



PALMERS GREEN
HIGH SCHOOL

GCSE OPTIONS INFORMATION

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INTRODUCTION

Pupils now in Year 9 will spend two more years at PGHS following courses leading to final GCSE and IGCSE examinations in the Summer Term of Year 11.

The purpose of this booklet is to provide information about the GCSE process and the courses of study, including Options available, so that choices can be made on the basis of knowledge and not 'hearsay'. Specific information about each subject including the course aims, content and methods of study, and the assessment pattern can be found in this booklet.

In Years 7-9 the pupils study a wide range of subjects, giving them a broad and balanced educational foundation. However, the time required to cover the GCSE and IGCSE syllabuses means that it is not possible to continue all subjects to GCSE/IGCSE level, so some selection of subjects is necessary.

To preserve the balance of the curriculum and to ensure that they develop a variety of skills, four 'core' areas are studied by all pupils. Pupils will take the following compulsory core subjects for GCSE/IGCSE:

- English Language
- English Literature
- Mathematics
- Modern Foreign Language (French or Spanish)
- Science (Biology, Chemistry and Physics)

In addition, pupils will be able to choose three Options from the remaining subjects described in the booklet. The range of optional subjects available and access to these depends upon an individual pupil's performance in the subject concerned. For educational reasons there needs to be a sufficient number of pupils studying each individual subject for that Option to run. Where a subject is heavily subscribed there may be two groups.

The pupils also follow other courses which do not lead to GCSE examinations. These are very important to their overall education, helping them to develop general life skills and enabling them to make informed decisions about their futures.

GCSE / IGCSE

- The syllabuses that are followed and the examinations taken are written by external examination boards.
- In some subjects the grade awarded includes a contribution from coursework. In addition to the final examinations, this work is completed by pupils during the course, which is marked by their teachers and externally moderated. The amount of coursework and its nature varies from subject to subject.
- Please see following pages for more details on each subject.

Results for GCSE and IGCSE subjects will, in the main, be reported as grades 9-1.

In addition to the information contained in this booklet, pupils are advised to:

- consult with subject teachers regarding the course content and their aptitude for their chosen subjects
- discuss with parents and careers staff
- access examination board websites for more detailed specifications namely:
 - a) Edexcel <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/about.html>
 - b) AQA <https://www.aqa.org.uk/qualifications>
 - c) OCR <https://www.ocr.org.uk/qualifications/gcse/>
 - d) Eduqas <https://www.eduqas.co.uk/qualifications/>
 - e) Careers advice <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
3	D
2	E
1	F
	G
U	U

Comparing old GCSE letter grades to new number grades

ENGLISH LANGUAGE and ENGLISH LITERATURE [Core]

Examination Board: Edexcel IGCSE



The aims of the course are to enable pupils to:

- 1) Develop their understanding of the spoken word and their capacity to participate effectively in a variety of speaking and listening activities, matching style and response to audience and purpose.
- 2) Develop their ability to read, understand, enjoy and respond to all types of literary and non-literary texts; recognise and appreciate themes, attitudes and the ways in which writers achieve their effects; develop information retrieval strategies for the purpose of study.
- 3) Develop their ability to construct and convey meaning in written and spoken language, using correct grammar and Standard English (except in contexts where non-standard forms are needed for literary purposes), matching style to audience and purpose.

Course Content

Fiction, non-fiction, plays and poems are read in School but pupils are also required to read privately, to gather a wider reading experience and develop informed preferences. An awareness of current affairs and contemporary issues is encouraged to enhance class discussion and gain skills which are practised further in the Debating Society. Theatre visits are organised, both during School hours and in the evening.

Pupils work in pairs and groups of various sizes to discuss ideas arising from literary texts or contemporary issues, and report back. Topics for discussion are selected by the teacher and the class. Role play and teacher-directed lessons also take place.

Homework is very varied, for example: narrative, discursive or descriptive tasks, letters, newspaper articles, reading for discussion, preparing oral work, wider research and preparation for coursework or formal written responses to literary texts.

There is continuous monitoring and assessment of class work and homework. Internal School examinations or end of text assessments further inform individual progress where appropriate. Written coursework contributes to the pupils' final grades in Literature.

Final Assessment at the end of Year 11 is based on the following:

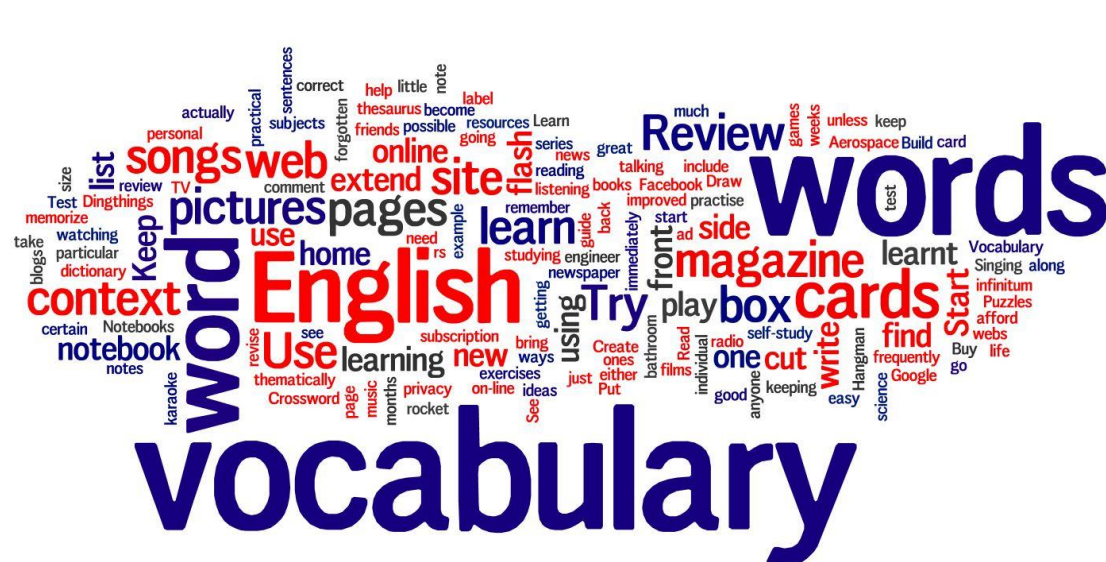
IGCSE English Language Specification A (Assessment Route Two)

100% Written Examination (Externally Assessed – Paper 1 and Paper 2) Non-Fiction and Transactional Writing/Poetry and Prose with Imaginative Writing.

IGCSE English Literature (Assessment Route Two)

60% Written examination (Externally Assessed - Paper 1) Unseen Poetry, Poetry and Modern Prose

40% Coursework (Internally Assessed - Paper 3) Modern Drama and Literary Heritage Texts



MATHEMATICS [Core]

Examination Board: Edexcel

Pupils will be studying for the Edexcel GCSE (9 – 1) Mathematics qualification.

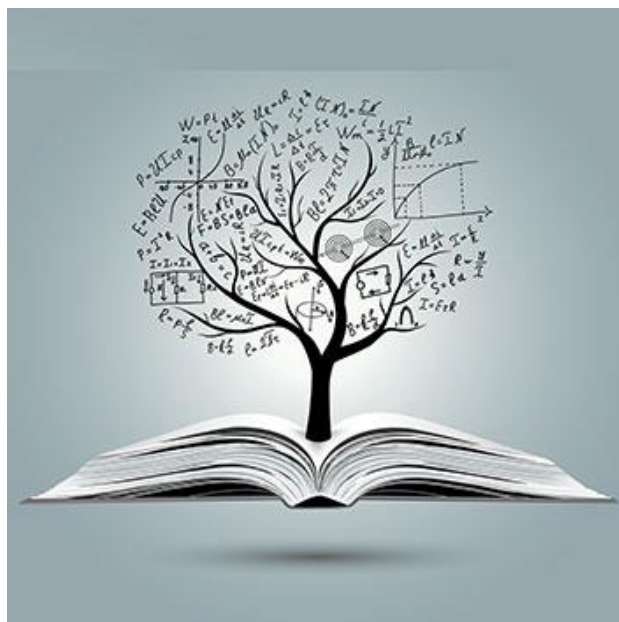
The specification encourages pupils to develop confidence in Mathematics, to have a positive attitude towards the subject, and to recognise the importance of Mathematics in their own lives and to society in general. It also provides a strong mathematical foundation for pupils who go on to study Mathematics at a higher level.

The GCSE specifications in Mathematics should enable pupils to:

1. Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
2. Acquire, select and apply mathematical techniques to solve problems.
3. Reason mathematically, make deductions and inferences and draw conclusions.
4. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The examination is available in two tiers – Foundation and Higher. The majority of pupils at PGHS take the Higher tier examination.

The examination consists of three equally weighted papers. One paper is a non-calculator assessment and a calculator is allowed for the other two papers.



SCIENCE [Core]

Examination Board: Edexcel GCSE 2016 (9-1)

The GCSE Science qualifications enable pupils to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Pupils will develop the skills, knowledge and understanding of working scientifically through undertaking practical work, including the completion of a number of mandatory core practicals. Pupils will need to use their knowledge and understanding of these practical techniques and procedures in the written assessments. Four main areas are covered:

- development of scientific thinking
- experimental skills and strategies
- analysis and evaluation
- scientific vocabulary, quantities, units, symbols and nomenclature.



GCSE study of science provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All pupils learn essential aspects of the knowledge, methods, processes and uses of science. They gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application. These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause(s)
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

These key ideas are relevant in different ways and with different emphases in the three subjects.

Pathways for GCSE Science

There are two separate pathways for GCSE Science; the Combined Science pathway (Double Award) and the Separate Science pathway (Triple Award). Both pathways are academically rigorous and require pupils to sit examinations in Biology, Chemistry and Physics. Both provide a base for further study of Biology, Chemistry and Physics at GCE Advanced Level and beyond.



Pupils opting for Combined Science will study a shorter course in each science that covers approximately two thirds of the content of Separate Science. They will receive the equivalent of two GCSE qualifications and will benefit from a slower pace of lesson and increased consolidation and revision time at the end of the course.

Pupils opting for Separate Science will cover the full content in each science. This is more suitable for those who have a particular aptitude for science and are already keen to study two or more sciences at A level. The increased volume of content makes the course much more demanding in terms of pace and there is less time for consolidation. Pupils receive three separate GCSE qualifications.

Year 9 began their GCSE Science courses in the Autumn term with all pupils following the Separate Science pathway. Following the mock examinations in January in Year 10, pupils will be allocated to either continue with Separate Science or to move to the Combined Science Option. Allocation is based on pupils' engagement with material and their performance in assessments and examinations. Pupils wishing to pursue the Separate Science route should aim to achieve a Grade 7 in the mock examinations.

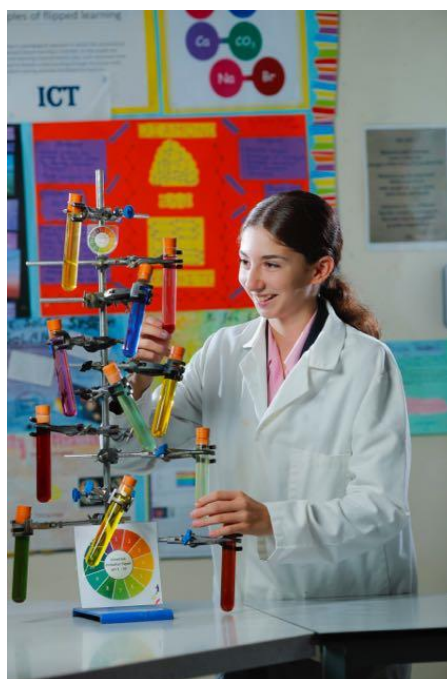
Assessment

All pupils will sit six externally examined papers comprising two papers for each of Biology, Chemistry and Physics.

These are available at foundation tier (grades 1-5) and higher tier (grades 4-9). Pupils must complete all assessments in the same tier and all assessments will be in May/June during their Year 11.

Combined Science papers are one hour 10 minutes in length. Separate Science papers are one hour and forty-five minutes to reflect the increased content.

All papers contain a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.



ART AND DESIGN [Option]

Examination Board: Edexcel

This course should interest all pupils who wish to follow a career in any aspect of art or design, or who simply enjoy the subject and wish to continue it to the end of their school career at PGHS. Pupils who undertake the course will develop an understanding of the elements of Art and Design, the capacity for creative thought and action, a critical faculty and the use of subject specific language.

The two-year course will involve:

- recording observations, experiences and ideas, analysis and evaluation;
- developing ideas and exploring 2D and 3D media and processes including ICT;
- Art and design appreciation, personal responses, written work, critical study, and gallery visits to major galleries and exhibitions.



In Year 10 there is occasionally a residential study course in a European city. In addition, a compulsory one-day figurative drawing workshop takes place at School on an annual basis with Royal Academician artists. Pupils are expected to produce autonomously a considerable amount of independent homework each week which relates to their individual projects. Controlled internal assessment of coursework occurs throughout the course.

It is hoped that, as well as giving a greater understanding of the essential nature of Art and Design, this course will inspire pupils with an interest in cultural and creative aspects of society which they will be able to use throughout their lives.



The GCSE course is made up of two units:

- Unit 1: Personal Portfolio (coursework unit), worth 60% of the final grade;
- Unit 2: Externally Set Assignment (examination unit involving a minimum preparatory period of four weeks and a 10 hour supervised timed test), worth 40% of the final grade.

There is an annual GCSE Art Exhibition in which every GCSE Art pupil's work is celebrated and on display.

Edexcel GCSE Art and Design supports progression to A level - the GCSE and A Level have a common structure, and follow a similar approach to assessment. This course can lead into Art Foundation and BA honours degree courses.

"Universities, like many employers, value a rounded education. If, for example, a budding young scientist has met their course's requirements by taking biology and maths A-levels, why shouldn't they vary their experience with a language or an arts subject?"

Tim Bradshaw, chief executive of the Russell Group (May 2019)

Pupils may consider careers involving Art, Architecture, Craft, Createch, Fashion, Film, Graphics, Game Design, History of Art, Illustration, Interior Design, Media Studies, Photography, Publishing, Theatre Design, Textiles, Teaching and Lecturing, Video and 3D Design.



DRAMA [Option]

Examining Board: Eduqas



This subject develops pupils' understanding of human behaviour, themselves and the world in which they live. It promotes critical thought and encourages pupils to work constructively with others in a group. It is academically rigorous in the sense that theatre is studied as an art form with a specific discipline and set of techniques.

Pupils are required to study texts in detail and produce high quality written work as they do for English Literature IGCSE. Most importantly, perhaps, Drama nurtures self-confidence and the ability to communicate and present oneself clearly and effectively; qualities which place pupils in an excellent position when applying for places in further education and employment.



What Will I Study and How Will I be Assessed?

Written: 50% Practical: 50%

Component 1: Devising Theatre (40% of qualification)

- Internally assessed, externally moderated
- You will be assessed on one of the following: performing, lighting design, sound design, set design, costume design (including hair & make-up)
- You will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by Eduqas
- You must produce:
 - A realisation of your piece of devised theatre
 - A portfolio of supporting evidence

Component 2: Performing from a Text (20 % of qualification)

- Externally assessed by a visiting examiner
- You will be assessed on one of the following: performing, lighting design, sound design, set design, costume design (including hair & make-up)
- You will study two extracts from the same performance text chosen
- You will participate in one performance using sections from both extracts



Component 3: Interpreting Theatre (40% of qualification)

- Externally assessed
- Written exam of 1½ hours

Key considerations

Drama is essentially a practical subject and pupils must relish the prospect of public performance. Texts are studied both academically and through performance so pupils must be prepared to use acting and performance skills in most lessons. There is the option to design an element of their final performances; however, they will still need to be able to present their ideas to an examiner and therefore must feel confident and secure in doing so.

They must understand that although each candidate is individually assessed, the success of a performance depends on working together as a group. Pupils must be fully committed and prepared to attend rehearsals after School when necessary. They must also be prepared to source costumes and props. Parents should be aware that pupils will be required to attend theatre visits and that payment is in addition to usual School fees.



A significant part of the qualification involves learning how to analyse and evaluate not only their own work but also live theatre performances and as soon as we are able we will be taking the pupils back to the theatre on a regular basis to widen their theatrical experiences and knowledge. In the meantime, we are able to utilise theatre streaming services (such as the National Theatre Catalogues and Digital Theatre) to show theatre performances on screen in the classroom.

We also bring performances into School from local Theatre in Education companies to expose the pupils to as much live theatre as possible.

FRENCH [Modern Languages Core/Option]

Examination Board: Edexcel (IGCSE)

French is an asset, not only for today's traveller and holiday-maker, but especially in the world of work. French is used to communicate with many countries in Africa, the Middle East and the Far East, Canada, Switzerland and Belgium as well as with France itself.



The course consolidates and expands vocabulary learnt up to Year 9, while practising the grammar and structures needed to understand and communicate effectively in both the spoken and written language.

Topics covered in Years 7-9 are revised, followed by work at a higher level to achieve greater fluency and accuracy in more complex language, and to develop the pupils' skills in listening, reading, writing and speaking which the examination tests. Individuals, in pairs or in groups, depending upon the task in hand, undertake work. Homework is an extension of classwork and learning vocabulary is an important part of this (weekly vocabulary tests and Vocab Express homework). The department has opted to follow the IGCSE specification, since this provides a challenging and structured basis for language learning as well as progression to GCE AS and Advanced Level. The IGCSE course combines knowledge, understanding and application of grammar with pupil-focused and engaging assessment activities, which promote greater cultural understanding and positive attitudes to language learning.

This qualification comprises three external assessments: Paper 1 (Listening), Paper 2 (Reading and Writing) and Paper 3 (Speaking). Each skill contributes 25% towards the overall final grade and is externally assessed after the two-year course.

When they are in Year 10 or Year 11, pupils will usually have the opportunity to spend a weekend or a week in France to experience the language in a real-life environment. French is also brought to life at School when the Onatti Theatre Company visit in order to perform a well-known play in French.

Having a modern foreign language qualification is often an asset when applying for university places and there are many jobs where knowledge of French will increase the range of opportunities available. Careers using French include retail, hotel and catering, finance, travel, commerce, telecommunications, broadcasting, fashion design, legal work and teaching.

Finally, the top ten reasons to learn French:

Knowing French will allow you not only to function, but to compete effectively in the global economy of the future.

Speaking French will increase your job opportunities and salary potential.

Studying French increases your appreciation of other people and their cultures.

French opens up an entire world of sporting events to enthusiasts.

Knowing French will improve your vocabulary in English; 40-50% of English vocabulary comes from French.

Learning a new language, like French, develops your critical and creative thinking skills.

Proficiency in French will significantly improve your chances of being accepted for university and graduate school.

Using French enhances your experience of travelling abroad to such countries as Canada, the Caribbean, Europe and Africa.

French is the language of culture, opening the door to art, music, dance, fashion, cuisine and cinema: for example, Gauguin, Brel and Dior.

French is the language of many great literary masterpieces, such as: *Les Misérables* and *Les Trois Mousquetaires*, and great philosophers including Descartes, Pascal and Rousseau.



GEOGRAPHY [Option]

Examination Board: AQA

Why study Geography?

There has never been a more exciting time to study Geography. Geography investigates the big issues facing the world today such as environmental responsibility, global interdependence, economics and climate change. It also aims to bring about an awareness of the global diversity of human and physical environments, an understanding of their formation and the impacts that they have on people and the world.

Compared to other subjects, Geography graduates are among the most employable. They possess an enviable array of skills that employers look for. Geographers can write reports, interpret data, devise questions, make decisions, analyse material and think creatively and independently. Geographers are good communicators, problem solvers, team players, computer literate, critical thinkers and are socially, economically and environmentally aware.

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

Barack Obama



Geography combines knowledge and understanding of both science and the arts. It, therefore, attracts all types of pupils and works well with any subject combination. Geography graduates are suited to careers in many areas, such as: politics, the media, architecture, engineering, economics, education and law. Geography is a very popular subject at PGHS and many pupils go on to study it at Advanced Level, either as a core subject with a view to continuing it at university, or as a companion subject for potential medics, journalists, engineers or politicians.

The Geography Department has chosen to follow the AQA specification that explores a range of up to date geo-political and environmental questions that will make the GCSE more relevant to today's world. Examinations are linear and all topics will be examined over 3 papers at the end of Year 11, with the third paper being synoptic. This means that questions cover a number of different aspects of an issue so there will be some links to other parts of the core specification.

The Geography Department uses a textbook written specifically for the course and pupils will be encouraged to purchase their own copy so they can highlight text and make personal notes and annotations in the book.



GCSE Geographers at PGHS complete 2 days of compulsory fieldwork: one day investigating the impact of human intervention on coastal processes at Walton-on-the-Naze; and one day looking at variations in quality of life in the Olympic Park in Stratford. This provides pupils with an opportunity to apply and develop their geographical skills as well as preparing them for the fieldwork element examined in Paper 3.

*"Fieldwork helps us to explore the hidden world, the messy world and the 'naughty' world; learners experiencing the tension between the theoretical & real world context."*¹

Structure of the GCSE

Paper 1 – Living with the Physical Environment (35% of GCSE grade) (90 minutes)

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK (Coastal Landscapes and River Landscapes)

Paper 2 – Challenges in the Human Environment (35% of GCSE grade) (90 minutes)

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management (one of: food, water or energy)

Paper 3 – Geographical Applications (30% of GCSE grade) (75 minutes)

- Issue Evaluation
- Fieldwork: Coasts and Urban



¹ @GACHiefExec #gteconf18

HISTORY [Option]

Examination Board: Edexcel

History is a very enjoyable subject and a popular Option, which provides an opportunity to build on Key Stage 3 knowledge of the wider world and to continue to develop key skills.

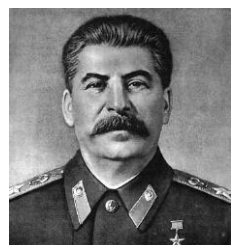
History GCSE is widely recognised by all colleges, universities and employers as a subject which develops an understanding of the world we live in and the events of the last 100 years, which help to explain the problems and opportunities of the world today. In History you will study real people, working out what motivated them. You will improve your ability to judge whether you are being told the truth, learn to construct a logical argument, to communicate clearly and effectively and develop skills in the interpretation and evaluation of source material. The course provides a sound basis for study at a higher level.



What will you study?

Three Units worth 30%, 40% and 30% of the qualification.

- Unit 1 – Thematic Study: *Crime and Punishment in Britain c1000-present.*
- Unit 2 – British Depth Study: *Early Elizabethan England 1558-1588* and Period Study: *Superpower Relations and the Cold War, 1941-1991.*
- Unit 3 – Modern Depth Study: *Weimar and Nazi Germany, 1918-1939.*



Units 1 is worth 30% of the qualification and will consist of a written examination to be completed within 1 hour and 15 minutes. Unit 2 is worth 40% of the qualification and is a written examination to be completed within 1 hour and 45 minutes. Unit 3 is worth 30% of the qualification and is a written examination to be completed within 1 hour and 20 minutes.

During Year 10 pupils will study and complete Unit One and Unit Two. They will sit a mock exam in January and in the summer. In Year 11, pupils will complete Unit Three.

History is not a subject which is compulsory for any career (except that of an historian!) but it is of particular value to those going on to study Law, Economics, Politics and education as well as developing an interest which will continue long after leaving School.

ICT (INFORMATION AND COMMUNICATION TECHNOLOGY) [Option] -

Examination Board: Cambridge

Information and communication technology is used in all areas of study, leisure and employment. In the present job market it is vital to demonstrate an understanding of technology and a competency in the use of computers and current business software.



The IGCSE ICT is an academic and practical course in which pupils create computer systems, data models and websites from the analysis and design stage through to development, testing and implementation.

The participation in, and investigation of, ICT at this level provides a firm foundation for further education at sixth form level and benefits all pupils, regardless of their career or educational aspirations. Studying IGCSE ICT improves skills of research, analysis, software usage at an advanced level and evaluation.

At home, pupils need to have good access to a PC computer (not a MAC) with a broadband internet connection in order to complete work. The programs MS Word, MS Excel, MS Access and MS PowerPoint are used extensively and it would be extremely useful if this software were installed at home. Pupils of Palmers Green High School can download a FREE copy of Microsoft Office at <https://login.microsoftonline.com/login.srf?bk=1421140401>

Course Content

The IGCSE in ICT comprises 21 units:

- 1 Types and components of computer systems
- 2 Input and output devices
- 3 Storage devices and media
- 4 Networks and the effects of using them
- 5 The effects of using IT
- 6 ICT applications
- 7 The systems life cycle
- 8 Safety and security
- 9 Audience
- 10 Communication
- 11 File management
- 12 Images
- 13 Layout
- 14 Styles
- 15 Proofing



- 16 Graphs and charts
- 17 Document production
- 18 Data manipulation
- 19 Presentations
- 20 Data Analysis
- 21 Website Authoring

Theory (all units 1-21)

In these units pupils explore how digital technology has an impact on the lives of individuals, organisations and society. Pupils learn about current and emerging digital technologies, and the issues that arise from their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing, and on the move).

Pupils have the opportunity to develop awareness of the risks that are inherent in using ICT, and the features of safe, secure and responsible practice. In the summer of Year 11, the pupils will sit one 2 hour written examination for these units, which accounts for 40% of the total course marks.

Document Production, Data Manipulation and Presentations (Units 17, 18, 19)

These are practical units in advanced word processing, databases and presentations. In the summer of Year 11, pupils will sit one 2½ hour practical examination for these units which accounts for 30% of the total course marks.



Data Analysis and Website Authoring (Units 20 and 21)

These are practical units in data analysis (spreadsheet modelling) and web authoring using HTML. In the summer of Year 11, the pupils will sit one 2½ hour practical examination for these units which accounts for 30% of the total course marks.

In the above units, pupils broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of real-life contexts. Pupils learn to reflect critically on their own and others' use of ICT, and to adopt safe, secure and responsible working practice.

The course provides opportunities for pupils to gain lifelong skills.

Careers in ICT include:

Art	web design, animation, photography, film
Business	client databases and record-keeping, security of transactions, digital advertising
Design	websites, marketing, games, computer-aided design (CAD) of products, landscapes, fashion, textiles, graphics, packaging, furnishings and interiors
Education	teaching/lecturing
Health	medical machinery, e.g. radiography and radiotherapy
Manufacture	computers, laptops, tablets, phones, miniaturised computers in household goods, automated production
Retail	stock control, buying, pricing, point-of-sale equipment

MUSIC [Option]

Examination Board: Edexcel

The music course aims to give a wide experience of music from different cultures and historical periods through listening, performing and composing. It is, therefore, a continuation of the work covered in Key Stage 3.

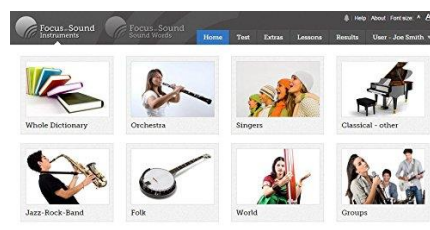


- **Performing** (30%) - this involves both group and solo performances. Each performance is worth 15% of the final GCSE mark. This will give pupils the opportunity to showcase their solo pieces and work in an ensemble with other musicians.
- **Composing** (30%) – this involves composing two pieces of music across the two years. One will be a free composition of the pupils' choice, the other will be a set brief. Previous years have included composing for adverts, film trailers and writing pop songs. Each piece is worth 15% of the final GCSE mark.
- **Listening and Appraising** (40%) – this involves developing the ability to recognise different features based on eight set works. This ranges from Western Classical music to popular fusions. This will be assessed through a 1hr 45m written exam in June of Year 11.



Pupils will further their knowledge in composition through 'Soundtrap', which is a sequencing program used on PCs. The pupils are currently using this software throughout KS3 and have accounts to access this on any devices.

Focus on Sound is an exciting music education digital encyclopaedia for Windows, Apple Mac, tablets and smartphones. It develops pupils' listening and composing skills as well as enhancing their general musical knowledge and can be used at home or in School. This is also a tool to set and mark homework and revision which they are currently using in KS3 and will have a good understanding of before GCSE.



Pupils will have the opportunity to attend concerts, workshops and masterclasses throughout KS4. There will also be many opportunities for GCSE pupils to perform and work with other musicians.

Benefits to studying Music

- 1. Language skills.** Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can wire the brain's circuits in specific ways. Learning a musical instrument also improves how the brain understands human language, which can help pupils learn a second language.
- 2. Self-esteem.** Music allows pupils to try something new and develop confidence as they master singing or playing an instrument. When pupils are working towards a common goal, they appreciate that their 'voice' and interests are heard and understood by others. This joint effort creates a sense of secure acceptance that is critical to their self-esteem.
- 3. Listening skills.** Music involves listening to yourself and to the rest of the ensemble. Musicians need to hear tempos, dynamics, tuning, and harmonies. This [helps auditory development](#) in the brain.
- 4. Maths skills.** Reading music includes learning rhythmic note values which are essentially fractions. Many musical concepts have mathematical counterparts.
- 5. Relieving stress.** We all know that listening to a favourite artist or song can lift a mood and relax us. The same goes for creating music. It gives pupils a release, allowing them to immerse themselves in something that's fulfilling and calming.
- 6. Creativity.** Music nurtures pupils' creative side. Employers identify creativity as one of the top five skills important for success in the workforce.

Careers in Music

There are many careers that stem from a background in music including; music journalist, music producer, film composer, performer, booking agent, events manager, music teacher, music therapist, musical director, backstage production team, songwriter and radio producer. Music is also a valuable asset to many jobs in other fields.



PHYSICAL EDUCATION [Option]

Examination Board: AQA



Aims and learning outcomes

GCSE PE should encourage pupils to:
<ul style="list-style-type: none">• be inspired, motivated, and challenged, and enable them to make informed decisions about further learning opportunities and career pathways
<ul style="list-style-type: none">• develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness, and wellbeing
<ul style="list-style-type: none">• develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
<ul style="list-style-type: none">• understand how the physiological and psychological state affects performance in physical activity and sport
<ul style="list-style-type: none">• perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
<ul style="list-style-type: none">• develop their ability to analyse and evaluate to improve performance in physical activity and sport
<ul style="list-style-type: none">• understand the contribution which physical activity and sport make to health, fitness, and wellbeing
<ul style="list-style-type: none">• understand key socio-cultural influences which can affect people's involvement in physical activity and sport.



Assessments

Paper 1: The human body and movement in physical activity and sport
What is assessed?
<ul style="list-style-type: none">• Applied anatomy and physiology• Movement analysis• Physical training• Use of data
How is it assessed?
<ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• 78 marks• 30% of GCSE
Paper 2: Socio-cultural influences and wellbeing in physical activity and sport
What is assessed?
<ul style="list-style-type: none">• Sports psychology• Socio-cultural influences• Health, fitness and wellbeing• Use of data
How is it assessed?
<ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• 78 marks• 30% of GCSE
Non-exam assessment: Practical performance in physical activity and sport
What is assessed?
<ul style="list-style-type: none">• Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).• Analysis and evaluation of performance to bring about improvement in one activity.
How is it assessed?
<ul style="list-style-type: none">• Assessed by teachers• Moderated by AQA• 100 marks• 40% of GCSE• For each of their three activities, pupils will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Pupils will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.



Team Activity List	
Activity	Comments/Instructions
Acrobatic gymnastics	Cannot be assessed with gymnastics.
Association Football	Cannot be five-a-side. Cannot be assessed with futsal.
Badminton	Cannot be assessed with singles badminton.
Basketball	
Camogie	Cannot be assessed with hurling.
Cricket	
Dance	Can only be used for one activity. Cannot be assessed with figure skating.
Figure Skating	Can only be used for one activity. Cannot be assessed with dance.
Futsal	Cannot be assessed with football.
Gaelic football	
Handball	
Hockey	Must be field hockey
Hurling	Cannot be assessed with camogie
Ice hockey	Cannot be assessed with inline roller hockey.
Inline roller hockey	Cannot be assessed with ice hockey
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity.
Rugby League	Cannot be assessed with Rugby Union or rugby sevens. Cannot be tag rugby.
Rugby Union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby League and cannot be tag rugby.
Sailing	Royal Yachting Associated recognised sailing boat classes only. This can only be used for one activity. Students must perform in the role of helm.
Sculling	Cannot be assessed with rowing, canoeing, kayaking or individual sculling.
Squash	Cannot be assessed with singles squash.
Table tennis	Cannot be assessed with singles table tennis.
Tennis	Cannot be assessed with singles tennis
Volleyball	
Water polo	

Individual Activity List	
Activity	Comments/Instructions
Amateur Boxing	
Athletics	Long distance track running must not exceed 5000m
Badminton	Cannot be assessed with doubles badminton
Canoeing/ kayaking (slalom)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking sprint, rowing or sculling.
Canoeing/ kayaking	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking slalom, rowing or sculling.
Cycling	Track (indoor/outdoor) road cycling or BMX (Racing not tricks) only. This can only be used for one activity.
Dance	Can only be used for one activity. Cannot be assessed with rhythmic gymnastics. Cannot be assessed with figure skating.
Diving	Platform diving only
Equestrian	
Figure Skating	This can only be used for one activity. Cannot be assessed with dance.
Golf	
Gymnastics	Floor routines and apparatus/ specialism only. Can only be used for one activity. Students choosing rhythmic as their specialism cannot also be assessed in dance.
Rock climbing	Can be indoor or outdoor.
Sailing	Royal Yachting Associated recognised sailing boat classes only. This can only be used for one activity. Students must perform in the role of helm.
Sculling	Cannot be assessed with rowing, canoeing or kayaking.
Skiing	Outdoor/indoor on snow. Cannot be assessed with snowboarding. Must not be on dry slopes.
Snowboarding	Outdoor/indoor on snow. Cannot be assessed with skiing. Must not be on dry slopes.
Squash	Cannot be assessed with doubles squash.
Swimming	Cannot be synchronised swimming. Cannot be personal survival. Cannot be lifesaving.
Table tennis	Cannot be assessed with doubles table tennis.
Tennis	Cannot be assessed with doubles tennis.
Trampolining	
Windsurfing	



SPANISH [Modern Languages Core/Option]

Examination Board: Edexcel (IGCSE)

Spanish is one of the most important languages in the world and is spoken in more than 20 countries. It can be a useful language for both work and travel.

National and international companies are becoming increasingly involved with business opportunities in Spain and Latin America, and they recruit employees at all levels who can speak Spanish. As for travelling, the advantages of being able to speak and understand Spanish are tremendous!



This course will build upon the vocabulary and grammar covered in Year 8 and 9, and introduces new topics at a higher level. It will develop pupils' skills in listening, reading, writing and speaking.

Work is undertaken individually, in pairs or in groups, depending upon the task. Homework is an extension of class work and includes learning vocabulary. There is no assessed coursework.

The department has opted to follow the IGCSE specification, since this provides a challenging and structured basis for language learning as well as progression to GCE AS and Advanced Level. The IGCSE course combines knowledge, understanding and application of grammar with pupil-focused and engaging assessment activities, which promotes greater cultural understanding and positive attitudes to language learning.

The qualification comprises three external assessments Paper 1 (Listening), Paper 2 (Reading and Writing) and Paper 3 (Speaking). Each skill contributing 25% towards the overall final grade and is externally assessed after the two-year course.

When they are in Year 10 or Year 11, pupils will usually have the opportunity to spend a week in Spain to experience the language in a real life environment. During the week pupils attend lessons in the morning and discover Spanish culture in the afternoon. Spanish is also brought to life when the Onatti Theatre Company visit School to perform a play in Spanish.

Finally, the top ten reasons to learn Spanish:

Having a modern languages qualification is an asset when applying for university places.

Knowing Spanish will greatly increase the range of work opportunities available to you.

Learning Spanish is good for your health! Research indicates that knowing more than two languages improves your memory and reduces your chances of developing dementia.

Spanish, Spanish everywhere. There are 3.5 million Spanish speakers in the USA; in Europe, Spanish is the second most popular second language after English.

Learning Spanish will truly expand your universe; “the limits of my language are the limits of my universe”.

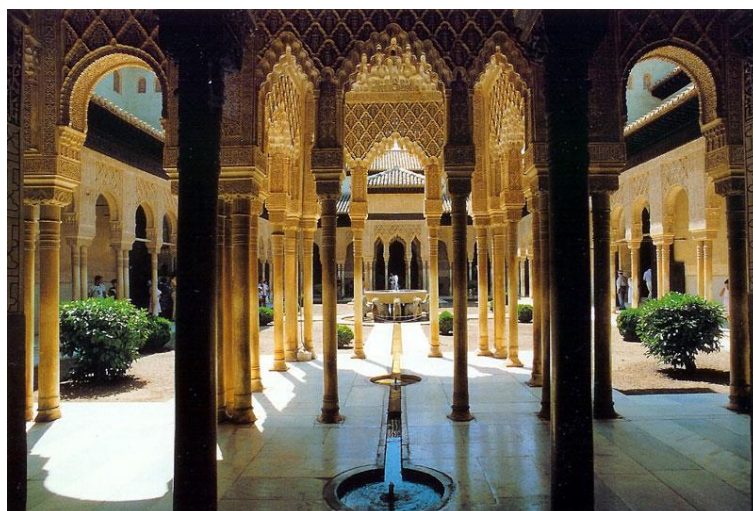
Knowing Spanish will completely transform your travel experience. It will allow you to move from the role of observer to that of an active participant.

Knowing how to speak Spanish will enable you to help others. If you wish to volunteer in Latin America, knowing Spanish will give you the qualifications you need.

Learning Spanish will enable you to gain a better understanding of English.

Learning Spanish will allow you to better appreciate Hispanic cultural contributions, including Cervantes, Garcia Marquez and Goya.

Learning Spanish is fun and will benefit you for the rest of your life.



CAREERS EDUCATION AND GUIDANCE (not a GCSE)

Careers Education and Guidance gives pupils the skills, knowledge and understanding to manage their own lifelong learning and career development.

Pupils are helped to match themselves to courses, educational establishments, and the kinds of work that will suit them. They will investigate the changing opportunities in the world of work and learn about the key employability skills which will equip them for success in the future.

Pupils are encouraged to acquire information in a variety of ways, including individual research, group activity and discussion, work shadowing and work experience. The Morrisby program (which pupils are introduced to in Year 9) uses scientific profiling of abilities, personality, interests and motivation to help pupils discover their own unique characteristics. With this awareness they can ensure they keep their future options open and are able to make great choices from a considered range of options.

Pupils are helped with the skills needed to apply for post 16 education, including preparing a curriculum vitae, personal statement, application forms and interview techniques. Representatives from popular sixth form colleges and schools, as well as career professionals, are invited into School during Careers lessons to talk to the pupils in both Year 10 and 11.



Former PGHS Pupil, Narin Suleyman, trained as a doctor in 2012 and completed her foundation training at the North Middlesex and Whittington Hospitals. She then moved to the Lister Hospital where she is currently a Core Surgical trainee. Most recently, she has been awarded Membership to the Royal College of Surgeons, England.

PSHEE / LIFE SKILLS (not a GCSE)

The course in Year 10 and 11 is part of an integrated programme which runs from Year 7 to Year 11 and, as such, consolidates and expands topics explored lower down the School, as well as introducing more adult concepts.

Pupils will learn about various topics relevant to the development of their cognitive, personal and interpersonal skills. Some examples include:

- decision-making and problem-solving;
- creative thinking and critical thinking;
- communication and interpersonal skills;
- self-awareness and empathy;
- assertiveness and equanimity;
- resilience and coping with emotions, and coping with stress.

Furthermore, on a broader basis, the course will cover such aspects as Citizenship, Work Related Learning, Economic and Financial Wellbeing, and Health Education. The statutory Relationships and Sex Education programme forms a part of the PSHEE curriculum.

Other areas may be explored if they are topical or particularly relevant to the class. In preparation for 6th form interviews and for their own general background knowledge for other subject areas, all pupils take part in discussions/debates related to world issues and current news items.

PHYSICAL EDUCATION (not a GCSE)

Physical Education constitutes an essential part of the School curriculum.

On entering Year 10, pupils are taught a wide range of sports at Southbury Leisure Centre. Activities include:

- ◆ Badminton
- ◆ Swimming
- ◆ Basketball
- ◆ Volleyball
- ◆ Aerobics
- ◆ Trampoline



The Leisure Centre offers an ideal opportunity for pupils to acquire new skills as well as consolidate previous learning experiences.

Year 10 and 11 netball teams will have training and matches throughout the year (normally on Thursdays after School.)

Pupils also have School-based lessons where the emphasis is on their overall standard of fitness.

During the summer months they will have the opportunity to participate in tennis, rounders and athletics.

