



THE ROYAL SCHOOL

# GCSE OPTIONS 2025



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# GCSE OPTION BLOCKS

## GCSE COURSES COMMENCING SEPTEMBER 2025

Pupils will take the following core subjects:

English Language  
English Literature  
Mathematics  
Combined Science \*  
or separate sciences: Biology/Chemistry/Physics

Additionally, pupils choose **four** further options from the following subjects:

- ☐ Art - Fine Art
- ☐ Art – Photography
- ☐ Art – Textiles Design
- ☐ Computer Science
- ☐ Design Technology: Product Design
- ☐ Drama
- ☐ French
- ☐ Geography
- ☐ History
- ☐ Music
- ☐ PE
- ☐ Spanish

\* Pupils have all started the combined science course in Year 9 and will continue with this in Year 10. The most appropriate route will be selected for pupils at the beginning of Year 11, based on ability; this usually corresponds to set 1 taking the separate sciences route, which will result in three science GCSE grades, rather than two.

If English is not a pupil's first language, then pupils will have lessons in iGCSE English as a Second Language instead of mainstream English lessons.

High achieving pupils in set 1 mathematics may have the opportunity to take GCSE further mathematics as an additional qualification.

For certain pupils there may be an opportunity to study three option subjects, rather than four. The extra time will be used for additional lessons in maths and/or English. Please choose this option when completing the online form and we will try and accommodate your request.

All subjects have now been reformed and these will be graded on a **1 to 9 scale** with 9 being the highest. Please see how the [new grading structure](#) compares to the old.



Music and other extra-curricular lessons are usually arranged outside of lesson time. Please could you discuss with the director of studies if your son/daughter needs to reduce their academic commitment in order to fit such classes or learning support lessons into the school timetable.

The optional subjects listed above will be organised into option blocks so that they may be accommodated on the timetable. It is therefore important that option choices are correct as there will be limited opportunities to make changes after option blocks are completed. Please see details in the accompanying letter for the online link for option returns and deadlines. In the event that a course is undersubscribed, it may not be offered in order that we can have an extra group for a more popular subject.

Once option blocks are created, it will then not be possible for a pupil to choose two subjects from the same option block, as these subjects will be taught at the same time. Every effort is made to meet individual wishes, though we cannot guarantee all possible combinations and reserve subjects may need to be considered. If this is the case, we will be in contact to discuss.

Course outlines follow.

# COURSE OUTLINES

**Subject Name: ENGLISH LANGUAGE 4EA1**

**Board: Edexcel International GCSE**

## **SPECIFICATION CONTENT:**

The specification contains one exam paper, split into two equally weighted sections which focus on reading and writing skills respectively. The first reading section focuses on comprehension, inferencing and analysis skills related to two non-fiction extracts from a range of genres. The writing section focuses on transactional writing skills in a range of non-fiction forms, such as speeches, articles and formal letters. There is also a substantial non-examined assessment element to the course, comprising two written pieces. The first is a piece of creative writing and the second an exploration of set texts from the Anthology. The tasks provide pupils with excellent scope to select their own tasks and develop their independent learning skills.

The specification offers a skills-based approach to the study of English Language in an un-tiered context. Questions are designed to take pupils on an assessment journey through lower tariff tasks to more extended responses. The learning is centred around texts from the Edexcel anthology.

## **METHOD OF ASSESSMENT:**

### **Paper 1: Non-fiction texts and transactional writing - 60%**

This is a 2-hour 15-minutes paper based on two non-fiction sources, one unseen, one prepared from the Edexcel Anthology. Section A will test reading skills and Section B will test writing skills.

### **Non-examined assessment - 40%**

Both pieces of non-examined assessment are equally weighted.

**Creative writing:** Pupils can write either a descriptive piece or a short story based on stimulus material explored in class. They have the ability to edit and redraft their work, to develop their skills with guidance from their teacher.

**Poetry and prose:** Pupils read a range of poetry and prose texts from the Edexcel Anthology and then choose their own theme to explore across three of the texts. The finished piece is 1200 words. This more individual process prepares pupils well for A level.

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## **Subject Name: ENGLISH LITERATURE 4ET1**

**Board: Edexcel International GCSE**

### **SPECIFICATION CONTENT:**

For English Literature, pupils study prose fiction, modern drama, a Shakespeare text and poetry.

The specification takes a skills-based approach to the study of English literature that is consistent across the genres. There is one examination paper and a substantial non-examined assessment element, as for English Language. The learning is centred around set texts and a range of thought-provoking poetry from the Edexcel Anthology.

It offers excellent preparation for AS and A level English Literature, especially in encouraging individual task choices and independent study through the NEA element. The NEA element also encourages pupils to develop and improve their work across the course. It gives pupils a grounding in a wide variety of literature that will stay with them for life.

The specification is fully co-teachable with GCSE English Language.

### **METHOD OF ASSESSMENT:**

#### **Paper 1: Poetry and modern prose - 60%**

This paper is 2 hours. Section A will be on unseen poetry and previously studied poetry from the Edexcel Anthology and Section B on a modern prose set text.

#### **Non-examined assessment (NEA) - 40%**

Both pieces of NEA are equally weighted.

**Literary Heritage Text – Shakespeare set text:** An exploration of a character or theme throughout a complete text. The text is studied together and the pupils then have freedom to choose a task from a selection provided.

**Modern Drama** – An exploration of a character or theme throughout a complete text. The text is studied together and the pupils then have the freedom to choose a task from a selection provided.

## **Subject Name: MATHEMATICS 4MA0**

**Board: Edexcel International GCSE**

### **SPECIFICATION CONTENT:**

- ☐ Number
- ☐ Algebra
- ☐ Ratio, proportion and rates of change
- ☐ Geometry and measures
- ☐ Probability
- ☐ Statistics

The specific content of these topic areas is determined by the tier of entry.

### **METHOD OF ASSESSMENT:**

There are two written papers to be taken in the summer of Year 11. Calculators can be used in all papers. A formulae sheet is provided at the front of each exam paper.

There is no practical element or coursework requirement but the papers will contain questions that are set in a real-life context.

Foundation tier offers grades 1-5 and contains more number work than algebra. Higher tier offers grades 4-9 and contains more algebra than number work. Pupils may not mix tiers.

### **External assessment comprises:**

**Paper 1:** One paper lasting 2 hours - 50% (100 marks)

**Paper 2:** One paper lasting 2 hours – 50% (100 marks)

Pupils in set 1 will follow the higher tier course, whilst those in subsequent sets will follow either the higher or foundation tier, depending on ability, although all tiers of entry will be reviewed in Year 11.

Set 1 pupils may have the opportunity to extend their mathematics beyond GCSE, by following an additional mathematics qualification in Year 11, alongside their GCSE. This can be discussed with the head of mathematics. Pupils also have the opportunity to sit additional externally assessed papers in number, measure and algebra.

## **Subject Name: COMBINED SCIENCE (Trilogy) 8464**

### **Board: AQA**

GCSE Combined Science (Trilogy) is a linear GCSE qualification, having two GCSE grades awarded. It provides a balanced curriculum that ensures appropriate knowledge and skills for progression to A level science subjects. The course includes elements of: explaining, theorising and modelling in science and provides plenty of opportunities for pupils to carry out practical activities to support their knowledge and understanding of the key concepts.

### **SPECIFICATION CONTENT:**

#### **Biology**

1. Cells and organisation
2. Disease and bioenergetics
3. Biological responses
4. Genetics, reproduction and evolution
5. Ecology and biodiversity

#### **Chemistry**

1. Atomic structure and the periodic table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical reactions and Energy changes
5. Rates and equilibria
6. Crude oil and fuels
7. Chemical analysis
8. The Earth's resources

#### **Physics**

1. Energy and energy resources
2. Electricity
3. Molecules and matter
4. Radioactivity
5. Forces and motion
6. Waves
7. Electromagnetism

### **METHOD OF ASSESSMENT:**

This course is linear and all exams will be taken at the end of Year 11. Foundation and higher tier papers will be available.

Foundation tier is for grades 1–5 and higher tier is for grades 4–9, with two GCSE grades being awarded e.g. 6-7.



There are six equally weighted (16.7%) papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper will last 1 hour and 15 minutes.

A range of question types will be used, including multiple choice; short answer and those that require extended responses. Extended response questions will require pupils to provide answers which are coherent, relevant, substantiated and logically structured.

There will be no separately assessed practical exam. However, all the exam papers will contain questions which draw on the knowledge and understanding that pupils have gained by carrying out their practical activities, some of which are specified by the exam board.

## **Subject Name: BIOLOGY, CHEMISTRY, PHYSICS 8461/8462/8463**

### **Board: AQA**

Study of the three separate sciences at GCSE will result in three GCSEs. Each subject includes elements of: explaining, theorising and modelling in Science and provides plenty of opportunities for pupils to carry out practical activities to support their knowledge and understanding of the key concepts.

### **SPECIFICATION CONTENT:**

#### **Biology**

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Genetics and reproduction
7. Variation and evolution
8. Ecology and biodiversity

#### **Chemistry**

1. Atomic structure and the periodic table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical reactions and energy changes
5. Electrolysis
6. Rates and equilibria
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. The Earth's resources

#### **Physics**

1. Energy transfer and energy resources
2. Electricity
3. Molecules and matter
4. Radioactivity
5. Forces, motion and pressure
6. Waves and the electromagnetic spectrum
7. Magnetism and electromagnetism
8. Space physics

These key topics for each science are generally the same as those covered in the Combined Science course. However, the Separate Science pupils will cover extra content within those topic areas.

## **METHOD OF ASSESSMENT:**

Each science qualification has two equally weighted (50%) written papers of 1 hour 45 mins which will be taken at the end of year 11.

Higher tier is for grades 4–9.

A range of question types will be used, including multiple choice, short answer and those that require extended responses. Extended response questions will require pupils to provide answers which are coherent, relevant, substantiated and logically structured.

There will be no separately assessed practical exam. However, all the exam papers will contain questions which draw on the knowledge and understanding that pupils have gained by carrying out their practical activities, some of which are specified by the exam board.

## **Subject Name: FRENCH 1FR1/ SPANISH 1SP1**

**Board: EDEXCEL**

### **SPECIFICATION CONTENT:**

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts which are relevant to their current and future needs.

The following six broad thematic contexts provide a focus for the teaching and learning of the vocabulary and grammar listed here in the Edexcel specifications for French and Spanish.

- ☐ My personal world
- ☐ Lifestyle and wellbeing
- ☐ My neighbourhood
- ☐ Media and technology
- ☐ Studying and my future
- ☐ Travel and tourism

### **METHOD OF ASSESSMENT:**

The four skills of listening, speaking, reading and writing are examined, each weighs **25%**.

Candidates must enter the same tier (foundation or higher) for all four skills.

Foundation tier is for grades 1–5 and higher tier is for grades 4–9.

**Paper 1:** Speaking in French/Spanish. 50 marks.

Read aloud, role play and picture task with conversation.

15 minutes preparation time plus 7-9 minutes (foundation), 10-12 minutes (higher).

**Paper 2:** Listening. 50 marks.

Section A Listening; Section B Dictation.

45 minutes (foundation), 60 minutes (higher) – both include 5 minutes' reading time.

**Paper 3:** Reading and translation. 50 marks.

Section A Reading and understanding; Section B Translation into English.

45 minutes (foundation), 60 minutes (higher).

**Paper 4:** Writing and translation into French/Spanish. 50 marks.

1 hour 15 minutes (foundation), 1 hour 20 minutes (higher).

There is no controlled assessment component.

A range of question types will be used, including multiple choice, short answer and those that require short summary responses as well as extended responses in the target language at higher tier. Those questions will require pupils to provide answers which are coherent, relevant, grammatically correct, and structured.

## **Subject Name: ART AND DESIGN - FINE ART C651**

**Board: Eduqas**

### **SPECIFICATION CONTENT:**

This is an exciting course that is geared towards developing practical skills and adding breadth to current subject knowledge through working in a variety of specialist areas using a wide range of media. The course will guide pupils through a variety of processes and techniques from refining drawing and mark-making skills in initial projects to exploring 3D construction techniques and digital media outcomes in independent personal projects. All pupils are encouraged to develop depth and confidence in their creative thinking to enable them to create independent outcomes from original ideas. Pupils will be involved in recording and researching their experience of artists and designers through a variety of approaches from direct observational drawing to interpreting the work of others in a range of media.

Pupils will learn about the work of artists, craftspeople and designers in relation to their studies and this will enable learners to express their own opinions in writing and responding to research to inform their own practical work and deepen their understanding of the subject area. Pupils will be expected to have a genuine interest in all aspects of the subject, a willingness to listen carefully to advice and absorb ideas from their research. It is highly desirable to visit galleries and collect relevant resources independently to help develop skills, knowledge and understanding of the world of art, craft and design worldwide, both past and present.

### **METHOD OF ASSESSMENT:**

Projects are all graded against four assessment objectives – ‘Develop’, ‘Refine’, ‘Record’ and ‘Present’.

Unit 1 Portfolio counts for 60%; Unit 2 – Externally-set task counts for 40% of the final mark.

#### **Unit 1: Portfolio of work**

Candidates will create projects which demonstrate an ability to sustain work from initial starting points or project briefs to the realisation of intentions. These must include evidence of research. The candidate must develop their own creative ideas and make meaningful links with critical/contextual sources.

#### **Unit 2: Externally-set assignment (The Examination Project)**

Candidates will respond to one of several starting points and create a project that results in a final outcome that is produced in a period of 10 hours of supervised, sustained focus (over two days). This project and the outcome are marked together and evidence of response to all four assessment objectives is required.



## **Subject Name: ART AND DESIGN - PHOTOGRAPHY C656**

**Board: Eduqas**

### **SPECIFICATION CONTENT:**

This is an exciting GCSE which harnesses the world around us to investigate how and why photographs are produced. During this creative and exploratory course pupils will study both digital and traditional image-making techniques. Fundamental to the course is understanding camera skill, creative compositional control, digital manipulation, and context in image-making. Pupils will be introduced to both studio and location photography and will have the opportunity to explore animation and film techniques also. Pupils will also be encouraged to experience alternative image-making techniques and physical manipulation of photographs in a fine art context. All pupils will use Photoshop and will develop research and analytical skills through learning about the work of others. Additionally, pupils are encouraged to work proactively and independently engaging in their interests outside of the classroom to personalise their learning and drive their progress. Furthermore, pupils use the internet alongside firsthand visits to galleries and exhibitions to engage with this popular medium.

Pupils will be expected to have a genuine interest in all aspects of the subject, a willingness to listen carefully to advice and absorb ideas from their research. They will also need to be well organised and committed to completing up to three hours prep study per week. Pupils are required to have their own digital SLR camera for this course.

### **METHOD OF ASSESSMENT:**

Projects are all graded against four assessment objectives – ‘Develop’, ‘Refine’, ‘Record’ and ‘Present’. Unit 1 - Portfolio counts for 60%; Unit 2 – Externally-set task, counts for 40% of the final mark.

#### **Unit 1: Portfolio of work**

Candidates will present in their portfolio more than one extended collection of work that explores techniques and the formal visual elements of Photography. A main project will start from an initial brief to the realisation of intentions and include evidence of research, the development of ideas and links to critical and contextual sources.

#### **Unit 2: Externally-set task (The Examination Project)**

Candidates will respond to one of several starting points and create a project that results in a final outcome that is produced in a period of 10 hours of supervised, sustained focus (over two days). This project and the outcome are marked together and evidence of response to all four assessment objectives is required.

## **Subject Name: ART AND DESIGN - TEXTILES DESIGN C653**

**Board: Eduqas**

### **SPECIFICATION CONTENT:**

Textile Design is defined as the creation of designs and products for woven, stitched, printed, knitted or decorative textiles that may have a functional or non-functional purpose. This course is for anyone who likes to be creative and explore artistic ideas using a variety of interesting and different techniques to create innovative pieces of art.

Candidates will produce practical and critical/contextual work in a wide range of areas that may include art, fashion, domestic, printed, or constructed textiles – to name but a few. Pupils will use ICT where appropriate and use drawings to support their studies. The history of textiles design is integrated through the study of artists, craftspeople, and textile designers to support pupils' understanding of the subject and enable them to develop a personal and independent approach to learning. Whilst teachers guide pupils through the essentials, there is an expectation that learners will experiment with pioneering ideas and techniques to discover their own style and develop unique outcomes.

### **METHOD OF ASSESSMENT:**

Projects are all graded against four assessment objectives – 'Develop', 'Refine', 'Record' and 'Present'. Unit 1 – Portfolio, counts for 60%; Unit 2 – Externally-set task, counts for 40% of the final mark.

#### **Unit 1: Personal portfolio**

Candidates will present in their portfolio more than one extended collection of work that explores techniques. This component allows pupils opportunities to:

- ☐ Develop and explore ideas
- ☐ Research primary and contextual sources
- ☐ Experiment with media, materials, techniques and processes
- ☐ Present personal responses to themes set by the teacher.

#### **Unit 2: Externally-set assignment**

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. Pupils will respond to one of several starting points and create a project that results in a final outcome that is produced in a period of 10 hours of supervised, sustained focus (over two days). This project and the outcome, are marked together and evidence of response to all four assessment objectives is required.

## **Subject Name: COMPUTER SCIENCE J277**

**Board: OCR**

### **SPECIFICATION CONTENT:**

This course builds on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world applications. The course will allow pupils 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.
- ☐ Apply mathematical skills relevant to computer science.

### **METHOD OF ASSESSMENT:**

#### **J277/01 Computer systems - 50%**

Assessed by a 1-hour 30 minutes written external exam in Year 11.

In this component you will learn about computer systems and how they function, including: central processing unit (CPU), computer memory, storage of data, networks, topologies, protocols, network and system security and system software. Along with developing an understanding of the impact of computer science in a global context,

#### **J277/02 Computational thinking, algorithms and programming - 50%**

Assessed by a 1-hour 30 minutes written external exam in Year 11.

This component is broken down over two sections. Pupils will develop an understanding of algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages. Section A will focus on theoretical questions from the topics above. Section B will focus on writing and refining algorithms written in either OCR Exam Reference Language or Python.

In class pupils will further their programming ability using Python 3, creating a wide range of coded solutions to scenario-based problems. Additionally, they will learn how to model programs using a language independent notation such as OCR Exam Reference Language.



## **Subject Name: DESIGN AND TECHNOLOGY 8552**

**Board: AQA**

### **SPECIFICATION CONTENT:**

The aim of this course is to expand intellectual skills and develop an understanding of aesthetic, technical, economic, industrial and environmental issues in the context of design. Imagination and creativity are essential and these are developed through design work and 'hands on' experience. In this subject, pupils combine practical and technological skills to problem solve and produce creative products that are sustainable using creative thinking.

The coursework element of the GCSE contributes 50% of the GCSE grade. This element involves a substantial design and make task, which should take no more than 35 hours, and is carried out during normal lesson times.

Projects for the coursework can be tailored to suit individual interests and can lend themselves to a combination of media, including; wood, metal, plastics, modelling materials, textiles and electronic circuits and components. Tasks could be as diverse as an educational toy for children, a prototype for generating sustainable energy, flat pack furniture, a storage system for personal items such as computer gaming accessories or jewellery.

The specification focuses on the following areas:

- ☐ Core technical principles
- ☐ Specialist technical principles
- ☐ Designing and making principles

Pupils will need to recall, select and communicate knowledge and understanding on Design and Technology, including its wider effects. They will also need to apply knowledge, understanding and skills when designing and making their own products and analyse and evaluate existing products, including their design and production. The subject is highly creative and pupils will take an individual approach to their projects but it also requires good planning and a willingness to work hard over a long period.

### **METHOD OF ASSESSMENT:**

**Written Paper:** 2 hours – 50% of total mark

**NEA (Non-Examination Assessment):** A long-term practical project with a substantial 'design and make' task – 50% of total mark

## **Subject Name: DRAMA**

**Board: OCR**

### **SPECIFICATION CONTENT:**

This course is designed to give you a broad and balanced experience of drama. You will be given the opportunity to develop both performance and design skills in areas such as lighting, sound, make-up, set, costume and hair.

Pupils will collaborate in devising their own piece of theatre and perform from a text. Pupils can choose to concentrate on acting or design. They will have a mix of practical and written work.

### **METHOD OF ASSESSMENT:**

There are no tiers of entry.

Assessment is made of three components:

#### **Component 1: Devising theatre - 30%**

Pupils will participate in the creation, development and performance of a piece of devised theatre. They will produce:

- ☐ A portfolio of supporting evidence based on the rehearsal process
- ☐ A performance lasting between 5-16 minutes (depending on the number of actors in the group)
- ☐ An evaluation of the final performance or design.

Internally assessed and externally moderated.

#### **Component 2: Performing from a text - 30%**

Pupils will study two extracts from the same text chosen by them or their teacher. Pupils can choose to be assessed in acting or design.

They will produce:

A performance lasting between 5-14 minutes, using sections of text from both extracts.

Externally assessed by a visiting examiner.

#### **Component 3: Interpreting theatre - 40%**

##### **Pupils will answer:**

Section A: Set text

A series of questions based on the set text that they have studied.

Section B: Live theatre review

One question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course.

Externally assessed examination.



## **Subject Name: GEOGRAPHY A 1GA0**

**Board: Edexcel**

### **SPECIFICATION CONTENT:**

The course aims, through study and the development of skills and techniques, to:

- ☐ Develop and extend knowledge of locations, places, environments and processes in a variety of social, political and cultural contexts.
- ☐ Gain understanding of the interactions between people and environments.
- ☐ Develop and extend ability in a range of skills including fieldwork, maps and geographic information systems.
- ☐ Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts.

### **Unit 1: The physical environment**

- ☐ The changing landscape of the UK such as coasts, rivers or glaciation
- ☐ Weather hazards and climate change
- ☐ Ecosystems, biodiversity and management

### **Unit 2: The human environment**

- ☐ Changing cities
- ☐ Global development
- ☐ Resource management

### **Unit 3: Geographical investigations, fieldwork and UK challenges**

(students will need to complete a residential field course for which there will be a cost)

- ☐ Rivers or coasts fieldwork
- ☐ Town or village fieldwork
- ☐ An investigation into challenges facing the UK

### **METHOD OF ASSESSMENT:**

There are no tiers of entry.

**Unit 1:** A mixture of multiple choice, short response and extended writing questions on the physical environment. 1 hour 30 mins - 37.5%

**Unit 2:** A mixture of multiple choice, short response and extended writing questions on the human environment. 1 hour 30 mins - 37.5%

**Unit 3:** A mixture of multiple choice, short response and extended writing questions. 1 hour 30 mins - 25%



## **Subject Name: HISTORY - MODERN WORLD HISTORY 8145**

**Board: AQA**

### **SPECIFICATION CONTENT:**

#### **Germany – 1890-1945: Democracy and Dictatorship**

This study focuses on the development of Germany through the development and collapse of democracy and the rise and fall of Nazism. Key individuals and the influence of ideas on political, economic and social aspects will be explored.

#### **Conflict and tension between East and West: 1945–1972**

A wider-world study that focuses on complex relationships between states and differing ideologies through the Cold War. It focuses on the causes and events of the Cold War, and seeks to show how and why conflict occurred, and why it proved difficult to resolve.

#### **Britain: Health and the people; c1000 to the present day**

Thematic study on British medicine from the medieval era, through the development of changes of the Renaissance and the revolution in medical care to the birth of modern medicine and the healthcare system.

#### **British depth study: Elizabethan England, c1568-1603**

An in-depth study on the last 35 years of Elizabeth I's reign, studying major events, economic, religious, political and cultural views and arising contemporary and historical controversies.

### **METHOD OF ASSESSMENT:**

There are no tiers of entry.

Paper 1: Germany 1890-1945 and Conflict and Tension 1945 - 1972. 2-hour written paper – 50%

Paper 2: Health and the people and Elizabethan England. 2-hour written paper – 50%

## Subject Name: MUSIC 1MU0

Board: Edexcel

### SPECIFICATION CONTENT:

#### Component 1: Performing

Pupils produce a solo and an ensemble performance, which must be at least four minutes' total duration. Performances may be on any instrument, including voice. Controlled conditions apply to this unit, which is assessed by the teacher and moderated by Edexcel.

#### Component 2: Composing

Pupils compose two compositions of at least three minutes' combined duration. One piece is to be composed to a brief set by Edexcel, with the other piece being a free composition. Controlled conditions will apply to this unit, which is assessed by the teacher and moderated by Edexcel.

#### Component 3: Appraising

A 1-hour 45 minute written listening examination during which pupils respond to questions based around the set works for the unit. In section A there are questions relating to six of the eight set works learned during the course, along with a short melody/rhythm completion exercise. There is also a question on an unfamiliar piece, specifically on its musical elements, contexts and language. Section B requires pupils to answer an extended question that compares and evaluates one of the set works with an unfamiliar piece of music.

| Area of Study                           | Set Works  |
|---|--|
| <b>Instrumental music<br/>1700–1820</b> | J S Bach: 3rd Movement from <i>Brandenburg Concerto no. 5 in D major</i><br>L van Beethoven: 1st Movement from <i>Piano Sonata no. 8 in C minor</i><br><i>'Pathétique'</i>   |
| <b>Vocal music</b>                      | H Purcell: <i>Music for a While</i><br><u>Queen: <i>Killer Queen</i> (from the album <i>'Sheer Heart Attack'</i>)</u>  |
| <b>Music for stage<br/>and screen</b>   | S Schwartz: <i>Defying Gravity</i> (from the album of the cast recording of <i>Wicked</i> )<br>J Williams: <i>Main title/rebel blockade runner</i> (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i> ) |
| <b>Fusions</b>                          | Afro Celt Sound System: <i>Release</i> (from the album <i>'Volume 2: Release'</i> )<br><u>Esperanza Spalding: <i>Samba Em Preludio</i> (from the album <i>'Esperanza'</i>)</u>                                       |

## **METHOD OF ASSESSMENT:**

There are no tiers of entry.

Unit 1: Performing music - 30%

Unit 2: Composing music - 30%

Unit 3: Music - Listening and appraising - 40%. 1 hour 45 minute written paper.

## **Subject name: PHYSICAL EDUCATION 8582**

**Board: AQA**

### **SPECIFICATION CONTENT:**

Physical Education offers the candidate the opportunity to combine their sporting ability with a knowledge and understanding of the factors that affect performance and participation in sport.

The exams and non-exam assessment will measure how pupils have achieved the following assessment objectives:

- ☐ AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- ☐ AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- ☐ AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- ☐ AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

### **Theoretical Content**

There are 7 topic areas covered in the theoretical aspect of the course:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and wellbeing

### **Performance assessment (practical performance)**

Pupils are required to be assessed in three different activities in the role of player/performer only. One of these assessments must be in a team activity, one assessment must be in an individual activity, with the third assessment being in either a team or individual activity.

Pupils can only be assessed in activities identified in the specification and once in any activity; e.g. they may not be assessed in both doubles tennis and singles tennis.

Pupils 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 using the specified criteria for each activity.

## **METHOD OF ASSESSMENT:**

There are no tiers of entry.

The assessment process is explained in this [video](#).

### **Paper 1: The human body and movement in physical activity and sport**

Topics 1 to 4. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Written exam: 1 hour 15 minutes - 30%.

### **Paper 2: Socio-cultural influences and wellbeing in physical activity and sport**

Topics 4 to 7. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Written exam: 1 hour 15 minutes - 30%.

### **Non-exam assessment: Practical performance in physical activity and sport**

Practical performance in three different physical activities 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).

Analysis and evaluation of performance to bring about improvement in one activity.

Assessed by teachers and moderated by AQA - 40%.

## **Subject Name: IGCSE – ENGLISH AS SECOND LANGUAGE 4ES1**

**Board: Pearson Edexcel International GCSE**

### **SPECIFICATION CONTENT:**

The Edexcel International GCSE in English as a Second Language (ESL) is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Pearson.

The Edexcel International GCSE in English as a Second Language (ESL) is designed as a qualification for either students obtaining their secondary education through English as a medium of instruction, or studying English in order to enhance their future educational or employment prospects. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages (CEFR). The framework has been developed as a design tool. Please refer to the Council of Europe website for more information.

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

- ☐ An understanding of a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes.
- ☐ An understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts.
- ☐ The ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices.
- ☐ The ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies.
- ☐ The skills necessary for further study or employment, either in English-speaking countries or where English is used as the main medium of communication for business and commerce.
- ☐ An understanding of the nature of language in different cultural contexts in order to build up competence in communication.

### **METHOD OF ASSESSMENT:**

Reading and writing skills are tested through a 2-hour examination paper.

Listening skills are tested through a 50-minute examination paper.

