

Introduction

Our Year 9 students are at an important stage of their school education in that they must now select the subjects they wish to study at GCSE. This options booklet aims to provide you and your child with details about our curriculum offer, so that their choices are well-informed.

We promote a robust and diverse curriculum which emphasises the importance of core academic subjects such as English, Maths, the Sciences, Humanities subjects (History and Geography) and a foreign language (Spanish). Students who score good passes in all of these subject areas will pass what the government has called the 'English Baccalaureate' (EBacc). The government continues to signal that it strongly favours EBacc curricula in all schools across the country; it has become an important measure of student performance. It is also a feature in the selection process for some sixth form places and university admissions.

We are keen that students at Hornchurch High School are able to compete with students from other schools in the borough and across the country, who will equip their own students with qualifications across EBacc subjects. In addition, we are confident that the study of a humanities-based subject and a language are important parts of an academically diverse curriculum. With this in mind, all students are to study a Humanities subject **and** Spanish.

Our Options Evening for parents and students is directed at providing more details about the courses on offer and the options process more generally. You will have the opportunity to ask any questions that you might have. Over the previous weeks, subject teachers have discussed the content and structure of their respective GCSEs with students during lesson time as well as certain subjects have been shared in assembly.

Parts of our school's curriculum are compulsory for all students. Other parts allow for an element of choice. All students can shape their own learning programme at KS4 according to their interests, as well as their further education and career aspirations.

Whatever courses your child eventually studies, the staff at Hornchurch High School, with the help of parents/carers, will encourage each student to achieve their best. Please do not hesitate to contact us if you have any questions.

Core and Options Subjects

Making Option choices may seem complicated and difficult, but the procedure for selecting them is relatively straightforward. Core subjects are compulsory courses that every student follows. In addition to these, students will be presented with a number of guided or free options.

Core Subjects

- English Language and English Literature GCSEs (4 hours per week)
- Mathematics GCSE (4 hours per week)
- Science - Combined Science which counts for two GCSEs or Triple Science which counts for three GCSEs (5 hours per week, plus one additional hour after school for Triple Science students)¹
- PE Vocational Certificate (VCert) in Health and Fitness (3 hours per week)²

¹ Some students will be invited to study triple science. Selection of students will be based exclusively on their ability to manage the challenges of the course.

² The PE VCert is equivalent to a GCSE. The three hours of curriculum time will consist primarily of practical lessons and sports activities. They will also include lessons on promoting student wellbeing in general. Some students will be invited to choose GCSE PE instead of the VCert.

- Spanish (3 hours per week)

Options Subjects

- In addition to the core subjects, students **must** select either History, Geography
- They will then select one additional subject of their choice
- Each optional GCSE will be taught for 3 hours per week

How to choose your Options

It is important that students discuss their options choices with parents and teachers. Below are some key factors to consider before you make your choices:

Things to consider when choosing a course:

- What are your child's interests and abilities? If they are good at a subject and enjoy it, it is likely they will do better in it
- It is important that a broad range of curriculum subjects are studied if students are unsure. This means that future options are kept open
- While most 13- or 14-year-olds will be uncertain about a future career path, some might have ideas on this. If this is the case, then the subjects taken should be appropriate to what they hope to do in the future
- Students should find out information about the GCSE courses and the exam board used by subject areas. We will provide as much information as is reasonable, but they are encouraged to take an active interest in how courses are structured and examined. They should speak to teachers and other school staff for guidance and advice. Each subject-specific page in the booklet, details an exam board course code. If you enter this code into a computer search engine you will find detailed breakdowns of course content and assessment in course specifications
- While we have emphasised the importance of EBacc qualifications (English, Maths, Science, Humanities and Languages), we would also like to highlight the importance of having a balanced GCSE curriculum

Poor grounds for choosing a subject include:

- A student's liking for a particular teacher or a desire to be with friends. Students may not be in the same class next year as their friends and it is entirely possible that they will not have the same teacher
- The assumption that a course will be easy even though a student might not particularly like the subject in question

Please take the options process seriously. These choices will affect the rest of a student's education and could have a dramatic impact on further/higher education opportunities and employment prospects.

It is unlikely that any student will be able to change courses once they start their GCSEs. It is therefore vital that they make the right choices to give themselves the best possible start to their GCSE studies.

Requests to change a subject during September, which are on the basis of friendship issues or teacher allocation will not be considered.

You might also be interested in looking at exam board websites for details of the specific qualifications. Information on the exam boards that each subject area follows are also listed within the individual subject pages within this booklet. If you are interested in learning more about national education policy you can visit the DfES website on <https://www.gov.uk/government/organisations/department-for-education/services-information> (see curriculum and qualifications section in particular).

Core: English Language

Examination: GCSE Examination Board: AQA 8700
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Course Assessment

100% Written Examination

Paper 1: Exploration into creative reading and writing

Paper 2: Writers' viewpoints and perspectives

What We Study

GCSE English Language is designed such that students should read and be assessed on high quality, challenging texts from the 19th, 20th and 21st centuries. The specification requires students to read, interpret and analyse fiction and non-fiction sources, as well as demonstrate their ability to write extended pieces to communicate a point or idea with clarity and conviction. Our curriculum gives students the opportunity to hone these skills and develop their ability to write with confidence and flare, whilst supporting them with clear structures.

The GCSE specification also requires students to deliver an accredited piece of Speaking and Listening which assesses their:

- Presenting Information and Ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches.
- Responding to Spoken Language: listening to and responding appropriately to any questions and feedback.
- Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.

Course Leader: Miss M Amin

Core: English Literature

Examination: GCSE Examination Board: AQA 8702
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Course Assessment

100% Written Examination

Paper 1: Shakespeare and the nineteenth century novel

Paper 2: Modern Texts and Poetry

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

What We Study

Paper 1: Shakespeare and the nineteenth century novel

- Section A – Shakespeare: students will answer one extended answer question on the play they have studied, which is Macbeth. They will be required to recall significant points of the plot, characters and quotes, as well as demonstrate a deeper understanding of the purpose of the play, the author's intentions and the impact of the social and historical context. They must analyse the language and structural devices deployed by the author and make inferences based on these analyses.
- Section B - The 19th Century Novel: students will answer one question on the novel they have studied, which is A Christmas Carol. They will be required to recall significant points of the plot, characters and quotes, as well as demonstrate a deeper understanding of the purpose of the novel, the author's intentions and the impact of the social and historical context. They must analyse the language and structural devices deployed by the author and make inferences based on these analyses.

Paper 2: Modern Texts and Poetry

- Section A - Modern Texts: students will answer one essay question from a choice of two on their studied modern prose or drama text which is DNA by Dennis Kelly.
- Section B – Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their taught anthology cluster, which is Love and Relationships Poetry. They will be required to recall quotes and important contextual facts about the poem they choose to compare to and demonstrate a deeper understanding of both poems whilst comparing and analysing the techniques used by both poets.
- Section C - Unseen Poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. For this section, students are required to apply what they have learned about analysing and comparing poetry to poems they will not have seen before.

Our GCSE curriculum is structured to give plenty of time reading and learning about the set texts and their authors. Students are encouraged to contribute their own ideas as well as given the information and alternate interpretations they will need in order to develop a deeper understanding of the texts.

Course Leader: Miss M Amin

Core: Mathematics

Examination: GCSE Mathematics

Examination Board: EDEXCEL Syllabus Code: IMAI

What we study?

- Number
- Algebra
- Ratio, Proportion and rates of change
- Geometry and measures
- Probability and statistics

What skills will I develop?

You will develop fluency in core mathematical skills, including number, algebra, geometry, and statistics. You will learn to reason mathematically, solve unfamiliar problems with confidence, and apply maths in a variety of situations.

Course components:

GCSE Mathematics has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9)

For each tier there will be three written examinations each lasting 1 hour 30 minutes.

- UNIT/PAPER 1: No calculator allowed
- UNIT/PAPER 2: Calculator allowed
- UNIT/PAPER 3: Calculator allowed

What career opportunities can this subject lead to?

All college courses and apprenticeships require students to achieve a grade 4 or higher in GCSE Maths or students will be required to re-sit the GCSE alongside their chosen post 16 qualification.

Being a competent mathematician could lead to a career in: accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction and astrophysics to name a few.

There are a number of career paths for which the study of maths would be compulsory. These include being an actuary, a business analyst, a software engineer, a technology analyst, an information engineer, a speech technology researcher, or a maths teacher.

"Not everything that counts can be counted. Not everything that can be counted counts."

Albert Einstein

Course Leader: Ms S Arrowsmith

Core: PE Qualification - VCert

Examination: Level 1/2 Technical Award in Health and Fitness
Examination Board: NCFE

Course Assessment

60% Practical Project: Project based/practical
40% Written Theory: Written exam – externally assessed

What We Study

This qualification is designed for learners who want an introduction to health and fitness that includes a vocational and project-based element (60% of GCSE). The qualification will develop knowledge of body systems, understanding how to apply principles of training/fitness tests. Explore the effects of physical activity on the body. Understanding how to create a health and fitness programme.

Theory Content
40% of GCSE

Unit 1: Introduction to body systems and principles of training in Health and Fitness (40% of grade). Unit 1 is externally assessed and with a written exam taking place in March of Year 10. A 90-minute exam will focus around a mixture of multiple choice questions, short answer and extended answers responses.

Practical content
60% of GCSE

Unit 2: Preparing and planning for Health and Fitness (60% of grade). Is an internally assessed project. Students will develop an understanding of how to apply principles of training/fitness tests, and therefore go onto designing an exercise programme.

What knowledge and skills will the learner develop as part of this qualification and how much these be of use in further studies?

- In adapting their own ideas and responding to feedback
- In evaluating their own work
- Analysing data and making decisions that are essential for health and fitness sector, such as; evaluation skills, responding to data, independent working, working to deadlines, and efficient use of resources.

Which subjects will compliment this course?

The following GCSE subject areas complement by further broadening application of skills in the context of health and fitness:

- Food/Nutrition
- Maths
- English
- Science

Course Leader: Mr R Veares

Core - selected students: PE Qualification - GCSE

Examination: GCSE

Examination Board: Edexcel IPE0

Course Assessment

60% Written Exam: 2 exam papers
30% Practical Unit: 3 activity areas must be at least one team sport and one individual
10% Course Work: Personal exercise plan

What We Study

Theory Content Paper 1: Fitness and body systems - this includes applied anatomy and physiology looking at body systems (cardio-respiratory and muscular-skeletal), movement analysis and physical training
Paper 2: Health and performance - this area covers health, fitness and well-being, sport psychology, socio-cultural influences and using data

Practical Unit Practical performance: Assessed in three sporting activities from a selected list. Pupils' skills and game play will be assessed in a team sport and one individual sport with the final activity being a free choice

Course Work Pupils will plan, carry out and evaluate a personal exercise programme

Why take this course

To gain success you must have a passion for both playing and learning about sport. The theory content means you need to have an aptitude for the sciences and how it is applied to sport. If you are thinking of taking A-level PE, or considering a career in sport this course is a great stepping stone in furthering your knowledge and understanding of all sporting areas.

Pupils must also play sport inside and outside school to succeed in the practical element of the course.

Course Leader: Mr R Veares

Core: Combined Science

Examination: GCSE

Examination Board: AQA (Combined Science: Trilogy 8464)

Course Assessment

100% Written Examination. Throughout the curriculum pupils will carry out 'Required Practicals' these are part of the assessment criteria. The exams at the end of the Year 11 will consist of questions referring to the required practical's, assessing pupils' knowledge, understanding and skills on Scientific Investigations.

What We Study

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation, and evolution
- Ecology

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Additional Information

There are six exam papers at the end of Year 11, each last 1 hour 15 minutes.

This qualification is a double GCSE and will be graded on a 17-point scale from 1-1 to 9-9, with 9-9 being the best grade.

Course Leader: Mrs K Leung-Chester

Core - selected students: Triple Science

Examination: GCSE

Examination Board: AQA (Biology 8461, Chemistry 8462, Physics 8463)

Separate Science vs Science Combined (Trilogy)

Students that follow the Combined Science route, will still sit a total of six papers. However, the amount of content they will study is only around $\frac{2}{3}$ of the content Triple science students will learn.

Studying Triple Award Science will lead to three distinct GCSE awards (Physics, Biology and Chemistry) as separate subjects.

Students are taught the content within their timetable lessons, with an additional science lesson timetabled after school in year 11.

This option will only be available to students that meet the minimum requirement of Grade 7 in tracking assessments and mock exams.

Course Assessment

100% Written Examination. There are six exam papers at the end of Year 11. The papers are split into Paper 1 and Paper 2, with certain topics allocated to each paper, which helps you structure your revision. Duration of each paper is 1 hour 45 mins. Questions will consist of multiple choice, structured, closed short answer and open response.

What We Study

Biology GCSE	Chemistry GCSE	Physics GCSE
<p>Paper 1</p> <p>Topics 1 – 4: Cell biology; Organisation; Infection and response; and Bioenergetics</p>	<p>Paper 1</p> <p>Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.</p>	<p>Paper 1</p> <p>Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic Structure.</p>
<p>Paper 2</p> <p>Topics 5 – 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p>	<p>Paper 2</p> <p>Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.</p> <p>Questions in Paper 2 may draw on fundamental concepts and principles from topic 4.</p>	<p>Paper 2</p> <p>Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.</p> <p>Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.</p>

Course Leader: Mrs K Leung-Chester

Core: Spanish

Examination: GCSE Examination Board: AQA 8692
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Course Assessment

- 25% Spoken internal exam with a teacher
- 25% Written final writing exam
- 25% Listening final listening exam
- 25% Reading final reading exam

What We Study

If you enjoy meeting and talking to people from other countries, finding out about their cultures and learning how language works, then studying GCSE Spanish is an excellent choice for you!

Having studied Spanish before, you are well prepared to do this GCSE course. You already know a lot of the vocabulary and grammar that you will need for GCSE: you know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You will build on this knowledge during your GCSE course.

The AQA GCSE in Spanish is broken down into topic areas/themes which are approached in a fun and meaningful way that students can relate to, in a stimulating and interactive learning environment based on the following skills: speaking, listening, reading and writing. The course will enable students to develop:

- an understanding of Spanish in a variety of contexts.
- a knowledge of Spanish vocabulary and structures.
- transferable language learning skills
- the ability to communicate effectively in Spanish.
- awareness and understanding of countries and communities where Spanish is spoken.

Topics

- Culture based activities:
- Family, friends, boyfriends/girlfriends, nights out, making plans to go out
- Sport, music, TV, film, cinema, actors, books, life online
- Food, meals, family celebrations, festivals
- Home, town, weather
- Holiday, booking a holiday, reviewing hotels, ordering food
- School, comparing schools here and in Spain
- Jobs, future plans, careers choices, applying for jobs, importance of language
- Our planet, problems in the world, environment, volunteering

Homework consists of vocabulary learning, grammar learning and exam-style questioning via the *Languagenut* platform.

Course Leader: Mr A Craveiro

Guided Option: Geography

Examination: GCSE Examination Board: AQA 8035
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Course Assessment

35% Written Examination: Paper 1 (1 hour 30 minutes)

35% Written Examination: Paper 2 (1 hour 30 minutes)

30% Written Examination: Paper 3 (1 hour 15 minutes)

What We Study

Paper 1: Living with the physical environment

The challenge of natural hazards, the living world, physical landscapes in the UK, geographical skills

Paper 2: Challenges in the human environment

Urban issues and challenges, the changing economic world, the challenge of resource management, geographical skills

Paper 3: Geographical applications

Issue evaluation, fieldwork, geographical skills

Additional Information

Geography GCSE is split into three elements, physical geography, human geography and geography applications. Geography skills such as cartographic, numeracy, graphical, critical thinking and statistical skills are present in all three papers. Pupils are allowed to use a calculator in all exam papers.

Fieldwork is an important element to Geography it is also essential part of their GCSE Paper 3 Geographical Skills. With the removal of coursework, pupils are now required to conduct two fieldwork activities, one on human-based geography and one on physical based geography. They will need to understand the enquiry process of a geographical investigation, collect data, present it and evaluate their findings.

Currently we go to Walton-on-the-Naze to complete a coastal study, and we also complete an urban study in Stratford. These trips are only possibly with parental support. I am sure you will agree they are valuable in deepening our pupils' understanding of geography.

"It's surely our responsibility to do everything within our power to create a planet that provides a home not just for us, but for all life on Earth." Sir David Attenborough

Course Leader: Miss M Jaroudi

Guided Option: History

Examination: GCSE

Examination Board: AQA HISTORY-8145

Course Assessment:

Paper 1: Understanding the Modern World

- Conflict and Tension: The Inter-War Year 1919-1939
- Germany 1890-1945: Democracy and Dictatorship

Written exam: 2 hours. 84 marks (including 4 marks for spelling, punctuation and grammar). 50% of GCSE

Paper 2: Shaping the Nation

- Britain: Health and the people: c1000 to the present day
- Elizabethan England: 1568 – 1603

Written exam: 2 hours. 84 marks (including 4 marks for spelling, punctuation and grammar). 50% of GCSE

What We Study

The new GCSE History course involves the study of world history ranging from the 12th century to the present day. It covers such topics as:

Paper 1: Section A - Germany, 1890–1945: Democracy and Dictatorship

- Germany and the growth of democracy
- Germany and the depression
- The experiences of Germans under the Nazis

Paper 1: Section B - Conflict and Tension, the Interwar Years, 1918–1939

- Peace making
- The League of Nations and international peace
- The origins and outbreak of the Second World War

Paper 2: Section A - Britain: Health and the people: c1000 to the present day

- Medicine stands still (Medieval)
- Beginnings of change (Renaissance)
- A revolution in medicine (Industrial)
- Modern Medicine

Paper 2: Section B - Elizabethan England, c1568–1603

- Elizabeth's Court and Parliament
- Life in Elizabethan times
- Troubles at home and abroad
- The historic environment of Elizabethan England

Additional Information

History is content AND skills based. It includes an understanding of the political, social and economic developments that have shaped different historical periods and requires students to apply their knowledge using specific skills with essay style exam questions. Coursework no longer features as a component of the History GCSE. Pupils are instead required to sit two separate examination papers equating to 100% of their overall grade.

Course Leader: Mr S Nicholls

Option: Art and Design

Examination: GCSE

Examination Board: PEARSON IAD0

Course Assessment

60% Unit 1 Coursework Portfolio School Set Project

40% Unit 2 Edexcel Set Task Project

What We Study

GCSE Art & Design gives students the opportunity to explore their creativity while developing strong practical and thinking skills. Throughout the course, students learn how to develop ideas, research artists and cultures, and experiment with a wide range of materials and techniques before producing exciting final outcomes.

Students are supported to build confidence and independence. Once core skills are established, pupils focus on exploring ideas through both 2D and 3D work. Areas of study include drawing, painting, printmaking, sculpture, and digital art. There is plenty of freedom for students to be expressive, imaginative, and personal in their work.

How Is Your Work Assessed?

All work is assessed using four key objectives:

- Developing ideas through research and investigation
- Exploring and experimenting with materials, techniques, and processes
- Recording ideas and observations through drawing, annotation, and photography
- Producing a personal, meaningful final outcome

Students complete two assessed units, and all four objectives are applied to each unit.

Final Outcomes and Exam Information

For both Unit 1 and Unit 2, students produce a final piece of work under exam conditions.

For Unit 2, the exam question is released at the start of the Spring Term, giving students plenty of preparation time. To support units, pupils also take part in educational trips to help inspire and develop their ideas.

Marking and Moderation

All work is marked by the Art teacher in school. Students work is then exhibited and moderated by the exam board to ensure national standards are met.

Course Leader: Miss J Mahoney

Option: Computer Science

Examination: GCSE Examination Board: OCR J277
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Course Assessment

Computer systems – Component 1
80 marks 1hr 30 mins 50% weighting

Computational thinking, algorithms and programming – Component 2
80 marks 1hr 30 mins 50% weighting

What We Study

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Students will be given the opportunity to undertake programming tasks during their course of study, which allows them to develop their skills to design, write, test and refine programs using the high-level language **Python**. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Computer Science is a challenging subject and should only be considered by a student if they are excelling at maths. Pupils aspiring to achieve high grades in computing must have an interest in programming outside of the curriculum.

Course Leader: Mr L Williams

Option: Hospitality & Catering

Examination: Level 1/2 Vocational Award in Hospitality & Catering
Examination Board: WJEC

Course Assessment

60% Non-Exam Assessment (NEA): Project based/practical, internally assessed
40% Written Examination: Externally assessed

What We Study

Pupils will gain a broad understanding of Hospitality and Catering including the following:

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering
- The importance of Nutrition
- Menu Planning
- Skills and techniques in food preparation, cooking and presentation

Unit 1 – The Hospitality and Catering Industry (Theory Content):

This unit is assessed through a written examination and is worth **40% of the overall qualification.**

Unit 2 – Hospitality and Catering in Action (Practical Content):

This unit is assessed through a Non-examination assessment task (NEA) which will be completed under controlled conditions and marked by your teacher. It is also externally moderated by the exam board. This assessment will allow you to showcase the food preparation, cooking and presentation skills you have developed through your practical lessons and is worth **60% of the qualification.**

Which Subjects compliment this course?

- Maths
- English
- Science
- PE

Course Leader: Mrs T Amoa-Sakyi

Option: Music

Examination: BTEC Tech Awards Music Practice
Examination Board: Pearson

What Will I Study?

- **Component 1: Exploring Music Products and Styles** - Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.
- **Component 2: Music Skills Development** - Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.
- **Component 3: Responding to a Music Brief** - Learners will be given the opportunity to develop and present music in response to a given music brief.

What Skills Will I Develop?

This qualification will help learners to develop the vital skills required to be successful in Music through composing, performing and producing music. This course allows learners to explore the sector and to learn and try out new skills, techniques and styles allowing them to make an informed decision about their future learning and career.

Students also have an opportunity to explore music in a practical setting and to develop understanding of the techniques used to create and realise music. They will explore a variety of musical styles and the musical theory and techniques that underpin them and develop technical and practical skills through workshops and classes. In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

How Will I Be Assessed?

As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. It is a great stepping-stone into further vocational or academic study in the Music sector.

Course Leader: Mr A Marrone

Option: Drama

Examination: GCSE Drama
Examination Board: WJEC Eduqas

Course Assessment

Component 1: Devising Theatre

- Non-exam assessment
- 40% of qualification (60 marks)
- Internally assessed, externally moderated
- Includes devised performance, portfolio, and evaluation

Component 2: Performing from a Text

- Non-exam assessment
- 20% of qualification (60 marks)
- Externally assessed by a visiting examiner
- Based on performance of two extracts from one play

Component 3: Interpreting Theatre

- Written exam: 1 hour 30 minutes
- 40% of qualification (60 marks)
- Section A: set text (45 marks)
- Section B: live theatre analysis (15 marks)

What We Study:

The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Through following this specification, learners will be given opportunities to participate in and interpret their own and others' drama. Learners have the option to work practically as performers and/or designers in Components 1 and 2. Learners will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text. Learners will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination. However, in preparation for this assessment, learners are encouraged to study their chosen text practically as a performer, designer and director.

Component 1: Devising Theatre

- Devise original theatre using one of four annual stimulus options (quote, song, picture, concept)
- Apply techniques from a practitioner or characteristics of a genre (e.g. Brecht, Physical Theatre)
- Choose acting or design specialism (lighting, sound, set, costume)
- Produce:
 - Devised performance (5–16 mins depending on group size)
 - Supporting portfolio (750–900 words or equivalent AV/blog)
 - Written evaluation under supervision (1hr 30min)
- Designers must submit documentation (e.g. cue sheets, sketches)

Component 2: Performing from a Text

- Perform or design two key extracts (each ~10 mins) from one performance text
- Text must contrast with the one studied in Component 3
- Choose acting or one design skill
- Submit Artistic Intentions (150 words)
- Performance time: 5–14 mins depending on group size

Component 3: Interpreting Theatre

- Study one set text from: *Macbeth*, *An Inspector Calls*, *Find Me*, *Noughts & Crosses*, *Refugee Boy*, *I Love You Mum*, *The IT*
- Explore as actor, designer, director, using practical methods
- Analyse structure, style, context, character, staging, audience relationship
- Evaluate one live theatre performance seen as an audience member (cannot be the set text)

Commitment is vital – a high level of attendance is required as students work as part of a team at all times. Concentration and self-discipline are also vital requirements. Students will perform in the evening on one occasion as part of the course and are expected to attend sessions after school as part of the rehearsal process.

Course Leader: Mrs A Smith

Option: Psychology

Examination: GCSE

Examination Board: AQA 8182

Course Assessment

Paper 1: Cognition and Behaviour: Written examination: 1 hour 45 minutes, 100 marks. 50% of GCSE

Paper 2: Social Context and Behaviour: Written examination: 1 hour 45 minutes, 100 marks. 50% of GCSE

The papers will consist of multiple-choice, short-answer and extended-writing questions.

What We Study

This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

Students will be expected to demonstrate knowledge and understanding, application and evaluation of psychological ideas, processes, procedures and theories. Students will be expected to evaluate therapies and treatments in terms of their appropriateness and effectiveness. The course will also teach students how psychological knowledge and ideas change over time and how these inform our understanding of behaviour. The content will allow students to develop an understanding an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society. Knowledge and understanding of research methods will be assessed across all topic areas in Paper 1 and 2 which includes; designing research, conducting research, analysing and interpreting data.

Paper 1: Cognition and Behaviour

- Topic 1 - Memory
- Topic 2 - Perception
- Topic 3 - Development
- Topic 4 - Research Methods

Paper 2: Social Context and Behaviour

- Topic 1 – Social Influence
- Topic 2 – Language, thought and communication
- Topic 3 – Brain and Neuropsychology
- Topic 4 – Psychological Problems

Course Leader: Ms L Winckle



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