

MARLING
SCHOOL

**KEY STAGE 4
OPTIONS
BOOKLET
2024**

GCSE Option Forms must be submitted by Mon 19th Feb 2024

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Dear Year 9 Student,

Guided Choices for GCSE 2024

This is an exciting and very important time in your education as you are selecting your GCSE subjects. It is likely to be the biggest decision you have made since choosing your secondary school so you need to think carefully, and speak to your teachers and parents.

The good news is that in 2023, Marling School celebrated another year of outstanding results; 54% of the grades achieved by students were at grades 9-7 and 79% were at grades 9-6. If you make careful decisions and work hard, you too will do very well in your GCSEs.

We hope the information in this booklet, along with your visit to the Key Stage 4 Fair on Thursday 18th January 2024 from 4.30pm – 7.00pm* (second week of this term), will help you to make the right decision for **your** future. At the fair you will have the opportunity to discuss the requirements at GCSE for each subject. ***Please bring this booklet along with you and plan your visit using the Subject Map for guidance.***

Your tutor and careers advisor will discuss with you the choices you make as part of the information, advice and guidance we provide for each student as they progress. At this stage, your tutor or Head of Year may feel your option choices need further discussion. We want you to do well at Key Stage 4 and to embark on courses that suit your academic profile, as well as those that interest you. If changes are suggested, we will always consult with you and your parents and give you time to consider alternatives.

Most importantly, we advise you to choose the subjects that suit your future plans (if you know what they might be) and subjects that you enjoy. The deadline for decisions is **Monday 19th February 2024**. After this date it may be possible to alter your options but we cannot guarantee it, so a firm and informed decision is essential.

Good luck with choosing your GCSE options.

Mr A MacDonald
Deputy Headteacher

KEY DATES:

1. **Monday 15th to Friday 26th January 2024** Focus Fortnight, in school
2. **Thursday 18th January 2024** KS4 Options Fair, 4.30pm to 7.00pm. *(Subject Fair from 5.00pm-6.30pm, Guidance talks in the Hall at 4.30pm-5.00pm and repeated at 6.30pm-7.00pm)
3. **Monday 19th February 2024** Complete Google KS4 Options Form (2023_24)
4. **Thursday 8th February 2024** Y9 Parents Evening

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Making Decisions for KS4



As you progress through KS4 over the next two years, you will be expected to take an increasing amount of responsibility for your own work. You will be expected to manage your time effectively and to be organised so that you meet deadlines. The skills that we will help you to develop are life skills that will support you throughout your time at school and into further study or the workplace.

At this level, there will be extended pieces of work for you to complete and these may stretch over several weeks. To do your best, you will need to plan your work carefully and make sure that you meet the deadlines given.

The next two years in your life at school are exciting as well as challenging. Setting yourself on the right pathway by choosing subjects wisely will give you the best possible chance of success.

Options should be chosen because:

- You enjoy the subject – this is really important.
- You are good at that subject – this will give you a good chance of success at GCSE.
- You want to make sure your options at KS4 offer a broad and balanced curriculum – this will enable you to keep developing your skills in a wide range of subject areas.



Timetable for the Options Process 2024 – ‘Focus Fortnight’ 16th January to 26th January 2024

Monday 15 th January	KS4 Options Launch Assembly
15 th January – 26 th January	Subject presentations in a timetabled lessons over the two week cycle
Thursday 18 th January	KS4 Options Fair, School Hall 4.30pm – 7.00pm
Friday 19 th January	‘KS4 Options Form 2024’ (personalised google form) will open
By Monday 19 th February	‘KS4 Options Form 2024’ (personalised google form) return deadline
End of term 5	School to confirm KS4 GCSE Subjects

GCSE Options

The core curriculum that you will study comprises the following subjects: English Language, English Literature, Mathematics, and a minimum of two Science GCSEs*. In addition to these subjects you will complete a half GCSE course in Philosophy, Ethics and Belief during Year 10 and you will have 4 hours per fortnight of Physical Education.

*Students can choose from one of two pathways, either all 3 Sciences as separate qualifications, or the study of Combined Science for 2 GCSEs.

Option Subjects

In addition to the core curriculum you will study **four** option subjects, chosen in the following way:

Choose **two** options from **Pot A**. Choose **two** further options, which may come **from either Pot A or Pot B**. Choose **two reserve** options from either Pot A or Pot B. If you wish to take all three Science GCSEs as separate subjects then you must indicate this by choosing the Third Science GCSE as one of your options from **Pot B**. If you do not choose the Third Science GCSE as an option then you are opting to study the Combined Science: Trilogy course worth two science GCSEs.

<u>Pot A</u>	<u>Pot B</u>	
French	Art, Craft & Design	Drama
Geography	Art – Graphic Communication	Food & Nutrition
German	Art – Photography	Music
History	Business	Philosophy, Ethics & Belief
Latin	Computer Science	Sports Science
Spanish	DT – Design Engineering (with electronic systems)	Third Science GCSE
	DT – Product Design	

When making your decisions remember to take into account all of the guidance you have been given regarding the benefits of a broad and balanced curriculum. You should also take into account your interest and prior achievement in different subject areas, as well as your future education and career intentions in the 6th Form and beyond.

If, having taken all of this into account, you have decided that the best combination of subjects for you would **NOT** include at least two subjects from Pot A, then you **MUST** ensure that you discuss this with your tutor prior to finalising your Google Form. A final decision on whether to authorise your request will then be made by Mr A MacDonald, the Deputy Headteacher.

Frequently Asked Questions

What are the major differences between Combined Science and Separate Science GCSEs?

The table below summarises this for you and outlines the key things you should be considering when making the decision on your preferred Science curriculum. Further details can also be found in the responses to the subsequent questions:

	Combined Science Trilogy	Separate Sciences
Qualifications Obtained	Two GCSEs in Combined Science	Three GCSEs in Biology, Chemistry and Physics
Course Content	Combined Science content is the same as that of Chemistry, Physics and Biology GCSEs but with approximately 30% of the content removed. Details of content covered can be found in the individual subject entries in this booklet, or by consulting the exam specifications at www.aqa.org.uk .	
Lessons per fortnight	10	15
Examinations sat	6 x 1 hour and 15 minutes	6 x 1 hour and 45 minutes
Difficulty	Level of challenge is the same in both routes with GCSE grades 9 to 1 available. Students from across Marling's ability range are suitable for both routes.	
Preparation for future study	Provides entry to A levels in the three sciences if high enough grades are achieved. Students who studied Combined Science will have some gaps in knowledge compared to those students who have taken separate Science GCSEs so additional reading is recommended before certain A level topics.	Provides entry to A levels in the three Sciences if high enough grades are achieved.
Why might you choose the route?	<ul style="list-style-type: none"> You aren't sure what your A level options might be and want to keep your future choices open as possible. 	<ul style="list-style-type: none"> You really enjoy your current Science lessons. Science is one of the subjects you are doing best at. You are keen to do one or more Science subjects at A level.

Is Combined Science a less academic route than separate Sciences at GCSE?

No. Combined and separate science GCSEs have equal academic challenge although separate sciences cover a greater breadth of content. Students may choose to do Combined Science for a variety of reasons; they may have preferences or strengths that lie elsewhere, or they might simply want to retain the broadest curriculum possible at this stage. Whatever the reason, if you choose GCSE Combined Science you are opting for a route that is just as challenging as any other. Likewise no Marling student should feel they are "not academic enough" to choose separate sciences. If science is one of your best and favourite subjects you should definitely be considering separate sciences.

Can I study A Level Sciences if I have done Combined Science for GCSE?

It is possible to successfully study all 3 sciences at A Level regardless of your chosen GCSE route, although some topics covered in GCSE separate sciences are not covered by the Combined Science specification (titration in Chemistry, the structure and function of DNA in Biology, and Space Physics in Physics for instance). Students who have opted for the Combined Science route may find A Level study more challenging than those who studied separate sciences, and some extra reading might therefore be required. The key thing, as with all subjects, is to secure the highest grades that you can in the science GCSEs that you opt to take.

Does any work from Year 9 count towards my GCSEs?

Yes. Many subjects cover GCSE material in Year 9 in order to prepare students for the challenges that lie ahead. It also means that the content of the exam specification is more manageable in Years 10 and 11 as some of the material has been covered already. It is very important to work hard in Year 9 and to listen carefully when teachers mention topics being useful for your GCSEs. It is important to remember that Year 9 is preparing you for GCSEs in terms of study habits as well. Use this year to get well organised, manage your time carefully and start to think about study and exam techniques. Do ask your teacher for advice if you are not sure.

Will I be offered the options I choose?

If you get your Google Form submitted on time then we will do all we can to make sure that you can follow your chosen GCSEs. However, on occasions, we are simply not able to offer all students their first choice combination of subjects. This could be due to one of three reasons:

- 1) **The timetable cannot be organised without two of your subjects clashing.** In this case we will speak to you individually about which subject you wish to exchange for one of your reserve options.
- 2) **A subject does not attract sufficient students to make the course viable.** In this case we will speak to you individually about which of your reserve options you would like to do instead.
- 3) **A subject is over-subscribed.** In this case we will need to reduce student numbers according to the following process:
 - Speak with students involved, in order to ascertain whether anyone would be willing to voluntarily exchange the over-subscribed subject for one of their reserve options.
 - Conduct a draw to identify students who would be required to exchange the over-subscribed subject for one of their reserve options. The draw would initially involve only students who have selected the over-subscribed subject as their final option but, depending on numbers, may need to be extended beyond that.

If the oversubscribed course is one of those offered by the DT department (Design Engineering, Product Design or Food and Nutrition), then the first stage would be to ask any student who has selected two DT courses to select one of their reserve options in place of the oversubscribed DT option.

What is 'Non-Examined Assessment'?

Non-Examined Assessment was introduced to replace coursework in some subjects. It means that you may be asked to complete certain assessments during class time, sometimes under examination conditions. Your teacher will always give you plenty of warning. Your teacher marks the work first and then it will be moderated by the examination board. Although this might sound scary, it actually means that you will spend less time in the Examination Room, which is surely a good thing.

Can I study subjects at A-Level that I did not study at GCSE?

Wherever possible you should study the subjects at GCSE but there may be some instances where this may not be possible, and there are some subjects that can be studied for the first time at A level. If in doubt, speak to the course contact - listed on page 33 of this booklet, or see the 6th Form prospectus.

Do universities look at the grades I achieve at GCSE?

The vast majority of our students stay at Marling School until the end of year 13 and leave with good grades at A-level to attend their first choice of university, often at the top universities in the country. In addition, for some courses (such as Medicine, Veterinary Science, Dentistry) and for some universities such as Cambridge, Oxford and other Russell Group Universities (Bristol, Warwick, Edinburgh etc.) a set of top grades at GCSE are necessary, as well as top grades at A-level.

Is it true that certain GCSE subject choices could affect my university application?

Many University entrance requirements specify certain subjects are studied at A level but very few requirements are set for GCSEs obtained. It would be advisable to research entry requirements for degrees that are of interest (for example by using Unifrog) and then ensure GCSE choices allow progression to recommended A level subjects. For example, a student interested in Environmental Management or Science would be advised to consider Geography GCSE alongside their Science (Combined or separate) and Maths GCSEs.

Degrees in Engineering generally require A levels in Physics and Mathematics. For Medicine and Veterinary Science it is recommended to take Chemistry and Biology A level. Students considering such routes may consider taking separate science GCSEs, although strong Combined Science grades are equally valued by universities as similar separate science grades.

What happens if I choose my GCSE options but then want to change them later?

If you submit your Google Form on time, we will do our very best to ensure that the options you have chosen are available to you next year. If however, you change your mind later in the year, we cannot guarantee that the options you want will be possible as the timetable will already be set. Please try not to be swayed by one poor exam or a friend changing his mind about a subject. You will **not** be able to change your mind once Year 10 has started.

Can I get special arrangements for sitting my GCSEs if I have additional education needs?

Yes, of course. If you have already had an educational psychologist's report carried out (to help you with dyslexia, for example), you should make sure that the SEN department is aware of it as there may be a few additional tests needed to assess whether you are entitled to have extra time or use of a laptop during the GCSE exams. If you are in any doubt, ask your parents to contact Mrs C Wittke, SENCO, for advice.

What do employers look for?

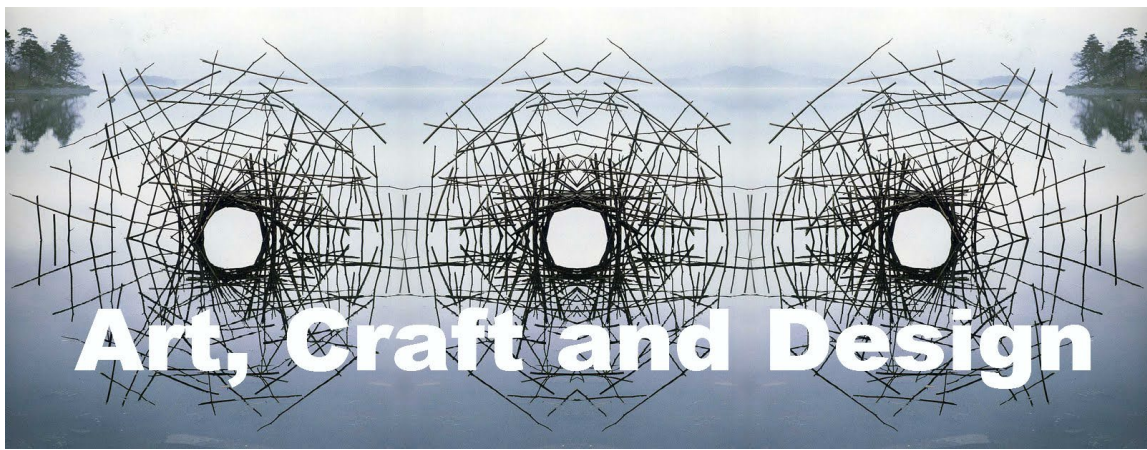
Some or all of these are expected:

A set of consistently good examination results, experience through a 6th Form or University work placement, flexibility, good ICT skills, the ability to work as part of a team, the willingness to learn, reliability, the ability to problem solve, decision making skills, to be able to take the initiative and work independently.

Now

Think carefully about the skills you have
List the subjects you enjoy learning the most
Talk to the staff and students at the KS4 Fair
Choose wisely to maximise your chances of success
Talk about your options with your parents, tutors and teachers
Make your choices.

Just ask if you need help



Examination Board: AQA

Art, Craft and Design Assessment:

Students will be expected to demonstrate a response to all of the assessment objectives in each component of the examination and the portfolio of work. All objectives are equally weighted. All work is continually assessed.

Students will be required to demonstrate their ability to:

- AO1** Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.
- AO2** Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
- AO3** Record ideas, observations and insights relevant to their intentions in visual and/or other forms.
- AO4** Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Homework: Homework is set 60 minutes per week and forms an integral part of the portfolio.

Course content:

Art, Craft and Design follows the AQA syllabus, which requires GCSE students to produce a portfolio of work throughout the two years of the course. This work is seen as a problem solving exercise and should demonstrate clear progression through a range of ideas or themes. The portfolio of work carries 60% of the total marks. Credit is given in the mark scheme for investigations and experimentation. In addition to the portfolio of work, a controlled test takes the form of an externally set paper, which gives students the opportunity to work independently within a ten-hour period and carries the remaining 40% of the total marks.

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course where students can work in appropriate art, craft and design materials and processes such as painting and drawing, sculpture, ceramics, textile design and computer graphics. Students are expected to extend their knowledge and practical skills outside class contact time and will spend and will spend 5 hours per fortnight in Year 10 and 5 hours per fortnight in Year 11 in specialist rooms. During the first part of the course emphasis is given to developing an understanding of the use of tone, form, colour, texture etc. through a range of approaches, themes and media. Later more emphasis is given to students' own research, development and lines of enquiry. Practice for the externally set task is given in both Years 10 and 11.



Examination Board: AQA

Art, Craft and Design (Graphic Communication) Assessment:

Students will be expected to demonstrate a response to all of the assessment objectives in each component of the examination and the portfolio of work. All objectives are equally weighted. All work is continually assessed.

Students will be required to demonstrate their ability to:

- AO1** Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.
- AO2** Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
- AO3** Record ideas, observations and insights relevant to their intentions in visual and/or other forms.
- AO4** Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Homework: Homework is set 60 minutes per week and forms an integral part of the portfolio.

Course content:

Art, Craft and Design (Graphic Communication) follows the AQA syllabus, which requires GCSE students to produce a portfolio of work throughout the two years of the course. This work is seen as a problem solving exercise and should demonstrate clear progression through a range of ideas or themes. The portfolio of work carries 60% of the total marks. Credit is given in the mark scheme for investigations and experimentation. In addition to the portfolio of work, a controlled test takes the form of an externally set paper, which gives students the opportunity to work independently within a ten-hour period and carries the remaining 40% of the total marks.

Students will produce practical and critical/contextual work in one or more area(s) including illustration, advertising, packaging design, design for print, communication graphics, computer graphics, multimedia, web design, lens-based and/or light-based media: film, animation, video and photography. Students are expected to extend their knowledge and practical skills outside class contact time and will spend 5 hours per fortnight in Year 10 and 5 hours per fortnight in Year 11 in specialist rooms. Practice for the externally set task is given in both Years 10 and 11.



Art, Craft and Design (Photography) Assessment:

Examination Board: AQA

Students will be expected to demonstrate a response to all of the assessment objectives in each component of the examination and the portfolio of work. All objectives are equally weighted. All work is continually assessed.

Students will be required to demonstrate their ability to:

- AO1** Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.
- AO2** Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
- AO3** Record ideas, observations and insights relevant to their intentions in visual and/or other forms.
- AO4** Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Homework: Homework is set 60 minutes per week and forms an integral part of the portfolio.

Course Content:

Art, Craft and Design (Photography) follows the AQA syllabus, which requires GCSE Students to produce a portfolio of work throughout the two years of the course. This work is seen as a problem solving exercise and should demonstrate clear progression through a range of ideas or themes. The portfolio of work carries 60% of the total marks. Credit is given in the mark scheme for investigations and experimentation. In addition to the portfolio of work, a controlled test takes the form of an externally set paper, which gives students the opportunity to work independently within a ten-hour period and carries the remaining 40% of the total marks.

Students spend 5 hours per fortnight in Year 10 and 5 hours per fortnight in Year 11 in specialist rooms, which will enable them to submit a variety of work using lens-based and light-based media, techniques and processes, using new technologies. During the first part of the course emphasis is given to developing and exploring relevant images, artefacts and resources relating to lens-based and light-based media. Responses to these examples will be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions. In Year 11 more emphasis is given to students' own research, development and lines of enquiry. Practice for the externally set task is given in both Years 10 and 11.

Students will work in **one or more** areas of lens-based and light-based media such as those listed below. They may explore overlapping and combinations of areas:

- Portraiture
- Landscape photography (working from the built or natural environment).
- Still Life photography, (working from natural or manufactured objects).
- Documentary photography, photo journalism, narrative photography, reportage
- Fine Art photography, photographic installation
- Photography involving a moving image, (television, film and animation).
- New media practice such as computer manipulated photography and photographic projections.



Biology

As a separate Science

Specification: Biology 8461
Examination Board: AQA

Throughout this course, students are encouraged to work as investigators, planning and analysing their practical work. They are also encouraged to develop their ICT and communication skills.

The course is assessed at the end of year 11 via two equally weighted papers both lasting 1 hour and 45 minutes. Grades will be awarded from 9 to 1 and a foundation tier is available if necessary which assesses up to grade 5. Experimental skills will be developed throughout the course and assessed via the examination papers where the focus will be specifically on ten compulsory experiments named in the syllabus.

The assessment for this qualification is linear and both papers must be taken in the same series.

Students may be required to perform calculations, draw graphs and describe, explain and interpret biological phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply biological principles to unfamiliar situations.

Questions will be of multiple choice, structured, closed short answer and open response types.

The weighting of the assessment objectives will be:

AO1: Knowledge and understanding 40%

AO2: Application of knowledge and understanding 40%

AO3: Analysis and evaluation of data and methods 20%

Course content

In preparation for Paper 1

- Cell biology
- Organisation
- Infection and response
- Bioenergetics

In preparation for Paper 2

- Homeostasis and response
- Inheritance, variation and evolution
- Ecology



Every opportunity is taken to learn through practical and experimental procedures. These include a wide selection of student led investigations and dissection experiences.



Business

Examination Board: OCR

Business Assessment (J204):

This is a specification from 2017. The course is structured over **two years**. Pupils will undertake the OCR GCSE qualification in Business grades 9-1.

The course will be structured as follows:



Year 10

Pupils will begin the course by studying Business **Unit 1**, covering issues linked to business activity, marketing and people.

Year 11

Pupils will then undertake the **2nd Business Unit** during this year covering the operational, financial and external influences side of business.



Students will be entered for **two units** to claim their overall GCSE qualification grade (9-1) in Business. The weighting and assessment for each is as follows:

Unit Business 1: Business Activity, Marketing and People is worth **50%** of the GCSE grade

Unit Business 2: Operations, Finance and the External Influences on Business is worth the remaining **50%** of the GCSE.

Each unit as a total of 80 marks and is assessed with a written paper of a duration of 1 hour 30 minutes each. Both papers will have a mix of multi-choice knowledge-based questions worth 15 marks and then a mix of small, medium and extended response style questions, worth a total of 65 marks, based on a piece of real business context stimulus material.

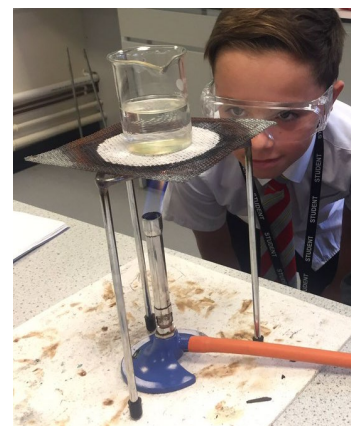
Course content:

Business can be seen as a departure from areas of work studied up to the end of Year 9 in that it requires a good deal of common sense as well as commercial aptitude. It deals with the understanding of setting up and running of a business, the way in which the external environment impacts on business activity, how businesses are structured and organised, the way in which businesses behave through marketing, finance and the employment of workers. As part of the course pupils will be required to use ICT and involve themselves in the more applied aspects of the business world.



GCSE Chemistry

as a separate science



Specification: Chemistry 8462
Examination Board: AQA

Course Content: The AQA GCSE Chemistry course covers fundamental topics such as atomic structure, chemical reactions, organic chemistry, and rates of reaction. This comprehensive curriculum provides students with a deep understanding of chemistry principles and their real-world applications.

Practical Work and Assessment: Integral to the course is the practical laboratory work, where students conduct experiments to reinforce theoretical concepts. These required practicals are crucial for comprehension and are assessed in the final examinations, contributing significantly to the overall course evaluation.

The course culminates in an external assessment at the end of Year 11, consisting of two equally weighted papers (Paper 1 & Paper 2), each worth 100 marks and each lasting 1 hour and 45 minutes. This qualification follows a linear assessment model, with both papers to be taken in the same exam series. Initially, all students study the higher tier specification, eligible for grades 4 to 9. Following final mock exams in Year 11, some students may be transitioned to the foundation tier for their final assessments, where grades range from 1 to 5. Students may be required to perform calculations, draw graphs and describe, explain and interpret physical phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply chemical principles to unfamiliar situations.

Questions will be of multiple choice, structured, closed short answer and open response types.

The weighting of the assessment objectives will be:

- AO1: Knowledge and understanding 40%
- AO2: Application of knowledge and understanding 40%
- AO3: Analysis and evaluation of data and methods 20%

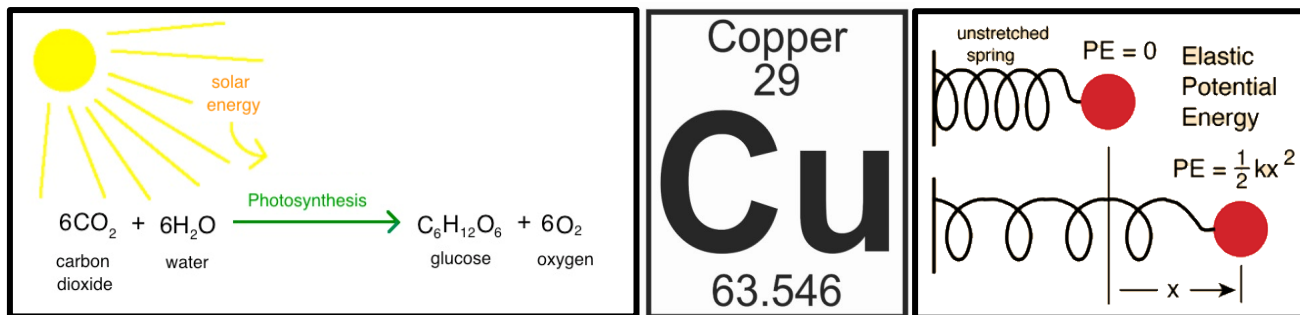
Topics:

Paper 1

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes

Paper 2

6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources



Specification: Combined Science 8464
Examination Board: AQA

Combined Science – Trilogy

Assessment:

The course is assessed at the end of year 11 via six equally weighted exam papers of 1 hour 15 mins. Two papers are sat for Biology, two for Chemistry and two for Physics.

The total score from all 6 exams is added together. This total raw score equates to a 'double award' where two GCSEs are credited. This is listed as 6-5 or 7-7 for example. For this reason, the Combined Science course is not a good choice for students who have a weakness in one or two science subjects as these drag down the overall attainment disguising strengths in the other areas.

The course is structured with the intention that students sit Higher Tier exams to access GCSE grades 9 to 5. It is important to note that all six papers must be entered at the same tier. As an example, one cannot enter Higher Tier papers for Biology and Chemistry but Foundation papers for Physics. For this reason, the Combined Science course is a less suitable route for students who are not equally strong across all 3 science subjects.

Course Overview

Around 30% of subject content is removed compared to studying the sciences separately. A significant number of practicals are also removed making this course largely theoretical. For example in year 10, a student who has chosen Combined Science can expect to complete just five Biology practicals whereas a student who has chosen Separate Biology can expect to do sixteen practicals.

A full overview of the specification can be found at <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464> but, for your information, a summary of the key content is covered below.

Course Contents of Biology Learning

- **Cell biology** – Compared with separate Biology: A series of practical work growing and examining microbes is not covered.
- **Organisation** – The same as separate Biology with no exceptions.
- **Infection and response** – Compared with separate Biology: Monoclonal antibody vaccines and practicals into plant diseases are not covered.
- **Bioenergetics** – The same as separate Biology with no exceptions.
- **Homeostasis and response** – Significant differences from separate Biology: The brain and eye are not covered including eye dissection. The kidney is not covered including kidney dissection. How the body responds to temperature changes and the associated practicals are not covered. Water balance in the body and the analysis of fluids practical is not covered. Plant responses and a series of plant growth practicals are not covered. This leaves significant gaps for future A level study.

Combined Science – Trilogy (cont'd)

- **Inheritance, variation and evolution** – Significant differences from separate Biology: All of evolution and speciation are not covered. The structure of DNA, protein synthesis and mutations are not studied. Cloning and in depth genetic engineering are not covered. This leaves significant gaps for future A level study.
- **Ecology** – Compared with separate Biology: Environmental studies including food security are not covered. The practical investigations into decay are not covered.

Course Contents of Chemistry Learning

- **Atomic structure** - Compared with separate Chemistry: Transition metals and the associated practicals are not included.
- **Bonding & structure** - Compared with separate Chemistry: Nanotechnology is not covered.
- **Quantitative chemistry** - Compared with separate Chemistry: Making solutions practicals are not completed. Titration practical work (volumetric analysis) is not covered. Percentage yield and atom economy is also not covered. This leaves significant gaps for future A level study.
- **Chemical change** - Compared with separate Chemistry: No neutralisation experiments are covered.
- **Organic chemistry** - Compared with separate Chemistry: Alkenes and their reactions are not included. Polymerisation is not covered as is the study of alcohols.
- **Chemical analysis** – A large number of analysis experiments are not done including: Flame tests, making hydroxides, carbonate reactions, halide reactions, sulphate reactions and flame tests. Also not covered is the scientific investigation into identifying ions. This leaves significant gaps for future A level study.
- **Chemistry of the atmosphere** – The same as separate Chemistry with no exceptions.
- **Using resources** -Compared with separate Chemistry: Materials science is not included such as corrosion experiments and making alloys. The Haber process is also not covered.

Course Contents of Physics Learning

- **Energy** - Compared with separate Physics: A series of investigations into thermal insulation are not included.
- **Electricity** - Compared with separate Physics: Static electricity and the associated experiments are not covered.
- **Particle model of matter** - Compared with separate Physics: Gas pressure and the associated practicals are not completed.
- **Atomic structure** - Compared with separate Physics: Radioactive materials and nuclear reactions are not covered including the practicals to test and model these processes.
- **Forces** - Compared with separate Physics: Moments and momentum and all the associated experiments are not included.
- **Waves** - A large number of experiments are not done including: Investigating wave reflections, investigating sound waves, investigations into lenses, visible light and refraction. Also not completed are a long sequence of practicals looking at radiation, infrared, emission and absorption. This leaves significant gaps for future A level study.
- **Magnetism** – Notable differences from separate Physics: All applications of electromagnetism are not covered including practical work looking at loudspeakers, microphones, transformers and generators.
- **All of space science, astronomy and cosmology is removed for Combined Science.** This leaves significant gaps for future A level study.

Overall, the Combined Science course is much more theoretical than studying the separate sciences. If you dislike experiments and practical enquiry but thrive on more traditional study then this could be the science course for you.



COMPUTER SCIENCE

Examination Board: OCR
Specification: J277

Computer Science is an exciting, challenging, and growing field that impacts the world and everyday life in countless ways. Computer scientists are involved in creating technology and systems that are used in a wide range of industries, including medicine, communications, entertainment, manufacturing, business, and science. CS pushes the state-of-the-art in computing theory and practice, and it leads to new technologies that change the world, such as the personal computer, the internet, smart phones, social media, and much more, as well as new discoveries in science and engineering, new possibilities for social science and the humanities, and creative collaborations with the arts.

Assessment:

This is a linear qualification with two examinations taken at the end of year 11. There are two written examinations both worth 50% of the final grade.

Course content:

01 – Computer Systems (50% of Final Grade)

This component will introduce students to the Central Processing Unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It is expected that students will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

02 – Computational thinking, algorithms and programming (50% of Final Grade)

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging students to apply this knowledge and understanding using computational thinking. Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages.

Programming

Throughout Years 10 and 11, students will have practical experience programming in Python. They will learn to design, create and refine their own programs independently. Programming is assessed through the Paper 2 exam where students will write short algorithms based on a set of requirements. In lessons, students gain a rich, real life experience of programming.

GCSE Design & Technology



What Is D&T?

Design and technology will give you the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. You will learn how products and systems are designed and manufactured, how to be innovative and how to make creative use of a variety of resources including digital technologies, to improve the world around you. The course builds upon the skills and knowledge you have developed in Key Stage 3, applying them to a range of complex and engaging design problems.

How am I assessed?

Component 1: Principles of Design & Technology 2 Hour Exam 50% of Qualification	Component 2: Iterative Design Challenge Non-Examined Assessment (NEA) 50% of Qualification
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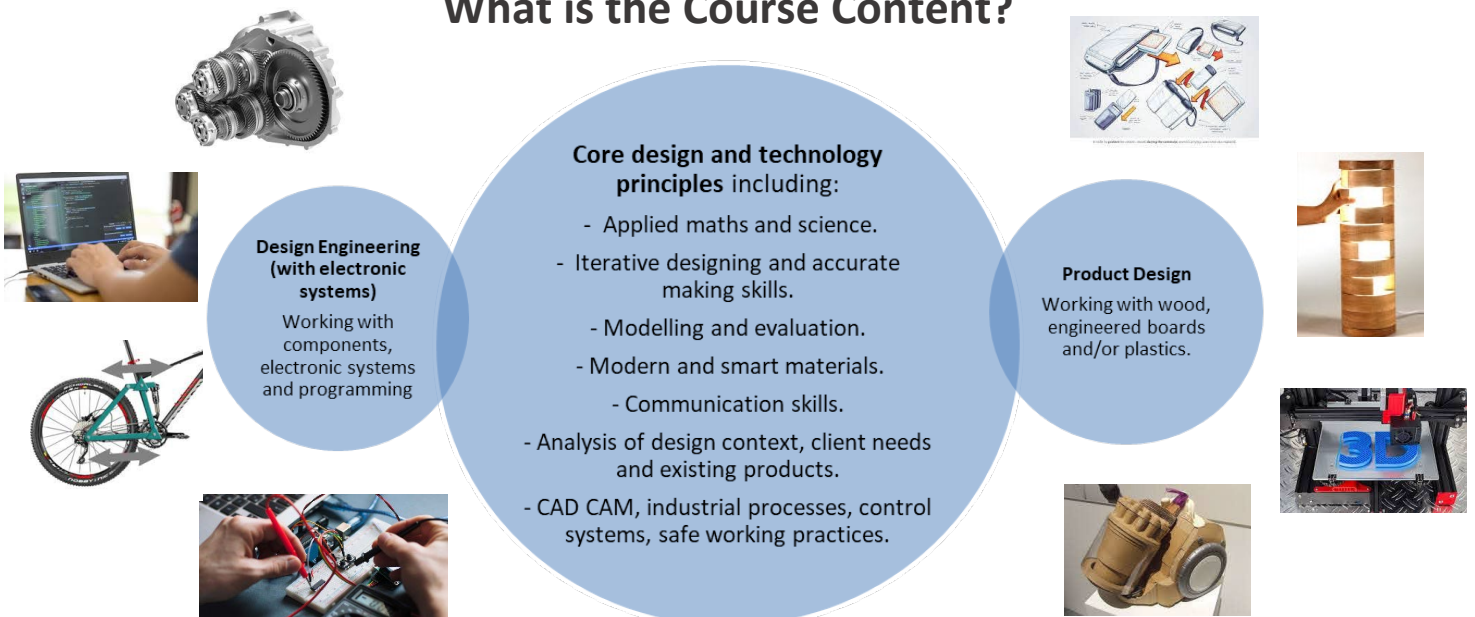
Component 1: Principles of Design & Technology

Candidates answer questions on core technical principles as well as in-depth questions relating to their chosen focus area. 15% of the paper will assess learners' mathematical skills applied in a design and technology context.

Component 2: Iterative Design Challenge

Students generate a design brief from a range of real world contextual design challenges set by the exam board. Each student will design and make a high quality prototype, using a range of appropriate materials and complete a detailed portfolio showing their journey through the design process.

What is the Course Content?



What are the Future Pathways?

Entry level apprenticeships are available after GCSE and Design Technology is a great subject to have in order to provide evidence of practical skills and independent study, especially for engineering. A-Level Product Design is also a natural progression from both GCSE Design Engineering and Product Design and is ideal for building a portfolio of design ideas ready for degree applications or job/higher apprenticeship interviews.

Careers include; Engineering, Architecture, Product designer, Landscape designer, Furniture designer, Graphic designer, Web designer, Lecturer, Entrepreneur, Artist and many, many more.



Examination Board: WJEC Eduqas

Course Overview:

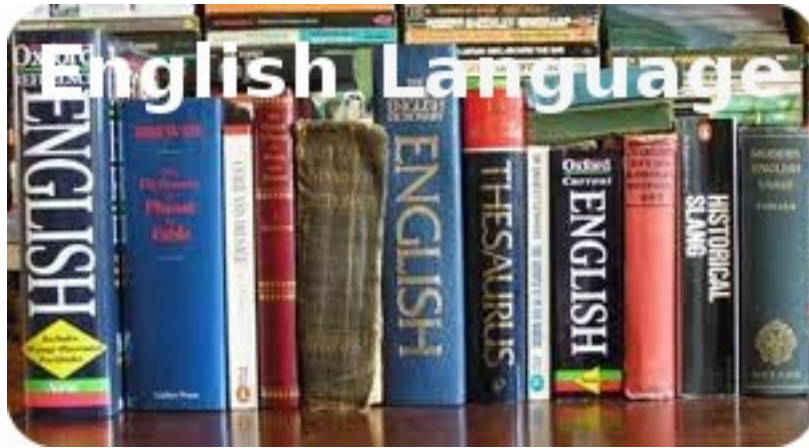
- The GCSE Drama course is designed to allow learners to gain a practical understanding of drama, alongside applying this knowledge to their performances while developing their practical skills.
- Pupils can choose to be a performer **OR** can take on the role of designer in lighting, sound, set or costume. Pupils must choose one role per component but can choose different roles throughout the course e.g. they could be a performer for the devised piece but a designer for the performance text piece.

Why study Drama?

- The course fosters pupils’ creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding, and the exercise of the imagination.
- It also promotes pupils’ involvement in, and enjoyment of, drama as performers, devisers, directors and designers.
- It provides opportunities for pupils to attend professional and community drama performances and to develop their skills as informed and thoughtful audience members.
- Through the study of GCSE Drama, pupils will be given opportunities to participate in and interpret their own and others’ drama. They will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements, and to reflect on their own and others’ performances.
- By studying GCSE Drama, pupils will learn more about the subject and its contribution to social and cultural commentary, and will come to appreciate that drama, whether intended for audiences or not, provides significant opportunities for expressing cultural and personal identity.

Assessment:

Content Overview	Assessment Overview	
Pupils will research and explore a stimulus, work collaboratively and create their own devised drama based on the work of a practitioner/genre/company.	Non-exam assessment (internally marked; externally moderated)	40% of GCSE.
Pupils develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.	Non-exam assessment (visiting examiner)	20% of GCSE.
Pupils will explore practically a performance text (<i>Noughts and Crosses</i>) to demonstrate their knowledge and understanding of drama. Pupils will also analyse and evaluate a live theatre performance.	Exam assessment 1 hour 30 minutes written paper (open book)	40% of GCSE.



Examination Board: AQA

Component 1

Written Examination (1 hour 45 minutes); 50% of total qualification

Explorations in creative reading and writing

Section A – Reading

Understanding of one unseen fiction extract, assessed through a range of structured questions.

Section B - Writing

One extended creative writing task.

Component 2

Written Examination (1 hour 45 minutes); 50% of total qualification

Writers' Viewpoints and Perspectives

Section A – Reading

Understanding of one non-fiction text and one literary non-fiction text, assessed through a range of structured questions.

Section B – Writing

One extended writing task to present a viewpoint.

Component 3

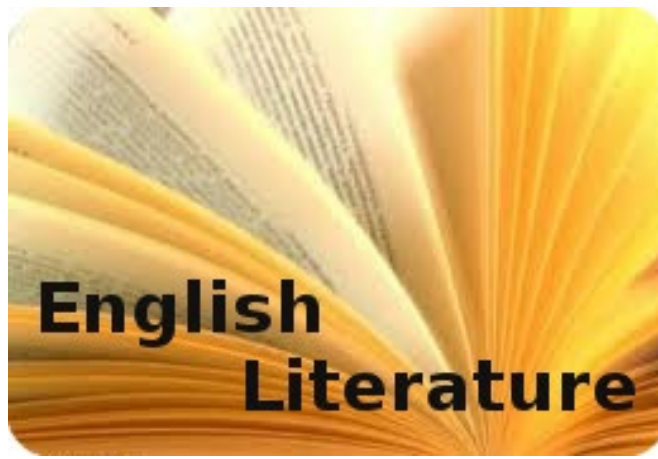
Spoken Language Non-Exam assessment.

Unweighted

One presentation/speech, including responses to questions and feedback. Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

Course content:

Emphasis is placed on the variety of purpose behind reading and writing, and on the different ways in which language is used to meet these purposes. The aim of the course is to create critical and responsive readers. GCSE qualifications are reported on a nine-point scale from 1 to 9, where 9 is the highest grade.



Examination Board: AQA

Component 1: Shakespeare and the 19th century Novel

Written examination: 1 hour 45 minutes; 40% of qualification

- **Section A (20%) Shakespeare: *Macbeth* by William Shakespeare**
Students will answer one question on the play. They will be required to write in detail about an extract from the play and then write about the play as a whole.
Learners are not permitted to take copies of the set texts into the examination.
- **Section B (20%) The 19th century Novel: *A Christmas Carol* by Charles Dickens**
Students will answer one question on the novel. They will be required to write in detail about an extract from the novel and then write about the novel as a whole.
Learners are not permitted to take copies of the set texts into the examination.

Component 2: Modern Texts and Poetry

Written examination: 2 hours and 15 minutes; 60% of qualification

- **Section A (20%) Modern Texts: *An Inspector Calls* by J. B. Priestley**
Students will answer one essay question from a choice of two on their studied modern text.
Learners are not permitted to take copies of the set texts into the examination.
- **Section B (20%) Poetry: *Power and Conflict Anthology cluster***
Students will answer one comparative question on one named poem printed on the paper (taken from the anthology cluster) and one other poem from the cluster.
Learners are not permitted to take copies of the set texts into the examination.
- **Section C (20%) Unseen Poetry**
Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Course content:

The AQA GCSE in English Literature encourages learners to develop knowledge and skills in reading, writing and critical thinking, evaluation and argument.

PARLEZ-VOUS FRANÇAIS?

Assessment:

Examination Board: AQA

Speaking (25% of total marks)

For the Speaking test you will have recorded conversation in French with your teacher that will comprise of:

- Role-play – 15 marks
- Photo card – 15 marks
- General conversation – 30 marks.

The test will last between 10-12 minutes.

Writing (25% of total marks)

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total). There is a choice from two questions – 16 marks.

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions – 32 marks.

Question 3 – translation from English into French (minimum 50 words) – 12 marks.

Listening and Reading (50% of total marks)

In the listening test, you will answer questions on recorded material from different topic areas. Questions and answers will be required in English and in French. In the reading test, you will answer questions in English and French about short French texts on different topics. There will also be a short translation from French into English.

Why French?

There is an ever growing need for competence in foreign languages in a wide variety of professions, so the career implications of studying a wider variety of modern languages are considerable.

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE French means you will:

- be able to study AS and A2 French courses,
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV,
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad.



Language learning is a cumulative process and the course, therefore, builds on what has gone before, aiming to make pupils both competent and confident in using the language appropriate to a wide variety of topics and situations. The emphasis throughout is on language as a practical tool of communication, with extensive use of French in the classroom, sessions with native speakers, use of authentic television, video, computer-assisted learning, audio and reading materials. In particular, the Modern Languages Department puts a great emphasis on the use of Information Technology in language learning.

Course requirements:

French is open to all pupils currently studying the language in Y9

You already know a lot of the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You will build on this knowledge during your GCSE course and move on to new topics.

Learning a foreign language is a challenge. It requires commitment and active involvement. Approached in a positive, receptive fashion, with students taking responsibility for independently learning the vocabulary and grammar, it is an enjoyable and rewarding experience which broadens horizons and opens up new experiences.

Food Preparation & Nutrition



Examination Board: AQA

Accreditation number: 601/8421/8

Course code: 8585, Component 1: 8585/W, Component 2: 8585/C

Course contents

The Course will give learners the opportunity to:

- Show your knowledge and understanding of nutrition, food preparation and cooking
- Apply your knowledge and understanding of nutrition, food, food preparation and cooking to different situations and tasks
- Plan, prepare, cook and present a variety of dishes using a range of appropriate skills and techniques
- Analyse and evaluate different aspects of nutrition, food, food preparation and cooking including food that you and others have made

Assessment

Component 1: Principles of Food Preparation and Nutrition

This is a written examination and is worth 50% of qualification

Component 2: Food Preparation and Nutrition in Action

Non exam assessment (NEA) which is based on two pieces of coursework that is set by AQA, internally assessed and then externally moderated. The coursework options are released in September and November of Yr11 and are worth 50% of the qualification in total.

Why choose this course

The course is highly practical and involves experimental work as well as learning how to cook a variety of highly skilled dishes. The coursework also requires practical work and forms a large part of the assessment. If you are interested in nutrition then this is the course for you as you will be learning about the requirements of the human body and is a great support for anyone looking at medical school in the future. You will also have the opportunity to enter the Stroud Rotary Junior Chef competition. 50% coursework means only choose this subject if you are able to follow written guidelines, can work independently and use own initiative to research into topics.



Examination Board: AQA

Assessment:

Geography at GCSE builds on the foundation established at Key Stage Three. While some of the topics might be familiar, the applied approach to them means that Geography in years 10 and 11 is firmly based in the real world.

There are three units:

- Unit One** **Living with the Physical Environment** (1hr 30min Examination) – worth 35% of total marks.
Unit Two **Challenges in the Human Environment** (1hr 30min Examination) – worth 35% of total marks.
Unit Three **Geographical Applications** (1hr Examination) – worth 30% of total marks.

All three units will be assessed at the end of the KS4 course.

Course Content:

The knowledge, skills and understanding required for the course are learned through a combination of theory and real-life case studies. We study each topic by investigating issues on different scales (Global, International, National, Regional, Local) in countries as diverse as China, Nigeria, Brazil, USA, UK, the Philippines, Japan and India, and use a variety of teaching and learning methods. These often include decision making exercises, independent enquiry and web research, ICT techniques including making movies and presentations, group work, as well as class debate and discussion.

Unit One - Living with the Physical Environment

- **Section A: The Challenge of Natural Hazards** – Tectonic hazards, Major storm events, and Climate change
- **Section B: Physical Landscapes in the UK** – Coastal and River Landscapes in the UK
- **Section C: The Living World** – Ecosystems, Tropical Rainforests and Hot Environments

Unit Two - Challenges in the Human Environment

- **Section A: Urban Issues and Challenges** – Opportunities and Challenges in cities, Sustainable urban living
- **Section B: The Changing Economic World** – Global Development gap, Economic futures in the UK
- **Section C: The Challenge of Resource Management** – Supply and demand for food, water and energy

Unit Three - Geographical Applications

- **Section A: Issue evaluation**
Students will study a contemporary geographical issue using a pre-released booklet which is available to use in the examination. Students will be able to consider a selection of proposed solutions, make decisions and justify their choices, and examine conflicting viewpoints about the issue.
- **Section B: Fieldwork**
Students will undertake two geographical enquiries collected as part of a fieldwork exercise. Students will be examined to assess their understanding of the enquiry process, such as on the use of fieldwork materials and on their individual enquiry work.

Fieldtrips:

As well as several day trips to extend and deepen your geography learning, there will be the opportunity to take part in optional visits: in the past we have been to Iceland – the Land of Ice and Fire - and Morocco.

SPRECHEN SIE DEUTSCH?

Assessment:

Examination Board: AQA

Speaking (25% of total marks)

For the Speaking test you will have recorded conversation in German with your teacher that will comprise of:

- Role-play – 15 marks
- Photo card – 15 marks
- General conversation – 30 marks.

The test will last between 10-12 minutes.

Writing (25% of total marks)

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total). There is a choice from two questions – 16 marks.

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions – 32 marks.

Question 3 – translation from English into German (minimum 50 words) – 12 marks.

Listening and Reading (50% of total marks)

In the listening test, you will answer questions on recorded material from different topic areas. Questions and answers will be required in English and in German. In the reading test, you will answer questions in English and German about short German texts on different topics. There will also be a short translation from German into English.

Why German?

Germany has one of the leading and most influential economies in the European Union. The ever growing need for competence in foreign languages in a wide variety of professions means that the career implications of studying a wider variety of modern languages are considerable.

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE German means you will:

- be able to study AS and A2 German courses,
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV,
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad.

Language learning is a cumulative process and the course, therefore, builds on what has gone before, aiming to make pupils both competent and confident in

using the language appropriate to a wide variety of topics and situations. The emphasis throughout is on language as a practical tool of communication, with extensive use of German in the classroom, sessions with native speakers, use of authentic television, video, computer-assisted learning, audio and reading materials. In particular, the Modern Languages Department puts a great emphasis on the use of Information Technology in language learning.

Course requirements:

German is open to all pupils currently studying the language in Y9.

Pupils may opt to study up to two languages to GCSE. You already know a lot of the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You will build on this knowledge during your GCSE course and move on to new topics.

Learning a foreign language is a challenge. It requires commitment and active involvement. Approached in a positive, receptive fashion, with students taking responsibility for independently learning the vocabulary and grammar, it is an enjoyable and rewarding experience which broadens horizons and opens up new experiences.





Examination Board: Edexcel

Assessment:

There are three examination papers:

- **Paper 1: Thematic study and historic environment** - worth 30% of total marks
 - Medicine in Britain c1250-present and The British sector of the Western Front 1914-18: injuries, treatment and the trenches.
- **Paper 2 : Period study and British depth study** – worth 40% of total marks
 - Early Elizabethan England, 1558-88; and Superpower relations and the Cold War, 1941-91.
- **Paper 3: Modern depth study** – worth 30% of total marks
 - Weimar and Nazi Germany, 1918-39.

Throughout the course, emphasis is placed on a combination of factual knowledge and the skills required to allow students to process that knowledge, in addition to developing the ability to put forward a convincing case. These skills include:

- The selection and deployment of relevant evidence.
- The understanding of why events occurred and the changes they brought about.
- The interrogation and analysis of source material.
- The explanation of conflicting historical interpretations.
- The construction of well supported arguments to make reasoned judgements.

During the course there are opportunities to take part in two 4-day trips:

1. France and Belgium, to experience the many Battlefields and memorials of both World Wars, or
2. A tour of Berlin to witness the scenes of Hitler's rise to, and fall from power in Weimar and Nazi Germany.



Examination Board: WJEC Eduqas

Assessment:

Component 1: Latin Language (1 hour 30 min exam – 50% of qualification)

- A range of short comprehension questions testing understanding of the storyline.
- Translation of a passage from Latin into English.
- **Either** Translation from English into Latin **or** grammar and syntactical analysis.

Component 2: Latin Literature and Sources (1 hour 15 min exam – 30% of qualification)

- A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme.
- This is an open-book assessment.

Component 3: Roman Civilisation (1 hour exam – 20% of qualification)

- Learners should be able to demonstrate knowledge of an aspect of Roman civilisation,
- Analyse and respond to ancient source material,
- Evaluate evidence from throughout the topic,
- Respond to an extended evaluative question.

What Areas of Study are available?

- Latin Language: you learn to read Latin texts in their original language,
- Latin Literature: you read set texts by authors such as Virgil, Ovid, Pliny, Tacitus and Horace,
- Roman Civilisation studied through Latin sources; you study simple inscriptions, photographs of Roman buildings and artefacts and short passages in English about Roman society. This area of study is optional.

What will I learn?

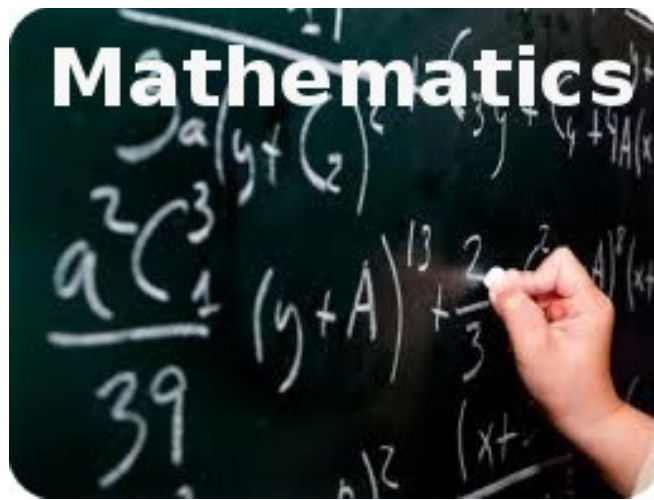
- you will develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Latin and the languages of today,
- you will come to appreciate different cultures,
- you will learn how to read texts in Latin,
- you will read and appreciate Latin literature in its cultural context and in its original language,
- you will learn how to communicate clearly and effectively.

Course requirements:

Latin is open to all pupils currently studying the language in Y9.

Pupils may opt to study up to two languages to GCSE. You already know a lot of the vocabulary and grammar you'll need for GCSE and Latin complements French extremely well.

Learning a foreign language is a challenge. It requires commitment and active involvement. Approached in a positive, receptive fashion, with students taking responsibility for independently learning the vocabulary and grammar, it is an enjoyable and rewarding experience which broadens horizons and opens up new experiences.



Examination Board: Edexcel

Assessment:

There is no controlled assessment element in GCSE Mathematics. Assessment is 100% exam based. Assessment is through three exams taken at the end of the course.

Tiers of Entry:

All students at Marling School are initially aimed towards the higher tier GCSE. The grades available for this tier of entry are 4-9.

Course content:

Full details of the course content can be found using the following link:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

As well as the course content students are also explicitly assessed on their ability to:

- select the appropriate mathematical techniques required to solve a broad range of problems
- communicate their methods and thinking in a clear and concise manner
- apply mathematical techniques to functional problems drawn from real life scenarios
- explore different methods for approaching a particular problem, revising their approach where necessary

The subject content covered builds on the concepts and techniques introduced at key stage three. This content is split into six strands, Number, Algebra, Probability, Statistics, Geometry & Measures, and Ratio, Proportion & Rates of Change. Students are also provided with opportunities to develop their reasoning and problem solving skills.

Mathematics is essentially a holistic subject and, as such, is taught so that connections are made between the various strands of the curriculum. This helps to give students a broader understanding of the subject as a whole, thus providing a firm foundation for further study.



Examination Board: Edexcel
Specification: (1MU0)

Assessment:

How is the course structured?

PERFORMING	30%	Internally assessed/ Externally moderated	You will produce a solo and an ensemble performance recorded during the course. Performances may be on any instrument and in any style. Each performance must be a minimum of 1 minute. The combined duration of both performances must be a minimum of 4 minutes. The standard performing grade for GCSE Music is Grade 4.
COMPOSING	30%	Internally assessed/ Externally moderated	You will produce two compositions during the course. One composition must be to a brief set by Edexcel and this will relate to one of the Areas of Study (see Listening below). The second composition is a free composition. Compositions may be for any instrument or voice, or combination of instruments and/or voices, and in any style, subject to the requirements of the selected composition brief. The combined length of the two compositions must be a minimum of 3 minutes.
LISTENING	40%	Externally assessed	You will study 8 set works from four Areas of Study covering the following styles: (i) Instrumental music 1700-1820; (ii) Vocal music; (iii) Music for Stage and Screen; (iv) Fusions. There is a 1 hour 45 minute examination where you will respond to questions based on recorded extracts of the set works. The question paper will include multiple-choice, short open and extended writing questions.

Course content:

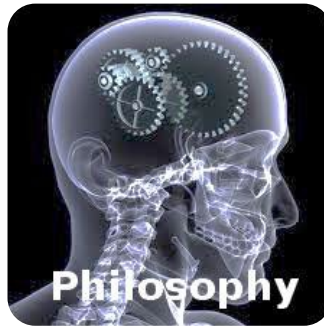
What is GCSE Music all about?

GCSE Music covers performing, composing and listening in a wide variety of musical styles – popular music, music for stage and screen, and classical music. There are many opportunities to use music technology (composing) and the course is therefore very good preparation for anyone considering an AS/A level course in Music or Music Technology. You will improve your skills in performing and composing different styles of music. You will listen to a wide variety of music and learn more about how and why it was composed and/or performed.

You **must** be able to play an instrument (or sing) and it is strongly recommended that you are taking instrumental lessons either in or out of school. Membership of a school and/or outside music group is also much encouraged.

What could I do next with GCSE Music?

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A levels in Music and Music Technology. You may wish to take a GCSE in Music for its own sake, perhaps to form the basis of a future interest. Alternatively, you may wish to go into a job where it is useful to have had an experience of music or where you will need to use some of the skills developed during the course. These might include careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.



&



Examination Board: WJEC Eduqas
Specification A: Religion Philosophy, & Ethics

Assessment:

Students will be prepared for three exam papers, taken in year 11 for full course. Students will be able to continue their study of this subject at A level in Y12 of sixth form in addition to their other A level choices.

Course content:

Students will study four **Philosophy and Ethics topics** and study the beliefs teachings and practices of two religions- **Buddhism and Christianity**. The emphasis of the course is very much upon evaluation and analysis of arguments and theories enabling students to explore and arrive at their own, well supported conclusions as follows:

How is the course structured?

Religion

- **Buddhism- Beliefs and teachings** including **The Buddha**, The Dhamma, The four noble truths, Buddhist ideas of Human personality, destiny and Ethical teaching . **Practices** Buddhist places of worship in Britain and elsewhere, Meditation, Devotional Practices, Death and Mourning, Festivals and retreats: practices in Britain and elsewhere.
- **Christianity – Beliefs and teachings** - including **Gods nature**, Trinity, problem of evil. **Creation, Jesus Christ**, Jesus' incarnation, crucifixion, resurrection and ascension. **Salvation**- law, sin, grace and the Spirit **The Afterlife** judgement, resurrection, heaven and hell. **Practices Forms of Worship**, liturgical, informal and individual prayer. **Sacraments**- Baptism and Eucharist. **Pilgrimage** the Holy Land, **The Church** local and global.

Philosophy

- **Issues of Life and Death**- including debates about science and religion. Environmental ethics and Animal rights. The problem of existence of the mind or soul, and the afterlife. Differences of quality of life; religious and sanctity of life arguments about medical ethics.
- **Issues of Good and Evil**- including debates about evil, the good, the existence of free will and conscience. Problem of natural and moral evil and suffering; responses to evil and charity. Crime and punishment; justice; the death penalty, prison, and forgiveness.

Ethics

- **Issues of Relationships** – including debates about families, sex, same sex relationships; chastity; celibacy; cohabitation; sex outside marriage; adultery; family planning, the purpose of sex and contraception, marriage, divorce, annulment, separation and remarriage; gender equality and discrimination.
- **Issues of Human Rights**- including debates about United Nations Charter of Human Rights; racial prejudice and discrimination. Poverty; wealth; charity and voluntary groups, freedom of religion and speech; extremism. Diversity of religious faith; secularisation; inter-faith dialogue or activity.

Why should I study Philosophy, Ethics and Belief?

The subject lends itself to robust debate and students appreciate the opportunity to have their views recognised. Students who opt to take Philosophy Ethics and Belief in years 10 and 11 gain a second full course GCSE in addition to their separate short course GCSE, and a have a foundational curriculum in A level Philosophy, Ethics and Belief.

What could I do next with GCSE Philosophy, Ethics and Belief?

Academic institutions and employers alike recognise the relevance of Philosophy, Ethics and Belief for our 21st century multicultural world and welcome the skills acquired in this discipline prepare students for a wider range of careers.



Specification: Physics 8463
Examination Board: AQA

Physics

As a separate science

The GCSE Physics course goes above and beyond the topics taught in the Combined Science specification. It focuses on the applications of Physics in the real world, including future applications and uses of electromagnets, uses of sound and electromagnetic waves in technology, medicine and exploring the Earth and the application of Physics to exploring the very origins and nature of the Universe and Solar System in the Space Physics topic.

Course content

In preparation for Paper 1

- Energy
- Electricity
- Particle Model of Matter
- Atomic Structure

In preparation for Paper 2

- Forces
- Waves
- Magnetism and electromagnetism
- Space Physics



Course assessment

The course is externally assessed at the end of year 11 via two equally weighted papers both lasting 1 hour and 45 minutes. Grades will be awarded from 9 to 1. Experimental skills will be developed throughout the course and assessed via the examination papers where the focus will be specifically on a set of compulsory experiments named in the syllabus.

Students may be required to perform calculations, draw graphs and describe, explain and interpret physical phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply physics principles to unfamiliar situations.

Questions will be of multiple choice, structured, closed short answer and open response types.

Throughout the course, students are encouraged to work as investigators, planning and analysing their practical work. They are also encouraged to develop their ICT and communication skills.

¿HABLAS ESPAÑOL?

Assessment:

Examination Board: AQA

Speaking (25% of total marks)

For the Speaking test you will have recorded conversation in Spanish with your teacher that will comprise of:

- Role-play – 15 marks
- Photo card – 15 marks
- General conversation – 30 marks.

The test will last between 10-12 minutes.

Writing (25% of total marks)

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total). There is a choice from two questions – 16 marks.

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions – 32 marks.

Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks.

Listening and Reading (50% of total marks)

In the listening test, you will answer questions on recorded material from different topic areas. Questions and answers will be required in English and in Spanish. In the reading test, you will answer questions in English and Spanish about short Spanish texts on different topics. There will also be a short translation from Spanish into English.

Why Spanish?

The ever growing need for competence in foreign languages in a wide variety of professions means that the career implications of studying a wider variety of modern languages are considerable. People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons.

Taking GCSE Spanish means you will:

- be able to study AS and A2 Spanish courses,
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV,
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad.

Language learning is a cumulative process and the course, therefore, builds on what has gone before, aiming to make pupils both competent and confident in using the language appropriate to a wide variety of topics and situations. The emphasis throughout is on language as a practical tool of communication, with extensive use of Spanish in the classroom, sessions with native speakers, use of authentic television, video, computer-assisted learning, audio and reading materials. In particular, the Modern Languages Department puts a great emphasis on the use of Information Technology in language learning.

Course requirements:

Spanish is open to all pupils currently studying the language in Y9. It must be noted that Spanish is quite a jump from Y9 to GCSE because of new grammar and complex structures, so students need to be aware of this.

Pupils may opt to study up to two languages to GCSE. You already know a lot of the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You will build on this knowledge during your GCSE course and move on to new topics.

Learning a foreign language is a challenge. It requires commitment and active involvement. Approached in a positive, receptive fashion, with students taking responsibility for independently learning the vocabulary and grammar, it is an enjoyable and rewarding experience which broadens horizons and opens up new experiences.



Sports Science

(GCSE Physical Education)



Examination Board: AQA
Specification: Physical Education 8582

Course content:

The course is split between **Theoretical 60%** and **Practical 40% assessment**.

Theoretical Assessment: 60%

Two, 1 hour 15 minutes papers at the end of Year 11. Each paper is worth 30% of the total GCSE.

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport
• Applied anatomy and physiology	• Sports psychology
• Movement analysis	• Socio-cultural influences
• Physical training	• Health, fitness and well-being
• Use of data	• Use of data

Practical Assessment: 40%

How it's assessed

Student must select in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Students then complete a written controlled assessment, involving the analysis and evaluation of a performance to bring about improvement in one activity.

Initially assessed by teachers and then moderated by AQA, and is worth **40%** of the GCSE

You **must** be regularly involved in extra – curricular sports in **at least two** of the activities in the table below and it is strongly recommended that you are able to commit time to develop another sport from the table below. Membership of a school and/or outside club is also encouraged.

Practical Performance

Students are required to be assessed on their skills in progressive drills (Part 1) and in the full context (Part 2) for each of their **three** activities.

There is also an expectation that **you may have to video your performances** of these sections. Furthermore, guidance will be provided so you are aware how the video evidence needs to be collected to satisfy the AQA's requirements, as well as this the school will try to record any home fixtures.

Part 1 – Skills (10 marks per activity)

Students must demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills. Students will be assessed holistically based on the overall performance of all the core skills/ techniques.

Part 2 – Full context (15 marks per activity)

Students must demonstrate their ability to apply the core skills/techniques, specific to their position where appropriate, in the full context. Students must be assessed holistically, based on the performance of the listed skills/techniques in the full context of each activity.

<u>Team Based</u>	<u>Individual Based</u>
Association football	Amateur boxing
Badminton	Athletics
Basketball	Badminton
Camogie	Canoeing/kayaking (slalom)
Cricket	Canoeing/kayaking (sprint)
Dance	Cycling Track or road cycling only
Gaelic football	Dance
Handball	Diving Platform diving only
Hockey	Golf
Hurling	Gymnastics (artistic)
Lacrosse	Equestrian
Netball	Rock climbing
Rowing	Sculling
Rugby League	Skiing
Rugby Union	Snowboarding
Squash	Squash
Table tennis	Swimming
Tennis	Table tennis
Volleyball	Tennis
Ice hockey	Trampolining
Sailing	Windsurfing
Water polo	Sailing
Sports Acro (Gymnastics)	Figure Skating
Futsal	BMX

Written Controlled Assessment

Analysis – strengths and weaknesses (15 marks)

Analyse a performance to identify and justify two strengths and two weaknesses.

One strength and one weakness should be a fitness component.

One strength and one weakness should be a specific skill/technique or tactic/strategy/aspect of choreography (as appropriate).

Evaluation – the use of theoretical principles to cause improvement (10 marks)

Produce an overall action plan that suggests ways to improve upon the identified weaknesses.

Use appropriate theoretical content in action plan.



The English Baccalaureate: Options Information

Dear Parents/Carers and Students

In the White Paper, *The Importance of Teaching*, published on 24 October 2010, the Secretary of State announced the introduction of the English Baccalaureate (EBacc). The percentage of students achieving the English Baccalaureate was used for the first time in the 2010 school performance tables.

The English Baccalaureate is not a qualification in itself, but recognises GCSE passes across a selection of subjects. It is awarded where students attain grade 5 or higher in **each and all** of the following:

1. GCSE English Language
2. GCSE Mathematics
3. GCSE Combined Science or in at least 2 of the 3 Separate Sciences (with Computer Science able to count as one of the options)
4. GCSE Geography or History
5. GCSE in a Language (Marling School offers French, German, Spanish and Latin)

At Marling School we are keen to offer you the widest choice possible within the options process without constraining you to predetermined options blocks. We would **always** recommend that you choose a broad, balanced curriculum.

In the meantime if you need further advice and guidance please talk to your tutor, subject teachers, Miss S. Clark.

Yours sincerely

Mr A MacDonal
Deputy Headteacher

Raising Aspirations, Inspiring Excellence, Succeeding Together

Marling School is part of Cotswold Beacon Academy Trust, registered in England and Wales no. 7692339, registered office Cainscross Road, Stroud, GL5 4HE

Course Contacts

Art, Photography & Graphic Communication	Mrs C Austin
Biology	Dr S Warren
Business	Mr A Simms
Chemistry	Mr J Koller
Combined Science: Trilogy	Miss H Butcher
Computer Science	Mrs C Lee
Design Technology*	Mr S Berry
English & Drama	Mrs J Ashley
Food & Nutrition	Mrs A. King
Geography	Mr J Smith
History	Mr S Brown
Languages**	Mrs L Perkins
Mathematics	Mr L Jordan
Music	Miss B Swinger
Philosophy Ethics & Belief	Dr P Kernaghan
Physics	Dr A Marks
Sports Science	Mr M Nicholson

****including: Design Engineering (with electronic systems) and Product Design***

***** including: French, Spanish, German and Latin***

Careers Resources

During your recent careers sessions, you will have been introduced to some resources but here are some more that should help you and your parents.

INTERNET RESOURCES

https://www.careerpilot.org.uk	An excellent website offering information and advice to help with choosing options.
https://nationalcareersservice.direct.gov.uk	The national careers service provides information, advice and guidance to help you make decisions on learning, training and work. It covers several key areas including CVs, skills, action plans and course searches.
https://www.unifrog.org	Unifrog offers a one-stop-shop where you can explore your interests, then find and successfully apply for whatever pathway you choose to follow post school. Please speak to your tutor if you need login details.
https://www.bbc.com/bitesize/careers	Whether you're deciding what to study, taking your exams, planning a career, or just curious, the BBC Bitesize Careers area can explain the world of work, with advice from people who've found the right path for them.
https://icould.com	Inspiration to explore your favourite subjects and see what future career options may be available to you.
https://www.careersbox.co.uk	A collection of careers films on the web – helpful to browse for inspiration or if you don't know anyone doing the job you're interested in.
http://www.lmiforall.org.uk	A great labour market information resource, offering facts and figures about the current job market.

Thinking ahead to higher education:	
https://www.theparentsguideto.co.uk/post/t-levels	A useful introduction to T Levels for parents.
https://www.apprenticeships.gov.uk/apprentices	Visit this website to find out everything you need to know about apprenticeships.
https://www.ucas.com	The UCAS website offers details about the wide range of university courses available across the UK.

ADVICE BY TELEPHONE

National Careers Service: 0800 100 900 (available 8am to 8pm Monday to Friday; 10am to 5pm Saturday and bank holidays).

OTHER RESOURCES

Marling School Careers Education, Information & Guidance (CEIAG)

Useful information for parents and students is embedded in our CEIAG document.

<https://www.marling.gloucs.sch.uk/media/DOC64676F907D73D/Careers%20Education,%20Information%20and%20Guidance.pdf>

Google Classroom

Students are made aware of relevant Career Opportunities and advertisements we receive via our Careers, Education, Information and Guidance Google Classroom. Please use the link and sign-up code here to access.

Link: <https://classroom.google.com/c/MzA4MjY5MzAyODIa> Code: [cwrq4ur](#)

Mobile App

<https://www.fledglink.com>

Download to your mobile for a variety of Careers tools to help you identify next steps.

RETAIN FOR YOUR RECORDS

KS4 Options 2024

COMPULSORY SUBJECTS

- English Language • English Literature • Mathematics • Science*
- Philosophy, Ethics & Belief (*which is a half-GCSE course taken at the end of Y10*) • PSHE

OPTIONS

Students should choose **four** option subjects from the following options in the following way:

- 1) Choose **two** options from **Pot A**. These options should be numbered **1** and **2*****.
- 2) Choose **two** further options, which may come **from either Pot A or Pot B**. These options should be numbered **3** and **4**.
- 3) Choose **two reserve** options from either Pot A or Pot B. Write these choices in the spaces provided at the bottom of the table below.

* **Remember that if you wish to study the three GCSE Sciences as separate subjects then you must choose the Third Science GCSE as one of your options. Otherwise, you will study the 'Combined Science: Trilogy' specification worth two GCSEs.**

** **Remember that it is not possible to study both DT-Design Engineering and DT-Product Design.**

*** **If you have decided that the best combination of subjects for you would NOT include at least two subjects from Pot A, then you MUST ensure that you discuss this with your tutor prior to completing the Google KS4 Options form. A final decision on whether to authorise your request will then be made by Mr A MacDonald, the Deputy Headteacher with responsibility for the curriculum.**

<u>Pot A</u> ***		<u>Pot B</u>
French	<input style="width: 40px; height: 20px;" type="text"/>	
Geography	<input style="width: 40px; height: 20px;" type="text"/>	Art, Craft & Design
German	<input style="width: 40px; height: 20px;" type="text"/>	Art – Graphic Communication
History	<input style="width: 40px; height: 20px;" type="text"/>	Art – Photography
Latin	<input style="width: 40px; height: 20px;" type="text"/>	Business
Spanish	<input style="width: 40px; height: 20px;" type="text"/>	Computer Science
		**DT – Design Engineering (with electronic systems)
		**DT – Product Design
		Drama
		Food & Nutrition
		Music
		Philosophy, Ethics & Belief
		Sports Science
		*Third Science GCSE
Reserve 1: _____ Reserve 2: _____		
<i>(these can be from either Pot A or Pot B)</i>		

Please note that courses will only run if there is sufficient demand.

In the event where a subject is over-subscribed the process outlined in the FAQs section of the booklet will be applied.

FILL IN THE GOOGLE FORM BY MONDAY 19th FEBRUARY

Name:

Notes



Key Stage 4

Options Evening

Subject Location Directory

5.00pm – 6.30pm

SUBJECT	BUILDING	ROOM
Art	Creative Arts	CA03
Drama	Creative Arts	CA04
Food & Nutrition	West Block, Ground Floor	WB02
Design Technology	West Block, Ground Floor	WB02
History	South Block, Ground Floor	SB03
Music	South Block, Ground Floor	SB04
Foreign Languages:		
French & Latin	South Block, First Floor	SB15
German	South Block, First Floor	SB14
Spanish	South Block, First Floor	SB13
Combined Science:		
Biology, Chemistry & Physics	South Block, Ground Floor	SB07
Computer Science	South Block, First Floor	SB18
Geography	West Block, Ground Floor	WB01
Business Studies	South Block, Ground Floor	SB00
Sports Science	West Block, Ground Floor	WB03
Philosophy & Ethics	West Block, Ground floor	WB04