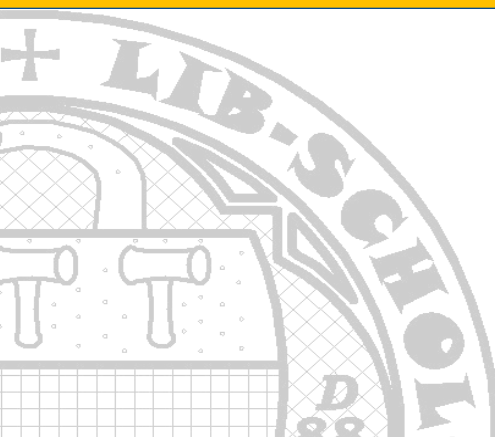


Spalding Grammar School

GCSE Options— September 2022



Inspire
Challenge
Enrich

Introduction from the Headmaster



Making the most of GCSE

I hope you have found your time at the Grammar School so far to be a rewarding and enjoyable experience. I hope you have been inspired, and that you have developed confidence in tackling the challenges that each of your subjects offer; additionally, you should have developed confidence in the key wider skills of organisation, resilience, communication, creativity and self-reliance. This should put you in a strong position to make the most of the next set of challenges that the GCSE years will bring.

When choosing your option subjects, make those choices for the right reasons. You may or may not have an idea of what your future looks like. If you do, that might suggest some particular subjects to take; if you do not, that doesn't matter as it will be the grades that you obtain that will have the biggest influence on your future options, so choose accordingly. Base your decisions on your strengths; what you are good at and what you enjoy – what will set you up for the greatest success. Do not base them on the subjects your friends might be studying (there is no guarantee you will end up in the same class) or whether you like or dislike a teacher (that person may not be your teacher next year).

You will have two years of learning and the very intense pressure, at the end of those two years, of sitting all your examinations within the space of just a few weeks. You must become adept at (regularly) revising and answering examination questions appropriately if you are going to do yourself justice. You will need systems in place to support that, and that will be much easier to do when the subject is something you are good at and you enjoy.

I am confident that with the support of your family, your teachers and your friends, and with the determination to keep trying when things get difficult, then there is nothing stopping you fulfilling your full potential in your GCSEs. However, this will not happen just through good intentions; those intentions will need to be backed up with sustained effort.

We all look forward to you having a very successful and enjoyable GCSE experience.

A handwritten signature in black ink, which appears to read 'S M Wilkinson'. The signature is written in a cursive, slightly stylized font.

S M Wilkinson



GCSE Options Choices 2022

One of the first big decisions that you have to make in your school life is choosing your options subjects for Years 10 and 11. For some of you this is relatively easy, either because you already know which subjects you enjoy and succeed at, or because you already have a particular career in mind. For most students, however, the options choices are challenging because this is your first move into the adult world. You will need to give this matter some careful thought before choosing.

It is important to keep these options choices in perspective. You will still study a wide range of subjects in Years 10 and 11, so we are not asking you to decide exactly what you want to do for the rest of your life. Most people carry on studying and learning throughout their working lives. This is the start of a very long process of lifelong learning.

Aims of the process

By the end of the process you will:

1. Find out more about yourself, your strengths and weaknesses.
2. Understand where you can receive support throughout this process.
3. Find out about the courses available.
4. Match your interests, skills and abilities with subjects you should (or should not) study.
5. Make an informed decision about your final options choices.



An informed decision

Throughout the options process you will receive many sources of information and it is important that you consider as many of these as possible in order to make an **informed decision**. Rushing this process and disregarding advice is not a good idea as changing options once they have started can prove difficult or impossible.

However, do not worry - you are not on your own in making your options choices. You have been, and will continue to be, given advice in school from your Form Tutor and subject teachers. There are many useful sources of information on courses and careers, including the School Library, Unifrog and the internet. You should take the chance to talk through your choices and dilemmas with as many interested and informed adults as possible, or consult students who are currently taking the subjects, some of whom may be in your vertical forms. Above all, your parents will give you support through this important process.

If you would like an appointment with our Careers Guidance Advisor, please email Miss Barrett. You will need to prepare for any such appointment beforehand.

To conclude the options process, you will have your **Transition Meeting** with your Form Tutor and parents. This is an opportunity for you all to meet and discuss progress in subjects and begin to finalise your thoughts for your options choices.

Options Timeline

The options process is carefully designed to ensure that you get the best possible support at the most important times of the year. Below is an outline of the key dates of the process:

Date	Event	Details
Friday 15 November	Phase 1 data	Your CATs/Effort grades released on Go 4 Schools
Thursday 6 January	Year 9 Progress Evening via School Cloud	A chance for students and parents to discuss progress with subject teachers and to gain advice about suitability for courses.
Tuesday 25 January	Year 9 Options Evening Presentation	An opportunity for parents and students to receive information about the options process.
Monday 31 January	Phase 2 data	A second opportunity to consider your progress and suitability for courses with tutor/parent at home.
W/C 31 January	Year 9 Transition Meetings (4 weeks)	An opportunity to discuss progress and to finalise options plans with your Form Tutor and parents.
Monday 14 March	Options Deadline	Students to submit their final options choices to the Office once signed off by your Form Tutor.

Options Choices

Throughout Years 10 and 11, you must study the following compulsory curriculum in the yellow table.

You will also study three of the GCSE options from the green table.

Key Stage 4 Curriculum: 60 periods over 2 weeks		
Compulsory Curriculum		
Maths	The top set are accelerated to also take Further Maths, as determined by the Maths Department.	= 42 PERIODS
English Language	Both qualifications are covered by the same English teacher.	
English Literature		
Biology	All students are taught by specialist teachers in each subject, which are combined as a double GCSE award. Some students, as determined by the Science Department, are accelerated to sit examinations to be awarded three separate qualifications.	
Chemistry		
Physics		
Spanish or Latin	The default position is to carry on with the study of Spanish. However, and only after consultation with Dr Fielden, students may substitute Spanish with Latin.	
Core PE	This is not examined	
Personal and Careers Education (PaCE)	This is not examined	

Optional Curriculum: Select 3 (plus 2 reserves) from:		
Art	<p>*It is not recommended that more than one of these is taken, because of the heavy coursework load. Please consult Mr Jones first.</p> <p>**A second MFL is only recommended for strong linguists, and only if Spanish is picked within the compulsory curriculum. Please consult Mr Wilkinson first.</p> <p>***If Latin has been picked within the compulsory curriculum, it can't be chosen again in the optional curriculum.</p>	= 18 PERIODS
Business Studies		
Computer Science		
DT Product Design*		
Engineering*		
German (check)**		
Latin***		
Classical Civilisation		
GCSE PE		
Geography		
History		
Music		
RS		

Frequently Asked Questions



What will the work be like at GCSE?

There is a strong emphasis on independent learning at GCSE. This means that you will have to work outside the classroom with less input from the teacher. You will be set approximately one hour of homework for each subject every week.

All subjects will have high expectations, with regular assessments and important deadlines to be met along the way. It is important, therefore, that you have developed good work habits, can meet deadlines and do not leave work to the last minute. You will continue to build upon the study skills that you have acquired over the first three years in school to enable you to achieve your full potential.

We expect you to:

- Enjoy positive working relationships with parents, peers and staff
- Attend school and all lessons regularly and be active in catching up on work missed when absent
- Meet homework deadlines and prepare thoroughly for all assessments, enabling staff to assess your progress accurately
- Begin to use your personal time for researching topics more widely
- Take advantage of support lessons where offered
- Organise your time and resources effectively

Your courses are linear. This means that you will take all the external examinations at the end of the course. This will require consistent commitment to your courses throughout the two years of study.

How important are GCSE grades?

There is a minimum entry requirement for the Sixth Form at this school and many other educational establishments. You will need at least six GCSEs, at Grade 5 or above, including English and Mathematics.

Although decisions on Sixth Form entry, in the context of the 9-1 grading system, have not yet been finalised, it is likely that you will need at least a GCSE grade 6 in any subject that you wish to take at A Level; for some subjects, a grade 7 will be required. GCSE grades are very important because they form part of your CV, which is with you for life! University admissions tutors and employers examine the grades and qualifications very closely before making any offers of courses or employment.

How many qualifications will I end up with?

Most students will cover the compulsory curriculum plus three option subjects. However, there is scope for each student to take a personalised curriculum designed to meet his best interests. For example, students in the top sets can take additional GCSEs or qualifications during their course. Students who struggle with the demands of GCSE may be able to study fewer subjects to maximise their grades, but only after consultation with their Head of House and subject teachers.

What Option Subjects should I choose?

This is up to you. The best advice is to choose subjects which you enjoy, succeed at, and are interested in. This advice will give you the best chance of success. It is important to choose the subject for its content and skills, and not because you like your subject teacher this year or because your friends are doing it. You may not get the same teacher in Year 10, and being amongst your friends whilst trying to study can actually be detrimental to your progress. Current teaching groups are also mixed next year, so you will be working alongside new people too.

There are several new GCSE subjects on offer in Year 10 that you will not have studied in Key Stage 3. You may wish to start one or more. In making this decision you should ask yourself:

- Am I keeping a broad range of subjects?
- Can I opt into this subject later in my school or university career?
- Am I “giving up” a subject in which I already have reached a high level of skill? You should understand that your Key Stage 3 subject teachers are already preparing you for the demands of GCSE.

You should not think that any subject is an easy option - you will have to work hard for any course that you choose.

What is the English Baccalaureate (E Bacc)?

The ‘E Bacc’ is a Government performance measure. It identifies those students who achieve grade 5 or above in:

- Mathematics
- English
- Double Science *or* two separate single Sciences
- A Modern Foreign Language or Latin
- History or Geography

In this school we do not insist that you take the E Bacc. At this time, we have no evidence that universities or employers will require E Bacc in the future. We leave this decision to you to decide your best pathway.

Are there any other courses available?

No, at this school we pride ourselves on offering GCSE courses that prepare our students for future study.

Will I be able to take all of my first-choice options when I submit the Options Choice Form?

We will make every effort to offer you your preferred choices, but we cannot guarantee them. The level of demand and timetable constraints may mean that your choices are not possible, but we will do our best to help you study the courses that are best for you. This is why we ask you to select two reserve choices.

Typically, less than 5% of students do not receive their first three choices, so we are confident that the majority of you will be able to study what you intend to.

“Pupils have excellent attitudes to learning. In lessons, they demonstrate an eagerness and curiosity to learn and exhibit positive and respectful behaviour to their peers and to their teachers.” Ofsted 2015



Compulsory Curriculum

Subjects that you must study at GCSE

(42 teaching periods per fortnightly cycle)

English Language

Core Subject

8 x 50 minute lessons per fortnight.

These lessons are divided between English Language and Literature.



Overview

The GCSE English Language course will offer a wide range of reading and writing activities, developing your skills of reading comprehension and interpretation, and extended formal writing. Various speaking and listening tasks will also be undertaken as part of your study, and will be endorsed separately. The focus of the course is the study of both fiction and non-fiction texts. You are asked to both analyse fiction and non-fiction texts and produce your own in the exams.

Structure and Assessment

The course is linear and you will be assessed in two end-of-course exams:

Paper 1 (50% of GCSE)

External exam (Total marks 80, 1 hour 45 minutes). “Explorations in Creative Reading and Writing.”

In Section A you will respond to a single passage of fiction in four reading comprehension tasks of varying length for a total of 40 marks.

In Section B you will complete a single extended descriptive or narrative writing task for a total of 40 marks.

Paper 2 (50% of GCSE)

External exam (Total marks 80, 1 hour 45 minutes). “Writers’ Viewpoints and Perspectives”.

In Section A you will respond to two linked texts – one non-fiction and one literary non-fiction text passage – in four reading comprehension tasks of varying length for a total of 40 marks.

In Section B you will complete a single extended writing task (‘writing to present a viewpoint’) for a total of 40 marks.

Progression

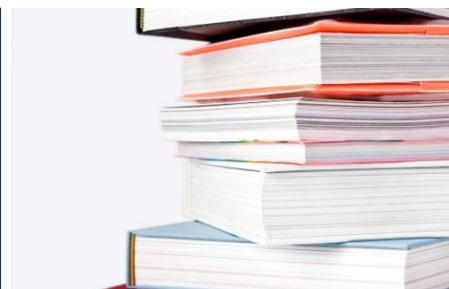
Success in English is essential for entry to virtually all careers. Specific careers that employ English skills include media, journalism, librarianship and teaching. Students are offered the opportunity to sit A Level English Language and A Level English Literature courses in the Sixth Form.

English Literature

Core Subject

8 x 50 minute lessons per fortnight.

These lessons are divided between English Literature and Language.



Overview

You will study poetry from the AQA Anthology, a 19th century novel, a modern prose or drama text, and a Shakespeare play. Skills assessed are as follows:

- Ability to respond critically to texts and to communicate a response using evidence from the text
- Ability to explore language, structure, meaning and alternative ideas and interpretations
- Ability to compare texts
- Ability to relate texts to their social, historical and literary backgrounds

Structure and Assessment

The course is linear and you will be assessed by two end-of-course exams:

Paper 1 (40% of GCSE)

External exam (Total marks 64, 1 hour 45 minutes). Shakespeare and the 19th Century Novel

In Section A you will answer one question on a chosen play. You will be required to write in detail about an extract from the play and then to write about the play as a whole.

In Section B you will answer one question on a chosen novel. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Texts are selected from a list set by AQA.

Paper 2 (60% of GCSE)

External exam (Total marks 96, 2 hours 15 minutes). Modern texts and poetry

In Section A you will answer one essay question from a choice of two on a studied modern prose or drama text.

In Section B you will answer one comparative question on one named printed poem and one other poem from your chosen poetry anthology cluster.

In Section C you will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Progression

The study of English Literature can lead to the study of A Level English Literature. Given its analytical nature, English Literature is a subject valued by many universities.

Mathematics

Core Subject

7 x 50 minute lessons per fortnight.



Overview

All GCSE courses include the study of number, algebra, ratio, geometry, probability and statistics. Most lessons will be of a structured whole-class interactive style. You will be expected to participate fully in class discussion by offering your ideas and listening to the ideas of others. You will also be expected to complete all tasks to the best of your ability within a rigid timescale. ICT may be used to deliver certain topics. You will continue to be taught in sets for Mathematics in Year 10 and Year 11; sets will be subject to regular review depending on student performance.

Structure and Assessment

Students entering Year 10 have already started their GCSE course and are following the Mathematics syllabus of the AQA examination board. All qualifications are assessed by means of written examination; there is no coursework requirement in any GCSE Mathematics syllabus. The final examinations, at the end of Year 11, will consist of three equally weighted papers, one of which will be non-calculator. All areas of the specification may be tested on any of the three papers. All students will take these examinations at the end of Year 11.

Some students will complete their GCSE study at the end of Year 10 and will then study a higher level of Mathematics in Year 11; this is currently the AQA level 2 certificate in Further Mathematics. This will also be examined at the end of Year 11.

Progression

Mathematics GCSE is an essential requirement for many areas of future employment or study. To progress to A level, at least a grade 7 at GCSE and a passion for the subject are needed.

Modern Foreign Languages

Core Subject Spanish

6 x 50-minute lessons per fortnight.



Overview

You must continue one foreign language. You have already studied Spanish as your language and you will continue to study this language into Year 10, unless you have arranged to take Latin as your language option instead.

By the end of Year 9, you will have already covered a good deal of the grammar and vocabulary required for GCSE; GCSE simply extends your knowledge of these to a more sophisticated level. The GCSE course covers the following themes and topics:

- Identity and Culture: family, technology, free time activities, festivals
- National and International Areas of Interest: town, social issues, global issues, travel and tourism
- Future Study and Employment: school, jobs and career choices

Structure and Assessment

The course consists of four units:

Unit 1 (25% of GCSE)

Listening – this is tested in an exam in May of Year 11. You will need to respond to an audio stimulus in Spanish. Most answers are non-verbal and multiple choice and all the questions are in English. This tests your recognition and understanding of Spanish and we prepare through regular listening practice in lessons, alongside regular vocabulary practice.

Unit 2 (25% of GCSE)

Reading – identical to Listening, except that the stimulus texts are written and not spoken and that it includes a short translation from Spanish into English.

Unit 3 (25% of GCSE)

Speaking – again this is tested in an exam in May of Year 11. Each test will include a role-play, responding to a photo card and a conversation. The format is the same for Foundation and Higher Tier, but the Higher exam will be around three minutes longer. This tests your ability to manipulate the language and recall vocabulary and grammar structures accurately.

Unit 4 (25% of GCSE)

Writing – again this will also be tested at the end of Year 11. The Foundation paper will include a short translation from English into Spanish and a structured writing task. The Higher paper will include a longer translation from English into Spanish, as well as a structured and open-ended writing task.

Progression

We believe that language learning is a necessary and exciting requirement of the modern world. A GCSE in a Modern Foreign Language will set you apart from the crowd in the competitive employment market. You will of course be able to carry on your studies to A level and beyond, where students often study a Modern Foreign Language as a single subject or as an additional skill to offer. Many universities now offer courses in Law, Business, Marketing and Sciences with a language as an integral part of the degree. In the world of work, language skills are a great advantage in the job market and once you have shown that you can learn one language, you have the skills to learn others.

Science – Combined or Triple Award

Core Subject

Per 2 week cycle:

Yr9 - 3 x 50 minute lessons each of Biology, Chemistry and Physics

Yr10 - 5 x 50 minute lessons each of Biology, Chemistry and Physics

Yr11 - 5 x 50 minute lessons each of Biology, Chemistry and Physics



Overview

Students are currently being taught the Edexcel GCSE Combined Science course (2 GCSE grades incorporating the three Sciences), having started in September this year. At the end of Year 9 students either continue with Combined Science or are selected for the Triple Science route, where they will gain separate qualifications in Physics, Chemistry and Biology.

Structure and Assessment

You will study the following elements during the course:

Biology

- Cells and control
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Chemistry

- Key concepts in chemistry
- States of matter and mixtures
- Chemical changes
- Extracting metals and equilibria
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science

Physics

- Motion and forces
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Astronomy
- Energy
- Forces doing work
- Forces and their effects
- Electricity and circuits
- Static electricity
- Magnetism and the motor effect
- Electromagnetic induction
- Particle
- Forces and matter

In each of Chemistry, Biology and Physics the course is assessed in a linear format by two examinations. There is no coursework aspect to these courses. Combined Science is also assessed by written terminal examinations.

During the course each student is required to complete a number of core practical activities.

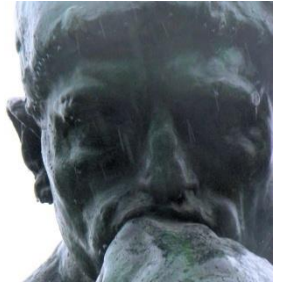
Progression

A pass at grade 6 or above (77 for Combined Science) will help to give you access to an A level course in each of the three sciences. There are certain careers where science features more strongly than other disciplines, for example medicine and engineering. A sound scientific education will help to equip you for future challenges.

Personal and Careers Education (PaCE)

Core Subject

2 x 50 minute lessons per fortnight.



Overview

PaCE provides information and develops skills to equip you for life outside of academia and builds on the areas that have been covered during KS3. The course is taught in a variety of ways including; lots of discussion and debate fuelled by different genres such as films, educational DVDs and news articles. There are also a number of guest speakers to help with careers choices. For example, we invite members of the local business community, NHS, police, armed forces and others in to school to give an overview of the careers available in their profession and from providers to help with choices at Post-16.

Structure and Assessment

The Course will be divided into three areas;

- Moral and Cultural Education – which will cover themes involving morality and spirituality.
- Personal Education – which will include information and discussions on topics such as personal health, sex education, risky behaviours and managing difficult relationships.
- Careers and Study Skills – this will provide information and education on the world of work and career choices as well equipping you with skills needed to achieve your goals.

This section of the curriculum will not be examined but will have informal assessments.

Physical Education (Core PE)

Core Subject

4 x 50 minute lessons per fortnight.



Overview

Physical Education at Key Stage 4 builds upon the knowledge, skills and understanding learned in Years 7, 8 and 9. The PE curriculum enables you to experience a wide range of activities, whilst providing the opportunity for more specialism in particular sports. Given your increasing maturity, we also believe in offering you more choice of activity, with the option of three activities per term. These include the majority of activities studied during Key Stage 3, plus some additional activities such as volleyball and use of the fitness suite. Due to double periods of PE in Key Stage 4, we are also able to offer a wider range of off-site activities within the local community, such as squash and tennis.

Those studying GCSE PE will also have core PE lessons too. Some of these will act as enrichment for your GCSE course (for example, carrying out your Personal Exercise Plan coursework); however, most are used for students to take part in core PE with those not studying GCSE PE.

Structure and Assessment

You are assessed on each of your activities internally on a termly basis. When grades are issued centrally, the core PE grade is based upon the activities you have covered in the period since the previous grade issue.

There is no formal assessment or examination required for core PE.

Progression

As a PE department, we believe that one of our fundamental aims is to ensure that all students enjoy and follow physical activity into adulthood. Key Stage 4 is often an important step in this journey, during which you begin to select and understand which activities you enjoy more.

Staff are regularly on hand to advise and support you with your progress.

If you progress to the Sixth Form at the School, you will follow a Senior Games programme, which offers even more choice, specialism and independence. Therefore, we believe that core PE at Key stage 4 is an excellent foundation for Senior Games and the enjoyment of physical activity in later life.

“Senior leaders work effectively with subject leaders to monitor the quality of teaching, learning and assessment. They offer challenge to ensure that pupil outcomes are high and provide targeted support where they identify underperformance in a subject area.” Ofsted 2015



Optional Curriculum

You must select **three** subjects to study at GCSE
(18 teaching periods per fortnightly cycle)

Art & Design

Option Subject

6 x 50 minute lessons per fortnight.

Entry

A reasonable amount of natural ability, a lot of focused enthusiasm and the ability to regularly meet deadlines.



Overview

The course is a natural extension of Key Stage 3:

- Improving existing practical skills, particularly observational drawing, and learning new ones
- Exploring your creative abilities and ideas; being a hardworking, independent learner
- Increasing your Art History/artists' knowledge and appreciation, and how to have it make a positive impact on your work
- Refining your ability to tell when something looks right – aesthetics – to make sound judgements about composition and design

Structure and Assessment

The course consists of two components:

Component 1: Portfolio (60% of GCSE)

One or two projects and any other quality study sheets/record of excellent one-off art-based activities.

Component 2: Externally Set Assignment (40% of GCSE)

A project set by the exam board, started in early January of Year 11, where the Finished Piece(s) is/are produced in a terminal ten-hour (two consecutive school days) period in May.

Progression

Those students gaining a minimum of a grade 6 at GCSE are eligible to go on to study A Level Art & Design here.

In turn, those who do well at A Level can go on to become a graphic designer, fine artist, interior/theatre designer, product/industrial/furniture designer, architect, jewellery designer, ceramicist, textile/fashion designer, museums and exhibitions curator, teacher, worker within the burgeoning creative and media sectors, and many other professions/career opportunities.

Business

Option Subject

6 x 50 minute lessons per fortnight.

Entry

Open to all students with an interest in business operations.



Overview

GCSE Business is an excellent introduction to business and economic concepts across a range of many different types of businesses.

As a successful GCSE Business student, you will gain lifelong skills including an understanding of:

- The different forms of business organisations
- The environments in which businesses operate
- How economic circumstances affect business performance
- The importance of the business functions of marketing, operations management, human resources and finance to business success
- How to analyse business situations and reach supported decisions or judgements

Structure and Assessment

The course consists of two themes. These themes will be tested across two examinations taken at the end of the course. Each paper is out of 90 marks and each exam is 90 minutes long. Theme 1 and Theme 2 exam papers have equal weighting of 50% respectively.

Theme 1 – Investigating Small Business

1.1- Enterprise and Entrepreneurs – Students are introduced to the dynamic nature of business in relation to how and why business ideas come about.

1.2 - Spotting a business opportunity – Understanding customer needs and conducting market research.

1.3 - Putting a business idea into practice – Making a business idea happen through identifying aims and concentrating on the financial aspects of running a business. Learning how to calculate cash flow and break even.

1.4 - Making the business effective – The success of a business, the importance of location, the marketing mix elements and creating business plans.

1.5 - Understanding external influences in business – Factors which are outside of the immediate control of the business, such as stakeholder influences, changes in technology, legislation and the economy.

Theme 2 – Building a Business

2.1 - Growing a business – The impacts of globalisation and the ethical environment.

2.2 - Making marketing decisions – Looking at elements of marketing and how they inform business decisions.

2.3 - Making operational decisions – Focuses on meeting customer needs through supply and quantity issues.

2.4 - Making financial decisions – Ratio analysis, the uses and limitation of financial information on business performance.

2.5 - Making human resource decisions – Growing a business, recruitment, training and motivation of the workforce.

Progression

The GCSE Business course lends itself to a wide range of A Levels, including Business, Economics, Psychology and Law. It would also be suitable to anyone who would like to set up their own business.

Classical Civilisation

Option Subject

6 x 50-minute lessons per fortnight

Entry

Open to all students with an interest in the Ancient World and its cultures



Overview

OCR's GCSE in Classical Civilisation ([J199](#)) has been designed to provide students with a broad, coherent and rewarding study of the culture of the classical world. It focuses on the civilisations of Greece and Rome, and is a wide-ranging subject involving the study of literature, art, artefacts, archaeological sites, and the ancient historical context. You don't need to know any languages as all the texts are in translation, and it doesn't matter if you haven't studied the Greeks and Romans since primary school; all you need is an interest in the Ancient World and its cultures. If you enjoy subjects such as History, English, Philosophy, Politics and Sociology, then Classical Civilisation lets you do a bit of everything whilst studying two of the most important civilisations of the Western world.

Structure and Assessment

Students will study material from both ancient Greece and Rome, and their surrounding worlds, drawn from the time period 3000 BC to 500 AD. This material will encompass aspects of literature and visual/material culture in their respective social, historical and cultural contexts.

Unit 1: Thematic Study – *Myth and Religion* (J199/11)

- Gods
- The Universal Hero: Heracles/Hercules
- Religion and the City: Temples
- Myth and the City: Foundation Stories
- Festivals
- Myth and Symbols of Power
- Death and Burial
- Journeying to the Underworld

The examination is worth 90 marks and lasts 1½ hours; this represents 50% of the total marks for the GCSE. There are three sections to the paper: one on Greece, one on Rome and the third on Greece and Rome. Each section is worth 30 marks. The question paper will consist of both short answer and extended response questions. Students will be required to respond to both literary and visual/material sources, some of which will be unseen and some from prescribed material. In the third section of the paper, students will be required to compare two ancient sources, one of which will be literary, the other visual/material; one Greek, one Roman.

Unit 2: Literature and Culture – *The Homeric World* (J199/21)

Literature (Homer's *Odyssey*)

- Literary techniques and composition
- Themes
- The character of Odysseus
- The portrayal of key characters

Culture

- Key Sites
- Life in the Mycenaean Age
- Decorative Arts
- Tombs, Graves and Burial

The examination is worth 90 marks and lasts 1½ hours; this represents 50% of the total marks for the GCSE. There are two sections to the paper, one focusing on the Culture topics and sources, the other on the Literature. Each section is worth 45 marks. The question paper will consist of both short answer and extended response questions. For the Culture section, students will be required to respond to sources, some of which will be unseen and some from prescribed material. Sources for the Literature section will be from prescribed material only.

Progression

Classical Civilisation is just as useful as other humanities subjects like History, Geography and Religious Studies. Subjects like this give you really good skills such as essay writing and source analysis, and teach you how to structure a good argument. They show you are good at thinking and evaluating, and also that you have an interest in people and cultures. If you are planning to go on to Sixth Form then Classical Civilisation GCSE is great preparation for A Levels in a wide variety of subjects, from Art History to Politics to Law. If you want to go on to do vocational courses, or go straight into the working world after your GCSEs, Classical Civilisation gives you a really wide range of knowledge and skills that you can use. Employers will be able to see that you are someone with broad interests who can communicate their ideas well.

Computer Science

Option Subject

6 x 50 minute lessons per fortnight.

Entry

Open to all students interested in developing a working knowledge and understanding of the fundamental principles and concepts of Computer Science



Overview

Computing is of enormous importance, and the role of Computer Science as a discipline both in itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and its consumption has become ubiquitous. The growth in mobile device uses and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web-related industries.

Studying Computer Science at GCSE will enable students to:

- develop and apply computational thinking skills to analyse problems and design solutions across a range of contexts
- gain practical experience of designing, writing and testing computer programmes that accomplish specific goals
- develop the ability to reason, explain and evaluate computing solutions
- develop awareness of current and emerging trends in computing technologies
- develop awareness of the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues
- communicate computer science concepts and explain computational solutions clearly and concisely using appropriate terminology

Lessons will take place in the ICT suites and you will be expected to participate fully in class discussion by offering ideas and listening to the ideas of others. Work may be done in small groups and you may be asked to deliver presentations to the class. A variety of business software is involved, and a key aim of two years is to introduce an ability to adapt to a multitude of software in completing your work, providing an element of work ready skills to help you in your study and future career.

Structure and Assessment

The course will consist of two sections:

Section 1: Computational Thinking and Programming Skills

Written examination: 2 hours -

50% of the qualification

Section 2: Computing Concepts

Written examination: 1 hour 45 minutes -

50% of the qualification

Progression

Students can progress from this qualification to a GCE A Level in Computer Science or the Level 3 Cambridge Technical Extended Certificate.

D&T – GCSE Design and Technology

Option Subject

6 x 50 minute lessons per fortnight.

Entry

Open to all students with an interest in Product Design.

Not to be taken alongside GCSE Engineering.



Overview

The course encourages you to design and make products with creativity and originality in a variety of practical activities, using a range of materials and techniques. The philosophy behind Design & Technology is to prepare young people to cope in a rapidly changing technological world, to think and intervene creatively to improve that world, develop technological awareness and to help students to become discriminating users of products. You will work on several projects during the course to develop your knowledge, skills and understanding.

The Design and Technology department is housed in a suite of specialist rooms. The department benefits from a design studio and three workshops equipped with a range of industrial-standard equipment. There is a suite of computers with 2D and 3D CAD software along with computer-controlled miller, lathe, laser cutter and 3D printers. The department is staffed by teachers with diverse industrial experience.

Structure and Assessment

The course consists of two units.

Controlled Assessment (50% of GCSE)

You will undertake an extended coursework project. You will design, manufacture and evaluate a product, using materials of your choice. The coursework will demonstrate the knowledge, skills and understanding developed during previous projects. It is a significant undertaking requiring commitment and, to achieve the highest grades, a willingness to “go the extra mile”.

Examination (50% of GCSE)

The exam is a 2 hour externally set paper. The paper has a mixture of multiple, short and extended answered questions. The question paper covers all aspects of the course content, testing your breadth and depth of knowledge to design, materials and processes. An extended design question will test your drawing skills along with some applied calculations.

Progression

The course can lead to the study of A Level Design and Technology or Engineering. This qualification demonstrates that you have the knowledge and ability to apply theoretical and technological concepts, as well as the ability to work on your own initiative. It also gives you some employability traits of problem solving, team working and spatial awareness for any other career pathway.

D&T – Engineering

Option Subject

6 x 50 minute lessons per fortnight.

Entry

Open to all students with an interest in Engineering.

Not to be taken alongside GCSE Product Design.



Overview

The course will provide a broad introduction to engineering and consists of two units. These units explore the design process from client brief, agreement of the specification, production of drawings, establishment of production plans and the application of technology to produce the final product. You will learn the skills required to succeed in GCSE Engineering through a range of practical activities. These will relate to various different aspects of engineering, such as practical competence in the use of tools and equipment, knowledge and understanding of basic electronic circuits, product analysis activities and product disassembly. The course includes visits to local engineering companies and the opportunity to learn how engineering is used to design and make products.

Structure and Assessment

The course consists of two units.

Examination (60% of GCSE)

The exam is a 2 hour externally set paper. The paper has a mixture of multiple, short and extended answered questions. The paper covers all aspects of the course content, testing your breadth of knowledge and understanding of design, materials and processes, including calculations.

Controlled Assessment (40% of GCSE)

You will undertake an extended coursework project. The focus of this project is set by the exam board with which you need to critically analyse the problem and produce a design specification. A design solution for this task will be produced through first drafting your own set of drawings and then producing the engineered product in the school workshops. Finally judgements will be made through objective testing against the design and manufacture specifications.

Progression

The course can lead to the study of A Level Design and Technology or Engineering. An Engineering qualification can lead to opportunities in all sectors. There are many full-time and sandwich degree courses in all areas of engineering. Engineering degrees will often include other subjects such as languages, ICT, contract law, and management studies. It is possible to do part of the study in another country.

Geography

Option Subject

6 x 50 minute lessons per fortnight.

Entry

Open to all students with an interest in Geography.



Overview

With the growing importance of issues such as climate change, migration, environmental degradation, spatial epidemiology and inequalities, geography is one of the most relevant courses you could choose to study. The AQA GCSE Geography course builds on the strong foundations laid down in Key Stage 3, taking geography's core concepts to the next level. Tectonic and weather hazards, ecosystems (including the tundra and tropical rainforests), river and coastal landscapes, urban issues and challenges, economic development and resource management are investigated with the aim of tackling questions fundamental to life on Earth and the sustainability of its future.

Geographers learn through enquiry and as such develop significant analytical and evaluative skills that complement several other subjects. Coupled with graphical, writing, and statistical skills, GCSE geographers are well-prepared for A-Levels. Two fieldwork investigations are also carried out, taking students to Hunstanton to study coastal geomorphology and management, and London to investigate the regeneration and sustainability of King's Cross. As a result, Geography is a rich, broad, academic subject that prepares students well for the next stage of their education and provides lasting experiences on the way.

Structure and Assessment

The assessment for the AQA Geography GCSE course consists of three written exams taken at the end of Year 11.

Paper 1 Living with the physical environment (90 minutes, 88 marks, 35% of GCSE)

There are 3 sections to this exam; the challenge of natural hazards, physical landscapes of the UK, and ecosystems and the living world.

Paper 2 Challenges in the human environment (90 minutes, 88 marks, 35% of GCSE)

There are three sections to this exam; urban challenges, the changing economic world, and the challenge of resource management.

Paper 3 Geographical applications (75 minutes, 76 marks, 30% of GCSE)

. This paper is based on pre-release material that examines a geographical issue from different parts of the specification and assesses students' understanding of fieldwork and data.

Progression

Many students continue with the subject at A level, where study builds on the material and skills covered at GCSE. The subject is highly regarded at both a general level for employment, but also at a very specific level in areas such as human development studies, oceanography and environmental management. Skills developed in Geography are highly transferable in the context of a range of types of employment.

History

Option Subject

6 x 50 minute lessons per fortnight.

Entry

Open to all students with an interest in British and World History.



Overview

In order to ensure that students have plenty of time to cover the content, build skills and time for revision, we commence the GCSE course in November of Year 9, with a study of the development of the Cold War between 1945 and 1991, a topic of huge interest and relevance in the modern world. This builds naturally into Year 9 following on immediately from a study of World War Two. In Year 10, we begin with a thematic study of the impact of Warfare on British society between c. 1250 and the present day, which involves the study of the changing nature and experience of war over nearly 800 years and includes a study of London during the Second World War. By contrast, this is followed by a study in Early Elizabethan England, incorporating the monarch's government and religious settlement after the turmoil of much of the sixteenth century and the challenges to the Queen both at home and abroad, including the threat posed by the Spanish Armada in 1588 as well as the nature of Elizabethan society during the age of Exploration. Next, the course moves into the Twentieth Century as we begin Year 11 with a depth study of Germany between 1919 and 1939, looking at both the failure of the Weimar Republic and the rise of the Nazi Party as well as a study of life in Nazi Germany.

Structure and Assessment

The course - **Pearson Edexcel GCSE (9 - 1) in History (1H10)** - consists of 3 papers all of which take place at the end of Year 11:

Paper 1: Option 12: This comprises a thematic study (Warfare and British society, c1250–present) and study of a historic environment (London and the Second World War, 1939–45).

- Written examination: 1 hour and 15 minutes amounting to 30% of the qualification.
- Students answer a compulsory 3-part question based on historical sources for the environment study. (16 marks)
- For the thematic study students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two. (36 marks).

Paper 2: Option B4 – a period study of Elizabethan England (1588-1588), with a Depth study on Superpower relations and the Cold War 1941-1991 (26/27).

- Written examination: 1 hour and 45 minutes amounting to 40% of the qualification.
- Students answer three questions that assess their knowledge and understanding of the period study. The first two questions are compulsory. For the third question, students select two out of three parts. (32 marks)
- For the depth study students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two. (32 marks)

Paper 3: A Modern Depth Study on Weimar and Nazi Germany (1918-1939) (31).

- Written examination: 1 hour and 15 minutes amounting to 30% of the qualification.
- Section A: Students answer two compulsory questions that assess their knowledge and understanding, whilst in Section B: Students answer a single four-part question, based on two provided sources and two provided interpretations. (52 marks).

Progression

To further study at A Level and university. History is a very good subject for a wide range of careers, particularly in law, politics and local government, the civil service, the heritage and leisure industry, and, of course, education. The communication, presentation and analytical skills acquired are much valued in journalism, advertising, new media and the world of business. As an EBacc subject, it is highly regarded by universities and colleges.

Latin

Option Subject

6 x 50 minute lessons per fortnight.

Entry

Latin is open to all students who are enthusiastic about the language, literature and culture of the Romans.



Overview

Latin gives students the opportunity to study the language, literature and culture of the Romans. In Latin you will develop a greater understanding of the Roman world, develop your linguistic, analytical and evaluative skills, develop personal responses to literature written 2000 years ago, and understand the influence of Classics on the modern world.

Structure and Assessment

Over the two years of the course, study will be divided as follows:

Latin Language (50%)

In this unit you will develop skills in translation which will improve your knowledge and understanding of both English and Latin grammar. Through learning Latin vocabulary, you will also understand the significant influence that Latin has had on the English language. The paper will be in two sections. Section A will consist of a range of short comprehension questions and translation from Latin into English. Section B will require you to **either** translate short sentences into Latin **or** to answer grammar and language questions. In the course of the two years you will complete the study of the Cambridge Latin Course Books 3 and 4, and use a variety of methods to learn vocabulary and grammar.

Latin Literature and Sources (Themes) (30%)

In this unit you will have the opportunity to read original sources about a specific theme. This year's theme is 'Travel by Land and Sea'. You will develop a greater understanding of Roman writing styles, both prose and verse, and how different authors would have appealed to their audiences. In addition, you will also look at other source materials such as relevant images, and by relating these to the texts you will gain an in-depth knowledge of the topic. This is an open book assessment where all vocabulary is provided in the examination.

Roman Civilisation (20%)

In this unit you will study a range of sources, as well as literature in translation, to learn about a specific topic. This year's topic will be either 'Daily Life in a Roman Town' or 'Roman Britain'.

Progression

Latin is a highly regarded GCSE which combines the rigor of translation and linguistic analysis, the evaluation of literature and of literary style, and the appreciation of ancient Roman culture and society.

Latin A level is available to students who achieve a 6 at GCSE.

Classical Civilisation AS level is available to students as an enrichment subject in the sixth form.

As well as being superb preparation for further study in Classics, a study of Latin complements many other A-Levels including: Modern Foreign Languages, Biology, English Literature, Politics, and History. In addition, the analytical skills that it develops make it a good choice for those considering Russell Group universities. Students of Latin have gone on to pursue a wide range of careers and professions, including journalism, law, politics, the civil service, and education.

Modern Foreign Languages

Option (second language): German

6 x 50-minute lessons per fortnight

Entry:

Option available to very able linguists, with agreement in advance by the Modern Languages Department



Overview

Students can study German as an additional foreign language. This is only for the most able linguists, who must speak to Mrs Howard about suitability before selecting. The AQA GCSE syllabus is the one followed.

Structure and Assessment

The course consists of four units:

Unit 1 (25% of GCSE)

Listening – this is tested in an exam in May of Year 11. You will need to respond to an audio stimulus in German. Most answers are non-verbal and multiple choice and all the questions are in English. This tests your recognition and understanding of German and we prepare through regular listening practice in lessons, alongside regular vocabulary practice.

Unit 2 (25% of GCSE)

Reading – identical to Listening, except that the stimulus texts are written and not spoken and that it includes a short translation from German into English.

Unit 3 (25% of GCSE)

Speaking – again this is tested in an exam in May of Year 11. Each test will include a role-play, responding to a photo card and a conversation. The format is the same for Foundation and Higher Tier, but the Higher exam will be around three minutes longer. This tests your ability to manipulate the language and recall vocabulary and grammar structures accurately.

Unit 4 (25% of GCSE)

Writing – again this will also be tested at the end of Year 11. The Foundation paper will include a short translation from English into German and a structured writing task. The Higher paper will include a longer translation English into German, as well as a structured and open-ended writing task.

Progression

We believe that language learning is a necessary and exciting requirement of the modern world. A GCSE in a Modern Foreign Language will set you apart from the crowd in the competitive employment market. You will of course be able to carry on your studies to A level and beyond, where students often study a Modern Foreign Language as a single subject or as an additional skill to offer. Many universities now offer courses in Law, Business, Marketing and Sciences with a language as an integral part of the degree. In the world of work, language skills are a great advantage in the job market and once you have shown that you can learn one language, you have the skills to learn others; being able to offer two foreign languages will really set you apart.

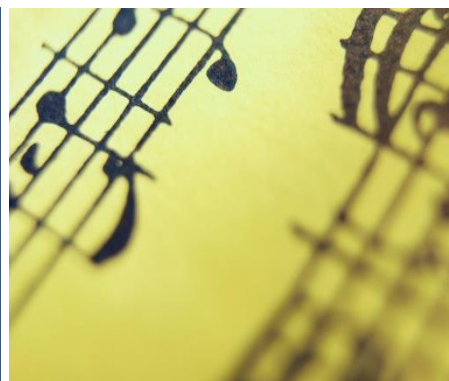
Music

Option Subject

6 x 50 minute lessons per fortnight.

Entry

Extension of Key Stage 3 work including performing, composing and listening units. Competence in voice or an instrument is required, with an enthusiasm to develop performance skills further. Involvement in extra-curricular music groups and events is also desired.



Overview

If you enjoy creating music through performing and composing, and listening to a variety of different styles and genres, then GCSE Music is an ideal subject for you to take. The course gives you the opportunity to make music, both individually and in groups, and develop a life-long love of the subject. The course recognises that we live in an age of cultural diversity and the Areas of Study cover a wide range of music to suit all tastes. The flexible nature of the course allows students to capitalise on their different musical interests, especially in the composition component (see below). There is an expectation for candidates to develop their performing skills in their own time beyond lessons, and having individual instrumental or vocal lessons either in or out of school will help support the performance element of the course too. Students also taking GCSE Music will be encouraged to join the extra-curricular music clubs and to perform in the department concerts and music events that take place throughout the school year.

Structure and Assessment

Board: **Eduqas** The course consists of three components:

Component 1: Performing (30% of qualification).

This requires you to perform a minimum of two pieces, one of which must be a group performance of at least 1 minute in length. The other pieces may be either a solo and/or an ensemble.

One of the pieces must also link to an area of study (see below). The total duration of the performances combined must be 4 to 6 minutes. The pieces are recorded within the music department (there is no requirement for an audience to be present) and the performances are internally marked and externally moderated.

Component 2: Composing (30% of qualification).

This component requires you to compose two compositions, one of which must be in response to a brief set by Eduqas. You will be able to choose one brief from a choice of four, each one linked to a different area of study (see below). The second composition is a free composition and can be done in any style that is suited to your own musical tastes. You will set your own brief for this. Compositions will be completed on the music software programme *Sibelius*. The total duration of both compositions will need to be 3 to 6 minutes and they are internally marked and externally moderated.

Component 3: Appraising (40% of qualification). Written examination: 1 hour 15 minutes.

This assessment is assessed via a listening examination. There are 8 questions in total in the exam, two on each of the four areas of study. Area of study 1 and 4 also contain a set work which must be studied. The four areas of study are:

Area of Study 1: Musical Forms and Devices (Set work: *Badinerie* by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067)

Area of Study 2: Music for Ensemble. Area of Study 3: Film Music. Area of Study 4: Popular Music (Set work: *Africa* Toto, 1982)

Progression

GCSE Music is a good preparation for further musical study and a solid foundation for A Level Music. Alternatively, you may wish to go into a job where it is useful to have had experience of music or where you will need to use some of the skills developed during the course, such as communication, teamwork, creativity, independence etc. These might include careers in the music industry, publishing, entertainment, music journalism and teaching or indeed any job which involves communication and expressive skills or working with people.

Physical Education (GCSE)

Option Subject

6 x 50 minute lessons per fortnight.

Entry

Open to Students with a genuine interest and aptitude for PE.

Strong practical ability in at least two sports is beneficial.



Overview

You will learn through practical and theoretical lessons. The lessons will involve a variety of learning styles including demonstration, participation, officiating, reading and writing, discussions, presentations, data analysis and case studies of current sporting issues. Evaluation of yourself and others is a fundamental part of both theory and practical aspects, and you will be encouraged to write and talk about your strengths, weaknesses and how to improve on a regular basis.

Structure and Assessment

The course consists of two units:

Unit 1 (60% of GCSE)

Continual assessment occurs throughout the course in all class work and homework. We assess through formal testing (CATS), the results of which are used for internal tracking and intervention. Your final grade is based upon two exams at the end of the course (60% of the final grade) which tests your knowledge and understanding of the theory element of the course. The exams are both 1 hour 15 minutes long containing multiple-choice, short-answer and extended answer questions that enable you to apply your understanding.

Paper 1 content: Applied anatomy and physiology, movement analysis, physical training and use of data.

Paper 2 content: Sports psychology, socio-cultural influences, health, fitness and well-being.

Unit 2 (40% of GCSE)

Practical performance is assessed 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). For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). There is also an assessment based upon the analysis and evaluation of performance to bring about improvement in one activity. All practical work is assessed by teachers and moderated by AQA.

NB If you specialise in a sport not taught within formal GCSE PE lessons (e.g. swimming, cycling, skiing, golf) you are able to be assessed in these sports and for this to count towards your final GCSE grade.

Progression

A good grade at GCSE will help you move on to any further courses in education. If you enjoy GCSE Physical Education you might want to continue with the subject to 'A level' Physical Education. Alternatively you may wish to follow a more vocational course such as Leisure and Recreation or Sports Coaching, 'post 16'. Employment opportunities where your skills will be particularly valued include the sport and leisure industry, in medicine, and within teaching.

Religious Studies (Christianity & Islam)

Option Subject

6 x 50 minute lessons per fortnight.



Overview

This course introduces you to two great world religions: Christianity and Islam. There are several different teaching and learning styles that include: reading, essay writing, discussion, role play, exploring philosophical questions, presentations, debates, documentaries and use of ICT. Students are encouraged to reflect upon the different topics at home, as well as researching some subjects through newspapers, the news and film. Students quickly realise how important it is to listen to and recognise the views of others, as well as to learn how to express their own views and to think philosophically in their presentation of them. We stress the need for well-thought out answers, not the same answers!

Structure and Assessment

The course consists of 2 main components:

Component One: The Study of Religions: Beliefs, teachings and practices

Beliefs, teachings and practices of: Christianity and Islam.

How is it assessed? Written exam: 1 hour 45 minutes = 50% of GCSE.

Component Two: Thematic Studies: Four of the following religious, philosophical and ethical themes:

Theme A: Relationships and families.

Theme B: Religion and life.

Theme C: The existence of God and revelation.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

How is it assessed? Written exam: 1 hour 45 minutes = 50% of GCSE.

Progression

The skills that you acquire from this course are a brilliant stepping stone to courses with an academic and cultural nature, i.e. the Humanities. The course encourages critical and empathic thinking. Those who continue with Religious Studies in higher education are often drawn to different types of careers in Law, management, nursing, social work, Ministry, teaching and charity work. The course also extends your understanding of religion and culture, belief systems and values, which are valuable for any management position and an understanding of others.

Careers



Need Guidance?

If you are unsure about which options to take or you would like some guidance on what career may be suitable for you, then you need to follow the steps below:

1. Discuss options with your Form Tutor and ask them to email Miss Barratt or Mrs Hoyles to ask for extra support. They will then be able to organise some extra guidance for you or point you in the right direction for independent research.
2. Discuss with your Personal and Careers Education teacher. You will have looked at careers and identifying interests during lessons in Term 1, so they will likely have an idea of the sorts of subjects that would best suit you.
3. Use Unifrog to help inform your choices. You can use the personality profile and interests quizzes which will provide a list of careers suited to you. You can also browse the careers and subject's library. This will help you decide the most appropriate GCSE subjects for those careers

Unifrog

In PaCE you have started to log in and use Unifrog, you can continue to use this to help you research relevant careers. This will link to lots of careers websites for you to be able to research and discuss together with your parents at home.

Below are some alternative websites which could help to get you started:

<https://www.bbc.co.uk/bitesize/articles/zrjh92p>

<https://www.parentalguidance.org.uk/making-choices>

<https://icould.com/stories/choosing-your-gcse-options-video/>

<https://icould.com/stories/choosing-your-gcse-options/>



Spalding Grammar School, Priory Road,
Spalding, Lincolnshire, PE11 2XH
01775 765800
www.spaldinggrammar.lincs.sch.uk