



Eaton Square Senior School

GCSE Options

GCSE Information & Options



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GCSE Information

The GCSE selection process provides an opportunity for our students to begin to shape the direction of their future studies and educational careers. There is increased choice and flexibility; some subjects which have been compulsory up until this point become optional, new subjects become available and we begin to trust students with the responsibility of making informed choices.

Our GCSE programme is a significant part of the whole-school curriculum. We have chosen subject options that we believe reflect our aims and will help our students work toward their own individual goals and ambitions. We want to ensure that every student continues to enjoy their education with a clear sense of purpose as they begin the next stage of their academic careers.

We aim to:

- Provide the highest level of pastoral care to encourage the development of a purposeful attitude, self confidence, respect for others, and a strong sense of community.
- Inspire intellectual curiosity and an instinctive love of learning which lead naturally to academic aspiration and examination success.
- Create opportunities that allow students to develop the skills they need in order to overcome adversity and setbacks.
- Develop tomorrow’s leaders through programmes embedded within our core curriculum that emphasise self-development and personal awareness. We are passionate about creating a culture that identifies and supports each student in developing one area of greatness.

Core Subjects and Options

The core GCSEs develop and secure the fundamental skills and knowledge essential for future work and study. At Eaton Square Senior School, we consider the five core subjects to be English Language, English Literature, Mathematics and Science (Science is equivalent to two GCSEs). The range of optional subjects allows students to develop their own interests as well as build on existing skills.

The wider curriculum

In addition to the core GCSE programme, students are required to take other non-examination subjects as part of the wider curriculum. Physical Education and games remain an important and compulsory part of each week. Students will be given the opportunity to develop individual strengths as well as continuing to participate in a balance of team and individual physical activities.

Personal, social, health, and economic education (Wellbeing) is also incorporated into students’ weekly timetables and the Year 10 and 11 curriculum contains age appropriate modules on important topics that will help to prepare our students for life beyond school and in a modern society. Wellbeing also contributes to our SMSC (Social, Moral, Spiritual and Cultural) education programme and the curriculum is designed to develop each student holistically.

Beyond the classroom

At GCSE level, more than ever, we expect our students to begin to take responsibility not only for their own learning, but also for their own growth and personal development. The school will provide many opportunities for students to develop their current interests and skills as well as developing new interests and skills. We emphasise independent learning and expect students to learn how to take ownership of their studies.

How many GCSEs should students take?

In 2015 a phased-in programme of reform began that resulted in the biggest change in the exams taken by 16-year-olds since GCSEs were introduced in 1988. In the years immediately before this reform, the trend had been for students to sit for more and more GCSEs, however in recent years, the emphasis has swung back in favour of quality over quantity.

One substantial way in which GCSEs changed was the significant reduction in coursework, placing more emphasis on end-of-course exams. Not only that, but content increased and a greater emphasis was placed on core skills such as arithmetic and use of English.

We expect that most of our students will take 9 GCSEs. This number includes the core subjects but not the wider curriculum subjects (PE, Games and Wellbeing). Students should choose their options carefully and remember that higher grades in 8 or 9 subjects are far more valuable than lower grades in 10 or 11 subjects.

What options are available?

We will offer as broad a range of subject options as possible. The list below comprises the subjects we are offering this year. Students will choose subjects from option blocks and we cannot guarantee to run every subject, particularly when group sizes are very small.

Non-compulsory GCSE options

Sciences	Humanities	Creatives	Languages
Computer Science	Classical Civilisation	Art	French
Physical Education	Business Studies	Drama	Spanish
Psychology	Geography	Music	

How do I choose?

We recommend that students make a balanced choice of subjects. The list above will allow students to choose subjects they have an interest in or are good at. However breadth is also crucial and we recommend that students take subjects from across the full curriculum range. We therefore strongly recommend that students consider a language and a humanities subject when choosing their options.

Students should begin by considering the following questions:

- What do I enjoy?
- What am I good at?
- Are there certain subjects I need for future studies?
- What am I interested in knowing more about?

Students in Year 9 have talks, experiences and one-on-one discussions to help them to reflect on these questions to help them make informed and sensible choices along with subject talks from their teachers.

Other subjects and languages

If there is a subject that a student wants to study, but does not appear on this list, we could consider offering it subject to demand and availability.

Students who are fortunate enough to speak another language, might consider taking a GCSE in that language. Exam-only languages available at GCSE could include:

- Arabic
- Chinese (Mandarin)
- French
- German
- Italian
- Portuguese
- Panjabi
- Russian
- Spanish
- Turkish

Please be aware that these examinations differ in their method of assessment. Being able to speak and understand the language is no guarantee of a high grade. Some subjects have a literature exam as well as testing language, which will involve significant additional study. Please seek advice before relying on a language as an additional subject. We underline that although we are happy to provide the administration of examinations for these subjects, we do not offer tuition or support. We can only run examinations in subjects where we can provide an oral examiner.

We will ask for confirmation in January of Year 11 if the student has intent on entering one of those subjects but we will always discuss this earlier.



FAQs

How many GCSEs should my son/daughter take?

There is no single right answer to this question, and you should consider all the information above as well as taking advice from the school before coming to this decision. We expect that most students at ESSS aim to take 9 GCSEs.

How are GCSEs graded and what is a pass?

In the past few years, GCSEs have shifted from an alphabetic grading system A*, A, B, C, D, E, F, G, U, to a numerical one 9, 8, 7, 6, 5, 4, 3, 2, 1 where 9 is high. The old A* is considered to be equivalent to a grade 8 and a ‘good’ pass, formerly a C, is now in the region of a 4 or 5.

How the new grades compare with the old ones

New Grade	Old Grade
9	A* A
8	
7	
6	B C
5	
4	
3	D E F G
2	
1	
U	U

What percentage do I need to get a 9?

It really doesn’t work in this way. Grade boundaries are very fluid based on the previous attainment of the cohort being examined and the overall performance of all the students that year. Not only that, but grade 8 is defined in advance, but a grade 9 is awarded after the final marking has taken place to only the very highest achievers. It is therefore possible to work towards a grade 8, but a 9 is at the final discretion of the examination boards.

How many students do you need to run a subject?

There is no hard and fast rule on this. We will need to consider factors including the availability of resources and suitability of the course with small numbers when making such decision. In some cases we may run a course with just one student however a good rule of thumb is likely to be 3-5 students to make a course run.

Will my son/daughter get his/her first preference?

With small cohorts and each student each taking an average of 9 subjects, it is sometimes challenging to give everyone exactly the combination they want. However, as a small school we can offer more flexible than a larger one and we hope to be able to offer every student a subject combination they will be happy with. We use the preliminary choices to start planning our teaching blocks to facilitate as many students’ choices as possible.

What are the easiest subjects?

There are no easy subjects. Some people find physics easy and drama a challenge, whereas others are good at art but have never learned another language. It is important to select preferences based on individual talents and interests rather than trying to cheat the system by looking for allegedly ‘soft’ or ‘easy’ options.

I've heard about the EBacc, what is that and how do I get it?

The EBacc (English Baccalaureate) is not a qualification in its own right but is a performance measure for schools allowing for comparison in league tables. Students are considered to have taken the EBacc if they have sat for GCSEs in English (Literature and Language), Maths, Science (including Computer Science), a Modern Language and history or Geography.

My son/daughter is fluent in another language can they take the GCSE?

Probably yes, but it may not be as easy as you think. In some language GCSEs there is a literature paper as well as language paper which can make the qualification much more challenging. Also the papers will test all four language skills (speaking, reading, writing and listening) so if students can speak fluently but are not able to write, they may need support to pass the GCSE. We can only offer support in our curriculum languages.

Do GCSEs have coursework or module exams?

Almost all GCSEs are now examined through terminal examinations (this means exams at the end of the course). Continuous assessment and coursework has largely been reduced or removed altogether but remains in some subjects. Subject teachers can advise on this.

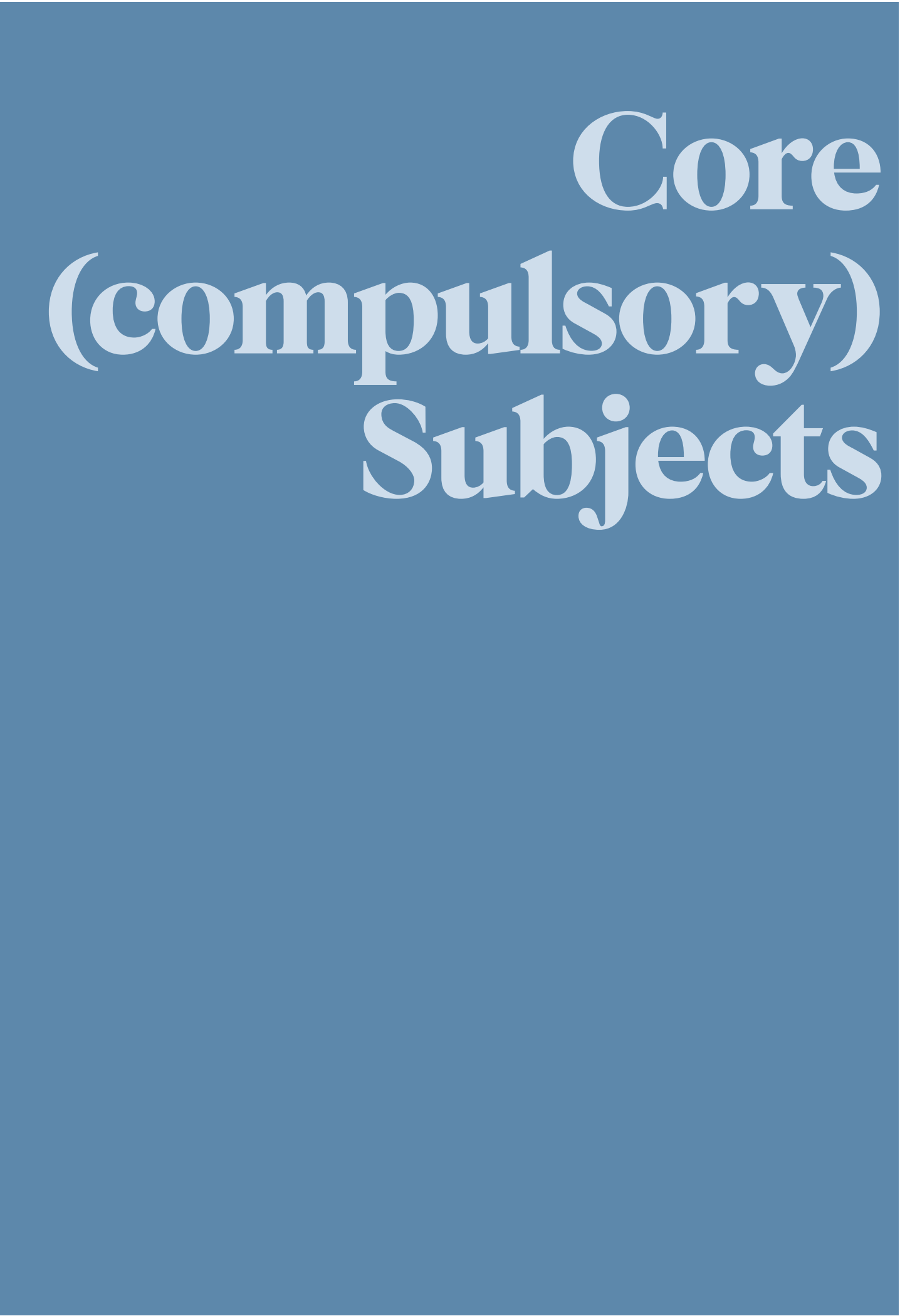
I've heard the GCSEs are easy?

Don't be fooled! They were never easy and they recently got a lot harder. Most students will notice a step-up in difficulty and intensity as they move from year 9 to year 10. Rising grades over the years reflects improved standards, familiarity with requirements, improvements in the quality of education provision and increased emphasis on academic routes post-16 and should not be put down to a lowering of standards.

I've heard that GCSEs aren't that important?

GCSEs are the only universal public examination taken by adolescents in the UK and therefore are the only means by which candidates can be compared on the same basis by universities and employers. For university entry, GCSEs are perhaps more important now than they were even just three or four years ago. When students apply to university, GCSE grades are usually the only academic results admissions tutors have to base their decisions on. This makes them extremely important to anyone considering university in future.

An overview of each subject is found in this booklet. Each subject has a link to the full specification provided by the board that covers in detail both content and assessment. We constantly review our offerings at Eaton Square Senior School based on feedback from students, parents and staff and will keep you up to date with any resulting changes due to this.



English Literature & English Language

AQA GCSE English Literature (8702)

Paper 1: Shakespeare and the 19th century novel

Response to an extract from a 19th Century novel: The Strange Case of Dr. Jekyll & Mr Hyde / Sign of the Four
Response to an extract from a Shakespeare Play: Macbeth / The Merchant of Venice / Julius Caesar

Paper 2: Modern Texts and Poetry

- Response to a modern text: An Inspector Calls.
- Poetry Anthology Comparison: Power and Conflict poetry cluster.
- Response to an unseen poem.
- Comparison of 2 unseen poems.

AQA GCSE English Language (8700)

Paper 1:

- Response to an unseen fiction text from 20th or 21st century
- Description or narrative writing.

Paper 2:

Response to one non-fiction text and one literary non-fiction text (one from 19th century and one from either 20th or 21st century) • Transactional writing – thematically linked to earlier extracts.

Non-Examined Assessment:

Spoken Language: presenting to an audience and responding to questions on a given topic.

Autumn Term: An Inspector Calls

Context:

- The life and work of J. B. Priestley – focusing on how events in the wider world affected his writing and the signs readers may be looking for in his narrative voice to identify the influence of his personal background.
- Social class in the 20th century and how this is reflected in each of the characters within ‘An Inspector Calls’.
- Interpretations of the characters on stage at the time of writing and in modern adaptations.

Content:

- Students will gain a detailed understanding of the lead characters in the play (The Birlings, Gerald Croft, Eva Smith, Inspector Goole) and how they are constructed by the writer.
- How and why the play is structured in the way that it is.
- How the language of each of the characters reveals to the audience a deeper insight into the viewpoint and opinions of the writer.
- The intentions behind each of the characters and events within the play and why they have been written in the way they have.
- Looking at how key themes are expressed throughout the play and how each of these helps to achieve the writer’s intention.

Spring Term

Context:

- The life and work of William Shakespeare – focusing on how events in the wider world affected his

writing and the signs readers may be looking for in his narrative voice to identify the influence of his personal background.

- Social, political, cultural and other contexts as applicable to the play studied.
- Interpretations of the characters on stage at the time of writing and in modern adaptations.

Content:

- Character studies of each of the key characters, as well as how they interlock with one another to build the complex web of relationships within the plot.
- Focus on key themes within Macbeth and how language is used to weave these into the creation of the characters and events of the play as a whole.
- The construction of Shakespeare’s language and how he uses language and structure to present his ideas.

Anthology Poetry:

Students will spend a dedicated section of this term focusing on the required anthology of ‘Power & Conflict’. This will include how to effectively analyse poems in an examination context, as well as how to compare each of them and make appropriate choices for such questions.

Summer Term – Language Papers 1 and 2

Preparation/Mock Exam Prep

- Revision of the 2 core texts studied so far and focus on working in timed conditions in a closed book environment.
- Revision of Anthology poetry to look at how to write comparison essays in an exam context.

Creative writing:

- Focusing on how to structure successful creative writing through a three-step structure.
- How to create variety in sentence structures and types.
- Stretching and adapting vocabulary to fit the given task.
- Paragraphing & accuracy.

Transactional Writing:

- Specific focus on rhetorical devices and how to embed them into a variety of transactional pieces of writing.
- Form, structure and style of speeches, articles, reviews & letters.
- Focusing on how to persuade, argue, inform and explain.

Preparation for the Year 10 mock exams in order to give the clearest possible picture of progress so far in English Literature and English Language.

Combined Science

Exam board: AQA
GCSE Combined Science (Trilogy) Specification code: 8464

Each paper below is worth 70 marks and is 75 minutes long.

Biology:

Paper 1 Content:

- Cell Biology; Organisation; Infection and response; and Bioenergetics.

Paper 2 Content:

- Homeostasis and Response; Inheritance, Variation and Evolution; and Ecology.

Chemistry:

Paper 1 Content:

- Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2 Content:

- The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics:

Paper 1 Content:

- Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2 Content:

- Forces; Waves; and Magnetism and Electromagnetism.

GCSE science is taught in year 9 to ensure all the content is covered and there is time for revision at the end of year 11. In year 9 the triple science course is taught. There is very little difference between combined and triple in the first 2 units of chemistry, biology and physics.

All 6 exams marks are added together to decide their double GCSE grade. These range from a 1-1 to a 9-9 in 17 increments. They must be consecutive numbers. E.g. a student may receive a 7-6 but not a 7-5.



Mathematics

AQA GCSE Mathematics Specification code: 8300

Paper 1: Non-calculator (1 hour 30 minutes)

Content from any part of the specification may be assessed

33⅓% of the GCSE Mathematics assessment

Paper 2: Calculator (1 hour 30 minutes)

Content from any part of the specification may be assessed

33⅓% of the GCSE Mathematics assessment

Paper 3: Calculator (1 hour 30 minutes)

Content from any part of the specification may be assessed

33⅓% of the GCSE Mathematics assessment

Students are introduced to GCSE mathematics in Year 9. This ensures that students are given the opportunity to cover the work in depth, particularly in applying the skills to problem solving.

Autumn Term

CALCULATIONS

- Calculating with roots and indices
- Exact calculations
- Standard form

EXPRESSIONS

- Terms and expressions
- Simplifying expressions
- Indices
- Expanding and factorising
- Algebraic fractions

ANGLES AND POLYGONS

- Angles and lines
- Triangles and quadrilaterals
- Congruence and similarity
- Polygon angles

Spring Term

HANDLING DATA

- Organising data
- Representing data
- Averages and spread
- Frequency diagrams

FRACTIONS, DECIMALS AND PERCENTAGES

- Decimals and fractions
- Fractions and percentages
- Calculations with percentages
- Fractions, decimals and percentages
- Lifeskills 1: The business plan

FORMULAE AND FUNCTIONS

- Substituting into formulae
- Using standard formulae
- Equations, identities and functions
- Equivalences in algebra
- Expanding and factorising

PYTHAGORAS AND TRIGONOMETRY

- Pythagoras' theorem
- Trigonometry
- Pythagoras and trigonometry problems
- Vectors

Summer Term

PYTHAGORAS AND TRIGONOMETRY

- Pythagoras' theorem
- Trigonometry 1
- Trigonometry 2
- Pythagoras and trigonometry problems
- Vectors

WORKING IN 2D

- Measuring lengths and angles
- Area of a 2D shape
- Transformations

PROBABILITY

- Probability experiments
- Expected outcomes
- Theoretical probability
- Mutually exclusive events

MEASURES AND ACCURACY

- Estimation and approximation
- Calculator methods
- Measures and accuracy



Option Subjects

Classical Civilisation

Exam board: OCR
Official qualification title: Classical Civilisation
Specification code: J199/11 & J199/21

Paper 1: Thematic Study

- Learners must study one component which involves a comparative study of ancient Greece and Rome, and combines literary and visual/ material sources - Myth and Religion.

Paper 2: Literature and Culture

- Learners must study one component which contains two elements; one in-depth cultural study and one study of related literature - The Homeric World.

Autumn Term

- Death and burial
- Journeys to the underworld

Literary sources: Ovid, Metamorphoses: 9: 1–272: Achelous and Hercules; Hercules and Nessus; The death of Hercules: 10: 1–64: Orpheus and Eurydice, Virgil, Aeneid, 8.154–279.

Visual sources: The site of Mycenae including: the palace; sally port; the passage to the underground cistern; the underground cistern; the Cyclopean walls; the Lion Gate; Grave Circle A; Grave Circle B; Tomb of Clytemnestra; Tomb of Aegisthus; Treasury of Atreus, The site of Tiryns including: the main entrance; the Cyclopean ramp; the galleries; the palace; defences; tholos tomb (outside the city walls).

LITERATURE AND CULTURE – the Homeric world:

- The Mycenaean age: dating, location, importance of key sites (Mycenae, Tiryns, Troy), evidence for and against Troy VI and Troy VIIa being the site of Homer’s Troy.

Spring Term

- Greek and Roman gods and goddesses
- Hercules in Olympia; Hercules in Ovid and Virgil

Literary sources: The Homeric Hymns: Hymn to Demeter: Lines 1–104, 301–474, Hymn to Heracles the Lion Hearted, Ovid, Metamorphoses: 9: 1–272: Achelous and Hercules; Hercules and Nessus; The death of Hercules: 10: 1–64: Orpheus and Eurydice, Virgil, Aeneid, 8.154–279.

Visual sources: Dagger blade showing hunting scene from Grave Circle A, Mycenae, Fresco of Mycenaean lady holding a necklace, House of the Chief Priest, Mycenae, Gold death mask of Agamemnon from Shaft Grave V, Mycenae, Mycenaean warrior vase, House of the Warrior, Mycenae, Linear B tablet showing the word “tripod” in syllabic and ideogram forms, Pylos.

LITERATURE AND CULTURE – the Homeric world:

- Life in the Mycenaean age: palaces, everyday life (hunting, armour, chariots, clothing, trade), linear B tablets.

Summer Term

Myth and religion:

- Religion and the city: temples

Literary sources: Livy, The Early History of Rome, 1.0–1.1, 1.3.7–1.4, 1.6.3–1.7.3

Visual sources: The Temple of Zeus at Olympia, The Parthenon

Visual sources: Dagger blade showing hunting scene from Grave Circle A, Mycenae, Fresco of Mycenaean lady holding a necklace, House of the Chief Priest, Mycenae

LITERATURE AND CULTURE – the Homeric world:

- Decorative arts: frescoes, jewellery, decorative objects



Business Studies

Awarding Body: Edexcel 1BS0

Students studying GCSE Business Studies cover the following topics:

- How to set up a small business
- Finance
- Marketing
- Human Resources
- Investment Appraisal
- The Economy
- Enterprise skills

COURSE ASSESSMENT

GCSE Business Studies is a two-year course. There are two exams, both taken at the end of the second year:

Theme 1: Investigating Small Business

Worth 50% of final GCSE mark

Theme 2: Building a Business

Worth 50% of final GCSE mark

Both papers consist of calculations, multiple-choice, short-answer and extended-writing questions.

RESOURCES

The following resources are provided or recommended:

- Textbooks that can be used at school and borrowed to take home.
- Exercise books and files to store all their hand outs, assessments and homework.

PROGRESSION ROUTES

Students can progress to study a range of A Level subjects including, Business, Economics, Politics, Sociology and Law.

Curriculum Intent – what is Eaton Square Senior School's aiming to achieve through its Business and Economics curriculum?

- To develop students' awareness and natural curiosity of the Business and Economic environment around them and to raise awareness of economic and business developments in the UK and around the world.
- To offer opportunities for students to engage in activities that allow them to develop their self-confidence, employability and enterprise skills.
- To promote moral, social and cultural responsibility through the real world nature of the subject via topics such as business ethics, social costs and globalisation.
- To encourage students to become effective and independent learners, as well as being critical and reflective thinkers with enquiring minds.
- To enable students' to build upon their business and economics knowledge and skills and apply them appropriately to produce successful outcomes.
- To offer a broad curriculum within the department to make the subject offering comprehensive and accessible.
- To prepare students for the next stage of their education, future pathways and careers through developing their skills and attributes and providing opportunities and experiences to inspire them to succeed.

Computer Science

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Computer Science (1CP2) - Specification code: 1CP2

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Computer Science consists of two externally-examined papers.

Paper 1 is a written examination and Paper 2 is a practical onscreen assessment.

The aims and objectives of this qualification are to enable students to:

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

Paper 1: Principles of Computer Science

(*Paper code: 1CP2/01)

Written examination: 1 hour and 30 minutes

50% of the qualification

75 marks

Content overview

This paper will assess Topics 1 to 5.

- Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data – understanding of binary, data representation, data storage and compression.
- Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4: Networks – understanding of computer networks and network security.

- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Assessment overview

This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items.

Paper 2: Application of Computational Thinking

(*Paper code: 1CP2/02)

Onscreen examination: 2 hours

50% of the qualification

75 marks

Content overview

This paper will assess Topic 6: Problem solving with programming.

The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs.
- understanding how to decompose and analyse problems.
- ability to read, write, refine and evaluate programs.

Assessment overview

This practical paper requires students to design, write, test and refine programs in order to solve problems.

Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.

Drama

AQA GCSE Drama
Specification code: 8261

Component 1: Understanding Drama – Written exam (40%)

- Knowledge and understanding of drama and theatre.
- Study of one set play from a choice of six (Blood Brothers by Willy Russell).
- Live theatre evaluation.

Component 2: Devising drama – Practical (40%)

- Process of creating devised drama.
- Performance of devised drama.
- Analysis and evaluation of own work.

Component 3: Texts in practice - Practical (20%)

- Performance of two extracts from one play.
- Free choice of play but it must contrast with the set play chosen for Component 1.

Year 1: Autumn/Spring Term

Study of Play (Blood Brothers) and Live Theatre Evaluation.

- Introduction to the set play 'Blood Brothers' from a practical perspective.
- Workshop extracts from the play with peers and perform in front of an audience.
- Craft physical and vocal characterisation to reflect the range of characters in 'Blood Brothers'.
- Learn how to structure written responses (discuss/describe/evaluate) for the written examination.
- Attend the theatre to watch a variety of plays.
- Focus on how to build an effective live theatre evaluation, which elements to discuss and acquiring the appropriate language to analyse and evaluate the performance.

Year 1: Spring/Summer Term

Devising Drama and Skills Building

- Introduction to a wide range of devising techniques and begin to develop performance skills.
- Engage with a variety of stimuli (such as song lyrics, advertisements, quotes, images short stories, etc.) to assist in the development and creation of the plot and characters.
- Throughout the process, students will participate in a workshop facilitated by a professional theatre company.
- Explore how physical expression, audience rapport, props and effects, and other methods can help tell a story and convey meaning.
- Complete a Devising log documenting the creation and development of their ideas to communicate meaning through the devised piece and analysing and evaluating their individual contribution to the devising process and the final devised piece.

Year 2: Autumn/Spring Term

Scripted Performance and Revision.

- Rehearse and prepare two extracts from any published play.
- Engage in a variety of workshops which will encourage students to realise and achieve their artistic intention.
- Perform the two extracts for a visiting examiner.
- Revise Blood Brothers and Live Theatre Evaluation.

Why study GCSE Drama?

Drama is about expression and creativity, collaboration, sharing stories and experiences, finding common ground, challenging and changing the way people think and scrutinising your own beliefs and behaviour. The skills you learn from this course go far beyond technique, analysis and writing. You will develop a greater sense of confidence, empathy and adventure that will serve you throughout your life. And it's so much fun.



Fine Art

Exam board: Edexcel

GCSE Art & Design Specification code: Fine Art (1FA0)

Component 1: Personal Portfolio

60% of the qualification

- Students' work must comprise supporting studies and personal response(s).
- Students' work must show evidence of all four Assessment Objectives.
- All work is internally set and is internally marked and standardised.
- A sample of work is externally moderated by a visiting moderator.

Component 2: Externally Set Assignment

40% of the qualification

- The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.
- Students must continue to work in the same title as they did for the Personal Portfolio.
- Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.

Autumn Term

Students will complete a Personal Portfolio based on the theme “Together and Apart”

Students will develop a practical knowledge and understanding of:

- Photography:
- Printmaking: Monoprinting, Lino printing.
- Painting: digital painting, acrylic paint, watercolour.
- Mixed Media: Collage, objects, combining 2D and 3D.
- ICT

Students will study:

- The properties of colour and light such as hue, tint saturation and tone.
- The effects of combining and manipulating different 2D and 3D materials and media.
- The use of digital applications.
- How to create expressive and descriptive mark making to record and communicate ideas.
- Explore a range of drawing materials, media and techniques such as graphite, pastel, charcoal, ink, chalk, digital drawing applications and a range of drawing surfaces.
- Lens and Light-based media.

Spring Term

- Complete a Personal Portfolio based on the theme “Order and Disorder”.
- Develop and explore ideas.
- Research primary and contextual sources.
- Experiment with media, materials, techniques and processes.
- Present personal response(s) to the theme “Order and Disorder”.

Summer Term

- Complete a Personal Portfolio based on theme sent by the exam board.
- Continue building on the “Skills” listed and acquired in the Autumn and Spring terms.
- Complete a final piece in the form of a 10 hour Mock Examination.

French

AQA GCSE French Specification code: 8658

The language GCSE is tiered between Foundation and Higher paper. Depending on students' linguistics ability, they will be put into Foundation and Higher.

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Theme 1: Identity and culture

- Me, my family and friend
- Technology in everyday life
- Free-time activities
- Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

1. Paper 1: Listening (25%) (Foundation: 35min Higher: 45 min)

- Section A: questions and answers in English (non-verbal and verbal responses)
- Section B: questions and answers in French (non-verbal and verbal responses)

2. Paper 2: Speaking (25%) (Foundation: 7-9min Higher: 10-12 min)

- Role-play
- Photo-card
- General conversation

Students have 12min to prepare the Role Play and Photo Card prior to the speaking exam.

3. Paper 3: Reading (25%) (Foundation: 45min Higher: 60 min)

- Section A: questions and answers in English.
- Section B: questions and answers in French
- Section C: translation into English (Foundation: 35 words Higher: 50 words)

4. Paper 4: Writing (25%) (Foundation: 60min Higher: 1h15min)

- Stimulus card (writing 4 sentences Foundation)
- Short essay answering 4 bullet points (40 words Foundation)
- Translation into Spanish (Foundation: 35w Higher: 50w)
- 90 words essay answering 4 bullet point (foundation and higher)
- Long essay answering 2 bullet points (150 words Higher)

Geography

AQA GCSE Geography Specification code: 8035

This course looks at the physical environment and the challenges that humans face in this ever-changing world. The course builds on key skills learnt in years 8 and 9.

Exam Paper 1: Living with the Physical Environment

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK
- Geographical Skills and Field Trip

Exam Paper 2: Challenges in the Human Environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Geographical skills

Exam Paper 3: Geographical Applications - relating to field work

- Issue Evaluation
- Fieldwork
- Geographical Skills

Flexible Course Content Guide:

Year 1 – Autumn / Spring

- Natural Hazards
- Tectonic Hazards
- Weather Hazards
- Climate Change and the Consequences

Year 1 – Spring / Summer

- The Urban World
- Sustainable Urban Development
- River Landscapes
- Fieldwork

Year 2 – Autumn / Spring

- Ecosystems
- Tropical Rainforests
- Hot Deserts
- The Physical Diversity of the UK

Year 2 - Spring/Summer Term

- The Economic World
- Coastal landscapes
- Resource Management
- Revision and technique in preparation for summer examination

Why Study GCSE Geography?

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun! GCSE geography has a good mix of topics such as urban issues, world development, extreme environments, rivers, and hazards – to name but a few. The course will give you the chance to get to grips with some of the big issues which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

“Geography is one of those lessons that makes you realise how the world works and it gives you that grounding before you even begin to go places. It opens your eyes to things around you and gives you a look at how cultures work and how the world can be deadly as well as beautiful. Personally, geography has taught me to be aware that the world’s constantly changing and that being factual and precise can be as good as important as being imaginative. It’s so inspiring and surrounds us in everyday life. This is why I think geography is so crucial to learn.”

*Students will base their Geography learning around the AQA GCSE Geography 9-1 Text Book (Oxford Publications) and will go on 2 compulsory fieldtrips – a river location and an urban location.



History

AQA GCSE History Specification code: 8145

Paper 1:

- Breadth Study: America 1920-1973
- Wider World Depth Study: Conflict & Tension 1918-1939

Paper 2:

- British Depth Study: Elizabethan England 1568-1603
- Thematic Study: British Migration, Empires & the People

Autumn Term:

America 1920-1973

- Splendid Isolationism & WWI
- Boom
- Bust
- FDR & the New Deal
- The Great Depression
- WWII
- The Civil Rights Movement
- JFK
- Johnsons Great Society
- Nixon & Vietnam

Spring Term

Conflict & Tension between East & West

- The Origins of the Cold War
- The development of the Cold War 1949-60
- The Cold War in Asia
- The transformation of the Cold War

Summer Term

Revision and examination technique focus

- How to successfully complete History Paper 1
- Writing frames/techniques
- Key words/Glossaries
- Phrases for success
- Looking ahead to Paper 2

Music

WJEC/Eduqas GCSE

Unit 1:

Performing Total duration of performances: 4-6 minutes 35% of qualification 84 marks

Section A:

Performing (30%) A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Section B:

Programme Note (5%) A programme note for one of the pieces chosen for performance, linked to an area of study.

Unit 2:

Composing Total duration of compositions: 3-6 minutes 35% of qualification 84 marks

Section A:

Composing (30%) Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Section B:

Evaluating (5%) An evaluation of the piece composed in response to a brief set by WJEC.

Unit 3:

Appraising Written examination: 1 hour (approximately) 30% of qualification 72 marks This unit is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.

Specifications

The specification has three units based on the three skills of performing, composing and appraising. An integrated approach to the three skills is encouraged through each area of study and serves to highlight the importance of the relationship between composer, performer and audience. Knowledge and understanding of each area of study is assessed explicitly in Unit 3. However, learners are also required to perform and compose music using conventions, styles or idioms linked to at least one area of study. Learners may choose the same or different areas of study for Units 1 and 2. Learners will also have the opportunity to follow their own musical interests in composition and performance. The following information provides an introduction to each area of study.

Area of study 1:

Musical Forms and Devices Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms. Learners are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.

Area of study 2:

Music for Ensemble Music for ensemble forms the basis for a study of texture and timbre. Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre, chamber music and Welsh folk music, learners will consider how music is composed for small groups of instruments and voices. Learners will also consider how texture is manipulated and they are encouraged to use small instrumental/vocal groupings in their own music. Learners are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience.

Area of study 3:

Film Music The film industry is of considerable commercial and cultural interest in both the UK and abroad. There are many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more. A film composer scores music to accompany a motion picture for film or television. This includes dramatic underscore and thematic music as well as popular songwriting. Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.

Area of study 4:

Popular Music Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, songwriter, music producer, arranger and more. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.



Physical Education

OCR GCSE Physical Education J587

GCSE P.E. Overview

The GCSE PE course is made up of four components, each with a different weighting.

Component 01: Physical factors affecting performance

- 1.1 Applied anatomy and physiology
- 1.2 Physical training.

Assessment Overview – 1 hour written paper
60 marks, 30% of total GCSE

Component 02: Socio-cultural issues and sports psychology

- 2.1 Socio-cultural influences
- 2.2 Sports psychology
- 2.3 Health, fitness and well-being.

Assessment Overview – 1 hour written paper
60 marks, 30% of total GCSE

Component 03: Performance in physical education

- 3.1 Practical performance of three sports taken from the approved OCR list

One from the ‘individual’ list, one from the ‘team’ list, one other from either list.

Assessment Overview – Assessed practical performance through moderation or filmed evidence
60 marks, 30% of total GCSE

Component 04 Analysing and evaluating performance

- 4.1 Analysing and Evaluating Performance (AEP), task-based NEA.

Coursework based component applying knowledge from other components to analyze a sporting performance

Assessment Overview – Coursework written under controlled conditions
20 marks, 10% of total GCSE

The key aims of the course are as follows:

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

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the skills to help them lead healthy and active lifestyles.



Psychology

Exam board: AQA Psychology Specification code: 8182

Paper 1 Content: Cognition and Behaviour

(1hr 45 minutes, 100 marks, 50% of total grade)

- Memory
- Perception
- Development
- Research Methods

Paper 2 Content: Social Context and Behaviour

(1hr 45 minutes, 100 marks, 50% of total grade)

- Social Influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

There are four sections within each paper (A,B,C,D) and each contains 25 marks. Multiple choice, short answer and extended writing questions will be included in all four sections.

The Scientific Method

- Formulation of testable hypotheses including null and alternative hypotheses.
- Variables including independent, dependent, control and extraneous variables.
- Sampling methods including target populations, methods (random, opportunity, systematic and stratified), how to select samples and strengths and weaknesses of each sampling method.
- Designing research including quantitative (experimental) and qualitative (non-experimental) research methods and their strengths and weaknesses.
- Correlation between variables and their strengths and weaknesses.
- Research procedures including the use of standardized procedures, allocation of participants to conditions, controlling variables.
- Ethical considerations as outlined by the British Psychological Society and the importance of these in research.
- Data handling including primary and secondary data, recognition and expression of data as standard form, descriptive statistics, interpretation and display of quantitative data and the characteristics of normal distribution.

Memory

- Processes of memory including encoding (input), storage and retrieval (output). They will also learn about the different types of memory (episodic, semantic and procedural) and how memories are encoded and stored.
- Structures of Memory including the multi-store model of memory which divides the formation of memories into three; sensory register, short term memory and long term memory. Features of each store will be explored including coding, capacity and duration.
- Primacy and recency effects in relation to memory recall including the effects of serial position.
- Murdock's serial position curve study will be used as evidence to support this.
- Memory as an Active Process including the Theory of Reconstructive Memory and the concept of 'effort after meaning'. Bartlett's War of the Ghosts study will be studied as an example of this. Factors affecting the accuracy of memory, including interference, context and false memories will also be explored.

Students will learn about the following topics:

- Definitions and examples of sensation and perception and the difference between the two.
- Visual cues and constancies including monocular depth cues and binocular depth cues.
- Gibson’s direct theory of perception and the influence of nature, including the role of motion parallax in perception.
- Visual illusions and explanations for visual illusions including ambiguity, misinterpreted depth cues, fiction and size constancy.
- Gregory’s constructivist theory of perception and the influence of nurture including how perception uses inferences from visual cues and past experience to construct a model of reality.
- Factors affecting perception including culture, motivation, emotion and expectation.
- The Gilchrist and Nesberg study of motivation and the Bruner and Minturn study of perceptual set will also be explored.

Development

- Early brain development including the development of basic neural structures, brain regions and their autonomic functions and the influences of nature and nurture.
- Piaget’s stage theory and the development of intelligence including the concepts of assimilation and accommodation.
- The four stages of development and their application within education.
- Key studies in this area including McGarrigle and Donaldson’s ‘naughty teddy study’ and Hughes’ ‘policeman doll study’.
- The effects of learning on development including Dweck’s Mindset Theory (fixed versus growth mindset) and the role of praise and self-efficacy beliefs in learning.
- Learning styles and Willingham’s Learning Theory and criticisms of learning styles.

Social Influence

- Definition of conformity and how social (group size, anonymity and task difficulty) and dispositional (personality) factors affect conformity to majority influence including Asch’s study of conformity.
- Definitions of obedience and explanations for it including Milgram’s Agency Theory which explores social factors and Adorno’s Authoritarian personality theory which explores dispositional factors.
- Identification and explanation of how social and dispositional factors affect bystander intervention and Piliavin’s subway study.
- Pro-social and antisocial behaviour in crowds including the influences of social factors (social loafing, de-individuation and culture) and dispositional factors (personality and morals).



Exam board: AQA
Official qualification title: GCSE Spanish
Specification code: 8698
The language GCSE is tiered between Foundation and Higher paper.

Depending on students’ linguistics ability, they will be put into Foundation or Higher.

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

Theme 1: Identity and culture

- Me, my family and friend
- Technology in everyday life
- Free-time activities
- Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

1. Paper 1: Listening (25%) (Foundation: 35min Higher: 45 min)

- Section A: questions and answers in English (non-verbal and verbal responses)
- Section B: questions and answers in Spanish (non-verbal and verbal responses)

2. Paper 2: Speaking (25%) (Foundation: 7-9min Higher: 10-12 min)

- Role-play
- Photo-card
- General conversation

Students have 12min to prepare the Role Play and Photo Card prior to the speaking exam.

3. Paper 3: Reading (25%) (Foundation: 45min Higher: 60 min)

- Section A: questions and answers in English.
- Section B: questions and answers in Spanish
- Section C: translation into English (Foundation: 35 words Higher: 50 words)

4. Paper 4: Writing (25%) (Foundation: 60min Higher: 1h15min)

- Stimulus card (writing 4 sentences Foundation)
- Short essay answering 4 bullet points (40 words Foundation)
- Translation into Spanish (Foundation: 35w Higher: 50w)
- 90 words essay answering 4 bullet point (foundation and higher)
- Long essay answering 2 bullet points (150 words Higher)



Great minds set free



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