

DE LA SALLE COLLEGE



**UPPER SCHOOL
CURRICULUM**

July 2017 – June 2020

Dear Parents

De La Salle College is a private Christian school for boys. We are not part of the provided sector and so are able to develop a bespoke curriculum at Upper school. We have high academic expectations of all our students. Last year over 81% of our students achieved the 5 A*-C benchmark, Last year 77% of our boys gained 5 A*-C including English and Maths; the UK national average for this standard in 2015 was 56% and in Guernsey 57.4%. If we consider the performance of our students who could have gone to a selective school then 100% of those boys achieved the 5 A*-C benchmark.

External Inspectors stated that:

"Outcomes for the boys at KS4 are very good. The quality of care, relationships between students and staff, student behaviour and attitude to learning are very good. The culture and ethos of the College are also very good. They are highly significant factors in the academic success of individual boys and the College collectively."

*"Achievement at GCSE is very good; the College accepts students of all abilities including around 10% of boys who have an average CAT score on entry of below 85. **There is, therefore, considerable evidence of significant Value Added.**"*

"The core subjects of English, Maths and Science achieve very good results."

The overall judgement was as follows:

"DLS is a very effective College that provides well for the boys it serves."

As you will see from this booklet our curriculum at Upper school is broad, encompassing all mainstream subjects. We place a strong emphasis on high academic achievement to the best of each boy's ability.

As a result of our non-provided status we have designed a curriculum that offers a tailored approach for your son's learning. Shortly a parent/teacher Options Evening will be scheduled where you can discuss your son's GCSE preferences with the appropriate specialist.

May I take this opportunity to thank you for your consideration of this booklet and may I assure you that together we will ensure that your son is able to aim high and achieve his best at De La Salle.

Yours faithfully

J P Turner
Head of College



Upper School Curriculum

At De La Salle we have taken a decision to look at the best of practise from private and independent schools in the UK. One of the main causes of boys' underperformance is boredom with a particular subject. This is often because the teacher is limited to a lower school curriculum when the students are ready and able to be challenged by the work done at GCSE level. We do not have to be bound by such limitations. We are able to determine the appropriate time in a boy's academic life when he begins to study for GCSE examination subjects. Our curriculum is bespoke and designed solely with our boys in mind. As a consequence the GCSE programmes of study begin at the end of Year 8 (to be precise immediately after activities week.) This means that all boys will now select the subjects that they wish to study as option subjects alongside the core subjects for Key Stage 4 (Year 9 to Year 11). Although they will take the majority of examinations for these subjects as normal at the end Year 11, they will begin to be taught their GCSE courses from the end of Year 8.

The year group is organised into two broad ability cohorts; X-cohort and Y-cohort.

Boys in the X-Cohort will study Religious Studies, English Language, English Literature, Maths and Triple Science (separate GCSEs in Biology, Chemistry and Physics). The opportunity to complete a GCSE in Further Maths will also be afforded to those boys who have demonstrated the necessary mathematical aptitude. All boys will complete the full GCSE in Religious Studies at the end of Year 10. Based on the Religious Studies GCSE result in the summer of Year 10, when successful, boys will have the opportunity to study General Studies in Year 11. Furthermore, for those boys who have demonstrated a clear aptitude in RS the opportunity will be given to study an A level assignment. Boys in the X-Cohort can opt for a further five GCSE subjects chosen from Art, Computing, Design Technology, Drama, Economics, French, Geography, History, Music, Spanish and Sports Science.

Boys in the Y-Cohort will study Religious Studies, English Language, Maths, Trilogy Science (a combined science GCSE equivalent to two GCSEs across Biology, Chemistry and Physics) and ICT. All boys will complete the full GCSE in Religious Studies at the end of Year 10. Based on the Religious Studies GCSE result in the summer of Year 10, boys who have been successful, will have the opportunity to study General Studies in Year 11, otherwise the boys will re-sit their GCSE. Boys in the Y-Cohort can opt for a further five GCSE subjects chosen from Art, Computing, Design Technology, Drama, Economics, French, Geography, History, Music, Spanish and Sports Science.

By opting for their GCSE subjects at the end of Year 8, we are able to provide the boys with a much broader curriculum than would normally be available. Indeed although a non-selective school on ability, the vast majority of boys will leave with more GCSEs than their peers at selective schools.

For boys who may struggle to achieve GCSE grade 4 (traditional grade C) as a minimum in all subjects, we are able to reduce the number of option subjects they will take and instead direct the two hours a week as extra support for any subject that would benefit from some extra time.

The upper school curriculum is dynamic and challenging I hope that your son will use the opportunity it provides to gain the best results he can in the subjects he has chosen.

Mr McGinty
Vice Headmaster - Secondary



CAREERS

In the Upper School, the Careers programme focuses in particular on preparation for the very important decisions to be made at the end of Year 11. Mainly during Year 10 the students will have the opportunity to engage with a number of professionals drawn from a wide range of occupations, where career routes will be simply explained. We also use the "Job Explorer" database which enables students to match their skill set with appropriate occupations.

At the end of Year 10 all the boys participate in three weeks of work experience run by Project Trident and they are prepared for this by representatives from Careers Jersey. The students are also interviewed by Senior members of school staff and encouraged towards making the correct post 16 decision during the course of Year 11, especially with regard to subject choices for our sixth form.

Students are also encouraged to talk to a wide range of people including family, employers and school staff, as well as using the Careers section in the school library to keep them up to date about the world of work. Parents' meetings will be held and important decision-making dates will be highlighted throughout the next three years in the school calendar. Mr A Woodward is available for both formal and informal interviews with students and their parents at any time.



SOME “DO’S” AND “DON’TS”

- **DO NOT** choose a subject because you think it will be easy. At this level all subjects demand hard work and study. There is no such thing as an easy subject.
- **DO NOT** choose a subject because your friend is choosing it. This is not a sound reason for your choice and you could very well end up in a different group anyway.
- **DO NOT** choose a subject because you like the teacher. A teacher may leave the school and, in any case, in Year 9 you will not necessarily have the same teachers as you had in Year 7 or 8.
- **DO** choose subjects because you want a broad and balanced range of subjects that you can be successful in. A broad, balanced education is the very best foundation for the future, whatever you may choose to do in life.
- **DO** choose subjects you may know you will need later on.
- **DO** choose subjects which you know will keep your future options open.

REMEMBER...

- **CONSULT YOUR PARENTS**
- **CONSULT YOUR TEACHERS**
- **SEEK ADVICE**



Core Curriculum and New GCSE grades

All boys will study the Core subjects.

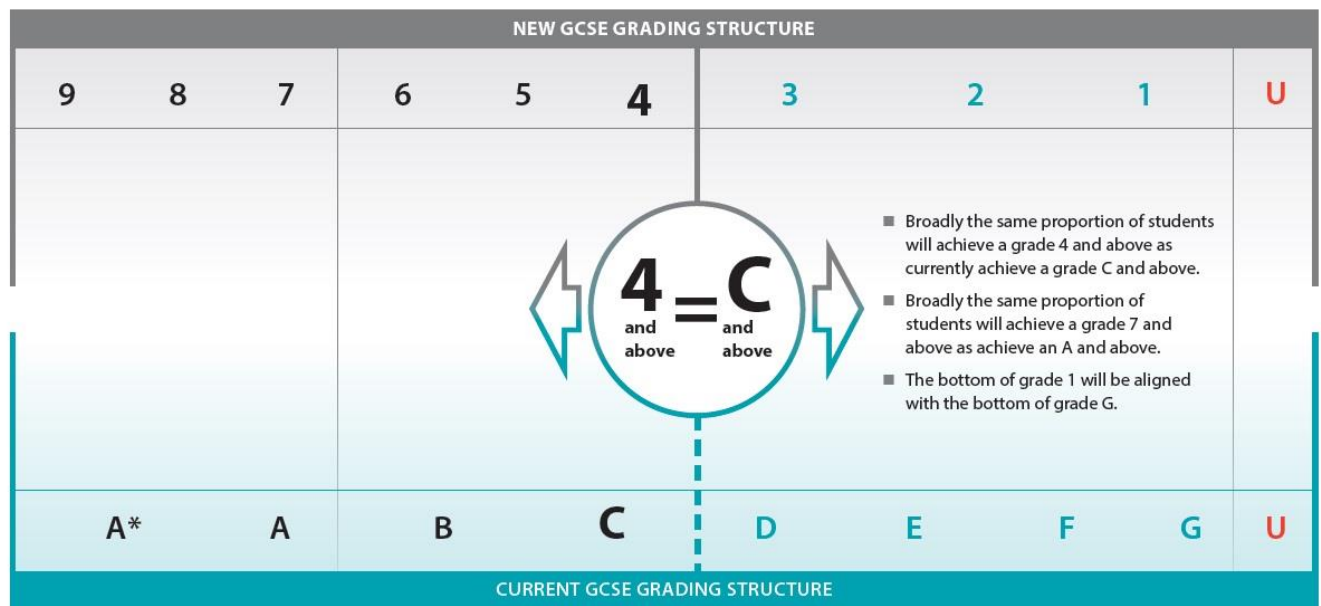
Core subjects are:

Religious Studies
English
Maths
Science

ICT - Y-Cohort only

New GCSE Grades from June 2017:

Grading the New GCSEs in 2017



The new "Grade 4" will be equivalent to a traditional "Grade C" at GCSE.

The new "Grade 5" will be equivalent to a good traditional "Grade C" / low traditional "Grade B" at GCSE

The new "Grade 6" will be equivalent to a traditional "Grade B" at GCSE.

The new "Grade 7" will be equivalent to a traditional "Grade A" at GCSE.

The new "Grade 8" will be equivalent to a traditional "Grade A*" at GCSE.

The new "Grade 9" will be awarded to the top 20% of students attaining a "Grade 7" or a "Grade 8".



RELIGIOUS STUDIES

(Examination Board: EDEXCEL Specification 1RA0)

Please note that Edexcel have not yet had their specifications accredited and so the following information is all subject to change. RS requires the study of three different areas which are then assessed by three two hour exams at the end of Year 10. The areas are as follows:

- A study of Christianity
- A Study of Judaism
- A study of Philosophy and Ethics.

This will allow students three different routes through Year 11:

- Route 1: Students in the Astra set will be given the opportunity to complete an A-Level assignment. This qualification is not equivalent to an A-Level but is worth UCAS points and will help students to start to make the large step up to A-Level. It involves submitting a piece of coursework which can be completed comfortably before the exam preparation will start in other subjects.
- Route 2: Currently, any students, from Alpha, Aleph or A, who have achieved their target grades in the GCSE by the end of year 10 take General Studies in Year 11. This course enables them to obtain a further full GCSE. The nature of this course is such that it will not require students to do homework or assessments and encourages students to have an awareness of current affairs as well as embellishing the content studied in other subjects. Unfortunately, it seems that General Studies will have ceased to be an option so we are currently reviewing possible courses for Year 11. We will ensure that the course will be useful and will not put additional pressure on students during their examination preparation.
- Route 3: Should students fail to reach their target grades in their external exams at the end of Year 10 then they will have RS lessons throughout Year 11 and re-sit the three exams at the end.

GCSE assessment is through 100% final written examination at the end of Year 10 so there is no course work and no controlled conditions assignments. There are no tiers; therefore students have access to all of the grade range.

Frequently asked questions

Why do students aim to complete RS a Year early?

The Year 11 examination window, in May and June, is very congested and so by moving a subject out of it we can take pressure off our students. The fact that they will only be taking one full GCSE in Year 10 means that they can really focus on it and go into Year 11 with a good GCSE already under their belts. We have found that grades have gone up since we moved the exam to Year 10. This also gives students an experience of full GCSE examinations before they get to year 11. This helps them to prepare and know what to expect in Year 11. Passing RS in Year 10 also enables to students to gain an extra GCSE.

Why study RS?

Religious studies can sometimes be seen as a low priority by parents and students alike but it is a popular and well respected subject across the UK. RS is a great GCSE to pass because it demonstrates the ability to answer extended questions, to consider other points of view, empathise, debate, reason and persuade. Employers are also aware of the higher order skills that are required to succeed in RS and so it is a useful addition to a CV or UCAS form. It also provides a stepping stone to the A-Level, which is largely Philosophy and Ethics based, and is extremely well regarded by universities. The addition of a second religion to the GCSE will also help students to know how to engage with people from other faiths and backgrounds.



ENGLISH LANGUAGE AND LITERATURE

Examination Board: AQA Specification 8700(Lan) 8702(Lit)

In Year 9 we will be doing a series of units that are designed to prepare the pupils for the challenges of the GCSE course which is outlined below. These will range from non-fiction and media units, to an introduction to dialect and register in spoken language and a range of fiction and non-fiction texts.

Year 10 GCSE English Language and Literature Course Outline.

We follow the AQA course.

Students will either gain two GCSE's, one in English Language and one in English Literature or they will follow a course where they will achieve the English Language GCSE qualification.

All Assessments are now completed through terminal examinations:

- Language paper 1 – reading and writing non-fiction (50% of final grade)
 - 1 hr 45 minutes
- Language Paper 2 – reading and writing fiction (50% of final grade)
 - 1 hr 45 minutes
- Literature Paper 1 – Shakespeare and the 19th Century novel (40% of final grade)
 - 1 hr 45 minutes
 - Macbeth (stc)
 - A Christmas Carol (stc)
- Literature Paper 2 – Modern texts and drama (60% of final grade)
 - 2 hrs 15 minutes
 - An Inspector Calls (stc)
 - Exam board anthology
 - Unseen poetry

There is also a non-examined speaking and listening assessment. This will be given a mark separate to the overall GCSE grades.

Students will be required to deliver an individual talk to a group of people.

These will be filmed and used for moderation purposes.



MATHEMATICS

Examination Board: AQA Specification 8300

Students study towards the AQA Linear Specification GCSE examinations comprising three papers (one non-calculator and two calculator) at the end of the GCSE course.

There are two tiers of entry; Higher Tier allows access to GCSE grades 4 to 9, and Foundation Tier allows access to GCSE grades 1 to 5. We are careful to evaluate student performance throughout the course and ensure that the correct tier of entry is chosen in order to optimise GCSE outcomes.

The majority of students at De La Salle prepare for the **Higher tier** throughout Key Stage 4 and some of these students will sit papers on the **Foundation tier**. Both papers comprise elements of Number, Algebra, Geometry and Statistics and the new course emphasises the need to memorise key formulae. Our programme of study and schemes of learning are designed to prepare students to reach their potential in all aspects of the assessment.

Our results over recent years have been outstanding thanks to the commitment of our students, the classroom and extra-curricular support offered by our staff, and our rigorous and effective pedagogy which ensures absolute consistency in approach. We encourage deeper thinking skills through a focus on first principles and an emphasis on developing our learners to become 'mathematically literate'.

The Mathematics course at De La Salle is carefully structured to support student learning and to promote deeper understanding. Homework opportunities provide ongoing and challenging revision material and allow for progress to be monitored and individualised intervention to be organised when necessary. The Mathematics Department runs four hours of extra support classes in both before and after school sessions.

How will my Mathematics GCSE qualification help me in the future?

In order to enter employment directly; many employers will insist upon a maths qualification and may specify a minimum level.

In order to follow a course at university; again many courses will require a minimum level of mathematical attainment.

In order to start an AS level (leading to A Level) in Maths; we would expect a good GCSE pass; at least GCSE grade 6.

In order to develop reasoning skills and cognitive ability; mathematics involves the study of patterns and develops the ability to model real life scenarios using a language which is universally understood.



SCIENCE

Examination Board: AQA

Specifications:

X-Cohort: Biology (8461), Chemistry (8462), Physics (8463)

Y-Cohort: Science Trilogy (Double Award) (8464)

There are two main routes for the teaching of Science at De La Salle depending on which cohort the student is in.

Each route has a practical approach to science at its core and aims to develop an understanding of how science works and why it is important in the modern world.

It is also important that students learn to express themselves clearly using good English and organise their written work clearly.

Students will be required to demonstrate Mathematical skills appropriate to their tier of entry. For foundation candidates this involves Key Stage 3 Maths skills and for higher tier candidates this involves some GCSE Maths skills.

Y Cohort Aleph/A Groups

During Years 9, 10 and 11 students follow the Science Trilogy Specification which leads to a GCSE double award using the new 9 to 1 grading system.

The award is examined by a total of six papers, taken at the end of the course, which carry equal weighting. Each paper is 1¼ hours long and they are divided into two Biology papers, two Chemistry papers and two Physics papers. The questions require recall of facts and equations as well as the skill of data analysis and the ability to relate information learned to unfamiliar contexts.

Over the three years students will complete a series of at least 21 required practicals. These will also be examined in the exams at the end of the course and will account for at least 15% of the marks. There is no coursework component to the qualification.

Each paper is available at higher and foundation tiers. Higher tier papers will be graded from 4-4 to 9-9 and foundation tier papers from 1-1 to 5-5. A student who just fails to reach the minimum requirement for a 4-4 in a higher tier paper may be awarded a 4-3.

X cohort Astra/Alpha Groups

During Years 9, 10 and 11 students follow the specifications for separate Biology, Chemistry and Physics awards with the new 9 to 1 grading system.

Each award is examined by two papers, taken at the end of the course, which carry equal weighting. Each paper is 1¼ hours long. The questions require recall of facts and equations as well as the skill of data analysis and the ability to relate information learned to unfamiliar contexts.

Over the three years students will complete a series of at least 10 required practicals for Biology and Physics and 8 for Chemistry. These will also be examined in the exams at the end of the course. There is no coursework component to the qualification.

Each paper is available at higher and foundation tiers. Higher tier papers will be graded from 4 to 9 and foundation tier papers from 1 to 5. A student who just fails to reach the minimum requirement for a 4 in a higher tier paper may be awarded a 3.



Information and Communication Technology Examination Board: Cambridge IGCSE 0417 syllabus

Information and Communication Technology

The Information Communication Technology syllabus encourages learners to develop lifelong skills, which will be useful to them in their work across the curriculum and prepare them for future employment.

The syllabus combines theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design.

Cambridge IGCSE Information Communication Technology encourages learner to develop lifelong skills, including:

- Understanding and using applications
- Using Information Communication Technology (ICT) to solve problems
- Analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose
- Understanding the implications of technology in society, including social, economic and ethical uses
- Awareness of the ways ICT can help in the home, learning and work environments.

SUMMARY OF ASSESSMENT

The subject content for Cambridge IGCSE Information Communication Technology will be assessed across three papers.

Paper 1: Theory

Written examination: 2 hours

40% of the qualification

100 marks

This is a written paper consisting of multiple-choice, short-answer and structured questions. The questions are set on all sections of the syllabus content. Each individual question is set within separate contexts of ICT applications in everyday life. Candidates must answer all questions on the question paper.

Paper 2: Document Production, Data Manipulation and Presentations

Practical test: 2 hours 30 minutes

30% of the qualification

80 marks

This is a practical test which comprises a number of tasks to be taken under examination conditions and focuses on the candidate's ability to carry out practical tasks by applying their knowledge and understanding of document production, data manipulation and presentations

Paper 3: Data Analysis and Website Authoring

Practical test: 2 hours 30 minutes

30% of the qualification

80 marks

This is a practical test which comprises a number of tasks to be taken under examination conditions which tests the candidate's knowledge and understanding of data analysis and web authoring.

This linear qualification will be available in the summer series each year.



OPTIONAL CURRICULUM

Option subjects are:

Art
Computing
Drama
DT – Resistant Materials
Economics
French
Geography
History
Music
Physical Education
Spanish

All students choose 5 option subjects: only one from each block of subjects

Y8 into Y9 Option choice for 2017/2020				
OPTION Block 1	OPTION Block 2	OPTION Block 3	OPTION Block 4	OPTION Block 5
Design Technology	Computing	Drama	Art	Economics
French	Design Technology	Geography	Computing	French
History	Geography	History	Design Technology	Geography
Music	Spanish	Sports Science	Economics	History
Sports Science	Sports Science			Sports Science



ART [Fine Art] Examination Board: OCR Specification J171

"Art offers a unique vehicle for communication and self-expression equivalent in importance to literacy and numeracy, encouraging the ability to observe, select and interpret with imagination, feeling and understanding." (GCSE specification).

Fine Art Drawing and Painting

This concentrates on developing draughtsmanship and painting techniques whilst producing works which display visual perception and imagination. Pupils will be given the opportunity to use a variety of drawing and painting materials as well as experimenting with elements of printmaking.

Component 1 Portfolio (60% of Total GCSE)

Pupils will be set a project every term which will involve analytical, research and developmental work, leading to a large scale final painting (A1 and above). The best work from these projects provides the content of the assessed portfolio.

Component 2 Externally Set Task (40% of Total GCSE)

Set for the January of Year 11, this paper provides learners with five themes, each with a range of written and visual starting points and stimuli. A ten week response is based on one of these options and is completed with a 10 hour final painting.

The course includes art appreciation, which requires some theoretical study and visits to galleries.

"This leads to a more lively appreciation and better informed critical appraisal of the natural and man-made environment and mankind's cultural achievements, so enriching the students' experience of life."

Future Applications

It must be stressed that the Art and Design GCSE is not a vocational course but an essential part of a fully rounded education. A pass in the subject would serve as an entry requirement for an Art GNVQ Course (2 years) although we would advise the majority of pupils who wished to pursue a career in art to progress to the A-Level course. Careers for which a qualification in Art and Design is important include Architecture, Photography, Printing, TV and Film, Theatre, Costume and Set Design, Book Illustration, Product Design and Interior Design. A pass in GCSE Art and Design is compulsory for all courses involving Art or any aspect of design.



COMPUTER SCIENCE

Examination Board: WJEC Eduqas Specification 601/8291/X

Computer Science

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to students.

The WJEC Eduqas GCSE in Computer Science encourages students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

SUMMARY OF ASSESSMENT

The subject content for GCSE Computer Science will be assessed across three components. Whilst there is a degree of overlap between the content in Component 1 and Component 2, the context in which this content is assessed differs. In Component 1, content is assessed in a theoretical way, whereas in Component 2 it is assessed through its use within programs and algorithms.

Component 1: Understanding Computer Science

Written examination: 1 hour 45 minutes

50% of the qualification

100 marks

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

Component 2: Computational Thinking and Programming

On-screen examination: 2 hours

30% of the qualification

60 marks

This component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

Component 3: Software Development

Non-exam assessment: 20 hours

20% of qualification

80 marks

This component requires students to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution students are required to produce a refinement log that evidences the development of the solution.

This linear qualification will be available in the summer series each year.



DESIGN & TECHNOLOGY: Examination Board: AQA Specification 8552

This is the 'Iterative' part of Design and Technology, following a three-year course reflecting UK curriculum Design & Technology, the Engineering Council and Technology Enhancement programme.

The course is a combination of traditional woodwork and metalwork skills, plastics and electronics elements but also has to include the need to appreciate other materials such as textiles and graphics when using the 'design process' to produce aesthetic, autonomous work pieces. The use of I.C.T. and CAD/CAM is now an integral part of any manufacturing and students are expected to use hand and machine methods.

The aims of the course are:

- To foster individual flair, creativity and the ability to innovate.
- To give students the opportunities to develop practical abilities and the confidence to design.
- To combine the making and designing skills with knowledge and understanding of materials and processes.
- To consider the social, economic and environmental impact technology has.
- To encourage critical and aesthetic ability for critical analysis of designs.
- To provide activities that can call upon, and contribute to understanding in other subjects, particularly Mathematics, English, Science and ICT.

The course is assessed in two components:

Component 1 Coursework	A portfolio of A3 work that includes: <ul style="list-style-type: none">ii. A design folioii. Made artefact	[50% of GCSE]
Component 2 Terminal Exam	Is a formal examination with one entry for 9-1 grades focused on the formal skills and knowledge studied.	[50% of GCSE]

The **coursework** component has two distinct parts:

- 80% for a folio of work demonstrating the 'design' process.
- 20% for the manufacture of a full size artefact, set by the exam board within themes.

The **terminal** paper has one level of entry and reflects the course with multiple choice, short focused questions about materials, processes and tools, and extended design questions showing reasoning, aesthetic sensitivity and evaluative skills.

Whilst previous Design & Technology experiences in Lower School would be an asset, students who have a desire to work in materials and can commit to project based studying would be given every assistance to fulfil their potential.



Drama

Examination Board: Edexcel Specification GCSE 9-1

This qualification will engage students through encouraging creativity, focusing on practical work which reflects twenty-first century theatre practice and developing skills. It provides:

Clear and coherent structure – this qualification has a straightforward structure with three components, one that focuses on devising, one that focuses on performing in or designing for a performance from a text and one that focuses on practical understanding of a performance text.

Practical focus – this new qualification focuses on the practical exploration of performance texts. The performance text that will be studied for the examination will require students to articulate how they would perform in certain roles, and direct and design for certain extracts, putting practical work at the heart of the qualification.

Engaging prescribed texts – the list of performance texts that will engage students.

Free choice of performance texts – the choice of performance texts that will best suit our students, adapting to their ability to access the work, their interests and their performance skills.

Clear and straightforward question papers – focused on ensuring that question papers are clear and accessible for students and that mark schemes are straightforward and make the requirements clear.

Performance and design skills – student's performance and design skills are assessed through visiting examiners, ensuring students skills are assessed in a live context.

Develops transferable skills for progression – students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to the next level of study.

The course comprises of 3 units:

Component 1:

Devising (*Component code: 1DR0/01) Coursework 40% of the qualification – 60 marks

Content overview

- Create and develop a **devised piece from a stimulus** (free choice for centre).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Assessment overview

- Internally assessed and externally moderated.
- There are **two parts** to the assessment:

1) a portfolio covering the creating and developing process and analysis and evaluation of this process.

The portfolio submission recommendations are:

- can be handwritten/typed evidence between 1500–2000 words
- Or - can be recorded/verbal evidence between 8–10 minutes
- Or - can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)

2) a devised performance/design realisation.

Component 2:

Performance from Text (*Component code: 1DR0/02) Coursework 20% of the qualification – 48 marks

Content overview

- Students will either perform in and/or design for **two key extracts** from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

Assessment overview

- Externally assessed by visiting examiner.
- Centres are free to cover the performance/designing of the two key extracts in any way. This freedom caters for centres with different cohort sizes and allows them to choose group, solo and/or partner-based routes for assessment.
- Performance/design realisation covering both key extracts is worth 48 marks.
- If two separate performances are done covering two key extracts, then each performance/design realisation is worth 24 marks.

Component 3:

**Theatre Makers in Practice (*Paper code: 1DR0/03) Written examination: 1 hour 30 minutes
40% of the qualification – 60 marks**

Content overview

- Practical exploration and study of **one complete performance text**.
- Choice of eight performance texts.
- Live theatre evaluation – free choice of production.

Assessment overview

Section A: Bringing Texts to Life

- 45 marks.
- This section consists of one question broken into six parts (short and extended responses) based on an **unseen extract** from the chosen performance text.
- Performance texts are not allowed in the examination as the extracts will be provided.

Section B: Live Theatre Evaluation

- 15 marks.
- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.



ECONOMICS

Examination Board: OCR Specification TBA

ONLY AVAILABLE TO BOYS WITH PERFORMANCE EQUIVALENT TO OLD LEVEL 6 IN ENGLISH AND MATHS AT THE END OF LOWER SCHOOL

CONTENT OVERVIEW	ASSESSMENT OVERVIEW
Introduction to Economics The role of markets and money	Introduction to Economics (J2005/01) 80 Marks 1 hour 30 minute written paper 50% of total GCSE
Economic objectives and the role of government International trade and the global economy	National and International Economics (J205/02) 80 Marks 1 hour 30 minute written paper 50% of total GCSE

Aims and learning outcomes

OCR's GCSE (9-1) in Economics will encourage learners to:

1. Understand how markets operate and the roles of consumers, producers or workers within markets
2. Understand how the economy works nationally and globally and the levers employed by governments to reach desired social and economic objectives
3. Actively engage in the study of Economics to develop as effective, self-motivated students, and as critical, reflective thinkers with enquiring minds, able to distinguish between fact and opinion
4. Understand and apply their economic knowledge and skills to investigate current and historical economic situations and issues in a range of national and global contexts
5. Build economic arguments, making informed judgements by using economic concepts and quantitative evidence through the use, application and interpretation of data
6. Understand the perspectives of different economic agents, including consumers, producers and government in relation to economic activity
7. Read economic articles to appreciate how leading economists approach economic problems
8. Consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity



FRENCH / SPANISH

Examination Board: AQA Specification 8658 / 8698

Why study French or Spanish?

English is not enough

- English is one of the great global languages of the 21st century, but it will only take us so far.
- Only 6% of the world's population speak English as a first language
- 75% of the world's population don't speak any English

Learning a second language at school...

- Has a positive effect on intellectual growth.
- Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
- Improves a student's understanding of his native language.
- Gives a student the ability to communicate with people he would otherwise not have the chance to know.
- Opens the door to other cultures and helps us understand and appreciate people from other countries.
- Increases job opportunities in many careers where knowing another language is a real asset.

Language skills are needed at all levels

- It is not just high fliers in international business who need language skills
- There is increasing demand for language skills in jobs involving all kinds of customer service
- The UK has a shortage of people who can combine language skills with other specialisms
- There is also a shortage of specialist linguists with English as a first language

Aims:

The aims of the Upper School French /Spanish course are to:

- Encourage students to communicate effectively in the language and to develop understanding of the spoken and written word.
- Develop their knowledge and understanding of the grammar.
- Develop knowledge and understanding of countries and communities where French/Spanish is spoken.
- Provide a suitable foundation for further study or practical use of the language in later life.

Course:

In Years 9, 10 and 11 students follow the AQA GCSE syllabus.

Students 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

Students practise using the target language with our language assistant, a native speaker.

Assessment:

The GCSE examination has 4 papers: Listening, Speaking, Reading and Writing.
The four skills have equal weighting at GCSE.

The AQA GCSE language courses are an excellent preparation for those who wish to continue their study of French/Spanish at AS and A2.



GEOGRAPHY

Examination Board: OCR Specification J384

The specification will engage learners through the exploration of a number of geographical topics encapsulating both the Geography of the UK and rest of the world. Learners will be encouraged to make links between topics and challenge their previous ideas developed in geography through an enquiring approach to the content. The specification consists of **three** units:

Our Natural World (01) 35% of total GCSE

- Global hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Fieldwork
- Geographical Skills

People and Society (02) 35% of total GCSE

- Urban futures
- Dynamic Development
- UK in the 21st century
- Resource Reliance
- Fieldwork
- Geographical skills

Geographical Exploration 30% of total GCSE

- Geographical Skills
- Decision Making Exercise

Through the study of **Our Natural World (01)**, learners will gain an appreciation of the natural world around them including tectonic and weather hazards, climate change, the UK's distinctive landscapes and the global ecosystems which support life on the planet.

Learners will explore the complexities of **People and Society (02)** through studying why more than half of the world's population live in urban areas, the dynamic nature of development, the UK in the 21st century and human reliance on key resources for survival and economic gain.

Geography and fieldwork skills are embedded throughout the content ensuring learners become both adaptable and resilient no matter their future pathway.

The links, connections and ideas within the eight topics of **Our Natural World (01)** and **People and Society (02)** will be brought together for a **Geographical Exploration (03)**. Application of knowledge, understanding and skills will be important in learners questioning and developing arguments, and a decision making exercise will allow learners to become critical thinkers.



HISTORY

Examination Board: AQA – Specification 8145

This specification enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present. Topics are divided into two papers, where paper 1 focuses on World History and paper 2 addresses British history. Together, these topics give the students a better understanding of our modern world.

Scheme of Assessment

Component	Name	Duration	Weighting	Marks
1	Understanding the Modern World	1 hour 45 mins	50%	84 marks (8 questions + 4 for grammar; spelling, punctuation)
2	Shaping the Nation	1 hour 45 mins	50%	84 marks (8 questions + 4 for grammar; spelling, punctuation)

Syllabus Content

Paper 1 consists of

- A period study; **1A: America, 1840-1895: expansion and consolidation**
This allows students to focus on a substantial and coherent medium time span of at least 50 years. The study will require students to understand an unfolding narrative of substantial developments and issues.
- A wider-world depth study: **Conflict and tension, 1918-1939.**
Depth studies enable students to focus on a substantial and coherent short time span. The studies enable students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it.

Paper 2 consists of:

- thematic study: **2C Britain: Migration, empires and the people**
This enables students to understand change and continuity across a long sweep of history.
- A depth study, including a historic environment: **Norman England, 1066-1100.**
The study of the historic environment should focus on a particular site in its historical context and enable students to study the relationship between a place and historical events and developments. There is no requirement to visit the site. This study can be linked to any other part of the course or may stand alone.



MUSIC

Examination Board: AQA Specification 8271

Developing and applying the musical knowledge, understanding and skills set out in our GCSE specification ensures your sons form a personal and meaningful relationship with music. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.

Specification at a glance

This qualification is linear which means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Core content

1. Understanding music
2. Performing music
3. Composing music

Assessments

Component 1: Understanding music

What's assessed?

Listening
Contextual understanding

How it's assessed?

Exam paper with listening exercises and written questions using excerpts of music:

Section A: Listening – unfamiliar music (68 marks)

Section B: Study pieces (28 marks)

The exam is 1 hour and 30 minutes.

This component is worth 40% of GCSE marks (96 marks).

Component 2: Performing music

What's assessed?

Music performance

How it's assessed?

As an instrumentalist and/or vocalist and/or via technology:

Performance 1: Solo performance (36 marks)

Performance 2: Ensemble performance (36 marks).

A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance. This component is 30% of GCSE marks (72 marks). Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.

Component 3: Composing music

What's assessed?

Composition

How it's assessed?

Composition 1: Composition to a brief (36 marks)

Composition 2: Free composition (36 marks).

A minimum of three minutes of music in total is required.

This component is 30% of GCSE marks (72 marks). Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.



PHYSICAL EDUCATION

Examination Board: AQA Specification 8582

The GCSE Physical Education course follows on from the Lower School Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of activities in which to participate in physical activity. Controlled Practical assessments will take place throughout years 9, 10 and 11.

- develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being,
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance,
- understand how the physiological and psychological state affects performance in physical activity and sport,
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas,
- develop their ability to analyse and evaluate to improve performance in physical activity and sport,
- understand the contribution which physical activity and sport make to health, fitness and well-being,
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

The content of this GCSE Physical Education specification is designed to provide a route to further study in Further Education awards, such as A levels and/or the new Diplomas, and to Higher Education in PE as well as to related career opportunities.

Paper 1: The human body and movement in physical activity and sport	+	Paper 2: Socio-cultural influences and well-being in physical activity and sport	+	Non-exam assessment: Practical performance in physical activity and sport
What's assessed <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 		What's assessed <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 		What's 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 it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 		How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 		How it's assessed <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 		Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 		Questions <ul style="list-style-type: none"> • For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.