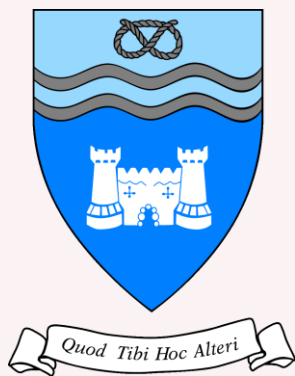


STAFFORD GRAMMAR SCHOOL



GCSE OPTIONS 2024



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GCSE 9-1 Qualifications

The introduction of a new-style of GCSE courses was completed in September 2017. Whilst this is now some time ago parents and pupils may still be unclear about the differences between these course and traditional GCSEs.

The main features of the new style 9-1 GCSEs are:

- A new grading scale of 9 to 1 is now used, with 9 being the top grade. This is designed to allow greater differentiation between students and will help distinguish the new GCSEs from previous versions.
- Assessment is mainly by examination, with other types of assessment used only where they are needed to test essential skills.
- There is new, more demanding content, which has been developed by government and the examination boards.
- Courses are designed for two years of study – they are no longer divided into different modules and students will take all their exams in one period at the end of their course.



The Curriculum

The Curriculum in Years Ten and Eleven

In Years 7 - 9 all pupils follow the same curriculum designed to provide a broad experience of the various subjects. In Year 10 an element of choice is introduced so that pupils may further develop their interests and aptitudes.

The curriculum is divided into two areas: the CORE and OPTIONS.

Core

Everyone will continue to study a core of compulsory subjects, taking up 60% of the timetable and usually leading to six GCSE certificates in English Language, English Literature, Biology, Chemistry, Physics and Mathematics. Physical Education will continue and there will be a Life and Wellbeing course covering the key themes of Health and Wellbeing, Relationships and Living in the Wider World.

Options

Four periods per fortnight are devoted to each option and each student will choose four subjects. Pupils will select one Modern Foreign Language and one Humanities subject. In the interests of balance pupils may wish to consider a technical or creative subject as one of their 'free' choices.

Option Subjects

Language French or German.

Humanities Business, Geography, History or Religious Studies.

Free Choice Art, Design and Technology, Computer Science, Drama, Music, Physical Education, Psychology, Business, French, German, Geography, History or Religious Studies.

Option Groups

GCSE options groups will be constructed on the basis of there being sufficient pupil interest to make the option viable. If an option is not viable or a particular combination of subjects cannot be timetabled, the affected pupils will be invited to make an alternative choice. (Please see reserve choices on the options form.)

Making Your Choices

Few students know exactly what they want to do when they leave school and decisions made now may well change in the next two or three years.

It is therefore very important to make choices that will keep open as many career paths as possible.

Pupils

Talk

- to subject teachers to find out more about the courses.
- to your Form Tutor or Head of House for general advice.
- to Mrs Griffiths, Head of Pupil Programmes, for advice on career opportunities.
- to Mr Johnson or Mr Anderson for advice on university courses.

Discuss your ideas with your parents.

There is a Year 9 careers day on Thursday 18th January 2024. Pupils will have the opportunity to talk to staff and visiting speakers, in addition to participating in a variety of activities designed to inform their subject choices.

Parents

Discuss choices with subject teachers at Parents' Evening.

Complete the option choice form available on the [school website here](#).

Please feel free to contact the school if you need further information.



Dr. P. A. Johnson
Deputy Head: Academic and Operations

The Core

GCSE Core Subjects

English Language (AQA)	7
English Literature (AQA)	8
Mathematics (OCR).....	9
Science (AQA).....	11
Life & Wellbeing.....	12

The examination board is indicated in brackets after each subject.

AQA = The Assessment and Qualifications Alliance

OCR = Oxford, Cambridge and RSA examinations.

EDEXCEL = Pearson Edexcel qualifications



English Language

Studying English at GCSE is often when the subject really starts to come to life for students. They will develop the ability to express themselves clearly in speech and writing with increasing competence and sophistication. Students have the opportunity to write creatively for a range of purposes and audiences, paying particular attention to the way in which they consciously craft their own prose. The course develops skills that are essential in all future academic studies and careers: reading critically and discerningly, writing accurately and persuasively and speaking with confidence and clarity.

The Teaching of English Language and English Literature

The teaching of English Language and English Literature will continue to be integrated at GCSE, although students will receive two separate GCSEs. Pupils follow the AQA specification for both subjects. Assessment will be entirely by examination and students will receive a grade 9-1 at the end of the course.

English Language Examinations

Paper 1: Explorations in Creative Reading and Writing (1 hour 45 min/50% of GCSE)

- Section A: Reading Candidates answer four compulsory questions based on one Literature fiction text. Candidates analyse the writer's language and structure as well as responding to a critical view (15 min reading and 45 min writing/40 marks).
- Section B: Writing Candidates respond to one fiction extended writing task e.g. a narrative or description (45 min/40 marks).

Paper 2: Writers' Viewpoints and Perspectives (1 hour 45 min/50% of GCSE)

- Section A: Reading Candidates answer four compulsory questions based on two linked non-fiction texts, one of which will be literary non-fiction. Candidates analyse the writers' use of language, write a summary and compare writers' perspectives and attitudes (15 min reading and 45 min writing/40 marks).
- Section B: Writing Candidates respond to one non-fiction extended writing task e.g. an article, letter, speech etc. (45 min/40 marks).

Non-Examination Assessment: Spoken Language

Candidates are assessed for presenting a talk, using standard English, and responding to questions and feedback. This task is assessed by teachers and is endorsed by AQA

English Literature

English Literature is an enjoyable and challenging subject. The study of English Literature is ultimately the study of human experience and human society through poetry, prose and drama. Students will be required to evaluate reflections on the human experience, as well as to develop precise critical and analytical skills. They will consider aspects of language such as style, tone and intention, as well as the social, political and cultural contexts in which the texts were written and received. Students study a range of texts drawn from pre-and post-1914 literature. A sensitive and informed personal response is also required and will be encouraged through class and group discussions.

Assessment will be entirely through examination and students will receive a grade 9-1 at the end of the course.

English Literature Examinations

Paper 1: Shakespeare and the 19th Century Novel (1 hour 45 min / 40% of GCSE)

Section A:
Shakespeare

Students will answer a question on a Shakespeare play that they have studied. They will write in detail about an extract and then about the play as a whole. Students are likely to study *Macbeth* although this set text can change.

Section B:
19th Century Novel

Students will answer a question on the 19th century novel that they have studied. They will write in detail about an extract and then about the novel as a whole. Students will study a novel such as *The Strange Case of Dr Jekyll and Mr Hyde* or *A Christmas Carol*.

Paper 2: Modern Texts and Poetry (2 hours 15 min / 60% of GCSE)

Section A:
Modern Texts

Students answer one essay question from a choice of two on the modern text they have studied. Texts such as the following could be studied: *An Inspector Calls*, *Blood Brothers*, *The History Boys*, *Animal Farm*, *Never Let Me Go*, *Lord of the Flies* etc. (45 min / 34 marks).

Section B:
Poetry

Students answer one comparative question based on the cluster of poems they have studied. One poem will be printed on the paper and students must choose the other. Students will study poems centred on the theme of 'Love and Relationships' or 'Conflict' (45 min / 30 marks).

Section C:
Unseen Poetry

This section contains two questions: students will write in detail about one unseen poem in the first question and then compare it to another unseen poem in the second question (45 min / 32 marks).

Mathematics

Mathematics at Key Stage 4 is centred on the new syllabus requirements following the reforms for GCSEs. Students will have already started this syllabus during Year 9. We follow the OCR for GCSE (9-1) Mathematics course. This is a linear course with no coursework. The syllabus allows students to develop mathematical independence built on a sound base of conceptual learning and understanding, and lays the foundation for those students who wish to continue their studies to Advanced Level.

Students are required to demonstrate their knowledge, understanding and skills in the following areas:

- Use and apply standard techniques.
- Reason, interpret and communicate mathematically.
- Solve problems within mathematics and in other contexts.

Students take **either** Foundation Tier Papers 1, 2 and 3 **or** Higher Tier Papers 4, 5 and 6 at the end of Year 11. We would anticipate the majority of students sitting Higher Tier. Final decisions for entry for Foundation Tier are taken in close conjunction with student and teacher and parents will also be informed during the Key Stage 4 journey.

Any topic may be assessed on any of the 3 papers sat.

Foundation Tier		Higher Tier	
Grades 5 to 1 can be achieved		Grades 9 to 4 can be achieved	
Mathematics Paper 1 (Foundation)	Written paper. 1 hour 30 minutes. 100 marks. Calculator permitted. 33⅓% of the total GCSE.	Mathematics Paper 4 (Higher)	Written paper. 1 hour 30 minutes. 100 marks. Calculator permitted. 33⅓% of the total GCSE.
Mathematics Paper 2 (Foundation)	Written paper. 1 hour 30 minutes. 100 marks. Calculator not permitted. 33⅓% of the total GCSE.	Mathematics Paper 5 (Higher)	Written paper. 1 hour 30 minutes. 100 marks. Calculator not permitted. 33⅓% of the total GCSE.
Mathematics Paper 3 (Foundation)	Written paper. 1 hour 30 minutes. 100 marks. Calculator permitted. 33⅓% of the total GCSE.	Mathematics Paper 6 (Higher)	Written paper. 1 hour 30 minutes. 100 marks. Calculator permitted. 33⅓% of the total GCSE.

During the course, students are encouraged to develop problem solving skills and worded problems are focussed on during Year 11 in addition to the scheme of work.

We encourage students to attend Maths Clinic which is supported by our Sixth Form students and regularly result in one-to-one tuition for students.

Practice papers are delivered throughout the course, with a large bulk being worked on in lessons and at home from February of Year 11.



Science

The AQA Science GCSEs, which students have already begun to study in Year 9, are built around rigorous and engaging science. They offer a rewarding experience that is fair and accessible to all students whilst challenging the most able.

An authentic insight – It provides a traditional grounding in science, and a level of understanding that will help students progress into future scientific thinking. We aim to inspire all students whilst building solid foundations to enable a successful transition to higher level studies that support a range of future careers and learning directions.

Keeps the subject real – There are practical activities throughout each teaching topic that underpin and enhance theory. This reinforcement of abstract ideas through their concrete application ensures deep understanding of the subject matter and also develops skills which are vital for life in the 21st century, such as critical thinking, planning and evaluation.

Some of our students will study separate sciences to GCSE level. Each science has two equally weighted examination papers, taken at the end of the course. A variety of question styles are used including multiple choice, structured, closed short answer and open response.

Some students will study for the AQA Combined Science (known as Trilogy). This course still contains Biology, Chemistry and Physics. The students will still be taught in these areas by subject specialists. They will sit six shorter papers, two Biology, two Chemistry and two Physics.

Biology	Chemistry	Physics
<ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas 	<ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources 	<ol style="list-style-type: none"> 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics (physics only)

Life & Wellbeing

Life and Wellbeing lessons in Years 10 and 11 are split into three key themes: Health and Wellbeing, Relationships and Living in the Wider World. The topics covered aim to develop confident, sensible and fair-minded individuals. Some of the topics listed below are delivered on a Drop-Down Day. Year 10 have a Drop-Down Day on the theme of Crime, and Year 11 have a Drop Down-Day on Relationships. In addition, all pupils in Years 10 and 11 take part in the Be Someone Tutor Programme sessions which contain additional activities on the themes below as well as activities designed to develop understanding of British Values and Social, Moral, Spiritual and Cultural appreciation.

Every pupil in Year 11 has a one-on-one session with an independent Careers Advisor and will complete a week of work experience at the end of the academic year.

Year	Health and Wellbeing	Relationships	Living in the Wider World
10	<ul style="list-style-type: none"> ● Time management ● Study Skills ● Social Anxiety ● Binge Drinking 	<ul style="list-style-type: none"> ● Forced and Arranged Marriages ● LGBT+ challenges in the community ● Managing conflict ● Revenge porn ● Parenting 	<ul style="list-style-type: none"> ● Fake News ● Racism ● International Women's Day ● Trade Unions ● CV and interview skills ● Gangs ● Anti-Social behaviour ● Cyber crime
11	<ul style="list-style-type: none"> ● Perseverance ● My Digital Footprint ● Risk-taking ● Personal Safety ● Celebrating Diversity ● Privilege 	<ul style="list-style-type: none"> ● Fertility Issues ● Healthy sexual relationships ● Consent ● Relationship types ● Sexuality 	<ul style="list-style-type: none"> ● Introduction to Work Experience ● Careers exploration ● Apprenticeships ● Health and Safety in the Workplace ● Multiculturalism ● Right-wing extremism ● The Dark Web

GCSE Option Subjects

Art and Design (AQA)	14
Business (AQA)	15
Computer Science (OCR)	17
Design and Technology (AQA)	19
Drama (AQA)	21
Modern Languages (EDEXCEL)	23
Geography (AQA).....	24
History (EDEXCEL).....	26
Music (OCR)	28
Physical Education (EDEXCEL)	30
Psychology (AQA)	31
Religious Studies (OCR)	33

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AQA = The Assessment and Qualifications Alliance

OCR = Oxford, Cambridge and RSA examinations.

EDEXCEL

Art and Design

“A creative background is beneficial to many careers”

Art on this course should be interpreted as art, craft and design as a result of the broad range of 2D and/or 3D processes and new media and technologies studied. Art is both a form of communication and a means of expression of ideas and feelings. It fosters and encourages, through direct personal expression, imagination, sensitivity, conceptual thinking, powers of observation, analytical abilities and practical attitudes.

This course provides breadth and depth of study using a wide range of materials including drawing, painting, collage, photography, computer art, construction and sculpture. Costume, fashion and textile design is also a popular option. The emphasis is based on individuals and links with the pupil’s own interests are encouraged in consultation with the tutor. Reference to Art and Design History and the study of work by contemporary artists and craft workers is integral to all projects.

There are many career opportunities involved in all of these disciplines. The department has played a vital part in developing the creative abilities of many pupils who have gone on to study all of the fine arts, architecture, interior design, fashion and costume design , fashion journalism and management, teaching, product design of all kinds, photography and 2D surface pattern design. Other possibilities are endless including antiques, gallery administration and conservation.

The Course structure and assessment

Portfolio

Varied approaches and methodologies form a framework for the variety of projects that will be set by the tutor. Work will be selected for the portfolio from two or more sustained units of work undertaken during the course.

Externally set task

Pupils in their examination year will choose a question from a selection set by the examination board in early February. They will be expected to produce a unit of work from conception to realisation over a period of time, the latter section culminating in 10 hours of supervised and unaided focused study.

Portfolio of Work	(coursework)	60% of the marks
Externally set task	(including ten hours unaided and supervised)	40% of the marks

“A creative mind is a useful mind”.

Business

Why choose Business?

- Lessons are **interesting, innovative and enjoyable**.
- It is a **real, relevant and valuable** subject.
- It **combines well** with many other subjects, including Mathematics, English, Geography, Design Technology, and Science.
- It covers **important and interesting topics**.
- You consider yourself to be an **entrepreneur**.
- You want to study a **completely different subject**.
- It **broadens your studies** and keeps your future options open.
- It provides **excellent preparation** for many careers.
- The AQA Specification has been **specifically chosen** to aid the transition to A Level Business.
- Understand Business terminology and develop **analytical and evaluative skills**.

What will I learn?

It will encourage students to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.
- Use an enquiring, critical approach to make informed judgements.
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business.
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

Assessment

Paper 1: Influences of operations and HRM on business activity

What is assessed?

- Business in the real world
- Influences on business
- Business operations
- Human resources

How is it assessed?

- Written exam: 1 hour 45 minutes • 90 marks • 50% of GCSE

Paper 2: Influences of marketing and finance on business activity

What is assessed?

- Business in the real world
- Influences on business
- Marketing
- Finance

How is it assessed?

- Written exam: 1 hour 45 minutes • 90 marks • 50% of GCSE

Subject content

<p>Business in the real world</p> <ul style="list-style-type: none"> · The purpose and nature of businesses · Business Ownership · Stakeholders · Business location · Business planning · Expanding a business 	<p>Influences on business</p> <ul style="list-style-type: none"> · Technology · Ethical and environmental considerations · The economic climate · Globalisation · Legislation · Competitive environment
<p>Business operations</p> <ul style="list-style-type: none"> · Production processes · The role of procurement · The concept of quality · Good customer services 	<p>Human resources</p> <ul style="list-style-type: none"> · Organisational structures · Recruitment and selection of employees · Motivating employees · Training
<p>Marketing</p> <ul style="list-style-type: none"> · Identifying and understanding customers · Segmentation · The purpose and methods of market research · The marketing mix 	<p>Finance</p> <ul style="list-style-type: none"> · Sources of finance · Cash flow · Financial terms and calculations · Analysing the financial performance of a business

Choosing Business may open up a whole new world of education and career possibilities that you did not even know existed. It will be exciting, current and will inspire you about your future.

Computer Science

Staff delivering the course: Mr Johnson

Examination board: OCR

Why take Computer Science at GCSE?

Computer Science GCSE is highly relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science GCSE will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will not just be the best preparation for learners who want to go on to study Computer Science at a higher level but also provide a good grounding for other subject areas that require logical thinking and analytical skills.

As Gabe Newell, co-founder and CEO of Valve put it, “The programmers of tomorrow are the wizards of the future.”

What do you learn by studying Computer Science?

Computer Science will enable you 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 impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

What does the course consist of?

The course consists of two modules over two years plus a programming task.

Programming Task

There is no Non-Examined Assessment (NEA) at GCSE but candidates are required to carry out a programming task during the course. They will learn to design, code, test and refine their programs in order to produce efficient solutions to multiple problems.

Examination Units

The students sit two examination units at GCSE, both assessed in a 1 hour 30 minutes paper at the end of Year 11. Each examination contributes 50% to the overall GCSE grade.

Course Summary

Component title	Percentage	Time Allocation	Content overview
Computer Systems	50%	1 hour 30 mins examination	<ul style="list-style-type: none"> ● Systems architecture ● Memory ● Storage ● Wired and wireless networks ● Network topologies, protocols and layers ● System security ● Systems software ● Moral, legal, cultural and environmental concerns ● Data representation
Computational Thinking, Algorithms and Programming	50%	1 hour 30 mins examination	<ul style="list-style-type: none"> ● Algorithms ● Programming techniques ● Producing robust programs ● Computational logic ● Translators and facilities of languages ● Data representation
Programming Project	0%	20 hours class time	<ul style="list-style-type: none"> ● Programming techniques ● Analysis ● Design ● Development ● Testing and evaluation and conclusions

Where can I get more information?

If you have any questions or require further information, Mr Johnson will be happy to help.

If you want to look at more information online you can do so on the OCR website. The course that we are doing is 'GCSE Computer Science (9-1) - J277'.

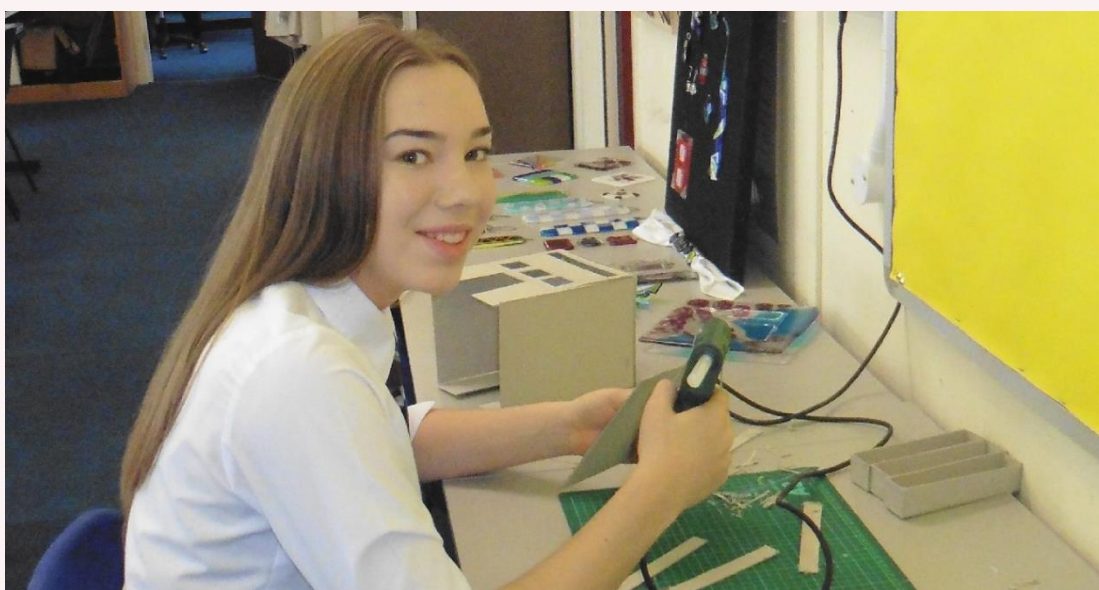
Design and Technology

Is this the right subject for me? What will I learn?

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables learners to use creativity and imagination to design and make prototypes that solve real and relevant problems, always considering their clients' needs, wants and values.

It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities. Students will acquire subject knowledge in design and technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities.

Through the evaluation of the outcomes of design and technology activity learners will develop an understanding of its impact on daily life and the wider world. Understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.



What do I need to know, or be able to do, before taking this course?

Throughout Key Stage 3 you will have produced a wide range of exciting projects in Design and Technology. If you particularly enjoy the creative, constructional or design side of design and technology then you now have the opportunity to follow our two year GCSE course in Product design as offered by the AQA examination board.

Specification at a glance: This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject content: This is in three sections as shown. 1 & 2 are compulsory and section 3 will consist of resistant material knowledge, based around material types, properties and applications. 1. Core technical principles; 2. Designing and making principles; 3 Specialist technical principles

Assessments: The course will be assessed by a project (NEA) and an examination.

The Examination	
<p>What's assessed</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles <p>In addition:</p> <ul style="list-style-type: none"> • at least 15% of the exam will assess maths • at least 10% of the exam will assess science. 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hours • 100 marks • 50% of GCSE
<p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks)</p> <ul style="list-style-type: none"> • A mixture of short answer and extended response questions. 	
The NEA	
<p>What's assessed</p> <p>Practical application of:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Non-exam assessment (NEA) 30–35 hours approx. • 100 marks • 50% of GCSE
<p>Task(s)</p> <ul style="list-style-type: none"> • Substantial design and make task • Assessment criteria: • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing & evaluating 	

Career Opportunities?

Advertising, architecture, materials engineer, stage design, interior design, civil engineering, fashion design including management and journalism, photography, product design, project management, exhibition designer, film, television and theatre industry purchasing manager, advertising art director, automotive engineer computer graphic design... plus so many more.

Drama

GCSE Drama is a challenging, exciting and rewarding course that develops a range of skills in those who follow it. It involves both practical work and a written examination.

Drama is about working with other people and learning new skills.

No previous experience of theatre work is necessary. All that the course requires is interest, enthusiasm and a willingness to work hard. A sense of humour is also useful!

What will I do on the Drama Course?

You will be prepared for assessment in both practical coursework and a written examination paper.

You will learn how a play is taken from the page to the stage through the use of performance and design skills. You will be given experience of scripted acting and improvisation, and will learn about costume, set-design, lighting, make-up and properties.

You will be encouraged to develop an awareness of social, historical and cultural contexts and influences through looking at plays and other styles of dramatic presentation.

You will study a set play script, deciding how you would stage and perform it. You will then write about your ideas in the written examination.

You will go to see a variety of amateur and professional productions in order to evaluate the skills you see being used, and to glean ideas to enhance your practical work. You will write about productions you have seen in the written examination.

Why should I take GCSE Drama?

Drama provides you with a plethora of transferable skills that can prepare you for the world *and* the workforce and that Russell Group universities (such as Oxford, Cambridge, Durham, etc.) and top companies (such as Google) are crying out for in their employees.

In 2017, Google discovered that “soft skills” make up six of the top characteristics required to be successful at their company. These include:

- being a good coach
- communicating and listening well
- possessing insights into others (including others points of view)
- having empathy toward and being supportive of one’s colleagues
- being a good critical thinker and problem solver
- being able to make connections across complex ideas

These are all skills that you will learn and develop whilst studying Drama!

Drama GCSE consists of three components:

Component 1: Understanding Drama (40%)

This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed.

Students have 1 hour and 45 minutes to answer the paper. The paper is divided into three compulsory sections:

- Section A: Theatre roles and terminology.
- Section B: Study of set text (*Blood Brothers* by Willy Russell)
- Section C: Live theatre production



Component 2: Devising drama (40%)

This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions to live performance and analyse and evaluate their own work. For this component students are required to:

- produce an Individual Devising Log documenting the devising process
- contribute to a final devised duologue or group performance

Component 3: Texts in practice (20%)

This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. For this component students must complete two assessment tasks:

- study and present a key extract (monologue, duologue or group performance) from a play chosen by the student
- study and present a second key extract (monologue, duologue or group performance) from the same play.

Modern Languages

French and German

One language sets you in a corridor for life. Two languages open every door along the way.
(Frank Smith)

Learning a language has never been more important. The ability to speak foreign languages makes it easier to work and live in other countries, and of course facilitates international business. Language skills are highly valued by employers and universities, and are useful in a wide variety of careers.

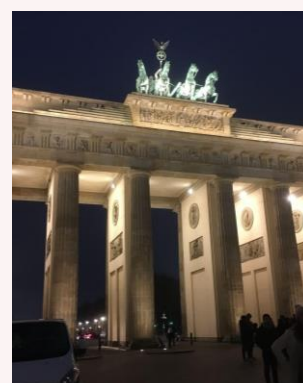
Through the study of German and French you will develop communication, interpersonal and intercultural skills. Alongside studying a foreign language, you will learn about the history and culture of France and Germany, and will find out about other French and German speaking countries. You will develop new ways of seeing the world and a GCSE in a foreign language will help to equip you for life and careers in a global setting.

The GCSE course is designed to build on the topics already covered at KS3, extending your grammar and vocabulary, and developing your listening, speaking, reading, writing and translation skills. You will probably be surprised at how much you already know!

At Stafford Grammar School you can study French or German at GCSE. Strong linguists are encouraged to pursue both.

The GCSE course covers six main themes, all of which are covered in the context of both the UK and French/German speaking countries. These are :

- My Personal World
- Lifestyle and Wellbeing
- My Neighbourhood
- Media and Technology
- Travel and Tourism
- Studying and my Future



The GCSE tests the four main skill areas, each of which is worth 25% of the final grade:

Paper 1 = Listening

Paper 2 = Speaking

Paper 3 = Reading

Paper 4 = Writing

All exams are taken at the end of Year 11.

The languages department runs support clinics in both languages and can recommend resources and websites for independent study.

Geography

"Geography is a subject which holds the key to our future." - Michael Palin

Geography is an exciting and challenging subject that is unique in its study of human and physical patterns and the interaction of people and their environment in shaping the landscape. It also makes a wider contribution to the curriculum in the skills and personal development, and also the moral, social and cultural development it fosters. Geography is an essential component in preparing you for life beyond school where the challenges to the environment are multiplying, and geographical knowledge and understanding is more vital than ever in all areas of trade and industry.

The skills learnt in geographical studies make you of potential interest to a wide range of employers. The close link between the subject and the world around us makes for a long and varied list of related careers including working with development or aid agencies, environmental work, using Geographical Information Systems, working for the census office and in tourism and recreation. However most of these areas involve only one part of the broad subject of Geography. Statistics show that, compared with other subjects, Geographers are among the most employable.

Field work

THE BEST WAY TO LEARN ABOUT PLACE... VISIT IT!

As part of the GCSE specification requirements, fieldwork must take place outside the classroom and school grounds on at least two occasions. These day trips will take place during Year 10 and are a wonderful opportunity to use and develop primary data collection techniques, apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry.

If you have any questions about GCSE Geography please do not hesitate to contact Ms. Gentle-Lloyd or Mr. Griggs.



Assessment

The exam board specification we study is AQA. You will sit three papers at the end of Year 11, one covering human topics, one covering physical topics and one applying fieldwork alongside a decision-making exercise.

Paper 1: Living with the physical environment

What's assessed?

3.1.1 The challenge of natural hazards (tectonic plates, weather hazards and climate change), 3.1.2 The living world (ecosystems, tropical rainforests and hot deserts), 3.1.3 Physical landscapes in the UK (coasts and rivers), 3.4. Geographical skills

How's it assessed?

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE)

Paper 2: Challenges in the human environment

What's assessed?

3.2.1 **Urban issues and challenges** (*Global pattern of urban change, Urban growth in Nigeria and Urban challenges in London*) 3.2.2 **The changing economic world** (*Economic development and quality of life, Reducing the global development gap, Economic development in Nigeria and Economic change in London*), 3.2.3 **The challenge of resource management** (*Global resource management, Focus: food*), 3.4. **Geographical skills**

How's it assessed?

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

Paper 3: Geographical applications

What's assessed?

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How's it assessed?

- Written exam: 1 hour 30 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-released resource booklet made available 12 weeks before exam

History

“If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree.” - Michael Crichton

Why take GCSE History?

History is an important subject that allows students to understand the world around them. We pride ourselves on making History relevant and interesting, knowing that if students are gripped by a subject they are more likely to succeed in it. History also encourages the development of important skills, including those of research, analysis and evaluation. These skills will be important in whatever path students choose to take next and are vital in careers such as journalism, social services, banking, management and personnel work.

What do we study?

We cover the following units:

- **Crime and Punishment through Time, c1000 to the present day**
 - c1000-c1500: Crime, punishment and law enforcement in medieval England. This includes examining the impact of the Norman Conquest and the influence of the Church on crime and punishment.
 - c1500-c1700: Crime, punishment and law enforcement in early modern England. This includes case studies on the Gunpowder plotters and witchcraft.
 - c1700-c1900: Crime, punishment and law enforcement in the 18th and 19th centuries. This includes case studies on the separate system at Pentonville prison and the reforms of Robert Peel.
 - C1900-present: Crime, punishment and law enforcement in recent times. This includes case studies on conscientious objectors during the First and Second World Wars and the Derek Bentley case and the abolition of capital punishment.

Finally, pupils will finish the Crime and Punishment unit by undertaking a study of Whitechapel, c1870-c1900. This will include examining living and working conditions, workhouses and orphanages, immigration and tension in the community, as well as the work of H Division and in particular, the Jack the Ripper murders.

- **Early Elizabethan England 1558-1588**

Topics include: Society and government in 1558, the ‘Virgin Queen’, religion divisions in England in 1558, the Puritans, Mary Queen of Scots, plots and revolts at home, relations with Spain including the Spanish Armada, education and leisure, the problem of the poor, exploration and voyages of discovery.

- **Superpower relations and the Cold War, 1941–91**

We will study the origins of the tensions that led to the Cold War. We will move on to looking at the key crises of the Cold War (including the Berlin Wall, the Cuban Missile Crisis, the Brezhnev Doctrine and the Soviet invasion of Afghanistan). Finally, we will examine the efforts to end the Cold War and the collapse of the Soviet Union.

- **Weimar and Nazi Germany (1918-39)**

Topics include: Hitler's rise to power, the creation of a dictatorship, opposition, resistance and conformity, Nazi policies towards women and the young and the persecution of minorities such as the Jews.

How are the units assessed?

The units are all assessed in examinations of varying formats. Students will sit three examinations at the end of Year 11.

If you have any questions about GCSE History please do not hesitate to contact Mrs. Ayirebi or Mrs. Griffiths.



Music

Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything. (Plato)

Music GCSE is a very rewarding course for those with a strong music passion and is an opportunity to further develop musical talents in the award winning Music Department at Stafford Grammar School. All candidates will be expected to be active members of the Music Department and, as Performance is a substantial part of the examination, it would be assumed that students will have already studied an instrument and have shown the ability to cope with the demands of regular practice and concerts alongside other schoolwork.

The specification is designed to offer candidates the opportunities to develop their knowledge, understanding and skills in **Performing, Composing and Listening and Appraising**. It encourages them to become:

- More **informed** performers through study of their instruments and pieces written for it.
- More **skilled** composers through study of compositional techniques and styles.
- **Understanding** listeners through study of a range of different types of music and the backgrounds to them.

Why Music?

Music combines Science with Mathematics, History with Sociology, develops insight and demands research. But most of all Music is Art. That is why we teach you music: not to become a professional musician but to develop an appreciation and understanding of a subject that will influence us all more than any other and one which will continue to be relevant throughout our entire lives.

GCSE music aims to broaden musical experience, develop our technical ability, encourage engaging actively in the process of music study whilst developing knowledge and understanding and is not just for the musicians who represent our school in County, Regional and National ensembles. GCSE Music is for anyone with a passion for Music and usually those who have already studied an instrument and have developed an appreciation for music.

Areas of Study

The focus for learning is provided by five areas of study:

1. My Music – Studying your instrument
2. The Concerto through Time – Development of the Concerto from 1650-1910
3. Rhythms of the World – Traditional rhythmic roots from around the world
4. Film Music – Music that has been composed for film or video games
5. Conventions of Pop – Study of popular music from 1950 to the present day

Course Components

Description	Assessment Overview	Weighting
Performance on the pupil's chosen instrument and Free Composition.	Integrated Portfolio to be submitted at the end of the course	60 Marks 30% of the total GCSE
Ensemble Performance with the pupil playing his/her chosen instrument and Composition to a brief set by the examination board.	Integrated Portfolio to be submitted at the end of the course.	60 Marks 30% of the total GCSE
Listening and Appraising. Aural recognition and context to be assessed through music from areas of study 2, 3, 4 and 5.	A written paper, with CD. 1 hour and 30 minutes at the end of Year 11	80 Marks 40% of the total GCSE

Music is a subject that Universities recognize as demonstrating discipline, confidence and organization and is therefore of benefit to prospective University students whether intending to study Music or not.

***Music is a higher revelation than all wisdom and philosophy.
(Ludwig van Beethoven)***



Physical Education

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.” - John F. Kennedy

This course is designed to increase the candidates’ awareness of both the practical and theoretical aspect of physical education, building on the work covered in Years 7 – 9.

Students will experience a range of practical activities before offering three different sports for assessment in the role of a player/performer. Students must gather in-depth video evidence of themselves in their three chosen sports at the highest level possible. It is expected that pupils play at least two sports to a high standard.

Students will plan, perform and evaluate a personal exercise programme which will enhance their knowledge and understanding of the impact that exercise and physical activity has upon health and fitness.

The assessment of these practical activities and a written coursework project will be 40% of the total mark.

The theoretical aspect of the course is 60% (split over 2 exam papers) of the total mark and covers the factors affecting participation and performance under the following headings;

Fitness and Body Systems

- a. Applied anatomy and physiology (heart, respiratory system, skeleton, muscles).
- b. Movement analysis (lever systems, planes and axes of movement).
- c. Physical training (health and fitness, principles of training, warm up/cool down, etc).

Health and Performance

- a. Health, fitness and well being (diet, benefits of a healthy lifestyle).
- b. Sport Psychology (mental preparation for performance, skills classification, goal setting).
- c. Socio-cultural influences (media and commercialisation, various social groups and sport).

The theoretical element of the course is assessed by two written papers consisting of multiple choice, short answer and extended answer questions.

This is an enjoyable but physically demanding course which although not a pre-requisite for A level Physical Education will lead naturally on to this level of study.

Psychology

Why choose Psychology?

- Psychology is the fastest-growing subject at schools in the UK because it is the **science of understanding mind and behaviour**. What could be more beneficial than understanding ourselves and how others function?
- Psychology sits at the junction between the traditional natural sciences (biology, brain and behaviour; genetics; reductionism), personality theories (cognition, conditioning, the unconscious, free will), the wider socio-cultural sciences (sociology, anthropology) and philosophy. It therefore gives you a **comprehensive overview** of perspectives that all aim to explain what makes us tick.
- You will learn **how science works** and be able to assess the strengths and limitations of the scientific **evidence** before you, as well as learning how to **critically analyse** and **evaluate** a wide variety of further sources, thus developing transferable skills.
- The course will open up a **range of career paths** for which Psychology is useful and will give an insight into the various Psychology-based professions
- Psychology can be **theoretical**, looking at how the brain works and what drives our behaviour, including issues such as early childhood experiences and what happens to us as we develop.
- Psychology can be **practical**, such as in therapy and treatments as well as in the workplace, such as when devising advertisements or advising the police.
- Psychology will **complement** every other subject you choose to study.

Is Psychology right for me?

The most important quality for anyone wanting to study Psychology is to **find people fascinating**. Are you intrigued by why people act in the way they do? If so, then Psychology will capture your imagination.

You will need to:

- be willing to have your **opinions** and **values** challenged
- be willing to listen to and take on board **new ideas** and novel arguments
- be able **to see both sides** of an issue and not reject one side simply because you believe initially that it is wrong
- Psychology provides many opportunities to develop skills in assessing **debates and arguments**.

What will I study?

Component 1:

- How **memory** works, its structures and processes and why we forget.
- What is **perception**, explanations for visual illusions and factors that affect perception.
- **Early development** of the brain, application to education and the effects of learning on development.
- **Research Methods** such as experiments, sampling, data, ethics and how to plan and conduct psychological research.
- **Data handling** and how to interpret and analyse both quantitative and qualitative data.

Component 2:

- **Social influence**: conformity, obedience and explanations for crowd behaviour
- The relationship between **language and thought** and their effect on our view of the world, including the differences between human and animal communication.
- The structure of the **brain** and central nervous system with an insight into **neuropsychology**.
- **Mental health** and its effects on individuals and society, with a focus on depression and addiction.

Assessment:

Assessment consists of two equally weighted written papers, both worth 100 marks each and consisting of a variety of question styles including multiple choice, short answer and extended writing. Each paper will last 1 hour 45 minutes and will be taken at the end of the course.

What do I need to know, or be able to do, before taking this course?

The good news is that this will be a new subject for you so you will not have to have any prior knowledge of Psychology. Psychology is the study of the mind and behaviour and, through your own experiences, you will already have an understanding of how individuals and groups function.

Religious Studies

Religious Studies is a fascinating and absorbing subject that takes a good, hard look at the major issues shaping the news today. For instance, issues of war and peace, terrorism, poverty and the distribution of wealth, euthanasia, abortion, genetic engineering all regularly appear in the media. These many issues affect all of us directly. The course will give you the evidence you need to make up your own mind on where you stand. It will help you form your own opinions on issues facing the world today.

In Religious Studies you will be expected to look at the underlying philosophy of religious belief in a critical way. Likewise, you will critically examine the contribution religious thought has made to a variety of ethical issues.

Religious Studies makes a key and unique contribution to understanding British heritage, plurality, and values. It provides an excellent opportunity for you to engage with contemporary contentious issues, and to develop your social, cultural, political, philosophical, ethical and historical awareness.

Students learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. At a time when communities are becoming more diverse there is an even greater need for a more religiously literate and tolerant society. The subject plays a key role in creating social cohesion and generating genuine understanding between communities reducing friction, intolerance and social unrest.

Religious Studies is a well-established academic subject. As a major humanities subject, it is relevant for many careers including law, medicine, education, politics, human resources and journalism.

Aims and learning outcomes

The course aims to encourage learners to:

- develop knowledge and understanding of not only religious beliefs but also non-religious beliefs, such as atheism and humanism
- demonstrate knowledge and understanding of two religions
- develop the ability to construct well argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- construct well-informed and balanced arguments
- develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority through key religious texts
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and contribute to their preparation for adult life in a pluralistic society and global community
- understand the influence of religion on individuals, communities and societies

- understand significant common and divergent views within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values

Content Overview

The department offers the OCR GCSE (9–1) in Religious Studies (J625). The course consists of two components:

Beliefs and teachings, and practices

This component consists of two units of study:

- Christianity - assessed by a 1 hour written exam, worth 25% of the total GCSE
- Islam - assessed by a 1 hour written exam, worth 25% of the total GCSE

Religion, philosophy and ethics in the modern world from a Christian perspective

Students will study different philosophical and ethical arguments and their impact and influence in the modern world from primarily a Christian perspective. This is assessed by a 2 hour written exam, worth 50% of the total GCSE.

Four themes to be studied:

- Relationships and families - religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination.
- The existence of God - the ways in which God, gods or ultimate reality might be understood; through revelation, visions, miracles or enlightenment.
- Religion, peace and conflict - violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation.
- Dialogue between religious and non-religious beliefs and attitudes - how those with religious and non-religious beliefs respond to critiques of their beliefs including the

study of a range of attitudes towards those with different religious views –
inclusivist, exclusivist and pluralist approaches.

