



Rishworth
School

GCSE CHOICES 19/20



Contents

Page Title	Page Number
------------	-------------

Introduction	2
The Choice System	3

CORE SUBJECTS

GCSE Choices:

English	5
Mathematics	6
Science	7
Personal, Social, Health and Citizenship Education	8

OPTIONAL SUBJECTS

Art and Design	9
Business	10
Computer Science	11
Design and Technology	12
Drama	13
Food Preparation and Nutrition	14
Geography	15-16
History	17
Modern Languages: French/Spanish	18
Music	19
Physical Education	20
Psychology	21

COMPLEMENTARY SUBJECTS

English for Academic Purposes (EAP)	22
Particular Learning Needs (PLN)	22

Introduction by the Director of Studies:

This booklet has been prepared to assist pupils and their parents to make an informed choice about options for GCSE courses. We hope you find the information and guidance useful. GCSEs involve more specialism than the subjects followed in the lower school. The fewer subjects studied in greater depth make judicious choices at this stage important. The first section in this booklet is called **The Choice System** and provides some advice on the criteria for selecting courses. A few points are worth emphasising:

- (a) All subjects carry the same weighting with the examination boards and count equally towards qualification for the Sixth Form and A-level study. Despite the introduction of the 'English Baccalaureate' (EBacc) as a measure of school performance the school has no plans at present to compel the study of either Geography or History. However, those with aspirations for academically more demanding courses at universities would be well advised to consider both a foreign language and a humanities subject.
- (b) Some pupils have a very clear career intention which should, of course, be taken into account in choices. For example, a future designer may consider Design and Technology and/or Art.
- (c) Pupils would be sensible to choose subjects which they enjoy and in which they have demonstrated some ability. Motivation is likely to be higher in those subjects.
- (d) The aim should be to construct a balanced programme so that future flexibility and adaptability, qualities sought by so many employers, can be maintained. The National Curriculum emphasises the importance of this kind of balance.
- (e) It is unwise for pupils to base their choices on what their friends have selected, or on personalities and teachers whom they have grown to like in the lower school; friends and teachers change as pupils move through the school.

Please read this booklet carefully. It is hoped that pupils and their parents/guardians will take time to talk through the possibilities. Pupils are to be encouraged to make their own choices in the first instance, based on their own interests and abilities. During the Lent Term, tutors, subject teachers and careers advisers may be consulted for advice, so that a curriculum package will emerge which is broad, challenging and fulfilling.

Mr S. Ogden
DIRECTOR OF STUDIES



The Choice System:

The curriculum is sub-divided into:

1. Core Subjects

2. Optional Subjects

1. **Core subjects** are compulsory. All pupils study:

- **Mathematics**
- **English (Language and Literature)**
- **Science (Topics of Physics, Chemistry and Biology)**

2. From the **optional subjects** pupils choose four of the following:

- | | |
|--|-----------------------------|
| • Art and Design | • French |
| • Business | • Geography |
| • Computer Science | • History |
| • Design and Technology | • Music |
| • Drama | • Physical Education |
| • English as an Additional Language | • Psychology |
| • Food Preparation and Nutrition | • Spanish |

It is planned to include all of these subjects on the timetable. However, it is possible that a subject may be unavailable if there is insufficient demand.

Where specialist support for particular learning needs is required, three subjects only may be taken and a personalised programme will be followed in place of the fourth subject. All pupils will also have **Games** and **Personal, Social, Health and Citizenship Education (PSHCE)** lessons.

Our **Guidance Programme** attempts to pose and answer four questions:

1. **Choosing for what?**
2. **Why do I have to choose?**
3. **How should I choose?**
4. **What should I choose?**

Choosing for what? We live in a rapidly changing world. Today's school leavers will have to be both flexible and adaptable because in their lifetime they must expect (a) several changes of job, (b) many periods of retraining, (c) possible moves around the country or even around the world, and (d) periods of unemployment.

The question arises, therefore, whether pupils are choosing subjects for employment, leisure, edification, or specifically as a foundation for higher education. The answer will vary according to the individual concerned, but it could include several (even all) of these reasons.

Why do I have to choose? In the first few years of secondary school all pupils sample a wide range of perhaps 15 subjects but it would be impossible to sustain such a range to examination level. Choices have to be made because (a) the last forty years have seen an immense explosion of human knowledge, (b) examinations are increasingly complex and demanding, and (c) pupils need time to develop their talents and skills. A limited degree of specialisation is essential, so pupils tend to study about nine subjects.

How should I choose? Pupils are encouraged to assess their own strengths and weaknesses, and to discuss possible combinations of subjects with their Tutor, parents and subject teachers, taking into account any career intentions. There is plenty of useful literature available in the Library Careers Section.

What should I choose? For a balanced curriculum (in addition to core subjects) it is recommended that all pupils should consider studying a humanities subject and a creative subject, plus one other. The overriding consideration, however, must be the aptitude, interest and enjoyment a pupil will have in any subject to be studied for a further two years.

Parents or pupils requiring further advice or assistance are invited to consult the Careers Staff and/or Heads of Department.



Rishworth School

The GCSE Choices





English:

Introduction:

In the English Department we aim to develop the language competence of all pupils through the four basic activities which comprise communication: talking, listening, reading and writing. We try to help each pupil:

- to write with clarity, accuracy and imagination
- to further his/her understanding of the written word
- to explore and enjoy media texts and works of literature
- to understand the development and uses of the English Language
- to talk with confidence and to listen with sensitivity.

Year 10 and 11 are taught in sets. All sets will study both English Language and Literature initially; these subjects are separately certificated at examination time.

Examination Board: AQA

Mode of Assessment: Examination

Course Content:

Examination: English Language

Two examinations, both worth 50% each, are taken at the end of Year 11.

Paper 1: Exploration in Creative Writing.

Section A: Reading – one literature fiction text.
Section B: Writing – descriptive or narrative writing.

Paper 2: Writers' Viewpoints and Perspectives.

Section A: Reading – one non-fiction text and one literary non-fiction text.
Section B: Writing – writing to present a point of view.

Plus Non-Examination Assessment:

Spoken Language

Examination: English Literature

Two examinations, the first worth 40% and the second 60%, are taken at the end of Year 11.

Paper 1: Shakespeare and the 19th-century novels.

Paper 2: Modern texts and poetry.

Examination: English

Sets 1 and 2 will be entered for both GCSE English Language and GCSE English Literature, Set 3 will be entered for GCSE English Language only.

Mathematics:

Introduction:

The aim of the Mathematics Department is to encourage the pupils to develop a positive attitude to the subject and to enable them to have confidence in applying their mathematical skills in a wide range of situations. They will be given opportunities to work independently, investigating and testing mathematical ideas, and so create a firm foundation for further study.

Course Content:

The syllabus is consistent with the National Curriculum and continues to build on the Key Stage 3 work tested at the end of Year 8. The subject content is divided into six attainment target areas:

- Number
- Algebra
- Ratio, Proportion & Rates of Change
- Geometry & Measures
- Probability
- Statistics

Assessment is by written examination examined at the end of the three year course. The examinations are differentiated, the system involving two tiers of assessment each one targeting different levels of attainment. It is important that pupils are entered for the tier appropriate to them. Grades awarded at the two tiers of entry are as follows:

Higher Tier: 4 - 9

Foundation Tier 1 - 5

Examination Board: AQA

Mode of Assessment: Examination

Linear: Three written papers each worth one third of the total marks. One non-calculator paper, plus two calculator papers, each testing work taken from the entire specification.



Science:

Introduction:

Pupils entering Year 10 will continue to study a balanced Science course with the option of choosing extra Science lessons in the option process. Students can take the standard route, without choosing extra Science, to complete GCSE Combined Science (also known as Trilogy). This route is worth two GCSE qualifications. Students who choose the extra Science option, will complete qualifications in GCSE Biology; GCSE Chemistry; and GCSE Physics (also known as The Separate Sciences). This route is worth 3 GCSE qualifications.

Pupils are taught by specialist Science teachers across the three subjects, with nine hours of Science teaching over a two-week period for those who choose the Trilogy option. This allows three hours to be dedicated to each Science over two weeks. Those who choose the Separate Science option would receive 14 hours of science lessons per fortnight. This is spread between the three subjects.

Course Content:

Summary of content for the courses:

Biology

1. Cell Biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics (GCSE Physics only)

Examination Board

AQA GCSE Combined Science (double award)
AQA Biology, AQA Chemistry, AQA Physics

Mode of Assessment:

GCSE Combined Science

- 16 practicals that teachers must deliver during lessons
- Six exam papers: two Biology, two Chemistry and two Physics papers
- Each exam is 1 hour and 15 minutes (70 marks)
- Each paper will cover different subject content and include questions about the required practicals.

or

GCSE Biology

8 practicals that teachers must deliver during lessons.

Paper 1

- Questions on topics 1-4
- 1 hour 45 minutes (100 marks)

Paper 2

- Questions on topics 5-7
- 1 hour 45 minutes (100 marks)

and

GCSE Chemistry

8 practicals that teachers must deliver during lessons.

Paper 1

- Questions on topics 1-5
- 1 hour 45 minutes (100 marks)

Paper 2

- Questions on topics 6-10
- 1 hour 45 minutes (100 marks)

and

GCSE Physics

8 practicals that teachers must deliver during lessons.

Paper 1

- Questions on topics 2, 4, 6, 7
- 1 hour 45 minutes (100 marks)

Paper 2

- Questions on topics 1, 3, 5, 8
- 1 hour 45 minutes (100 marks)

Questions: multiple choice, structured, closed short answer, and open-response, and questions about the required practicals.

All examinations take place in June of Year 11. These courses offer flexibility in teaching and assessment, while remaining a challenging and purposeful course for all pupils. Both options of study form a sound foundation for studying Sciences at A Level.

Personal, Social, Health and Citizenship Education:

During their GCSEs, Year 10 and 11 pupils continue to follow the PSHCE curriculum and receive valuable support and assistance from tutors and pastoral staff. There is a strong emphasis within the curriculum on careers/further education guidance and on exam/coursework related study skills. Pupils learn to develop an array of skills from time management to effective working practices and revision techniques to job applications.

Year 10 pupils receive a one hour session every two weeks and sessions cover study skills and careers education. There are visits from external university speakers, advice on interviews, writing CVs and a work experience week. Pupils also receive advice and guidance on issues such as relationships, health, crime awareness, road safety issues, internet safety, alcohol and drug education.

External speakers are often invited into school as a "different voice" as this is often the best way of putting difficult concepts and messages across and consistently proves to be popular and successful.

During Year 11 pupils receive a one hour lesson every two weeks dedicated to similar issues and to the issue of Citizenship. Year 11 pupils will also have Careers Guidance, including careers interviews and the opportunity for Morrisby profiles, study skills and exam technique as well as looking at employability and job choices. Pupils may also receive careers interviews organised by Inspiring futures.

Opportunities are presented for pupils to become involved in charitable work and in the broader role of the school.

The careers section of the School Library is well resourced with computer software, books and leaflets. Guidance is given on how to make the best use of these.



Art and Design:

Introduction:

The course aims to introduce pupils to a variety of learning experiences, both two and three dimensional, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen area(s) of study. Pupils will be encouraged to develop their own strengths and interests in the subject and follow their own lines of enquiry. Evidence must be provided of drawing activity in both their portfolio submission and externally set assignment. It can take different forms depending on intention: it can feature as an element within the developmental process and/or explicitly in the realisation of intentions. Pupils must also use written annotation to record their ideas, observations and insights, and will be encouraged to appreciate the purpose of annotation and understand how and where annotations can feature as an integral part of the creative process.

The department follows the Art, Craft and Design title where pupils must explore work associated with areas of study from at least two of the following titles: Fine Art, Graphic Communication, Textile Design, Three-Dimensional Design and Photography.

Examination Board: AQA (Art, Craft and Design).

Course Content:

Mode of Assessment:

Component 1: Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions, along with a selection of further work undertaken during the pupils' course of study.

Component 1 carries 96 marks and contributes to 60% of the GCSE.

Non-exam assessment set and marked by the department and moderated by AQA during a visit to the school which normally takes place in June.

Component 2: Externally Set Assignment

Pupils respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives and evidence of drawing activity and written annotation. There is a preparatory period followed by 10 hours of supervised time. Once the supervised time begins pupils may refer to their preparatory work but must not amend or add to it.

Component 2 carries 96 marks and contributes to 40% of the GCSE.

An external assignment is set by the exam board, marked by the department and moderated by AQA during a visit to the school, which normally takes place in June.

The course content as set out above may be subject to change by AQA.

Business:

Introduction:

Each and every day we are affected by the workings of business. Many pupils will ultimately be employed by businesses both large and small; some may even establish their own company. It seems appropriate, therefore, that Business should be offered as a GCSE option.

The course aims to relate all aspects of the work to easily identifiable, real-world situations with which pupils will be familiar. The new AQA Specification (8132) provides the opportunity to explore real business issues and how businesses work.

Pupils are encouraged to develop an understanding of the environments within which business activity takes place, of the major groups and organisations within and outside business, of the roles and purposes of business activity in both the public and the private sectors, of competition and monopoly and of how the main types of business and commercial institutions are organised, financed, operated and marketed.

Course Content:

The course is divided into 6 sections:

Business in the Real World

Objectives, Entrepreneurs, Types of Business, Stakeholders, Business Planning and Location.

Influences on Business

Technology, Ethics, The Economy, Globalisation, Competition and Laws.

Business Operations

Production Methods, Managing Stock, Quality and Customer Service.

Human Resources

Organisational Structures, Recruitment, Motivation, and Training.

Marketing

Market Segmentation and Research, the 4 P's of The Marketing Mix.

Finance

Sources of Finance, Cash Flow, Costs, Revenues and Profit, Break Even, Average Rate of Return for Investment Projects, Balance Sheets, Income Statements and Ratio Analysis.

Pupils will be expected to be resourceful. There will be research and practical activities and assignments which will involve individual and group studies of local businesses and their organisation, as well as accessing information over the internet.

The course is suitable for pupils within the full ability range but a genuine interest; the ability to use technical terms accurately, a reasonable mathematical ability and the ability to write in good English are required. It is an excellent grounding for both A-level Business and A-level Economics as well as a wide range of vocational Further Educational courses.

Examination Board: AQA

Mode of Assessment:

Examination: 2 papers (2 x 1 hour and 45 minutes)

Paper 1 (50%):

Influences of Operations and HRM on Business Activity.

Paper 2 (50%):

Influences of Marketing and Finance on Business Activity.

Both exams will be at the end of Year 11.



Computer Science:

Introduction:

GCSE (9-1) Computer Science suits pupils who enjoy problem solving and want to grow their knowledge of how technology is created and perhaps see themselves entering some of the most disruptive and innovative industries such as cyber security and software development.

GCSE Computer Science allows pupils to understand how people work together with computers to develop world-changing applications like Instagram, Spotify and eBay. Pupils also develop the skills that colleges, universities and employers are looking for – and they will prove valuable for the rest of a pupil’s life. GCSE Computer Science goes really well with lots of other subjects, especially Mathematics, the other Sciences, Art and Design, and Music.

Course Content:

- 1 Fundamentals of algorithms
- 2 Programming
- 3 Fundamentals of data representation
- 4 Computer systems
- 5 Fundamentals of computer networks
- 6 Fundamentals of cyber security
- 7 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
- 8 Aspects of software development
- 9 Programming Project.

Examination Board: AQA

Mode of Assessment:

Paper 1: Computational thinking and problem solving (1 hour 30 minutes, 50% of the GCSE). This paper is set in practically based scenarios and assesses pupils’ understanding of computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from course content 1– 4.

Paper 2: Written assessment (1 hour 30 minutes, 50% of the GCSE). This paper assesses pupils’ understanding of the theoretical knowledge of computer science from course content 3– 7.

Design and Technology:

Introduction:

This GCSE in Design and Technology enables pupils to understand and apply the design process by exploring, creating and evaluating a range of outcomes. The qualification enables pupils to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. It also gives pupils opportunities to apply knowledge from other disciplines, including Mathematics, Science, Art and Design, Computing and the Humanities.

Pupils will acquire subject knowledge in Design and Technology incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make prototypes in response to issues, needs, problems and opportunities. They should develop an awareness of practices from the creative, engineering and manufacturing industries.

Course Content:

The specification content is divided into two sections: core content and material categories. The two sections provide pupils with a breadth and depth of study. All pupils must study the core content plus at least one material category. Pupils will focus on a specific material dependent on the strengths and interests of the cohort. All topics within the core content and material categories must be covered but will be delivered in a variety of ways.

There are two sections to the written paper:
Section A – Core content
Section B – A focus on either: Metals, Papers and Boards, Polymers, Textiles or Timbers.
Each question on the written paper is set in a context. The paper will include open-response, graphical, calculations and

extended open-response questions.

The paper will include questions that target mathematics. Calculators may be used in the examination.

For the internally assessed coursework element, pupils will undertake a Non-Examination Assessment. The project will test pupils' skills in investigating, designing, making and evaluating. Pupils will manipulate a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study. Pupils are required to work independently and to analyse a given contextual challenge from a choice of three. These tasks are issued to schools in the June prior to the pupils' year of examination. Having selected a contextual challenge to work within, pupils should develop a range of potential ideas and then manufacture one through practical making activities. The deadline for this assessment will be the end of the second term in Year 11. The project will allow pupils to apply knowledge and understanding in a product development process to investigate, design, make and evaluate their prototype.

Examination Board: Edexcel

Mode of Assessment: Assessment will be by means of a written paper and a Non Examination Assessment (controlled assessment) and both contribute half of the marks each.

Coursework: Approximately 40 hours
50% of the final mark

Examination: One paper of 1 hour and 45 minutes
50% of the final mark



Drama:

Introduction:

The aim of the GCSE course is to encourage pupils to explore ideas that lead to successful theatre. It also allows pupils to apply that knowledge in a practical manner. Pupils have the opportunity to work in groups on both scripted and devised performances, to study a set text from a dramatic perspective and to assess and evaluate live professional theatre.

Examination Board: Eduqas

Course Content: The pupils are assessed on three components, which are as follows. The first two are assessed through either acting or design.

Mode of Assessment:

Component 1 – Devising Theatre

Non-exam assessment: internally assessed, externally moderated - 40% of qualification

Pupils participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus. Pupils must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2 – Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner - 20% of qualification

Pupils study two extracts from the same performance text chosen by the centre. Pupils participate in one performance using sections of text from both extracts.

Component 3 – Interpreting Theatre

Written examination: 1 hour and 30 minutes - 40% of qualification

Section A: Set Text - A series of questions on one set text from a choice of five.

Section B: Live Theatre Review - One question requiring analysis and evaluation of a live theatre production seen during the course.

Assessment Overview

Section A – A series of questions on a set text.
Section B – A choice of questions related to reviewing live theatre.

Food Preparation and Nutrition:

Introduction:

The new GCSE is welcomed in the department and will follow on from the current teaching in Key Stage 3, further enhancing and developing the skills, knowledge and experiences pupils have developed in Years 7, 8 and 9. Pupils will learn about food commodities, the principles of nutrition, diet and good health. They will develop their knowledge and understanding of the science of food, where food comes from and the cooking and preparation of foods. The skill groups they will learn about include general practical skills, knife skills, preparing fruit and vegetables, use of the cooker, use of equipment, cooking methods, preparation, combine and shape, sauce making, tenderising and marinating, making doughs, understand raising agents and setting mixtures. The course will continue to encourage pupils to experiment with flavours, textures, colours and ingredients whilst making a wide variety of food products.

Course Content:

The GCSE in Food Preparation and Nutrition will give pupils the opportunity to develop their knowledge and extend their cooking skills. It encourages pupils to become imaginative, innovative, independent and creative when working in a food practical environment.

Exam Board: Eduqas

Mode of Assessment:

The two year course involves one tier of assessment which covers all grades 9-1.

There are two assessment components:

Component 1

Principals of food preparation and nutrition written examination. 1 hour and 45 minutes. 50% of the qualification – 100 marks.

Component 2

Non-examination assessment food preparation and nutrition in action. 50% of the qualification – 100 marks. Within component 2 there will be two assessments.

Assessment 1 – The Food Investigation - Assessment (15%).

Pupils will conduct an investigation from a choice of topics provided by the examination board. They will show their understanding of the working characteristics and functional and chemical properties of ingredients. The investigation will include written and photographic evidence and practical investigations.

Assessment 2 – The Food Preparation - Assessment (35%).

Here pupils will plan, prepare, cook and present a selection of dishes to meet particular requirements such as dietary needs, lifestyle choice or specific context.



Geography:

Introduction:

Geography is about developing a sense of place and an understanding of the world in which we live.

The Geography course allows pupils to:

- increase their locational knowledge - where places are and how they are interconnected
- develop their fieldwork and geographical skills
- gain an understanding of place, processes and UK geography
- understand physical geography through examining geomorphic processes, the landscape, and changing weather and climate patterns
- gain an understanding of people and the environment, processes and interactions, global ecosystems and biodiversity along with resources and their management
- gain an understanding of human geography, processes and change, cities and urban society along with global economic development issues.

The course provides pupils with the opportunity to study a dynamic subject within which the patterns and issues are constantly changing. It is an excellent subject for pupils who wish to develop an understanding of the issues within today's world.

Examination Board: AQA

Course Content:

Mode of Assessment:

Linear system comprising of the following:
Question papers are un-tiered.

Questions will be a mix of multiple choice, short structured responses and extended writing. The grading system is now based on a numbering system. The grades range from 9-1.

There are three written exam papers which all take place at the end of Year 11.

Unit 1: Living with the Physical Environment.
This comprises 35% of the total assessment.
Written exam: 1 hour 30 minutes, 88 marks.

The pupil answers five questions out of a possible seven, two of which are compulsory. The questions cover the following topics:

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

Unit 2: Challenges in the Human Environment
This comprises 35% of the total assessment.
Written exam: 1 hour 30 minutes, 88 marks.
The pupil will answer questions on the following topics:

- Urban issues and challenges
- The changing economic world
- The challenge of resource management including: food, water and energy

Unit 3: Geographical Applications.

This comprises 30% of the total assessment.

Written exam: 1 hour 15 minutes, 76 marks.

Pre-release resources booklet made available

12 weeks before Paper 3 exam.

Section A – Issue Evaluation:

Pupils will be provided with compulsory structured questions surrounding a particular theme, which leads to an extended writing task based on pre-release. A source booklet will be issued to pupils in advance. The theme arises from the subject content of Units 1 or 2 but may extend beyond it through the use of resources. The theme could combine human and physical aspects.

Section B – Fieldwork:

Pupils will be given compulsory questions based on their enquiry work and the use of fieldwork materials in an unfamiliar context.



History:

Introduction:

The GCSE History course aims to stimulate pupils' natural curiosity about events in the past whilst at the same time helping them to understand problems and issues in the world they live in today through developing an understanding of their historical background. History involves understanding how and why important events happened. Discovering the answers to these questions will help to give pupils some understanding of key ideas in related areas such as economics and politics.

Course Content:

The new History course requires pupils to study topics across a range of different countries and time periods and also include a study of a specific historical site. There is no longer any controlled assessment element to GCSE History.

At Rishworth we follow the OCR Schools History Project course. This course consists of five parts.

1. A British Thematic Study of a topic over several hundred years, such as Crime and Punishment from the middle ages to the present day.
2. A British Depth Study on the Elizabethan period.
3. History Around Us: a study of a site of historical interest which will hopefully include a site visit as well as doing research using the internet. The aim will be to understand the original purpose of the site and how its use has changed over time up to the present day.

4. A World Period Study looking at the development of a country over a period of at least 200 years. We will study the USA 1789-1900, a period that includes the westward expansion of the USA to the Pacific, the Civil War and the abolition of slavery, the Indian wars and the emergence of the USA as a world power by the beginning of the 20th century.
5. A World Depth Study. Germany: Living under Nazi Rule 1933-45. Every History pupil, indeed, every citizen, should know about the Holocaust. To understand it fully, it is necessary to study it in its historical context so as to understand the circumstances in which such an event could come to pass.

GCSE History helps to develop vital skills of analysis, interpretation, research, communication and making judgements. This makes it a valuable and relevant qualification whatever a pupil's future career or higher education plans may be.

Examination Board: OCR**Mode of Assessment:**

Each of the five parts of the course is worth 20% of the marks.

There are three examination papers:

Paper 1 (1 hour 45 minutes) is the British paper covering topics 1 and 2 and carries 80 marks (40%).

Paper 2: (1 hour) is on Topic 3, History Around Us and carries 40 marks (20%).

Paper 3: (1 hour 45 minutes) is the World Studies paper covering topics 4 and 5 and carries 80 marks (40%).

Modern Languages: French/Spanish:

Course Content:

The aim of each course is to develop the ability to use a foreign language effectively for purposes of practical communication in everyday situations, for example when visiting the country as a tourist or on an extended visit, or when meeting, assisting or acting as host to a foreigner visiting this country. Pupils also learn to write accurately.

A degree of previous knowledge is essential. Qualities such as enthusiasm, a love of the language and a willingness to use it actively, an interest in the cultural aspect and a sense of humour are just as important for success.

The philosophy of the course is to enable pupils to show what they know, understand and can do. Pupils will be able to widen their knowledge by reading in the chosen language from the selection of readers available in the Library. Satellite television is available in all teaching rooms and in a separate suite to offer pupils further opportunities for exposure to the language.

The course is split into three main themes: Identity and Culture; Local, National, International and Global Areas of Interest; Current and Future Study and Employment.

There are 10 main topics within these themes. In addition to demonstrating in-depth knowledge and understanding across a wide range of topics and skills, students will also need to show a sound understanding of the grammar that underpins the language.

At the end of the course, pupils will be well prepared to continue with further study of the language to A Level or beyond.

Examination Board: AQA

The syllabus concentrates on four skills: speaking, reading, listening and writing. Each skill is worth 25%.

Mode of Assessment:

All skills are assessed by terminal exams at the end of Year 11. There is no short course option.



Music:

Introduction:

GCSE Music is available to pupils of all abilities and the course is sufficiently flexible to be tailored to the needs of individuals. The course is practically based and is particularly suited to pupils who already play a musical instrument. There are three components – Understanding Music, Performing Music and Composing Music.

Examination Board: Edexcel

Course Content:

The Music course requires pupils to study eight pieces in depth that contrast both stylistically and historically.

There are four areas of study:

1. Instrumental Music 1700-1820:
J.S. Bach: *3rd Movement from Brandenburg Concerto no.5*
L. van Beethoven: *1st Movement from Piano Sonata no.8 in C minor*
2. Vocal Music:
H. Purcell: *Music for a White*
Queen: *Killer Queen*
3. Music for Stage and Screen:
S. Schwartz: *Defying Gravity* from *Wicked*
J. Williams: *Main title/rebel blockade runner* from *Star Wars Episode IV*
4. Fusions:
Afro Celt Sound System: *Release*
Esperanza Spalding: *Samba Em Preludio*

Mode of Assessment:

Component 1: Understanding Music

40% of GCSE marks

- An exam paper lasting 1 hour and 45 minutes with listening excerpts of music
- Section A: Listening with eight compulsory questions
- Section B: Contextual understanding containing an unfamiliar piece of music linked to a set work
- Externally assessed

Component 2: Performing Music

30% of GCSE marks

- Performed as an instrumentalist and/or vocalist and/or via technology
- Performance 1: Solo performance
- Performance 2: Ensemble performance
- A minimum of four minutes of performance in total is required, both the solo and ensemble pieces must each be at least one minute in length
- Non-exam assessment (NEA): internally marked and moderated by Edexcel

Component 3: Composing Music

30% of GCSE marks

- Composition 1: Composition to a brief. Briefs will include different stimuli, for instance: written words, a poem or a piece of text; photographs, images or film and notation
- Composition 2: Free composition. A minimum of three minutes of music in total is required, each composition should be at least one minute in length.
- Non-exam assessment (NEA): internally marked and moderated by Edexcel.

Physical Education:

Introduction:

GCSE Physical Education aims to offer pupils the opportunity to develop skills in a wide range of sports and activities and to improve their own performance. Pupils will learn about exercise, how the body works to help us exercise and how performance can be improved through training. Pupils will be expected to develop their knowledge and understanding of the different factors that affect participation and performance. They will learn about the health benefits and risks associated with taking part in physical activity. They will also develop the skills necessary to analyse and improve performance and be expected to adopt a number of sporting roles such as coach, official and performer.

During the course pupils will be taught to:

- apply anatomical and physiological knowledge of the body to performance
- analyse movement effectively and decide how to improve it
- realise how preparation, training and fitness affect performance
- understand the impact of sports psychology on sporting performance
- develop understanding of socio-cultural influences in sport
- link lifestyle choices to overall sporting performance
- use data and technology to make evaluations about performance.

Course Content:

The subject is divided into academic theory and practical activities. The academic content constitutes 60% of the GCSE with the practical making up the remaining 40%. Both modules are outlined below.

Component 1: Fitness and body systems

This paper will examine anatomy and physiology; movement analysis, physical training and use of data. Assessment is based on a 1 hour and 15 minute written exam paper. 30% of the total GCSE.

Component 2: Health and Performance

This paper will examine health, fitness and well-being; sport psychology; socio-cultural influences and use of data. It will be assessed in a 1 hour and 15 minute written exam paper. 30% of the total GCSE.

Unit 2: Performance in Physical Education

Section 2.1: Practical performance

Pupils are required to offer three performances, in practical contexts. Performances must be from one team game, one individual performance and one free choice from a list of prescribed activities. 30% of the total GCSE.

Section 2.2: Analysis of performance

Pupils are required to undertake an analysis of performance in a physical activity that is selected for practical performance. The analysis will identify strengths and weaknesses of the performance and students will devise an action plan for improvement. This may be presented as a written report or verbally as a short presentation. 10% of the total GCSE.

Examination Board: AQA

Mode of Assessment:

40% practical (assessed in three sports)
60% written examination.



Psychology:

Introduction:

Psychology is the study of behaviour and the mind and provides pupils with an opportunity to explore mental health issues and how the brain affects our behaviour. Other important issues include: how memory works, how our social surroundings impact our behaviour, how we perceive our environment in different ways and the principles of topics such as addiction and Alzheimer's.

This engaging subject not only introduces pupils to the fundamentals of psychology, but also develops critical analysis, independent thinking and research skills. Alongside the exciting classroom activities, a field trip to Chester Zoo is part of the course to enable pupils to apply theoretical knowledge to real life.

Course content:

Cognition and behaviour

1. Memory
2. Perception
3. Development
4. Research Methods

Social context and behaviour

1. Social influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological problems

Examination Board: AQA

Mode of Assessment:

This qualification is purely exam based and pupils will take two exams at the end of their final year based on the content they have covered throughout the 2 year period. Each exam is 1 hour and 45 minutes and contributes 50% of the final grade. Exams are made up of multiple choice, short answer and extended response questions.

English for Academic Purposes (EAP):

iGCSE in English as a Second Language

In Year 10 the iGCSE in EAP follows a preparatory one-year, theme-based intermediate English course which provides language support for those who are learning other curriculum subjects in English at the same time. In Year 11 the course follows a more demanding and exam-focused route to help pupils prepare for the examination. Throughout the two years all practice concentrates on reading, writing, listening and oral skills; and more specifically on skills such as note-making, summarising and transferring information. A superb course which complements and supports all other academic subjects.

Particular Learning Needs (PLN):

If a pupil is directed to follow the PLN course they will receive extra support with both their English and Maths GCSE courses. In Year 11 they will also have the opportunity to do the Higher Project Qualification (HPQ) if appropriate.

In addition to this, they will have one lesson per week where they will have the opportunity to seek help and spend more time on work from any other subject on the curriculum.



Rishworth School

Rishworth, West Yorkshire, United Kingdom HX6 4QA.

Tel: +44 (0)1422 822 217 Fax: +44 (0)1422 820 911

E-mail: admissions@rishworth-school.co.uk

Website: www.rishworth-school.co.uk

Rishworth School: a company limited by guarantee

Registered in England: Company Number 05855479

Registered Office: Oldham Road, Rishworth, West Yorks HX6 4QA

Registered Charity Number: 1115562

