	<u>Where from?</u> <ul style="list-style-type: none"> • This booklet • Teaching staff • Older friends • Brothers/Sisters/Parents • Examination board websites 	<u>Where from?</u> <ul style="list-style-type: none"> • School careers library • Teaching staff • People in those careers • Careers guidance websites (see careers information page for details) • University websites 	<ul style="list-style-type: none"> • Liking the teacher rather than the subject • Wanting to stay with friends • Not finding out sufficient information about all subjects to make an informed choice • Not thinking about the consequences of your decisions for the future • Completing the form without talking to others or without much thought

READ BOOKLET INFORMATION CAREFULLY

Discuss the information in this booklet with your parents.

Ask any outstanding questions at parents' evening or at the options interview.

Decide on your preferred language and 1st and 2nd choice options. You will have a meeting with Mr Coles to discuss before submission, which needs to be done before Friday 3 February

Final option forms will be issued by Friday 3 March. Select one subject from each block. Return your final option choices by **Friday 17 March**.

Recent changes to GCSE examinations

Since September 2017 all GCSE subjects have been following new, revised specifications.

The main change was as follows:

- Introduction of a new grading system for all subjects on a scale from 9 (highest) to 1 (lowest)

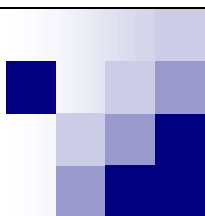
The diagram below shows how the new 9-1 grades compare to the previous A*-G grades.

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="text-align: center;"> <p>4 = C and above and above</p> </div> <div> <ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. </div> </div>									
<div style="display: flex; justify-content: space-between;"> A* A B C D E F G U </div>									
CURRENT GCSE GRADING STRUCTURE									

Compulsory Subjects

- Mathematics
- English Language
- English Literature
- Combined Science or, for students with particular interest and ability in science, three separate sciences: Biology, Chemistry and Physics
- Modern Foreign Language (French, German or Spanish)*
- In addition all pupils take two non-examination subjects: recreational PE and PSHCE

* We encourage all students to take a language, or two, at GCSE however if an individual feels it may not be in their best interests, they may choose an additional alternative option subject.



Mathematics

EDEXCEL GCSE MATHEMATICS - syllabus code 1MA1

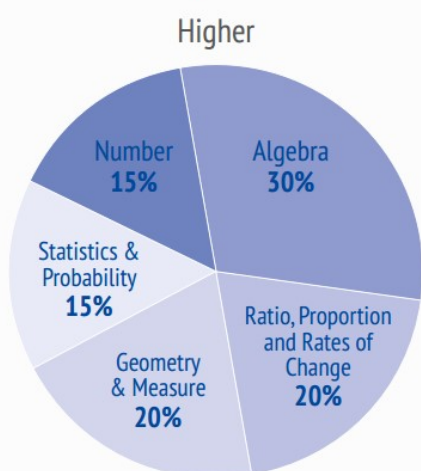
The new Mathematics GCSE syllabus has a focus upon three objectives:

- To ensure students with a pass at GCSE have the numerical skills required in employment
- To stretch the most able students and prepare them more thoroughly for the study of A-level Mathematics
- To embed problem solving more rigorously in teaching, learning and assessment.

The Foundation (grades 1-5) and Higher (grades 4-9) papers make up the two tiers of entry.

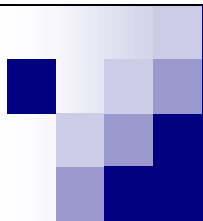
Pupils are set by ability for Mathematics, and normally all pupils in sets 1 and 2 work towards the Higher tier of entry which will enable them to achieve a grade between 4 and 9. The work is graded with set 1 tackling all aspects of every topic and with set 2 concentrating on only the core aspects of the harder topics. Set 3 will study the Foundation tier syllabus, focusing largely on grade 4-5 work. In all sets much emphasis is placed on methods and correct setting out of work. With a greater emphasis being placed upon mathematical reasoning, communication and problem solving, pupils will spend more time developing these skills. Additionally, fewer formulae are provided for students in the examinations, requiring them to commit more of these to memory.

Higher tier papers will assess the different content domains in these proportions:



After the mock examination in the Upper Fifth, it may be suggested that some set 2 pupils are entered for the Foundation tier, which would allow them to obtain a maximum grade of 5. This would only be done if it was in a pupil's best interest of securing a grade 4 or 5.

There are three, 90-minute written papers, one of which involves working without the use of a calculator. The papers are all taken at the end of the two year course.



AQA GCSE ENGLISH LANGUAGE – syllabus code 8700

All pupils are entered for English Language and English Literature which count as two separate GCSE subjects.

Both GCSE English Language and GCSE Literature are 100% examination and will be graded 9-1. There will also be a separate certification for spoken language.

English Language assessment: two examinations of 1 hour and 45 minutes. All texts in the examination are unseen and will include texts written before 1900.

Paper 1: Explorations in Creative Reading and Writing

Section A: reading one literature fiction text

Section B: descriptive or narrative writing.

Paper 2: Writers' Viewpoints and Perspectives

Section A: reading one non-fiction text and one literary non-fiction text.

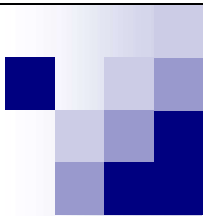
Section B: writing to present a viewpoint.

Non-examination assessment: Spoken language

Candidates will receive a separate endorsement but the assessment is not part of GCSE English Language.

Candidates will be teacher assessed on:

- Presenting
- Responding to questions and feedback
- Use of Standard English



English Literature

AQA GCSE ENGLISH LITERATURE – syllabus code 8702

GCSE English Literature consists of two external examinations based on the poetry, plays and the novel studied in lessons. The course is assessed by 100% examination.

Examinations

Paper 1: Shakespeare and the 19th century novel (40%)

1 hour and 45 minutes

Section A: Shakespeare: *Romeo and Juliet*.

Section B: The nineteenth century novel: *The Sign of Four* by Sir Arthur Conan Doyle

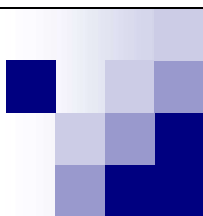
Paper 2: Modern Texts and poetry (60%)

2 hours and 15 minutes

Section A: Modern texts: *An Inspector Calls* by J.B. Priestley.

Section B: Poetry: AQA Poetry anthology *Power and Conflict*

Section C: Unseen poetry



AQA GCSE SCIENCE SUITE– syllabus codes 8461-8464

All pupils will follow the AQA GCSE Science Suite, which will lead to the equivalent of **either two or three GCSE awards**. **All pupils will undertake courses which will cover aspects of Biology, Chemistry and Physics in equal weighting. Pupils will be taught each of the three science subjects separately by teachers who specialise in that subject.**

Within science, there are two options, which cover all interests and ability ranges.

Route 1 AQA GCSE Combined Science: Trilogy (8464)

Pupils will be entered for the GCSE Combined Science examinations at the end of the Upper Fifth year and will be awarded **two** GCSE grades. The qualification will be graded on a 17-point scale: 9–9 to 1-1. Entries will be made either at Higher tier (covering grades 9-9 to 4-4) or Foundation tier (covering grades 5-5 to 1-1). There will be no coursework, but the pupils must carry out 21 required practical activities over the course. Pupils will be tested on knowledge and understanding of the content as well as application of practical and mathematical skills using a variety of question styles.

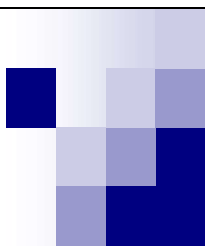
For the majority of pupils this will be the preferred route. It should be noted that having taken this course, pupils are still able to study any of the sciences at A level and all future career pathways remain open.

Route 2 AQA GCSE Biology (8461) AQA GCSE Chemistry (8462) AQA GCSE Physics (8463)

Pupils will be entered for GCSE Biology, GCSE Chemistry and GCSE Physics examinations at the end of the Upper Fifth and will be awarded **three** GCSE grades. Each qualification will be graded on the 9-1 scale. Entries will be made either at Higher Tier (covering grades 9 to 4) or Foundation Tier (covering grades 5 to 1). There will be no coursework but the pupils must carry out required practical activities in each science (10 in Biology, 8 in Chemistry and 10 in Physics). Pupils will be tested on knowledge and understanding of the content as well as application of practical and mathematical skills using a variety of question styles.

This route is more demanding as each science is studied in more depth and so there is a greater amount of content to be covered in the same time as those studying Combined Science. This is likely to be the option considered for a pupil who has a strong interest in science, has a high attainment in science, and who intends to study one or more of the science disciplines at A level.

We ask that students indicate their preference in studying a particular route, but teachers will liaise with students and parents to establish the best route for each student.



Personal, Social, Health, Citizenship Education and Careers

Physical Education

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP EDUCATION AND CAREERS

This is a non-examination course

As part of a school-wide program a variety of approaches will be used to:

1. Develop the students understanding of the world they live in; the differences within the school, the community and society at large with an appreciation of each individual's role as a member of the community.
2. Equip them with the skills and information they need to make informed decisions about their life and future.
3. Develop self-esteem, build confidence and promote positive attitudes in order that all pupils may approach their studies with a desire to succeed.

Modules on; sexual health, pregnancy and birth, human rights, citizenship and ethics will be taught alongside units on the world of work and careers.

Work experience, will in most cases, take place after their final GCSE exams in the summer of the Upper Fifth.

PHYSICAL EDUCATION

L5 Non-examination PE

There is an average of one and a half hours of recreational PE for all pupils in the week. There will be a variety of games and activities on and off site. These may include netball, hockey, football, rugby, aerobics and fitness, badminton, volleyball, basketball, athletics, rounders, softball and tennis.

U5 Non-examination PE

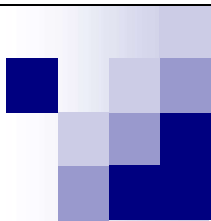
This will be a similar program to the one followed in L5. The focus is to promote health, fitness and well-being by adopting an active lifestyle through recreational games and activities.

Optional Subjects

In addition pupils have **four** further choices from:

- Art, Craft & Design
- Business
- Computer Science
- Creative iMedia (ICT)
- Design & Technology
- Drama
- Food Preparation and Nutrition
- French
- Geography
- German
- History
- Music
- Photography
- Physical Education
- Religious Studies
- Spanish

We do encourage all students to consider taking a language at GCSE however this is NOT compulsory.



EDEXCEL GCSE ART, CRAFT AND DESIGN – syllabus code 1AD0

GCSE Art, Craft & Design allows students to study multiple areas within the wider field of Art, Craft & Design. This option allows students to specialise in the Fine Art elements. The course equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject.

GCSE Art, Craft & Design provides the opportunity for students to:

- Explore both contemporary and historical sources of art, craft and design over a variety of styles and themes.
- Take an individual approach to their own art, craft and design making and develop a personal style.

GCSE Art, Craft & Design allows the students to develop transferable skills. Pupils will learn to:

- Apply a creative approach to problem solving.
- Consider and develop original ideas from initiation to realisation.
- Analyse critically their own work, and the work of others, and express individual thoughts and choices confidently.
- Take risks, experiment and learn from mistakes.

Content and assessment overview

The Edexcel GCSE (9-1) in Art, Craft & Design consists of two internally-assessed and externally-moderated components.

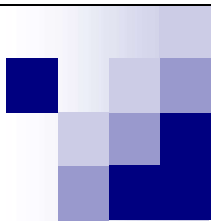
- **Component 1: Personal Portfolio (60% of the qualification)**
- **Component 2: Externally-set Assignment (40% of the qualification)**

Component 1: Personal Portfolio - September (L5) - December (U5)

Pupils create a personal portfolio of work over a period of 4 terms that demonstrates practical skills and a knowledge and understanding of the formal elements. The development of drawing skills is an important aspect of GCSE Art, Craft and Design and students will be encouraged to develop the confidence and flair to make this the cornerstone of their practice.

Component 2: Externally-Set Assignment January – May (U5)

Pupils present a final project in response to a broad-based, thematic starting point set by the examination board. This includes a period of preparatory work in school during the spring term of the Upper Fifth and a ten-hour controlled test under exam conditions. This course allows progression to both A-Level Art & Design and A-Level Photography, and a variety of pathways such as a degree or career in a host of visual arts subjects. e.g. fine art, graphics, illustration, photography etc.



EDEXCEL GCSE BUSINESS - syllabus code 1BS0

This is a course which will teach students how a business is organised and managed and provide them with transferable employment skills for any career.

GCSE Business covers all aspects of running a business, from finance, sales, marketing, management, human resources to competition, technological advances and local and national government influences. Students will learn how to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts

To aid success in GCSE Business, students are expected to develop their wider knowledge of business by keeping up-to-date with business news, by watching business-related television programmes such as The Apprentice and Dragon's Den and contributing to developing enterprise at Highclare School.

Assessment breakdown: All students will study Unit 1 and Unit 2.

Unit 1: 1BS0/01: Investigating a small business

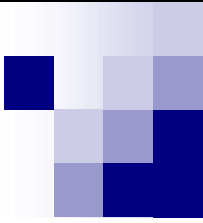
Written examination (1 hour and 30 mins, 90 marks, 50% of the qualifications). Question paper consists of calculations, multiple-choice, short-answer and extended-writing questions. The topics are: Enterprising and entrepreneurship, Spotting a business opportunity, Putting a business idea into practice, Making the business effective and Understanding external influences on business.

Unit 2: 1BS0/02: Building a business

Written examination (1 hour and 30 mins, 90 marks, 50% of the qualifications). Question paper consists of calculations, multiple-choice, short-answer and extended-writing questions. The questions will be based on business scenarios given in the paper. The topics are: Growing the business, Making marketing decisions, Making operational decisions, Making financial decisions and Making human resources decisions.

Careers

Progression pathways to further and higher education: A level to university to employment
Career opportunities: accounting, banking, marketing, management, retail, human resources, operations and, of course, starting your own business!



OCR GCSE COMPUTER SCIENCE - syllabus code J277

GCSE Computer Science is a practical and creative subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. Computer Science values computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

Component 01: Computer systems

(80 marks, 50%, 1.5 hour examination)

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

Component 02: Computational thinking, algorithms and programming

(80 marks, 50%, 1.5 hour examination)

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

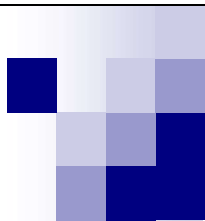
Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Key skills and qualities required

- Ability to independently research problems and create complex solutions.
- Attention to detail, patience and tenacity.
- A clear and demonstrable aptitude for Mathematics and ICT.
- Good level of literacy, analytical skills and an interest in problem solving.

Career Links

Progression pathways to further and higher education: A level to university to employment
Career opportunities: animators, computer software engineer, database administrators, commercial & industrial designer e.g. digital video designers and mobile phone designers.



OCR Cambridge National Certificate in Creative iMedia – syllabus code J834

This practical ICT qualification will give learners an approved Level 2 qualification, equivalent to a GCSE.

What you will study

The Cambridge National in Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. They'll design, plan, create and review digital media products to meet client and target audience demands.

Assessment breakdown

The OCR Level 2 Cambridge National Certificate in Creative iMedia consists of **two** units set and assessed by OCR and **one** centre-assessed unit, which is moderated by OCR.

OCR units:

- R093: Creative iMedia in the media industry
 - 1 hour 30 minutes written examination (70 marks)
- R094: Visual identity and digital graphics
 - OCR Centre-assessed tasks – 12-15 hours (50 marks)

Centre-assessed units:

- R096: Animation with audio
 - OCR Centre-assessed tasks – 12-15 hours (70 marks)

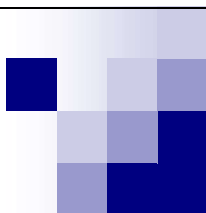
Qualification grading:

Students that successfully complete all three units will have gained marks towards their overall grade (converted by OCR to a max mark of 200). The minimum total mark needed to achieve each grade is:

- Distinction* - 180
- Distinction - 160
- Merit - 140
- Pass - 120

Career links

This qualification will provide a basis for any level 3 qualification in the field of digital media or information technology. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education. The qualifications will encourage independence, creativity, and awareness of the digital-media sector.



Design & Technology

AQA GCSE DESIGN & TECHNOLOGY - syllabus code 8552

Design and Technology is part of everyday life and is constantly evolving and this GCSE enables students to design and make creative and original products using a range of techniques. Design and Technology provides students with the opportunity to develop their creativity and innovation, independent-study, problem-solving and research skills whilst using ICT/CAD/CAM. This qualification focuses on developing practical skills within a particular material area, allowing students to manufacture high quality outcomes. They will learn about commercial processes and careers in related industries, as well as developing transferable skills, such as collaboration and communication.

What you will study

The content of this qualification has been refreshed and enhanced and this new GCSE is both modern and relevant. Students will learn about contemporary technologies, materials and processes, as well as established practices. Great emphasis is placed on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Assessment

This qualification is linear, which means that students will sit their examination and submit all their non-examination assessment (NEA) at the end of the course. The assessment takes the form of:

Written examination: 2 hours - **50%** of GCSE.

Design and Make task - NEA: approximately 30–35 hours - **50%** of GCSE. The contextual challenges are released by AQA on 1st June in the year prior to the submission of the NEA and students will produce a working prototype and a portfolio of evidence.

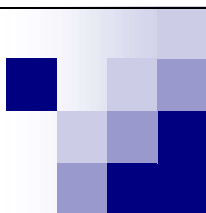
Key skills and qualities required

- select and use tools/equipment and processes to produce quality products
- consider the solution to technical problems in the design and manufacture process
- use tools and equipment safely with regard to themselves and others
- work accurately and efficiently in terms of time, materials and components
- manufacture products applying quality control procedures
- have knowledge of Computer-Aided Manufacture (CAM)
- test, modify and evaluate, to ensure that a product is fit for purpose
- understand the advantages of working as part of a team

Career Links

Progression to further and higher education: A level, university, employment.

Career opportunities: product/commercial designer, teaching, architecture, engineering, control engineering, theatre work, aircraft engineering, agricultural engineering, three-dimensional design, technical & engineering careers in radio & TV, electrical engineering.



Drama

OCR GCSE DRAMA - syllabus code J316

Why choose to take Drama?

Drama GCSE is a creative and imaginative course that enables students to experience all aspects of what makes a successful performance. The course uses practical and written skills to enhance communication, creativity and expression. It also encourages an understanding of Drama within a social and historical context. Through analysis and evaluation, pupils follow a path of devising and directing, enabling them to take ownership of their own performances. The course is highly engaging and enjoyable, helping to develop confidence and communication skills.

Course Content

The course comprises three units.

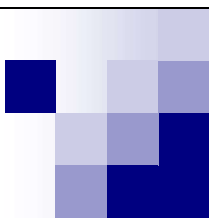
Unit 1 – 30% Devising Drama. Students will be required to research and explore a stimulus provided by OCR. They will devise, design, direct and perform a short piece of drama within a group that is based around their findings. Students must document and evaluate all decisions made within a written portfolio. This unit is teacher assessed.

Unit 2 – 30% Presenting and performing texts. This unit provides an opportunity for students to be taught theatrical skills and be assessed on what they have learnt in a practical way. This will be done through the study of a full text with students choosing two extracts to explore and perform during a live realisation to a visiting examiner. They will also complete a concept pro-forma showing their understanding of plot, historical and social context, characterisation and writer's intention.

Unit 3 – 40% Performance and response. This unit leads to a written examination that is externally assessed and enables students to demonstrate knowledge and understanding of drama and how a performance comes to life.

There are two sections to this component. Section A is the study of a text and the development of drama and performance. Section B is a review of the work of others. To aid students with their analysis they will be taken to see a live theatre performance. Students will then be assessed during a 1½ hour written examination where they will express the skills that they have learnt and be able to comment on and review the work of a playwright studied.

OCR GCSE Drama contains an appropriate balance of practical and written work. It is an ideal preparation for A-level Drama and Theatre Studies. It builds knowledge, confidence, understanding, communication and practical skills that can be utilised in all fields of life.



Food Preparation and Nutrition

AQA GCSE FOOD PREPARATION AND NUTRITION - syllabus code 8585

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.

The syllabus will help to develop an understanding of the following concepts by integrating food preparation skills into five core topics:

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

Assessment overview

Paper 1: Food Preparation and Nutrition.

1 hour 45 min written examination paper – 100 marks - 50% of GCSE

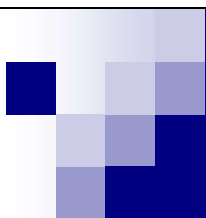
Task 1: Food Investigation. Non-examined assessment – 30 marks - 15%

This task assesses the students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. Assessment is via a written report (1,500 – 2,000 words) including photographic evidence of the practical investigation.

Task 2: Food Preparation Assessment. Non-examined assessment – 70 marks - 35%

This task assesses the 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. Assessment is via a written portfolio including photographic evidence.

This course is a new, exciting, up-to-date qualification that is relevant to the world of food today. It will encourage students to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable students to feed themselves and others affordably, now and in later life.



French

AQA GCSE FRENCH -syllabus code 8658

'Learning another language is not only learning different words for the same things, but learning another way to think about things.' Flora Lewis (American Journalist)

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

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Assessments

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

You will be required to listen to texts in French and answer questions in both English and French.

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

You will be required to answer questions in French about a photo card and then enter into a general conversation on topics covered throughout the course.

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

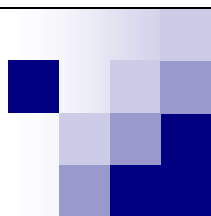
You will be required to read texts in French and answer questions in both English and French. There will then be a translation from French into English.

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

Question 1 – structured writing task, where you will be required to respond to four compulsory detailed bullet points, producing approximately 90 words in total.

Question 2 – open-ended writing task, where you will be required to respond to two compulsory detailed bullet points, producing approximately 150 words in total.

Question 3 – translation from English into French.



AQA GCSE GEOGRAPHY - syllabus code 8035

Why study Geography at GCSE?

Geography is the study of the world, your world. Geography is a modern contemporary subject which will help you to understand physical and human environments and to make sense of these using skills such as fieldwork, mapping and ICT.

What will I study?

You will study a wide variety of topics:

Living with the physical environment:

- **The challenge of natural hazards:** tectonic hazards, tropical storms, extreme weather in the UK, climate change
- **Physical landscapes in the UK:** coastal and river landscapes
- **The living world:** ecosystems, tropical rainforests and hot deserts

Challenges in the human environment:

- **Urban issues and challenges:** a study of Birmingham (UK) and Lagos (Nigeria)
- **The changing economic world:** trade, aid, poverty and population concerns
- **The challenge of resource management:** food, energy and water concerns in the UK. The global food challenge

Issue evaluation: study of a contemporary geographical issue (uses pre-release material)

How will I learn?

Geography lessons are active lessons. Students will take part in a residential geography fieldwork visit (2 nights)*, discussions, use ICT, watch documentaries, play games, question guest speakers, read newspapers, analyse data, use role play, draw sketches and diagrams and write extended answers. Geography lessons are fun and as varied as the subject itself.

How will I be assessed?

There are 3 examinations which are all taken at the end of the two year course. Question types vary, and include: short answers, use of skills (cartographic, graphical, numerical and statistical) and extended prose.

Paper 1: Living with the physical environment

Paper 2: Challenges in the human environment

Paper 3: Geographical applications (using pre-release materials and knowledge of fieldwork)

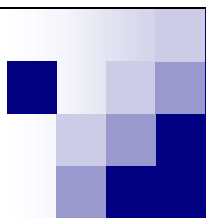
What do geographers do after GCSE?

Geography at any level is a very relevant and valuable education for tomorrow's citizens.

People who have studied geography are valued very highly by employers in all areas because it is clear that geographers are:

- Good communicators and flexible thinkers
- Socially, economically and environmentally aware
- Computer literate and good decision makers
- Problem solvers and good team players

* Please note, there is a cost implication for the fieldtrip residential of approximately £400



German

AQA GCSE GERMAN - syllabus code 8668

'You live a new life for every new language you speak. If you know only one language, you live only once.' Czech proverb

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

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Assessments

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

You will be required to listen to texts in German and answer questions in both English and German.

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

You will be required to answer questions in German about a photo card and then enter into a general conversation on topics covered throughout the course.

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

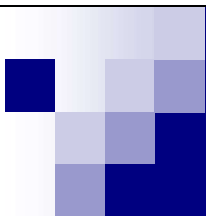
You will be required to read texts in German and answer questions in both English and German. There will then be a translation from German into English.

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

Question 1 – structured writing task, where you will be required to respond to four compulsory detailed bullet points, producing approximately 90 words in total.

Question 2 – open-ended writing task, where you will be required to respond to two compulsory detailed bullet points, producing approximately 150 words in total.

Question 3 – translation from English into German.



History

EDEXCEL GCSE HISTORY – syllabus code 1HIO

The course is made up of three units, each of which will be assessed in written examinations at the end of the two-year course.

Unit 1 – Crime and Punishment in Britain, 1000-present

This unit covers the changing nature of crime in Britain over the last thousand years from poaching to witchcraft and from smuggling to murder. You will look at how punishments have changed from the brutal methods used in medieval times to the modern justice system of today. You will examine famous crimes, which shocked and baffled the police and the authorities of the day including the case of Jack the Ripper.
(30 % of History GCSE)

Unit 2

Part a – Henry VIII and his Ministers, 1509-1540

This unit looks at one of Britain's most famous monarchs at a time of great change and rebellion. You will examine Henry's relationship with those around him and how he rewarded and punished the men and women closest to him.

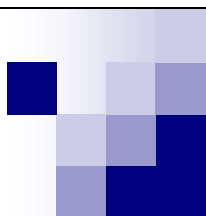
Part b – The American West, 1835-1895

You will look at the 'wild' west of America and how it was conquered. This unit will include a study of the bitter conflict between American Indians who were fighting to keep their way of life and the white American settlers determined to stamp it out. The unit also looks at how the wild west was settled and its problems with lawlessness caused by gangs, gunfighters, corrupt sheriffs and cowboys.
(40 % of History GCSE)

Unit 3 - Germany 1918-1945

This unit looks at the rise and fall of Hitler. Starting with a look at the chaos left behind in Germany at the end of World War I, you will then examine how and why Hitler came to power, what he did as dictator of Germany and how he ended up losing World War II and committing suicide while Germany crumbled around him.
(30 % of History GCSE)

History is an extremely useful subject to study at GCSE no matter what career path you may be considering. It can be helpful in a whole range of careers, from journalism to law or politics to advertising, to name but a few.



EDEXCEL GCSE MUSIC – Syllabus code 1MU0

GCSE Music is based on three components:

Component 1 (Performing)

Pupils will study a piece for their instrument/voice, looking at the context of the piece, the role of their instrument and the techniques used to create the performance.

Component 2 (Composition)

Pupils are asked to write two compositions across the course. One is a free composition, written in a style of their choosing and the second will respond to a brief given by the exam board in the final year of the course.

Component 3 (Appraising)

Pupils will study four key areas with two set works in each – Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen & Fusions. Pupils are asked to analyse and discuss how the different elements of music are utilised to demonstrate how each set work belongs to its particular time period and/or style.

Your course consists of:

Controlled Assessment

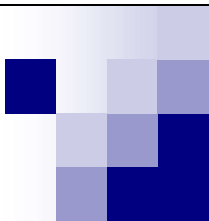
During the course you will have to give two performances (one solo and one ensemble) and produce two compositions. This coursework will be assessed by your teacher and the mark moderated by Edexcel. It is divided into two parts:

Performance - worth 30% of your total marks. Pupils perform for at least four minutes' combined duration. Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces. Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces.

Composition – worth 30% of your total marks. Pupils compose two compositions, of at least three minutes' combined duration. One composition to a brief set by the exam board, of at least one minute in duration. One free composition set by the student, of at least one minute in duration.

Listening Paper

The paper is made up of two sections and is worth 40% of your total marks. Section A – Areas of study, dictation, and unfamiliar pieces. Section B – Extended response comparison between a set work and one unfamiliar piece.



EDEXCEL ART & DESIGN: PHOTOGRAPHY – syllabus code 1PY0

GCSE Art & Design: Photography allows students to specialise in photographic medium. The course is prominently digital based, with opportunities to explore some more traditional photographic techniques and experimental forms of manipulated images. Studying Photography equips students with the skills to enjoy, produce and engage with the visual and digital arts throughout their lives, and it has immense value as a GCSE subject.

GCSE Art & Design - Photography provides the opportunity for students to:

- Explore both contemporary and historical sources of photography over a variety of styles and themes.
- Develop and refine a range of camera, manipulation and digital-editing skills, including use of Photoshop.
- Take an individual approach to their own photography and develop a personal style.

GCSE Art & Design - Photography allows the students to develop transferable skills. Pupils will learn to:

- Apply a creative approach to problem solving.
- Consider and develop original ideas from initiation to realisation.
- Analyse critically their own work and the work of others and express individual thoughts and choices confidently.
- Take risks, experiment and learn from mistakes.

Content and assessment overview

The Edexcel GCSE (9-1) in Art & Design: Photography consists of two internally-assessed and externally-moderated components.

- **Component 1: Personal Portfolio (60% of the qualification)**
- **Component 2: Externally-set Assignment (40% of the qualification)**

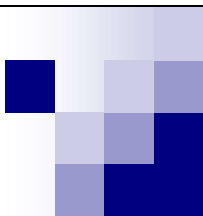
Component 1: Personal Portfolio - *September (L5) - December (U5)*

Pupils create a personal portfolio of work over a period of four terms that demonstrates practical skills and a knowledge and understanding of the formal elements. The development of both camera and editing skills is fundamental to GCSE Photography and students will learn to use these creatively and with confidence in order to realise their intentions.

Component 2: Externally-set Assignment *January – May (U5)*

Pupils present a final project in response to a broad-based, thematic starting point, set by the examination board. This includes preparatory work during the spring term of the U5 and a 10-hour controlled test under exam conditions.

This course allows progression to both A level Photography and A level Art & Design, and a variety of pathways such as a degree or career in a host of visual arts subjects e.g. fine art, graphics, illustration, photography etc.



Physical Education

OCR GCSE PHYSICAL EDUCATION - syllabus code J587

The course is ideally suited to pupils who already possess a competent level of practical ability in at least three different sports, have an interest in, and an aptitude for, human biology and who may wish to follow careers in Physical Education or Leisure and Recreation.

Examination assessment - 60% of qualification

Paper 1 – 30% of qualification

Written examination: 1 hour, 60 marks

Content: Applied anatomy, physiology and physical training.

Paper 2 – 30% of qualification

Written examination: 1 hour, 60 marks

Content: Socio-cultural influences, sports psychology, health, fitness and well-being

Non-examination assessment – 40% of qualification

Task 1 – practical – 30% of qualification

Performance in Physical Education based on three different activities

(One individual, one team plus one from either group)

It is important to be practicing at least one of these activities at club level.

60 marks, 20 marks per activity

Task 2 – written - 10% of qualification

Evaluating and analysing performance

20 marks

Internal assessment under controlled conditions, videoed and sent for external moderation.

Team activities

Hockey, netball, football, rugby, cricket.

Individual activities

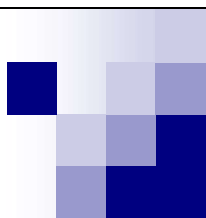
Athletics, competitive swimming, table tennis

Other Activities

If practised to a high level and under a qualified coach or instructor, these can be offered but only after consultation with the PE staff:

e.g. Equestrian, Golf, Tennis, Dance, Rock climbing.

Full list of sports: <https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf>



Religious Studies

AQA GCSE RELIGIOUS STUDIES A - syllabus code 8062

This course will encourage pupils to develop knowledge, understanding and skills to engage in debate and discussion about life in the modern 21st century. It provides an opportunity to build upon the foundations laid in Key Stage 3 Religious Studies. Candidates study two religions and investigate their beliefs, teachings and their influence both on individuals and society as a whole.

Who is it for?

This course is open to pupils of any religious persuasion or none. It will appeal to those interested in people and the world around us, different ideas and beliefs and the affect these have on people's lives. It is a valuable course for any profession where there is interaction with people in our multicultural society. The course teaches pupils valuable skills, namely, to engage in debates, to construct balanced and informed arguments, to reflect on their own values, beliefs and attitudes and to engage with philosophical questions.

How do I learn?

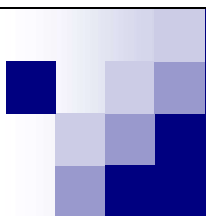
The approach to this course is investigative, sympathetic and critical. Candidates are given the opportunity to explore religious beliefs, practices and moral and philosophical issues in order to give their own opinions based on evidence and arguments discussed in class. The course content will be presented in a variety of ways: DVDs, text books, research on the internet and in the library, visits, speakers and presentations. Equally lessons will differ in style, often based on lively discussion and group work, as well as presentations and written essays.

What exactly will I study?

The course is based on two of the five major religions in the world and is structured into two components, the first being the study of two religions and their beliefs, teachings and practices. The second is the study of four religious, philosophical and ethical themes from a choice of six: relationships and families, religion and life, peace and conflict and crime and punishment.

How will I be assessed?

There is no coursework. There are two examinations; each one lasts 1 hour 45 minutes and forms 50 % of the marks. One examination assesses component one – the study of the two religions. The other examination assesses the religious, philosophical and ethical themes of component two.



Spanish

AQA GCSE SPANISH - syllabus code: 8698

'A different language is a different vision of life.' Federico Fellini (Italian film director and screenwriter)

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

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Assessments

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

You will be required to listen to texts in Spanish and answer questions in both English and Spanish.

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

You will be required to answer questions in Spanish about a photo card and then enter into a general conversation on topics covered throughout the course.

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

You will be required to read texts in Spanish and answer questions in both English and Spanish. There will then be a translation from Spanish into English.

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

Question 1 – structured writing task, where you will be required to respond to four compulsory detailed bullet points, producing approximately 90 words in total.

Question 2 – open-ended writing task, where you will be required to respond to two compulsory detailed bullet points, producing approximately 150 words in total.

Question 3 – translation from English into Spanish.

Careers Advice for Upper Fourth

Websites which you will find helpful:



<https://www.careeralchemy.co.uk/inspired-teenager.html>

A website for parents. You can download a teenager career and life planner.

<https://www.careerpilot.org.uk/information/your-choices-at-14>

Getting help choosing your post 13/14 options.

<https://icould.com/explore/>

Watch video clips to see people talking about their own choices when at school, then find out how their decisions affected their career path.

Highclare Learning Centre

Students can request careers advice during opening hours.

Highclare Virtual (Our VLE)

- Students can select '**School Life**' '**Senior School**' and '**Careers**' to access the websites listed above during break or lunchtime in the learning centre or at home. Scroll down to: *Getting help choosing your post 13/14 options.*
- This information is duplicated for parents. Select the '**Information**' tab then '**Careers**'. *Getting help choosing your post 13/14 options.*



Mrs Claire Daniels

Careers & Work Experience Administrator

learningcentre@highclareschool.co.uk

0121 373 7400 x224



TAKE CHARGE

T	Think before you act	Think before you act: <ul style="list-style-type: none"> • Don't do things that would get you into trouble • Don't just say the first thing that comes into your head • Think before speaking, don't say something silly • Think first!
A	Aim High	Aim High: <ul style="list-style-type: none"> • Don't be content with second best! • Make goals • Do stuff out of your comfort zone • Work to the best of your ability • Do your best in all subjects
K	Keep trying	Keep trying: <ul style="list-style-type: none"> • Persevere in all you do • Don't give up at your first try
E	Engage with your work	Engage with your work: <ul style="list-style-type: none"> • Focus on your work • Don't get distracted • Always concentrate and listen

C	Challenge yourself every day	Challenge yourself every day: <ul style="list-style-type: none"> • Give yourself new targets to reach • Don't follow the crowd • Set little challenges and build up to bigger ones • Push yourself • When you find something easy, try harder stuff • Test yourself
H	Have faith in yourself	Have faith in yourself: <ul style="list-style-type: none"> • Believe in the things you can do • Think 'you can do it'! • Believe you can do anything if you try • Don't let others discourage you • Don't be negative about yourself and your qualities
A	Achieve more together	Achieve more together: <ul style="list-style-type: none"> • Don't be self-absorbed • Don't just think about yourself • Listen as well as talk • Feel you are a part of a team • Be thoughtful of others
R	Reflect on your learning	Reflect on your learning: <ul style="list-style-type: none"> • Revise as much as you can, listen to the teacher • Look back at your work to see what went wrong • Remember what you learn • Learn from your mistakes • Keep looking back at your work to make improvements
G	Get organised!	Get organised!: <ul style="list-style-type: none"> • Keep your work neat and tidy • Make sure you're equipped for lessons • Don't leave things to the last minute • Double check your bag before coming to and leaving school • Be prepared • Get things ready the night before
E	Enjoy your learning journey	Enjoy your learning journey: <ul style="list-style-type: none"> • Have fun and enjoy everything you do • Be happy at school • Enjoy your education

Notes: