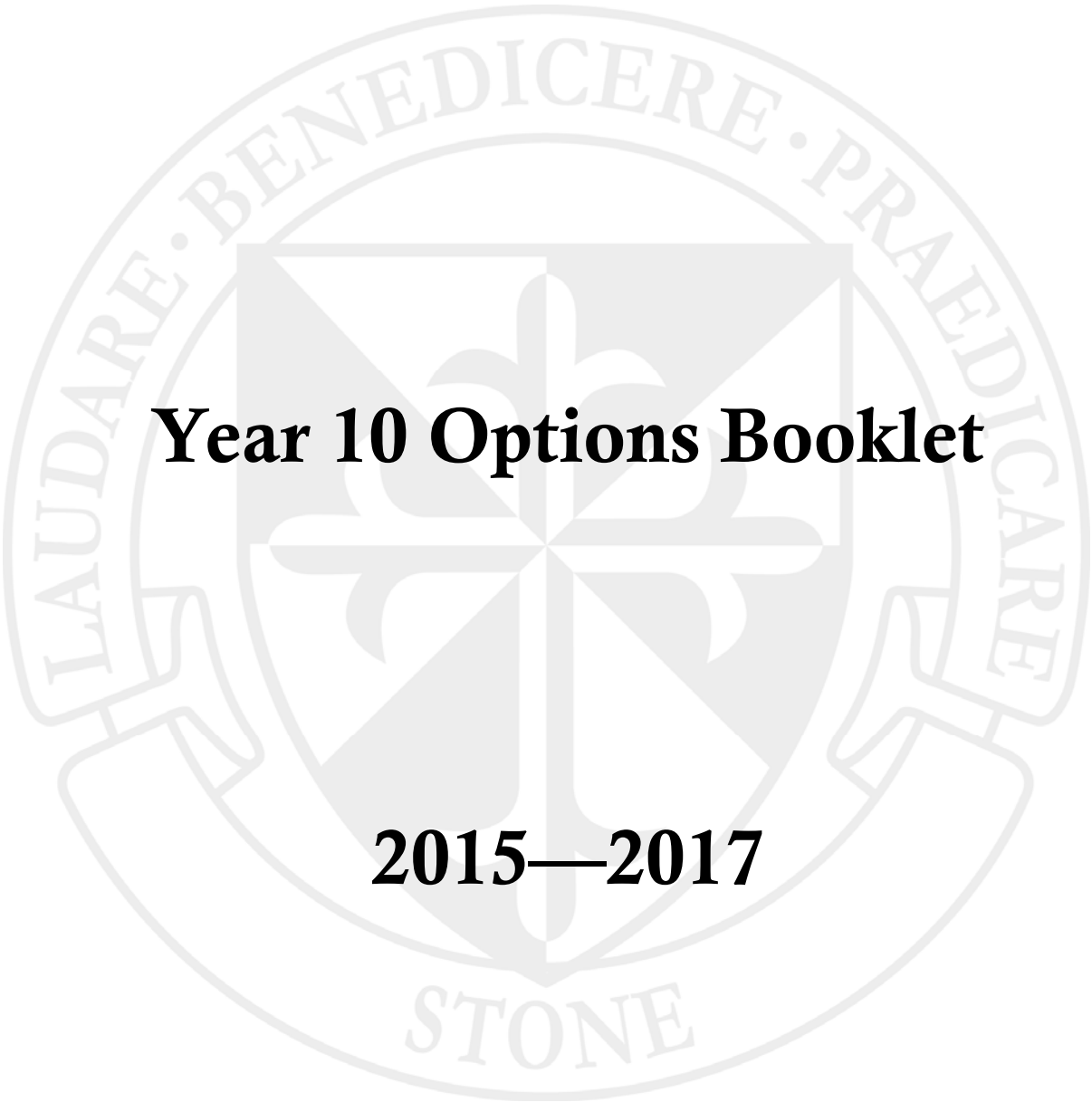
ST. DOMINIC'S PRIORY SCHOOL



Year 10 Options Booklet

2015—2017

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CHOOSING YOUR GCSE SUBJECTS

Choosing your GCSE subjects is an important decision. It affects the opportunities open to you after the end of Year 11 so it needs some careful thought. Here are some important factors you should bear in mind when deciding:

- Choose a balanced range of subjects to keep different routes open. Even if you feel you are sure about the career you are aiming for, you may change your mind over the next few years so it is important to choose a range of subjects in your combination. In doing this, you will keep your future options open and enable your career to take off in any direction you choose.

- Check the subjects required for any career you are considering. Never guess what subject would be needed for a particular career. You should check this by using the internet and consulting your teachers and the Connexions service.

- Develop your strengths and abilities. Although it is not a good idea to choose only those subjects you enjoy, you should think about your academic strengths and interests and take these into account. Talk to your subject teachers and parents to get their views on where your abilities lie and which areas you could develop.

If you feel you need extra help and advice you can always talk to Mrs Harrison or Mrs Porter.

CONTROLLED ASSESSMENT

St Dominic's Priory School, like all schools, has to administer coursework for students at GCSE. This is a different format than examinations and is intended to allow students to demonstrate their knowledge and skills in a different medium and over longer periods of time. All subjects involve Controlled Assessment except IGCSE Science and Mathematics.

The final pieces of Controlled Assessment work are produced in school under controlled conditions, which means under direct teacher supervision: teachers will authenticate the work and there must be acknowledgement and referencing of any sources used. If the final piece is carried out over several sessions, work will be collected in between sessions. Teachers may give feedback to individual candidates during the planning phase. However, where this goes beyond general advice, this will be recorded on the candidate's record form.

When supervising tasks, teachers will exercise continuing supervision of the work in order to monitor progress and to prevent plagiarism. Teachers will ensure that the work is completed in accordance with the specification requirements and it will be assessed in accordance with the specified marking criteria and procedures. Teachers are **not** allowed to provide templates, model answers or feedback on drafts. The purpose and function of Controlled Assessment is that candidates must work independently to produce their own final piece of work.

Students must observe certain procedures in the production of controlled assessment tasks.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the document at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.

All work for Controlled Assessment is marked by the teacher and internally standardised. Marks are then submitted to the exam boards, after which moderation takes place in accordance with exam board procedures.

If the school believes that a student had additional assistance and this is unacceptable within the guidelines for the relevant specification, then there will be an award for a mark which covers only the candidate's achievement without any help.

Students and teachers have to sign an authentication declaration. If teacher or student cannot sign the authentication declaration, the candidate's work cannot be accepted for assessment. If, during the external moderation process, there is no evidence that the work has been authenticated, the exam board will award a mark of zero.

ART & DESIGN OCR

Students studying *Art and Design* at GCSE will learn to develop their visual perception and understanding of the creative, imaginative and practical skills for working in art, craft and design.

Throughout the course they will develop an appreciation of the richness of our cultural heritage, and foster interests and enthusiasm through a sense of achievement, which will build personal confidence and then be reflected in their work.

The course encourages exploration of both two and three-dimensional media, and of materials like print making, textiles, ceramic and mixed media, with observation, drawing and painting at the centre of all experimentation.

During Year 10 students will complete their GCSE in Art and Design. In Year 11 they will focus on achieving an additional GCSE in Textiles. They will produce one unit of coursework, have a ten-hour exam and exhibit their work for moderation at the end of each course.

Any student who wishes to pursue a career in which visual skills are required, e.g. architecture, graphics, fashion textiles, product or industrial design, presentation and display, would find GCSE art an essential qualification. Students who express themselves in a visual way and who have enthusiasm for both practical and critical aspects in Art and Design should develop and achieve over the two years.

The Art Department offers students in the upper school the opportunity of following an exciting course of study with regular Museum and Art Gallery visits, an overseas field trip, workshops and a vibrant environment. There has been a history of excellence in public examinations at both GCSE and A level. Please look out for the exhibition in June.

BUSINESS AND COMMUNICATION SYSTEMS OCR

The aim of this GCSE is to enable students to engage actively in the study of business in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

Students are required to use a critical approach to distinguish facts and opinions, to build arguments and make informed judgements and to develop and apply their knowledge, understanding and skills to contemporary issues in a range of contexts.

Students also have to demonstrate that they appreciate the role and objectives of different stakeholders in relation to business and economic activities and to consider the extent to which business and economic activity can be ethical and sustainable in the world we live in today.

Examinations

Theoretical Assessment

Unit A265: Businesses and their Communication Systems

50% of the total GCSE marks - 1 hr 30 minutes written paper - **90 marks**

- Students answer **all** questions.
- This unit is externally assessed.

Practical Assessment

Unit A266: Developing Business Communication Systems

25% of the total GCSE marks - controlled assessment - **60 marks**

- Students choose **one scenario** from a choice of two scenarios.
- Students complete the set tasks and research based activities.
- This unit is internally assessed and externally moderated.

Unit A267: ICT Skills for Business Communication Systems

25% of the total GCSE marks - 1 hr practical examination - **60 marks**

- This examination has **two** tasks.
- Students complete **both** tasks.
- This unit is externally assessed.

ENGLISH LANGUAGE and LITERATURE OCR

English Language GCSE Syllabus Content

Students will study two main units. Both of these are examination units which will be undertaken at the end of the course in Year 11. Each of these units are worth 50% of the candidate's mark. There is also included a 'Non exam/assessment' unit comprising of Speaking and Listening. The format of this unit is still under review by the examination boards; however, it will not add to the final GCSE grade.

Unit 1: Communicating Information and Ideas

This unit focuses on reading and writing non-fiction texts.

- Learners read and compare non-fiction texts: one 19th century text and one 20th or 21st century text.
- Learners write one piece of original non-fiction.

Unit 2: Exploring Effects and Impact

This unit focuses on reading literary prose texts and creative writing.

- Learners read and respond to literary prose texts, one text may be literary non-fiction.
- Both texts are 20th or 21st century literary prose. There will not be a 19th century text in component 02.
- Learners write one piece of original creative writing.

Unit 3: Spoken Language

This unit focuses on speaking and listening skills (TBC).

English Literature GCSE Syllabus Content

Students will study two units. Both of these are examination units which will be taken at the end of the course in Year 11. Each of these units are worth 50% of the candidate's mark.

Unit 1: Exploring Modern and Literary Heritage Texts

This unit focuses on reading and responding to one studied modern prose or drama text, including making connections with a thematically linked unseen modern, same-genre extract

and

One studied 19th century prose text

Unit 2: Exploring Poetry and Shakespeare

This unit focuses on reading and responding to one thematic poetry cluster from the OCR Poetry Anthology, including making connections with a thematically linked unseen poem

and

One studied Shakespeare play.

The skills for these units will have been thoroughly taught at KS3 and will now develop and become further under the students' control. These include: varying sentence structures; using a wide range of punctuation and vocabulary; including rhetorical devices; effectively including creative techniques and 'Point, Quotation, Explain' commentary.

Why should you study this subject?

As a core curriculum subject, English is compulsory and all employers use English GCSE as a measure of your literacy and ability to communicate. English Literature can easily be studied together with English Language. English Literature at Advanced Level is more accessible if students have studied Literature at GCSE. Good communication skills are so crucial in adult life that the study of English is an essential part of any student's education.

Further education opportunities:

A GCSE in English is a useful qualification for many other Advanced Level subjects. English forms part of the key skills that have to be acquired during Advanced Level courses. Most Higher Education institutions will require at least a Grade C in English Language as an entry qualification. English and related subjects (Linguistics, Creative Writing, Theatre Studies, Media Studies, Film Studies, American Studies, for example) are widely available in all universities.

Possible Career routes:

A qualification in English is a requirement for many forms of employment. Those who choose to specialise in English may wish to pursue careers in teaching, publishing, librarianship, journalism, television, film or drama, though many careers require the good communication skills that the study of English promotes. The study of English Literature is a good preparation for any student's future life.

FRENCH AQA

Students are entered for the AQA GCSE examination.

Students study the four skills of Listening, Speaking, Reading and Writing and will be able to choose, with advice, to enter either the Foundation or Higher Tier examination in Listening and Reading. For example, a student might choose to take Foundation Reading but Higher Listening. Speaking and Writing skills are examined by controlled assessment.

The aims of the specification are to: -

- develop the ability to understand and use French effectively for purposes of practical communication
- develop the ability to use French both imaginatively and creatively and to understand French
- develop an understanding of the grammar of French
- develop an awareness of the nature of language and language learning
- offer insights into the culture and civilisation of French-speaking countries and communities
- encourage positive attitudes to foreign language learning and to speakers of foreign languages and a positive approach to other cultures and civilisations
- develop students' understanding of themselves and their own culture
- provide enjoyment and intellectual stimulation and form a sound base of the skills, language and attitude required for further study, work and leisure
- promote skills, which have a wider application such as information technology, and learning skills (e.g. analysis, memorising).

GEOGRAPHY EDEXCEL

Students studying Geography in Key Stage 4 follow the **Edexcel GCSE, Geography B**, which has four units.

Students study **Units 1 (25%) and 2 (25%)** to build their core knowledge and understanding, this is then developed in Units 3 and 4.

Units 1 and 2 are based on areas of human and physical geography and include optional topics which cover specific processes in depth and allows comprehensive coverage of numerous geographical issues.

Unit 3 (25%) is assessed in the second year through a Decision-Making Exercise (DME), which is based on an unseen set of information and resources. This type of assessment encourages students to develop problem-solving techniques and the ability to make and explain decisions.

Unit 4 (25%) is also assessed in the second year and is the fieldwork element of this qualification tested through a controlled assessment. This is relatively new to GCSEs and provides a more structured approach to internal assessment. At St Dominics Priory a residential weekend is planned to take place in April/May each year where the data and information for Unit 4 is collected.

List of unit contents

Unit 1: Dynamic Planet (25%)

Section A Introduction to the Dynamic Planet

Topic 1 Restless Earth
Topic 2 Changing Climate
Topic 3 Battle for the Biosphere
Topic 4 Water World

Section B Small-scale Dynamic Planet

Topic 5 Coastal Change and Conflict
Topic 6 River Processes and Pressures
Section C Large-scale Dynamic Planet
Topic 7 Oceans on the Edge
Topic 8 Extreme Environments

Unit 2: People and the Planet (25%)

Section A Introduction to People and the Planet

Topic 1 Population Dynamics
Topic 2 Consuming Resources
Topic 3 Globalisation
Topic 4 Development Dilemmas

Section B Small-scale People and the Planet

Topic 5 The Changing Economy of the UK
Topic 6 Changing Settlements in the UK

Section C Large-scale People and the Planet

Topic 7 The Challenges of an Urban World
Topic 8 The Challenges of a Rural World

Unit 3: Making Geographical Decisions (25%)

A Decision Making Exercise (DME).

Unit 4: Investigating Geography (25%)

A controlled assessment

HISTORY EDEXCEL

Specification: GCSE History B (Schools History Project) Edexcel

Course Units:

Unit 1: *Development Study*: Option 1A Medicine and Treatment

Unit 2: *Depth Study:* Option 2A Transformation of British Society 1815-1851

Unit 3: *Source enquir*y: The Impact of war on Britain 1914-1950

Unit 4: *Controlled Assessment:* The World around us

Unit 1: *Development Study*: Option 1A Medicine and Treatment

Developments in medicine and treatment and their impact throughout society from 1350-present. Explore a variety of different factors such as individuals, communications, attitudes and war. Explore how far these factors have helped or hindered the development of medicine and treatment through time. This unit is taught in a chronological order with similar investigations through each time period:

- Ideas about causes of illness and disease.
- The significance of key individuals and their work.
- Approaches to treatment and the prevention of disease.

Unit 2: *Depth Study:* Option 2A Transformation of British Society 1815-1851

This unit examines ways in which Britain was transformed during the 19th century due to rapid industrialisation. Investigations will focus on the social issues which arose from the period of dramatic change and the developments which occurred to deal with growing problems in society.
The focus of the unit is on the changing lives of the working population. Key investigation are based upon the following topic areas:

- Working class conditions and Poverty
- Reform and protest
- The coming of the Railways

Unit 3: *Source Enquiry*: The Impact of war on Britain 1914-1950

This unit will focus on what life was like for people living through two major wars.
It will focus on the government's methods to ensure safety of British civilians and to encourage morale during war time. The course will consist of three main topic areas:

- The Civilization experience of total war.
- Government organisation for war
- The impact of war on society

Unit 4: Controlled Assessment: History around us- A Local Community

Students will investigate a local history site or community where they will develop their understanding about key issues which were linked to the relevant site such as:

- Family life, housing and communities.
- Work employment and leisure.
- The impact of industrialisation of families in the nineteenth century.

MATHEMATICS OCR

As a core curriculum subject, Mathematics is not an Option for Year 10 but is compulsory and studied by every student. Year 10 is taught in two sets and both will complete the OCR GCSE Mathematics A, J562, which was a new specification in 2012 for first examination in June 2014.

The course consists of 3 units of study, Unit A, B and C which are available at both Foundation and Higher levels. It is possible to mix the levels across the units to ensure that all students can achieve their full potential with the highest possible grade.

The aim of GCSE Mathematics is to encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study.
As learners they will develop confidence in, and a positive attitude towards, mathematics and recognise the importance of mathematics in their own lives and to society.

GCSE Mathematics will prepare learners to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

The aims of the OCR specification are to enable candidates to:

- develop knowledge, skills and understanding of mathematical methods and concepts
- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, everyday and real world situations
- reason mathematically, make deductions and inferences and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Overview of GCSE Mathematics A

Unit A - A501 – Foundation or Higher

Written paper
1 hour
60 marks
25% of the qualification
Calculator permitted

Unit B - A502 – Foundation or Higher

Written paper
1 hour
60 marks
25% of the qualification
Calculator **not** permitted

Unit C – A503 – Foundation or Higher

Written paper
1 1/3 hours (Foundation), 2 hours (Higher)
100 marks
50% of the qualification
Calculator permitted

Summary of GCSE Mathematics A content

Unit A – A501/01 – Foundation	Unit A – A501/02 - Higher
• General problem solving skills • Number • Herarchy of operations • Ratio • Factors, multiples and primes • General algebra and coordinates • Sequences and formulae • Equations and expressions • General measures • Constructions • Maps • Pythagoras' theorem in 2D • Data handling	• General problem solving skills • Number • Herarchy of operations • Ratio • Factors, multiples and primes • General algebra and coordinates • Sequences and formulae • Equations and expressions • General measures • Constructions • Maps • Core trigonometry • Pythagoras' theorem in 2D and 3D • Data handling

Unit B – A502/01 – Foundation	Unit B – A502/02 - Higher
• General problem solving skills • Number • Fractions, decimals and percentages • Indices and surds • General algebra and coordinates • Functions and graphs • Inequalities • General measures • Angels and properties of shape • Transformations • Bivariate data	• General problem solving skills • Number • Fractions, decimals and percentages • Indices and surds • General algebra and coordinates • Functions and graphs • Inequalities • General measures • Angels and properties of shape • Transformations • **Vectors** • Bivariate data

Unit C – A503/01 – Foundation	Unit C – A503/02 - Higher
• General problem solving skills • Number • Upper and lower bounds • Social arithmetic • General algebra and coordinates • Algebraic manipulation • Real life and non-linear functions • General measures • Area and volume • The study of chance	• General problem solving skills • Number • Standard index form • Upper and lower bounds • Social arithmetic • General algebra and coordinates • Algebraic manipulation • Real life and non-linear functions • General measures • Area and volume • Extension trigonometry and Pythagoras' theorem • The study of chance

In Year 10 students are taught in two sets:
Set 1 - all students in this set follow the Higher level course.

Set 2 - all students in this set follow the Foundation level course plus various sections of the Higher level.

Students will be entered for each unit at the level most appropriate to their individual potential.

GCSE Mathematics is used by employers as a measure of a person's level of numeracy. Competency in numeracy is so crucial to adult life that the study of mathematics is an essential part of any student's education.

GCSE Mathematics is a very good foundation for the study of many subjects at Advanced Level. In particular, Business Studies, Physics, Chemistry, Biology, Geography, Psychology, Sociology are well supported by both pure and applied mathematics.

A qualification in Mathematics is a requirement for many areas of employment and a useful support for many degree courses.

MUSIC EDEXCEL

The elements of GCSE *Music* aim to promote our cultural development and involvement in music as performers, listeners and composers through the study of a wide range of music. It provides a channel for self-expression and creativity and the opportunity to fulfil potential and talent by the development of personal skills such as communication, sensitiveness, self-confidence and awareness.

The course consists of 3 areas-Listening, Performing and Composing. It is advisable that students have obtained or reached an equivalent standard of approximate grade 3 at the start of the course on their main instrument/voice.

The skills that Music develops are those the business world increasingly appreciates - namely, creativity, flexibility, adaptability, self-confidence and self-reliance. It is enjoyable, rewarding and would be complementary to many career opportunities e.g. -

- Teaching, performing, composing, performing arts, media, broadcasting
- Music Therapy
- Sound technician, engineer, recording technician, recording companies
- Journalism
- Instrument repairer, manufacturer
- Retailing
- Music Publisher
- Librarian
- Armed Forces

RELIGIOUS STUDIES EDEXCEL

The aim of the course leading to the Edexcel examination is to promote an enquiring, critical and sympathetic approach to the Christian faith. The course helps the students to explore questions about the meaning and purpose of life, to reflect on moral issues, and to appreciate the contribution of religion in the formation of patterns of belief and behaviour both in society and in life in general.

Assessment is by two papers taken at the end of Year 11. There is no longer a course work element in this subject.

Paper 1 - Religion and Life based on a study of Roman Catholic Christianity:

- Believing in God; including religious experience, God and science, the problem of evil and suffering, how a television programme may influence belief in God.

- Matters of Life and Death; including belief about life after death, abortion and euthanasia.

- Marriage and the Family; including different Christian attitudes to cohabitation, divorce, homosexuality and how these might be presented in the media.

- Religion and Community Cohesion; including equal rights for women in the Church, why and how the Church promotes racial harmony and Christian attitudes to other faiths.

Paper 2 - Religion and Society based on the Study of Christianity and at least one other religion:

- Rights and responsibilities; including human rights in the UK, how Christians make moral decisions, why Christians should be involved in democratic and electoral processes, different Christian attitudes to genetic engineering and cloning.

- Environmental and medical issues; including global warming, pollution, Christian teaching on good stewardship, fertility treatment and transplant surgery with reference to both different Christian attitudes and consideration of a Muslim view point.

- Peace and Conflict; including bullying, conflict within families, war, Christian response to conflict and reconciliation, and the teaching of one other faith on forgiveness and reconciliation.

- Crime and Punishment; including theories of punishment, the importance of justice to Christians and one other faith, the issue of Capital punishment, the problems associated with drugs and alcohol and different Christian attitudes to drugs and alcohol.

SCIENCE: CIE

All students will follow an IGCSE course designed to meet their needs for a GCSE qualification in Science. In common with all science qualifications now on offer, this will be a terminally examined course.

It is proposed that from 2014-2015 there will be 2 routes through Science at GCSE. Both will involve following a Balanced Science course which includes Biology, Chemistry and Physics.

There are common elements to both combined and co-ordinated science courses, thus enabling a student to move course within the first term if required.

The difference between the combined Science and Co-ordinated Science approach is purely the amount of factual content required and the way in which that factual content is applied.

It is envisaged that those students who have shown an aptitude for Science are encouraged to enter Route 2. Any student considering an A level in a Science based subject should follow this route.

Route 1: <u>Combined Science I.G.C.S.E.</u>

The student will follow a 2 year course using the Combined Science syllabus offered by the Cambridge International Exam board. **This will result in a single GCSE award in Science**.

The combined award may be studied at 2 different levels – Foundation or Higher tier.

The Foundation level offers grades C-G, whilst the Higher tier allows access to all grades up to and including A*.

At the end of Year 11, the student will sit 3 exam papers as follows:

- **Paper 1** – 40 multiple choice questions based on all 3 scientific disciplines.
- **Paper 2** - A structured answer based paper that overs all 3 scientific disciplines and encourages the student to consider the overlap that occurs between the sciences.
- **Paper 3** – A practical exam paper which asks students to interpret diagrams, scientific data and record such data in an appropriate manner.

There is no coursework element as Paper 3 examines the practical skills gained by the students over the 2 year course, without putting pressure on them to undertake a one off practical exam or produce a written scientific essay.

Paper 1 (Multiple Choice) and **Paper 3** (Alternative to Practical) are common to both tiers. It is only the structured answer paper (**Paper 2**) which differs.

This course has been chosen since it provides a good grounding in the sciences and also covers the requirements for the AQA Entry Level certificate.

An Entry Level certificate would only be considered where staff felt that the student involved would struggle to attain the requirements of GCSE Grade G.

Route 2: <u>Co-ordinated Science I.G.C.S.E.</u>

The student will follow a 2 year course using the Co-ordinated Science specification offered by the Cambridge International Exam board. This will result in a Dual award GCSE e.g. CC, BB etc. **(two GCSEs in Science).**

This award may be studied at 2 different levels. The foundation level covers grades C-G, whilst the Higher tier allows access to all grades up to A*.

At the end of Year 11, the student will sit 3 exam papers as follows:

- **Paper 1** – 40 multiple choice questions based on all 3 scientific disciplines.
- **Paper 2** - A structured answer based paper that overs all 3 scientific disciplines and encourages the student to consider the overlap that occurs between the sciences.
- **Paper 3** – A practical exam paper which asks students to interpret diagrams, scientific data and record such data in an appropriate manner.

There is no coursework element as Paper 3 examines the practical skills gained by the students over the 2 year course, without putting pressure on them to undertake a one off practical exam or produce a written scientific essay.

Paper 1 (Multiple Choice) and **Paper 3** (Alternative to Practical) are common to both tiers. It is only the structured answer paper (**Paper 2**) which differs.

LAUDARE · BENEDICERE · PRAEDICARE
STONE