

THE SKINNERS' SCHOOL



**GCSE COURSE BOOKLET
2018**

INTRODUCTION

At Key Stage 3 boys will have enjoyed a grounding in a broad range of subjects. Key Stage 4 is about preparing students for public examinations and imbuing a love for some academic disciplines. In order to prepare students for these challenges at the required depth for GCSE, it becomes necessary to narrow the curriculum and concentrate on fewer subjects.

Year 9 pupils are thus confronted for the first time with the need to make real decisions concerning courses of study. Some of the subjects which are taken are compulsory, others are options selected by pupils and their parents. This then, is an important stage in a pupil's career.

GCSEs have changed to the new reformed courses. All subjects will be graded 9-1 in the summer of 2020 when current Year 9 students take their GCSEs.

At Skinners' we value a broad curriculum. It is also important that the students select courses that reflect their interests and ambitions as well as matching their talents. Most Skinners' boys take 11 GCSE subjects. We shall also be delivering Citizenship with Personal, Social, Health and Economic Awareness Education, and Physical Education to all boys, in addition to their chosen subjects.

Our curriculum permits a good deal of choice and this booklet is designed to help you make the right decisions. It is important to remember that, when boys apply to Higher Education, one of the most important pieces of factual evidence of their ability is their GCSE results. It is vital that the boys choose courses in which they have both aptitude and interest. Progress and Year 9 Written Reports will be useful in helping to inform decisions. Boys are also encouraged to speak with their teachers.

THE OPTIONS

There are some compulsory GCSE subjects: all boys are required to study English, English Literature, Religious Education (short course) and Mathematics. All boys will take Triple Award Science (Physics, Chemistry and Biology). The other four GCSEs are made up thus:

- a) At **least** one Modern Foreign Language must be taken: *either* French *or* German. If both are to be taken then French must be selected as the Modern Language and German as an option.
 - b) 3 other subjects must be studied to make up the 11 GCSEs chosen from:
 - Art
 - Economics
 - Drama
 - Geography
 - History
 - Music
 - Computer Science
 - Design & Technology
 - German – German should be selected as an option and French as the Modern Language for boys wishing to take both languages.
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MAKING THE CHOICE

You will need to consider several factors when making your choices:

- i) Look to likes, dislikes, skills, aptitudes and current successes. It is important that boys should enjoy the courses followed over the next two years and be successful at them.
- ii) Are there any subjects already being considered for A-level? Many cannot be attempted without a GCSE in the subject: some might require a supporting GCSE. Some subjects may be studied at A-level in the Sixth Form without having studied them at GCSE, e.g. Economics, History and Geography. However, a GCSE is often an advantage and for Music other music qualifications at an appropriate level would be necessary.
- iii) At this stage, it is unlikely that boys will have a definite job or university course in mind, but if thoughts have arisen concerning a possible career or a Higher Education path, it is important to check on any GCSE subject requirements that these may impose. However, it is worth pointing out that in nearly every case the compulsory subjects will give access to every careers and university course. For careers information contact Mrs Luckhurst in the School Office. Mr Fleming or Mr Bee may be consulted about Higher Education. If you would like more information on specific university courses, please consult the UCAS website www.ucas.co.uk

Procedure

Students will receive an options form via form tutors. A copy of this form may also be found on the school website. Please complete this and return it to the School Office as soon as you have made decisions **and at the very latest by 16th March 2018.**

Students, you are asked to select your options in order of importance to you. We will then attempt to construct teaching blocks to accommodate as many top choices as possible - we will do our utmost to fit all boys into their preferred choices, but this cannot be guaranteed - some combinations are unlikely to be available. Thus you are asked to list *in rank order* more subjects than can actually be taken and we will go down this list in order, fitting boys to subjects. Please be aware that there may be restrictions on certain courses, depending on number of applicants. We will discuss the results of these allocations with boys and parents as soon as we can.

MR R BEE
DEPUTY HEAD ACADEMIC

ART, CRAFT & DESIGN at GCSE

Edexcel Specification 1AD0

Overview

Studying Art and Design at GCSE offers the opportunity for students to continue developing and understanding an appreciation of our increasing visual and cultural world. It also equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. It is also essential preparation for further study at A Level.

GCSE Art and Design provides the opportunity for students to:

- Explore both contemporary and historical sources of art, craft and design first hand through, for example:
 - Visiting museums, galleries. These have included residential trips to London and Amsterdam. They also took part in street photography workshops and explored the diverse architecture of these cities. Their surroundings and environments
 - Visiting Artist, Crafts people and Designers. there are regular visits from artists to enhance skills. Previous workshops include: printmaking, photography, lifedrawing and willow weaving
- Take an individual approach to their art, craft and design making, including:
 - Developing work that is personal and original
 - Choosing theme titles independently and deciding in which media to specialise
 - Enter local and national competitions to have creative endeavours recognised
 - Learn to manage their time and progress through the help of critiques and a clear and structured course. Previous media include:
 - Drawing (pencil, charcoal, fine liner, ink), painting (watercolour, acrylic, oil), collage and mixed media, print making (collagraph, lino, drypoint, screen printing, etching), ceramics, card relief, papier maché, 3D, construction/sculpture, installation, land art and digital media
- Develop transferable skills – students will learn to:
 - Apply a creative approach to problem solving
 - Consider and develop original ideas from initiation to realisation
 - Analyse critically their own work and the work of others
 - Express individual thoughts and choices confidently
 - Take risks, experiment and learn from mistakes

Structure

Component 1: Personal Portfolio - 60%: 2 Thematic projects, internally set and assessed and externally moderated

Component 2: Externally Set Assignment - 40%: Externally set exam project title. Internally assessed and externally moderated

Calendar: September Year 1 – December Year 2 : Component 1 – Two thematic projects

January Year 2 – April: Component 2 – Externally set theme

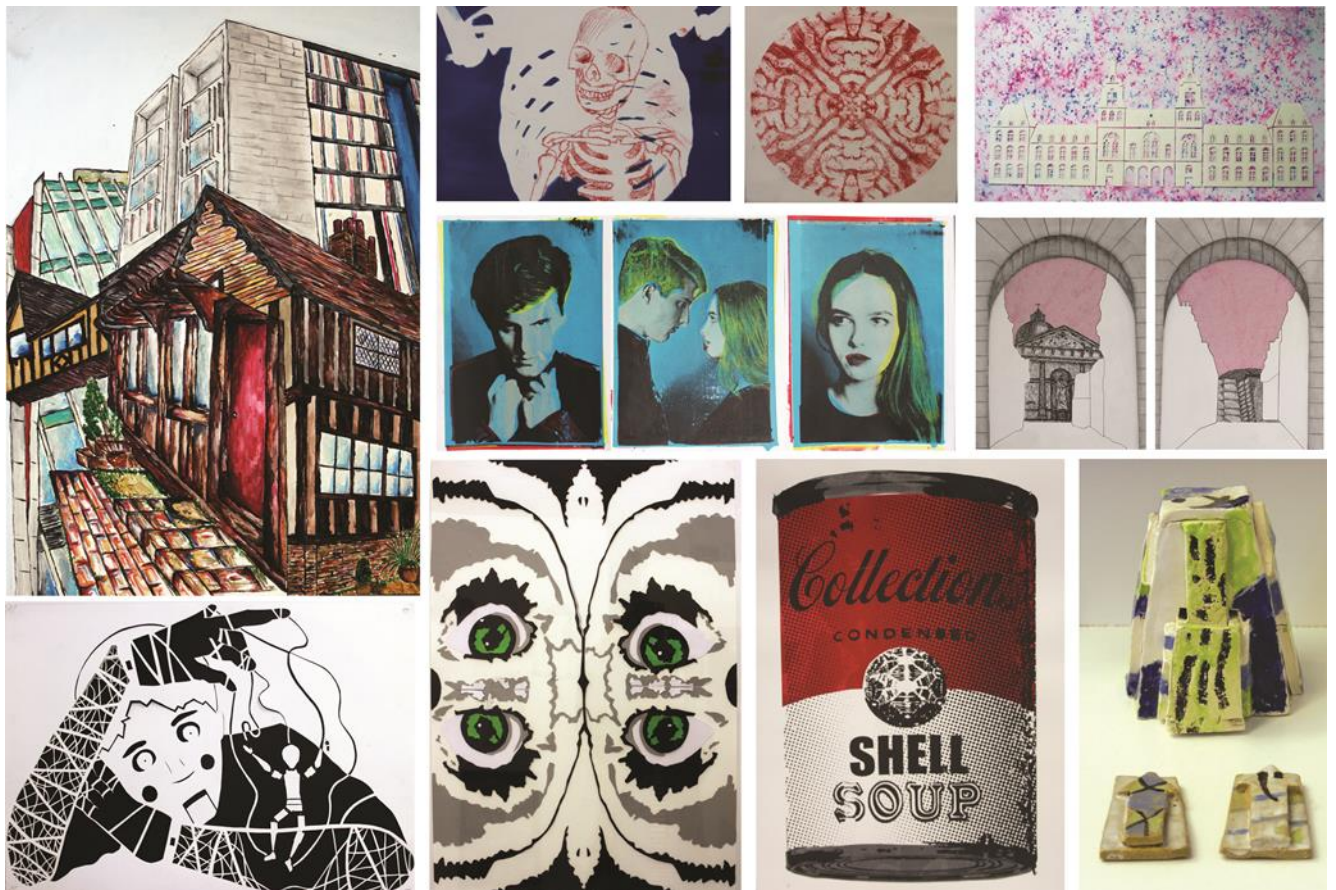
May Year 2: Component 2: Timed 10 hour final exam

May Year 2: Exhibition of students' work – All are encouraged to attend.

The course allows for work in a variety of two-dimensional and three-dimensional media, but the starting point is usually based on photography, drawing and painting observational work. To complement this, pupils study critical, historical and cultural components which are derived from art appreciation. The work of chosen artists is analysed and creative responses are based on this work. This aspect of the work is supported by the use of the internet, the comprehensive art section in the School Library, and by gallery and other visits.

The new exam style introduced in 2016 has reduced the amount of coursework required for assessment, enabling more appropriate time to be spent on the development of skills. There is a renewed emphasis on drawing but the course does not require a mastery of this skill and all students opting for Art show considerable progress in this area over the course of the 2 years. The value of having a broad and balanced curriculum is at the heart of the Skinners' School.

**MRL HILLIER
HEAD OF ART AND DESIGN**



BIOLOGY

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Students will study Biology in ways that help them to develop curiosity about the natural world, that give them an insight into how science works and that enable them to appreciate its relevance to their everyday lives. The scope and nature of the study will be broad, coherent, practical and satisfying. It will encourage students to be inspired, motivated and challenged by the subject and its achievements.

The new GCSE Biology qualification enables students to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology
- 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.

Details of the specification can be found here:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html>

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Biology consists of two externally-examined papers. These are available at foundation tier and higher tier but we envisage all boys taking the higher tier papers.

Paper 1 (*Paper code: 1BI0/1H)

Written examination: 1 hour and 45 minutes

50% of the qualification

100 marks

Content overview

- Topic 1 – Key concepts in biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, disease and the development of medicines

Paper 2 (Paper code: 1BI0/2H)

Written examination: 1 hour and 45 minutes

50% of the qualification

100 marks

Content overview

- Topic 1 – Key concepts in biology
 - Topic 6 – Plant structures and their functions
 - Topic 7 – Animal coordination, control and homeostasis
 - Topic 8 – Exchange and transport in animals
 - Topic 9 – Ecosystems and material cycles
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Assessment overview

In both papers there will be a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Working scientifically

The GCSE in Biology requires students to develop the skills, knowledge and understanding of working scientifically. Working scientifically will be assessed through examination and the completion of the eight core practicals. These will cover the 4 skills below.

- Development of scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Scientific vocabulary, quantities, units, symbols and nomenclature

**MR N LINES
HEAD OF BIOLOGY**

COMPUTER SCIENCE

AQA - 8520

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

Students studying will:

- gain an understanding of the fundamental concepts around creating software applications
- learn how to create simple applications of their own design
- have opportunities to work collaboratively.

Having studied this specification, candidates will be able to create their own applications, rather than being restricted to the applications available from other sources. In essence, studying this specification will free the candidate from dependency on other people creating applications for them to use. They will have developed the skills and understanding which underpin the creation of their own applications.

The AQA GCSE Computer Science course gets students working with real-world, practical programming techniques that give them a good understanding of what makes technology work.

Topics covered include:

- Constants, variables and data types
 - Data structures
 - Program flow control
 - Procedures and functions
 - Scope of variables, constants, functions
 - Error handling
 - Handling external data
 - Computer structure
 - Systems
 - Hardware
 - CPU (Central Processing Unit)
 - Memory
 - Secondary storage
 - Algorithms
 - Data representation
 - Software development life cycle
 - Prototyping
 - Application testing
 - Networking
 - Client server
 - Web application concepts
 - Use of external code sources
 - Database concepts
 - Query methods (SQL)
 - Connecting to databases from applications and web based apps
 - The use of computer technology in society
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The current GCSE assessment will consist of the following components:

Paper 1 – Computational thinking and problem-solving

Assessment - Written exam set in practically based scenarios:

A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem-solving and computational thinking skills.

1 hour 30 min

80 marks

40% of GCSE

Paper 2 – Written exam

Assessment - Written exam

A mix of multiple choice, short answer and longer answer questions and extended response questions assessing a student's theoretical knowledge.

1 hour 30 min

80 marks

40% of GCSE

Non-Exam Assessment (NOTE – this component is subject to an on-going consultation)

The non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem.

Students will be expected to follow a systematic approach to problem-solving to develop a computer program along with an original report outlining its development. The computer programming code itself will have been designed, written and tested by a student to solve a problem set by the exam board.

20 hours

80 marks

20% of GCSE

This course is ideal for any student who may be considering a career in the ICT industry or any other student who has a genuine interest in the world of Computer Science, but is a prerequisite for any student who is considering Computing at 'A' Level.

**MR N HUBBARD
HEAD OF COMPUTING**

ECONOMICS

AQA, 8136

“To found a great empire for the sole purpose of raising a nation of customers may at first sight appear a project fit only for a nation of shopkeepers. It is, however, a project altogether unfit for a nation of shopkeepers; but extremely fit for a nation whose government is influenced by shopkeepers.”

Adam Smith, ‘The Wealth of Nations’, 1776

The course aims to give pupils a critical understanding how the economy works (or, at times, how it does not!) and the impact on individuals. The main topics investigated in this course are:

Economics provides an engaging and comprehensive introduction to Economics drawing on local, national and global contexts.

Component 01, ***‘Introduction to Economics’***, introduces learners to the main economic agents, the basic economic problem and the role of markets, including the labour market and the importance of the financial sector. They will study the different roles and perspectives of the main economic agents (consumers, producers and the government) and how they interact in the economy. Learners will develop the ability to use and interpret quantitative data to justify economic decisions. They will learn to appreciate that all economic choices have costs and benefits. This will encourage them to consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity in a range of national and global contexts.

Component 02, ***‘National and International Economics’***, focusses on the main economic objectives, such as economic growth, low unemployment, fair distribution of income and price stability, and other roles of government. Other aspects are the importance of international trade and the impact of globalisation.

Learners will investigate the effects of economic policies on markets. They will use and interpret quantitative evidence, such as unemployment figures, in contemporary and historical economic contexts. They will learn to appreciate the importance and impact of international trade by analysing data such as quantitative information on exports and imports. Learners are encouraged to consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity in a range of national and global contexts.

Assessment is by two 1 ½ hour exams which contain multiple choice, short answer and essay style questions held at the end of Year 11.

Use of ICT, computer simulations and news articles is made throughout the course.

**MR T WALSH
HEAD OF ECONOMICS**

ENGLISH

Edexcel Specification

English Language 1EN0

English Literature

1ET0

From 2015, all students will sit the reformed GCSEs in English Language and English Literature, graded on a scale from 9 to 1. Whilst students sit two separate qualifications, lessons will comprise a mixture of both subjects. The new GCSE provides the opportunity for every student to develop and refine skills introduced at KS3, reading more deeply and widely into a range of texts across time.

A feature of the new qualifications is the removal of controlled assessment; students will sit 4 examinations at the end of Year 11. Students will also receive a separate result on their certificate for Speaking & Listening.

GCSE Assessment and Course Content:

English Language

Paper 1

40%

Fiction and Imaginative Writing

(1hr 45mins)

Section A – Reading

Questions on an unseen 19th Century fiction extract.

- A mixture of short and extended response questions on the extract.

Section B – Imaginative Writing

Choice of two writing tasks.

- Writing tasks are linked by a theme to the reading extract.
- One of the writing tasks will provide two images that students can use to help them generate ideas for their writing.

Paper 2

60%

Non-fiction and Transactional Writing

(2hrs)

Section A – Reading

Questions on two thematically linked, unseen non-fiction extracts.

- Two unseen non-fiction extracts, from 20th-and 21st-century texts. One of these texts will be literary non-fiction.
- There will be a mixture of short and extended response questions on the extracts.

Section B – Transactional Writing

Choice of two writing tasks, linked by a theme to the reading task.

Spoken Language – reported separately on GCSE certificates.

- Demonstrate presentation skills in a formal setting
 - Listen and respond appropriately to spoken language, including to questions and feedback to presentations
 - Use spoken Standard English effectively in speeches and presentations
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English Literature

Paper 1
Text

Shakespeare & Post 1914 Literature (1hr 45)
50%

Closed

Section A – Shakespeare

Texts include: Romeo & Juliet and Macbeth.

Students will answer 2 questions:

- a) Analysis of a 30 line extract.
- b) Exploration of how a theme from the extract is reflected elsewhere, demonstrating an understanding of the relationship between the text and the context in which it was written.

Section B – Post 1914 British play or novel

Texts include: An Inspector Calls and Journey's End.

Students will answer one essay question from choice of two, exploring: plot, setting, character and theme. Students will explore the question in relation to the context.

Paper 2
Text

19th Century Novel & Poetry since 1789 (2hrs 15)
50%

Closed

Section A – 19th Century Novel

Texts include: Dr Jekyll and Mr Hyde and Great Expectations.

Students will answer two questions:

- 1) Close analysis of an extract of approximately 400 words.
- 2) Focus on a different aspect of the text, requiring exploration of one or more of the following areas: plot, setting, character, theme.

Section B – Poetry since 1789 – 1 collection from:

Relationships, Conflict, Time and Place

Students will answer two questions:

- 1) One comparative response to a named poem from anthology and one poem of choice.
- 2) One question comparing two unseen contemporary poems linked by theme.

Whatever level each student is on entry to the course he will be challenged, supported and encouraged to make significant progress. Across these two significant years we want students to read widely, think critically and enjoy his English studies!

MR P UBLY
HEAD OF ENGLISH

DESIGN and TECHNOLOGY

AQA GCSE Design and Technology (8552)

AQA's Design and Technology course aims to prepare students to participate confidently and successfully in an increasingly technological world. The course enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems. It is hoped that the course will also help students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. It also gives students the opportunity to apply knowledge from other disciplines, including Maths, Science, Art and design, computing and the humanities.

GCSE assessment consists of the following components:

Unit 1: Written Theory Paper

The paper consists of three sections:

Section A assesses students' knowledge and understanding of core technical principles through a mixture of multiple choice and short answer questions.

Section B assesses students' knowledge of specialist technical principles, through a mixture of short answers and one extended response question.

Section C assesses designing and making principles through a mixture of short answers and extended response questions.

Assessment – External set exam

Duration – 2 hours

Weighting - 50% of Award

Marks – 100

Note: 15% of the marks are awarded for mathematical calculations relating to practical problems

Unit 2: Non-Exam Assessment (NEA)

This unit consists of a single extended design and make activity in response to one of the contextual design challenges released by the exam board on 1st June in the year prior to certification. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product. The aim of this unit is to assess the practical applications of core, specialist and designing and making principles. Students will produce a working prototype and a portfolio of evidence (approximately 25 x A3 pages).

Assessment – internally assessed by teachers and externally moderated by AQA

Duration – 35 hours (approx.)

Weighting - 50% of Award

Marks - 100

The course is ideally suited to those who enjoy solving problems, working creatively and have an interest in design or engineering. This specification also provides an excellent route into GCE Product Design.

**MR P EDWARDS
HEAD OF DESIGN TECHNOLOGY**

GCSE DRAMA **AQA Specification**

There is as much opportunity as possible for students to do what they like best – participate in performance.

All students:

- devise drama
- explore texts practically
- work on two text-based performances.

Students can choose to develop as a:

- performer
- designer (lighting, sound, set, costume, puppets)
- performer and designer.

Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons

This qualification is linear. Linear means that students undertake all non-exam assessment (NEA) in the certification year and sit the written exam at the end of the course.

Content – There are 5 areas of study:

- Characteristics of performance text(s) and dramatic work(s)
- Social, cultural and historical contexts
- How meaning is interpreted and communicated
- Drama and theatre terminology and how to use it appropriately
- The roles and responsibilities of theatre makers in contemporary professional practice

The assessed areas for GCSE Drama is divided into three components:

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

Guidance is also provided on the theatrical skills students will need to work on. In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets.

Component	What's assessed	How's it assessed	% of final mark
Understanding drama	<ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre • Study of one set play from a choice of six • Analysis and evaluation of the work of live theatre makers 	<ul style="list-style-type: none"> • Written exam: 1 hour and 45 minutes • Open book • 80 marks <p>Questions</p> <ul style="list-style-type: none"> • Section A: multiple choice (4 marks) • Section B: four questions on a given extract from the set play chosen (46 marks) • Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks) 	40% of GCSE
Devising drama (practical)	<ul style="list-style-type: none"> • Process of creating devised drama • Performance of devised drama (students may contribute as performer or designer) • Analysis and evaluation of own work 	<ul style="list-style-type: none"> • Devising log (60 marks) • Devised performance (20 marks) • 80 marks in total • This component is marked by teachers and moderated by AQA. 	40% of GCSE
Texts in practice (practical)	<ul style="list-style-type: none"> • Performance of two extracts from one play (students may contribute as performer or designer) Free choice of play but it must contrast with the set play chosen for Component 1 	<ul style="list-style-type: none"> • Performance of Extract 1 (25 marks) and Extract 2 (25 marks) • 50 marks in total • This component is marked by AQA 	20% of GCSE

**MISS C FENTON
HEAD OF DRAMA**

GEOGRAPHY

OCR specification B: *Geography for enquiring minds*

Geography GCSE builds on skills, ideas and concepts explored at Key Stage Three. The course is divided into Physical and Human Geography topics. It is taught exclusively by subject specialists and in two classrooms used only by the department. We are well-resourced with excellent fieldwork equipment, interactive whiteboards and an extensive library of up-to-date materials. We run annual field trips for students, most recently to Iceland and Sicily.

Physical Geography Topics include:

- Hazards associated with the weather
- Plate Tectonics
- Climate change
- Distinctive & unique landscapes
- Ecosystems

Human Topics include:

- Urban areas & urbanization
- Development & the development gap
- The UK in the 21st century
- Natural resource management
- The future for food supply

Fieldwork element:

There is also a proportion of each paper, as well as a dedicated 'Geographical Exploration' paper that gives the boys a chance to use a range of geographical skills to investigate, analyze and interpret situations within both a human and physical geography context. For this they will be required to complete at least 2 pieces of fieldwork; replacing the old controlled assessment format which has been removed.

These key ideas will be studied at appropriate scales: local, regional, national, international and world. There are no prescribed areas but appropriate selections will be made from the British Isles, the EU and other areas of the world. Students are encouraged very much to "think" for themselves as they consider **alternative future developments** in a number of fields.

We believe Geography plays a major role in giving young people the skills and knowledge required to understand the world around them. We expect prospective students to have enquiring minds, a genuine interest in the subject, to work hard and to have fun as they learn. We also expect them to strive for their very best attainment

The GCSE assessment will consist of three papers:

Unit 1: Our Natural World Exploration

External exam
1 hour 15 min
35% of the total marks

Unit 2: People & Society

External exam
1 hour 15 min
35% of the total marks

Unit 3: Geographical

External exam
1 hour 15 min
30% of the total marks

The department looks forward to teaching its new Key Stage 4 cohort in September 2018.

**MR T JAMES
HEAD OF GEOGRAPHY**

HISTORY (Edexcel)

If you want to discover more about the events and personalities which have shaped the world in which you live and the origins of many of the worldwide political and social problems that affect us today take GCSE History.

The History curriculum covers a wide variety of subjects. In year 10 there is a heavy emphasis on modern history. We will study the Cold War between the USSR and USA including flashpoints such as the Cuban Missile Crisis, construction of the Berlin Wall and Czechoslovakian uprising, along with a depth study on the Rise of Nazism in Germany. In year 11 our focus is widened and you will study a broader range of topics including the changing nature of warfare from 1250 to the present day and a depth study on Elizabethan England 1558-88.

SUBJECT CONTENT

PAPER 1: Change through Time topic - 1 hour 15 minutes (30%)

Warfare through Time, c1250-present

- Medieval warfare – including the battles of Falkirk and Agincourt
- Warfare in the early modern period – including the Battle of Naseby
- Warfare in the eighteenth and nineteenth centuries – including the battles of Waterloo and Balaclava
- Modern Warfare – including the Battle of the Somme and the Iraq War 2003
- Local Study – London during WW2

PAPER 2: Period study with British Depth Study – 1 hour 15 minutes (40%)

1. Superpower Relations and the Cold War, 1941-91

- WW2 relations and the dropping of the atomic bomb
- Post WW2 divisions – including the Soviet takeover of Eastern Europe, and division of Germany
- The development of nuclear weapons and the Arms and Space races
- Cold War tension – including the Cuban Missile Crisis, the creation of the Berlin Wall and the Hungarian and Czech crisis
- The end of the Cold War – role of Gorbachev and Reagan, the Soviet invasion of Afghanistan and the fall of the Berlin Wall

2. Early Elizabethan England

- Challenges to Elizabeth's reign – including religious crisis, the threat from France and Spain and the importance of Mary Queen of Scots
- The Spanish Armada – causes and reasons for defeat
- The attempted colonisation of America and expansion of trade
- Elizabethan society – including poor laws, education and entertainment

PAPER 3 - Modern Depth Study – 1 hour 15 minutes (30%)

Weimar and Nazi Germany, 1918-39

- The Weimar Government 1918-29 – including the threats it faced, how and why it flourished in the 1920s and why it collapsed in the 1930s
- Hitler's Rise to Power – from the early years of the NSDAP to Hitler's takeover of power 1933-4
- Nazi Control and Dictatorship – How Hitler created a dictatorship in Germany, the importance of the SS, Gestapo and propaganda at maintaining control, and persecution of minorities including the Jews
- Life in Nazi Germany – including Nazi policy towards women and the young, how Hitler solved the economic crisis and the build up to WW2

There is further information available about the GCSE course on the Edexcel website:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html>

**MR D CLUCAS
HEAD OF HISTORY**

MATHEMATICS

GCSE Mathematics
Edexcel Linear – 1MA1

Additional Mathematics
OCR Specification 6693

Why study Mathematics?

Mathematics is useful in many human activities and essential for understanding the world in which we live. Everyone uses the mathematics of money. Engineers and scientists use mathematics as their language and mathematics is used in medicine, in geography, economics and in business and management studies. It is essential in industry and commerce.

Many find mathematics fun - they enjoy solving problems and puzzles - and a study of mathematics can provide plenty of these!

What will I learn?

You will extend many of the topics you have met already and meet some new ones. Subjects will include measurement, algebra, graphs, money, probability, statistics, geometry, trigonometry and vectors. You will learn the basic skills involved with these and get some experience of applying your knowledge to problems.

A grade 5 at GCSE is a requirement for most university courses, apprenticeships and many jobs. For the most able there will be the chance to study the Additional Mathematics course. This is a post-GCSE course and is a bridge between GCSE and A-level mathematics. It is a demanding, but satisfying course and provides an excellent grounding for A-level mathematics.

What abilities do I need?

You will need to be able to:

- * use numbers, symbols, drawings and graphs neatly and accurately;
- * use a calculator efficiently;
- * solve problems, present the solutions clearly and then check and interpret the results.

How will I be assessed?

All groups will have regular assessments throughout the 2 years to ensure their progress towards reaching their target grade is monitored.

Set M will take their GCSE exam in Year 10 followed by Additional Mathematics in Year 11.

Sets 1, 2, 3, 4 and 5 will take their GCSE at the end of Year 11.

What follows this?

Whatever job or career you hope to follow, some mathematical skill and mathematical thinking will be needed.

If you plan on studying mathematics at A level (essential for courses in mathematics, physics, engineering and computing at university, and very useful for any other science degrees, economics and medicine) you should get a grade 7 or better at GCSE. If you wish to study further mathematics then you must achieve a good grade in the Additional Mathematics examination or a grade 9 at GCSE.

MR L SATOW
HEAD OF MATHEMATICS

MODERN LANGUAGES

Edexcel Specification - French (1FR0) and German (1GN0)

French and German GCSE provide the opportunity for boys to build upon their linguistic knowledge from Key Stage 3. Both languages are taught by language specialists in well-equipped classrooms with Interactive Whiteboards. We run two very popular exchanges – one with the Beethoven Gymnasium in Bonn, and the other with the Collège Champfleury in Avignon. Boys at the School regularly achieve excellent results in both languages at GCSE, thus laying a sound foundation for further studies, either at School (A2 level) or as part of a University course. All boys are required to take at least one modern language at GCSE, and provision is made for everyone to take either French or German or both. We currently have 31 boys in Year 10 who are studying both languages at GCSE.

These are the topic areas that we will study during the GCSE Course:

- Identity and culture
- Local area, holidays and travel
- School
- Future aspirations, study and work
- International and global dimension

The GCSE assessment will consist of four papers which are all assessed externally:

Paper 1: Listening and Understanding (25% of the total GCSE marks)

- 45 minutes (plus 5 minutes of reading time)

Paper 2: Speaking (25% of the total GCSE marks)

- 10 - 12 minutes (plus 12 minutes of preparation time)
- Task 1: Role play
- Task 2: Questions based on a picture stimulus
- Task 3: General Conversation based on two themes

Paper 3: Reading and Understanding (25% of the total GCSE marks)

- 60 minutes
- Includes short translation from French/German into English

Paper 4: Writing (25% of the total GCSE marks)

- 80 minutes
- Question 1 - 80/90 words (from choice of two questions)
- Question 2 - 130/150 words (from choice of two questions)
- Question 3 - translation from English into TL

**MR P R GREEN/MRS J HUBBARD
HEAD OF MODERN LANGUAGES/HEAD OF GERMAN**

MUSIC

AOA Specification 8271

Listening, Performing and **Composing** are the three core areas in music and are the main focal points in the course.

1. **Listening** involves all kinds of music in all styles, both Western and non-Western, popular and high art, past and present.

The course introduces and explores a range of exciting sound worlds, covering the associated factual knowledge and sharpening aural awareness and listening skills. The exam is built around a variety of listening extracts, with questions demanding written responses by the candidates.

How it's assessed; Exam paper with listening test and written questions using excerpts of music.

90 minutes 40% of GCSE

Section A: Listening – unfamiliar music (68 marks)

Section B: Study pieces [set works] (28 marks).

2. **Performing** creates an opportunity for course members to relate to one another in a musical context and to explore the techniques of improvising and of melodic, harmonic and rhythmic structure. Prepared performing on an instrument or voice, both solo and in ensemble, is assessed at regular intervals during the course and the best marks over the two years go towards the final exam result. Already having instrumental or vocal experience is an obvious advantage but is not essential.

How it's assessed; As an instrumentalist and/or vocalist and/or via technology:

30% of GCSE marks

Performance 1: Solo performance (36 marks)

Performance 2: Ensemble performance (36 marks).

3. **Composing** is the on-going "course work" component. Assignments are structured to guide the candidate in an understanding of basic techniques in melody, chord progression, rhythm, texture and form. Use of computers with the Sibelius music program as a composing aid is an essential part of the course. For his finished folder he selects his best and most successful work for exam assessment.

How it's assessed; Folder of compositions submitted. 30% of GCSE marks

Composition 1: Composition to a brief (36 marks)

Composition 2: Free composition (36 marks).

GCSE music provides a good basis for further studies at 'A' Level Music, which in turn could lead to University/College courses specialising in Music or in which Music is a component in a wider study. But whether for the specialist or simply for someone with a general interest, a GCSE Music course assists a candidate in developing a balanced group of subjects, a balanced curriculum and an opportunity to "let out" rather than just "take in".

It is also a very good way to turn an interest or skill into a very good exam grade!

**MR J HENDRY
HEAD OF MUSIC**

RELIGIOUS STUDIES

AQA Specification

Short Course GCSE (Compulsory):

The Study of Religions:

Christianity & Islam

1. Beliefs and Teachings

Thematic Studies:

Christianity & Islam

2. Relationships & Families
3. Religion, Peace & Conflict

**MR K O'BRIEN
HEAD OF RELIGION & PHILOSOPHY**

KS4 SCIENCE COURSES

All three science courses are due to change, under reforms to GCSE. As information on the specifications is not yet available a decision has not yet been made. However, subject content will be similar to the below:

YEAR 9 to YEAR 11: All pupils will study Biology, Chemistry, and Physics. Courses are taught throughout by specialist teachers and offer:

- An accelerated science programme giving you access to the equivalent of 3 separate science GCSEs, but in addition they will provide a more solid foundation for progression to A-level science.
- Greater flexibility to structure a course that best suits the interests and needs of Skinners' pupils, without the restrictions of controlled assessment.
- A linear course with ALL examinations to take place at the end of year 11. This model is designed to ensure that the maximum amount of time is available for teaching science without frequent interruptions for modular examinations (this model is set to become the norm for all GCSE courses)
- Less geographical content and less emphasis on some aspects of 'How Science Works' such as those associated with economics and sociology (aspects which were progressively introduced in various revisions by successive governments since the appearance of the National Curriculum).

In all of your science lessons we want you to be inquisitive, to ask questions, and to enjoy your science by getting involved. We recommend watching science programs on TV, and any relevant background reading at home. A brief note of what you will study:

	BIOLOGY	CHEMISTRY	PHYSICS
<u>YEAR 9</u> (9 periods over the 10 day cycle: 3 biology, 3 chemistry, 3 physics)	Living organisms Cell structure and transport. Plant and animal organ systems. Nutrition, respiration, circulation, excretion and co-ordination	Fundamentals of Chemistry Crude Oil and Fuels Metals and metal reactivity The Atmosphere Rate of reaction	Elastic behaviour of materials. waves. The electromagnetic spectrum Heat transfer. Energy Atomic structure. Alpha, beta and gamma radiation
<u>YEAR 10</u> (9 periods over the 10 day cycle: 3 biology, 3 chemistry, 3 physics)	Photosynthesis Ecology Energy transfers Nutrient cycles Human effects on the environment Food production Reproduction in plants	Structures and Bonding The Mole Acids, Alkalis and Salts The Periodic Table Equilibrium and reversible reactions	D-time and V-time graphs. Resultant force and Newton's laws. Work done, Kinetic and Potential Energy. Conservation of Momentum. Law of Charges Current, Potential Difference, Resistance A.c. and mains circuits, Fission and fusion,
<u>YEAR 11</u> (9 periods over the 10 day cycle: 3 biology, 3 chemistry, 3 physics)	Reproduction in animals Inheritance Variation Mutation Evolution, Cloning Selective breeding Biotechnology	Chemical Analysis, Organic Chemistry Electrolysis Energetics Industrial chemistry	Density and pressure, Gas laws Absolute zero Turning moments, centre of gravity and Gears Circular motion and orbits. ray optics, motors, EM induction, transformers. Stellar evolution.

A - LEVEL SCIENCES: A-level science is a necessary requirement for degree courses in a multitude of science based disciplines as well as in engineering, electronics, medicine, dentistry, and for many careers.

**MR R HARDY, MR N LINES and MRS M MASON
HEADS OF PHYSICS, BIOLOGY AND CHEMISTRY**