



GCSE Options 2024-26 *Queenswood*

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**Information correct as of 8 January 2024**

## CHOOSING YOUR OPTIONS FOR GCSE AND IGCSE

In this booklet you will find details of all the courses available to you over the next two years. It is intended for you, the student, but your parents or guardians will want to see it too in order to help you to make your choices. Please note that some subjects lead to the International GCSE qualification (IGCSE). These are viewed as exactly equivalent to GCSEs. In this booklet, the term (I)GCSE will be used to describe GCSE and IGCSE.

The first part of the booklet deals with the **Core** curriculum. This is the group of subjects studied by everyone and is designed to ensure that you keep a balance in your studies, leaving as many doors open for you as possible. Universities will expect you to have studied these subjects and they will form a sound basis from which to select your Sixth Form courses later.

At the same time, it is important for you to exercise some choice and judgement at this stage of your education, so in addition to the **Core** you can choose **three or four Options**. These are described in the second half of the booklet. You will see that they are grouped under three headings: **Modern Languages, Humanities** and **Arts and Technology**. Separate Science is also an **Option**.

The grouping is to help you to identify the types of subject available, with a view to maintaining some breadth in what you choose. It is normal to choose at least one from the Humanities, and we expect the vast majority of our students to study a Modern Language, although in both cases the choice of which is up to you. For each individual there will be different factors to consider. At the very least you will need to think about:

### Higher Education

Some of you will already have particular careers in mind and be asking: "What subjects are required?" A very few courses, careers and professional bodies demand competence in certain subjects which they regard as essential, but the vast majority do not. In addition, you might have difficulty deciding which subjects to choose and be reluctant to opt for one course at the expense of another. This is normal, and unfortunately part of being able to allocate sufficient time to study a subject effectively.

### Your Abilities and Preferences

If you are already successful in a subject, can cope with its demands and enjoy the lessons, then it is likely that you will continue to succeed at (I)GCSE. However, we are not always good at the things we like and sometimes do not like the things we are good at. In any case, remember that your interest must be in the subject itself, not the teacher. Liking your teacher is a poor reason for choosing a subject, particularly as you may well have a different one next year. Above all, take time to consult your parents, subject teachers, Tutor, Senior Tutor and Housemistress, as well as the Head of Middle School. All these people know you well. They know your strengths and weaknesses and how you cope under pressure. Your friends may try to persuade you to follow their courses, but remember: **it is your choice, your learning, and in the end, your results.**

Finally, bear in mind that it is not necessarily beneficial to take a very large number of (I)GCSEs. Most pupils at Queenswood take nine subjects, although ten is possible with some combinations. Even the very top universities say that they look first at the quality of the best eight (I)GCSEs, so eight subjects is the minimum that we would recommend at the beginning of Year 10.

We run a small number of GCSE courses during co-curricular time after school and details of the subjects offered in 2024-26 will be released once the timetable blocks are determined. This allows pupils who are academic scholars, or who have an interest in broadening their curriculum further, to add one further GCSE subject instead of other co-curricular activities.

## THE QUEENSWOOD (I)GCSE CURRICULUM

The following subjects must be taken by all Year 10 and 11 students:

English (leading to English Language and English Literature GCSEs) Mathematics, Biology, Chemistry and Physics (taught separately but exam marks are aggregated, leading to two GCSE grades for Combined Science)

The Core therefore provides for five (I)GCSEs.

In addition, all pupils will have Physical Education on their timetable. Pupils can opt to study full-course GCSE PE, or not to be examined at all.

In addition to the **Core** you should choose **three or four** further **Option** subjects from the following subject groups:

Modern Languages	Humanities	Arts and Technology
<ul style="list-style-type: none"> <li>• French</li> <li>• Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Classical Civilisation</li> <li>• Geography</li> <li>• History</li> <li>• Latin</li> <li>• Religious Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Science</li> <li>• Design &amp; Technology (<i>we ask you to indicate a preference for Product Design or Textiles specialism within this subject</i>)</li> <li>• Dance</li> <li>• Drama</li> <li>• Fine Art</li> <li>• Music</li> </ul>

Finally, Separate Science can be taken as one of the **Options** chosen. Separate Science leads to GCSE grades in each of the three Science subjects.

## ENGLISH LANGUAGE AND ENGLISH LITERATURE

All students follow the **AQA GCSE** courses in English Language and English Literature throughout Years 10 and 11. There are four 55-minute lessons each week, and students are expected to spend around two hours a week on Study and reading.

**GCSE English Language** is designed to develop the ability to communicate clearly, accurately and effectively, in a range of different forms and for a range of audiences and purposes. At the same time, students learn how to analyse the communication of others, making inferences, detecting bias, and exploring the ways a text affects its audience.

There are two English Language exams at the end of the course, one focused on fiction and the other on non-fiction. Both require students to produce analytical responses to a previously unseen text or texts, and to complete a challenging writing task. There is also a separate spoken language assessment.

**GCSE English Literature** involves students studying a range of poetry, prose and drama. The course enables learners to deepen their appreciation of the ways in which writers use English to express meaning and achieve effects, and to explore wider issues, gaining understanding of themselves and of the world.

All students study a Shakespeare play, a nineteenth-century novel, a modern text and a range of poetry. Currently our Shakespeare play is *Much Ado About Nothing*, our nineteenth-century novel is *Pride and Prejudice*, and our modern text is *An Inspector Calls*. There are two English Literature exams at the end of the course.

We hope that many pupils will be inspired to continue their study of English Literature in the Sixth Form, and these syllabuses provide an excellent foundation for this. For all pupils, these courses develop valuable skills for life, and are recognised by universities as a sound basis for higher education.

## MATHEMATICS

We currently enter students for the Edexcel International GCSE (IGCSE) qualification. This two tier system has a higher tier covering grades 9-4 and a foundation tier covering grades 5-1. It is our intention that almost all students will be entered for the higher tier. The IGCSE in Mathematics has been recognised by universities who believe it to be conceptually more demanding than the current GCSE and a reliable indicator of ability. The examination is taken at the end of Year 11 by all students.

The course builds on the work of earlier years and students are increasingly able to apply their knowledge and skills to solve and investigate a wide variety of problems. The IGCSE is also able to develop additional techniques in algebra which are essential for any further study of the subject. We believe that the IGCSE is excellent preparation for students going on to study A-Level Mathematics. In addition, topics related to mathematics in the world of work, leisure and life are introduced and discussed.

## SCIENCE

### CORE SUBJECT: GCSE Combined Science

For their core science, Queenswood pupils will follow the Edexcel GCSE specification for Combined Science, with all examinations being taken at the end of Year 11. The assessment consists of two written papers for each science (i.e. six papers in total), each of which is 1 hour 10 minutes.

Each science is taught separately by specialist teachers. Two GCSE grades are awarded, based on the average of the scores from each paper, which can be any combination of the new 9-point scale, e.g. (9,9), (7,6) etc.

The course has been chosen to develop an interest in, and enthusiasm for, science. It also allows for a wide choice of career pathways as no individual science is excluded from study. It provides a sound base for the study of any of the sciences to A-Level, although additional support may be necessary at the beginning of the A-Level courses. All students are expected to have a broad and balanced scientific education, and this course ensures such a breadth.

Practical skills are separately assessed by “core practicals” which students will carry out as part of their normal laboratory work, during which students develop experimental skills based on correct and safe laboratory techniques.

There is no controlled assessment component to this course.

### OPTION: GCSE Biology, Chemistry and Physics

This option is proving to be increasingly popular both nationally and at Queenswood. The course is designed for those who have a particular aptitude for, or special interest in, any of the three sciences. It is excellent preparation for A-Levels in science, and any scientifically-based career choice or degree pathway. The specification is the same as that for Edexcel GCSE Combined Science, with additional topics then being offered in each of the three sciences. All examinations are taken at the end of Year 11. The assessment consists of two written papers for each science (i.e. six papers in total), each of which is 1 hour 45 minutes.

Practical skills are separately assessed by “core practicals” which students will carry out as part of their normal laboratory work, during which students develop experimental skills based on correct and safe laboratory techniques.

There is no controlled assessment component to this course.

## FRENCH

The aims of the course are to develop the ability to use French effectively for purposes of practical communication and to form a sound base for the skills, language and attitudes required for further study, work and leisure.

Lessons are conducted substantially in the target language and cover the following range of topics:

### Theme 1 – Identity and Culture

- Topic 1: Me, my family and friends
- Topic 2: Technology in everyday life
- Topic 3: Free-time activities
- Topic 4: Customs and festivals in French-speaking countries/communities.

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

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
- Topic 3: Global issues
- Topic 4: Travel and tourism

### Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

The teaching is based on a communicative approach and gives equal importance to listening, reading, speaking and writing. These activities are underpinned by the need to acquire a firm grasp of grammar and a wide vocabulary.

Students may access magazines to practise further reading in study time. In order to perfect fluency and pronunciation in Year 10 and 11, all students also attend a weekly conversation class conducted by a French teacher.

The course leads to the AQA GCSE qualification. It is assessed in the skills of writing, speaking, reading and listening by examination at the end of Year 11.

## SPANISH

There are over 400 million people that speak Spanish as a native language and it is the second most spoken language in the world after Mandarin. Indeed not only is it thriving in its traditional heartland of Spain and Latin America, but there are increasingly large areas of the United States where it is the main language. The Hispanic world is enormously diverse and many of its aspects are open to study, be they sociological, historical, artistic or literary.

Students will follow AQA GCSE Spanish and it is assessed in the skills of reading, listening, writing and speaking by examination at the end of Year 11. Lessons are substantially conducted in the target language and the students have a weekly speaking lesson with a Spanish teacher.

The specification covers distinct themes that apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where Spanish is spoken.

Lessons are conducted substantially in the target language and cover the following range of topics:

### Theme 1 – People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

### Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

### Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

The study of Spanish at GCSE will build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.

## CLASSICAL CIVILISATION

Do you love mythology? Do you love learning about the Ancient World? Do you love finding out about why our civilisation is like it is today? Then Classical Civilisation is for you!

Even if you have not studied Classics before, you are still able to choose Classical Civilisation for GCSE. Whether you chose it for Year 9 or not, as long as you are passionate and interested in the Ancient World, Classical Civilisation could be the place for you. Unlike Latin, there is no language at GCSE Classical Civilisation, and instead we study all the stories, the history, and the drama in English. Classical Civilisation focuses on the world of Ancient Greece and Rome and is one of the most wide-ranging subjects on offer at GCSE, involving the study of literature, history, drama, art, artefacts, and archaeological sites.

You don't need to know any languages as all the texts are in English, 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, from the study of women to religious beliefs, epic poems, and ancient history. If you are interested in how our world has grown, and the ancient cultures which have influenced us, then Class Civ is the place for you.

At Queenswood we study the OCR specification. This is made up of:

### Women in the Ancient World (50%)

- In this module we learn about how women were treated and thought of in Greece and Rome over 2000 years ago. This includes studying myths, reading Greek and Roman sources about real and fictional women, and looking at how they are represented in art.

### Roman City Life (50%)

- In this module we learn about how different types of people lived in Ancient Rome. This includes studying how the Romans lived, what they enjoyed doing, what their prejudices were, all through literary and visual sources.

GCSE Classical Civilisation is a wonderful subject choice for anyone who likes variety, likes stories and legends, and wants to know why our society has developed the way it has. The course we teach gives you the skills which you would acquire in History, English Literature, Philosophy, Art History, and Drama all rolled into one, and as such it is loved by universities. If you are curious about the world around you, and enjoy learning brand new very old things, then Classical Civilisation is the place for you.

## GEOGRAPHY

Geography is a subject that combines very well with others in the curriculum and that aims to develop a range of transferable skills as well as breadth of knowledge. The Geography GCSE course brings in current geographical concerns as well as a sound grounding in key ideas.

Studying Geography at GCSE will allow you to deepen your knowledge of a range of topics drawing from physical, human and environmental aspects of the discipline.

### Course Outline

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. We follow the Edexcel IGCSE Geography course which includes an interesting mix of topics such as urban issues, world development, resources and sustainability, coastal ecosystems, coasts and hazards to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

There are many ways of learning in Geography. It is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs.

### A Place for Geography

This course is designed to equip you with many skills that are useful in other subjects and in the workplace. You will become confident at handling a variety of data sources and develop competent decision making skills through the use of Geographical Information Systems (GIS). You will also understand the complexities of managing the environment and use your problem-solving skills to suggest and evaluate solutions to many problems facing our planet today.

### Fieldwork Opportunities

Fieldwork is an integral part of Geography GCSE and will actively develop research skills and reinforce ideas that we cover within the classroom. All students will have the opportunity to take part in field trips to destinations in the UK on the coast and in an urban area where you will complete contrasting geographical enquiries which are a compulsory element of the course. The department also organises an international Geography field trip every two years.

Looking further into the future, the course provides an excellent basis for moving towards our new and exciting A-Level course and then onwards towards university. Geography students will be well rounded and well prepared for the challenge of A-Level courses. Geography is a broad based subject that combines well with both the arts and sciences and is well respected by employers with geographers entering a very wide range of careers.

## HISTORY

Are you an inquisitive person who likes a challenge? Do you enjoy finding out about people's lives in the past? Do you want to discover what events shaped the world we live in today?

We follow the Edexcel IGCSE in History at Queenswood. It is a fascinating and rewarding subject which deals with the creation of the modern world and events that will help you understand what is going on in the world today. You will be able to study in more depth some of the most famous or infamous characters from history: Martin Luther King and Malcolm X, Kennedy, Nixon, Lenin and Hitler. You'll discover how ordinary people's lives were shaped and changed by the decisions of those in power. The course concentrates on understanding the modern world and is concerned with changes in the twentieth century. There are two written papers and include units on the development of dictatorship in Germany, Russian history from 1905-1917, the history of Civil Rights in the USA from 1945-1974, and China from 1900-1989. There is no controlled assessment in the IGCSE. Examination is by two set exams at the end of Year 11.

In lessons a range of source material is explored, from propaganda posters and films to diary accounts and official documents. Discussion, debate, research and presentations are used to help interpret the material and share our ideas with each other.

The department usually organises trips in every year. Recently we have been to the British Library for a Propaganda exhibition, trips to the Imperial War Museum and an interactive theatre revision day for Nazi Germany. The History department has a variety of subscriptions to numerous History magazines, a growing video resource library to allow and encourage research around topics we study and we run a Humanities magazine to encourage research skills. GCSE students are also encouraged to develop an editable digital catalogue and encyclopaedia of their work across the two years. The GCSE course builds on the Year 9 work at Queenswood but new students will not be at a disadvantage.

In the longer term, the skills gained by studying History are particularly useful in the fields of law, journalism, the media, government and similar professions but historians' skills are valued in a huge range of fields.

## LATIN

Do you love the challenge and beautiful logic of the Latin language? Do you love the fantastical stories and gory history? Do you want to stand out as one of the top students in the country? Then choose Latin!

Latin is a challenging but rewarding subject which is highly respected by top universities as one of the most facilitating subjects you can choose. Over the last few years, our Latin students have performed consistently highly, and have gone on to have great A Level results and study at top universities. At Queenswood we follow the OCR syllabus, which contains a combined study of language and literature, giving you the opportunity to read some original un-adapted Latin for the first time.

The course is divided in this way:

### Paper 1 – Language (50%)

- This paper includes translation, comprehension, and a few simple English-into-Latin sentences.

### Paper 2 – Prose Literature (25%)

- For this we study the story of the Sagae Thessalae - the witches from Thessaly! This is a great story which follows a man who thought he could mess with a witch. We will also look at the wider context in which the text was written, learning more about Ancient Rome.

### Paper 3 – Verse Literature (25%)

- In this paper we study the trials of being in love in Ancient Rome. This includes reading a selection of texts including the tragic relationship of Echo and Narcissus, and some of Catullus' love poems, the sassiest of Roman poets.

If you are currently studying Latin in Year 9, you are more than capable of continuing to GCSE. Our Year 9 course greatly prepares you for the content covered in Year 10 and 11, and you will start the course in a strong and confident position. Latin is a varied subject which provides you with the skills to support a variety of other subjects from humanities to languages, to maths and science. Moreover, the fact that relatively few students learn Latin enables those who do to stand out. Latin will help you to develop the analytical skills and powers of logical thought required to pursue a wide range of careers and further study, and most importantly, it is great fun!

## RELIGIOUS STUDIES

### THEOLOGY, PHILOSOPHY AND ETHICS

The Edexcel GCSE in Religious Studies allows students to study broad themes from two different religious perspectives - Christianity and Judaism. Two papers – one for Christianity, and one for Judaism – make up the GCSE. Both papers are examined at the end of the two-year course. There is no coursework.

A GCSE in religious studies will sharpen students' skills of debate, analysis and evaluation. The GCSE is highly respected by employers and university admissions tutors in all subjects, and it provides links to many other areas of curriculum, especially Science and other Humanities subjects.

Each paper is 1 hour 45 minutes in length.

**Paper 1: Religion, Philosophy and Social Justice** focuses on Christianity, and the topics studied are listed below.

- Christian Beliefs
- Philosophy of Religion
- Living the Christian Life
- Equality

**Paper 2: Religion Peace and Conflict** focuses on Judaism, and the topics studied are listed below.

- Jewish Beliefs
- Crime and Punishment
- Living the Jewish Life
- Peace and Conflict

In addition to the listed religious traditions of Christianity and Judaism, students will learn and consider non-religious (Humanist and Atheist) views as alternative responses to ethical dilemmas.

## ART AND DESIGN: FINE ART

Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

### Areas of Study

In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media, land art.

### Skills

Within the context of fine art, students must demonstrate the ability to use fine art techniques and processes, appropriate to students' personal intentions. For example mark-making, monoprint, collagraph and block printing, assemblage, construction, carving, film and video, digital working methods. They must also use media and materials, as appropriate to students' personal intentions, including charcoal, pastels, pen and ink, crayons, pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery, different papers and surfaces on which to work.

AQA GCSE (9–1) consists of two internally assessed and externally moderated components.

#### Component 1: Personal Portfolio (60% of the qualification)

Students will learn to:

- apply a creative approach to problem solving
- consider and develop original ideas from initiation to realisation
- analyse critically their own work and the work of others
- express individual thoughts and choices confidently
- take risks, experiment and learn from mistakes.

Students create a personal portfolio of work that allows them opportunities to:

- develop and explore ideas
- research primary and contextual sources
- experiment with media, materials, techniques and processes
- present personal response(s) to theme(s) set by the centre.

#### Component 2: Externally Set Assignment (40% of the qualification)

- The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.
- Students' work must comprise preparatory studies – a portfolio of development work based on the ESA broad-based thematic starting point and personal response(s) in a 10 hour sustained focus period.
- During this period, under examination conditions, students will work unaided to produce personal response(s), with reference to their preparatory studies, in response to the ESA broad-based thematic starting point.
- Students' work must show evidence of all four Assessment Objectives.

This component allows students opportunities to:

- develop and explore ideas
- research primary and contextual sources
- experiment with media, materials, techniques and processes
- present personal response(s) to the externally-set theme.

### Assessment Objectives

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 Record ideas, observations and insights relevant to intentions as work progresses
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## ART AND DESIGN: TEXTILES

Textile Design is defined here as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.

- Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area(s) of study of Textile Design.
- Learners must explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and the different purposes, intentions and functions of textile design as appropriate to their own work.
- Learners must demonstrate the knowledge, skills and understanding through area(s) of study relevant to Textile Design.

### Areas of Study

Learners are required to work in one or more area(s) of Textile Design, such as these below, combinations of these areas are also possible: Constructed textiles, Digital textiles, Dyed fabrics, Printed fabrics, Fashion design, Installed textiles, Soft furnishings, Stitched and/or embellished textiles

### Techniques

Learners must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as weaving, surface printing (block, screen or digital), pattern making, pattern cutting, embroidery (machine or hand), knitting, batik, appliqué and collage.

OCR's GCSE (9–1) in Art and Design consists of two components.

#### Component 01 is the portfolio.

Learners must produce work in response to a centre - or learner-set starting point, brief, scenario or stimulus: a portfolio of practical work. This component is a non-exam assessment. It is internally assessed and externally moderated using the marking criteria in Section 3f. This component is marked out of 120 marks and contributes 60% to the overall weighting of OCR's GCSE (9–1) in Art and Design.

#### Component 02 is the Externally set task.

The early release paper will be issued on 2 January in the year of certification. It will provide learners with five themes each with written and visual starting points or stimuli. From these, one option must be selected by the learner on which they must base their personal response. Centres will allow learners a set period of time, at their discretion, to prepare for the Externally set task 10-hour supervised time period. The Externally set task is a non-exam assessment. It is internally assessed and externally moderated using the marking criteria. This component is marked out of 80 marks and contributes 40% to the overall weighting of OCR's GCSE (9–1) in Art and Design.

In addition, learners will be required to demonstrate skills in the following:

- develop ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant textile design practices in the creative and cultural industries to their work
- refine their ideas as work progresses through researching, selecting, constructing and presenting textile artefact(s)/product(s)/personal outcome(s)
- record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Textile Design title such as, printed fabric or constructed garments
- use appropriate specialist vocabulary through either visual communication or written annotation, or both, within Textile Design

- use visual language critically as appropriate to their own creative intentions and chosen area(s) of textile design through effective and safe use of: media, materials, techniques, processes, technologies
- use drawing skills for different needs and purposes, appropriate to the area(s) of study used. Drawing may take the form of stitch, collage and pattern creation using appropriate media and materials
- realise personal intentions in Textile Design, through the sustained application of the textile design process.

### Knowledge and Understanding

Learners are required to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions relevant to their chosen area(s) of Textile Design.

Learners are required to know and understand how sources inspire the development of their ideas.

Reference should be made to the following:

- the work and approaches of textile designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues
- other relevant sources researched by the learner in their chosen area(s) of textile design
- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, tone, texture
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions and chosen area(s) of Textile Design
- the different purposes, intentions and functions of Textile Design in a variety of contexts and as appropriate to learners' own work.

### Assessment Objectives

There are four Assessment Objectives in OCR GCSE (9–1) in Art and Design. Learners are expected to demonstrate their ability to:

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## COMPUTER SCIENCE

The Year 9 Computer Science course at Queenswood is designed to give you a taste of what to expect in the GCSE. If you enjoyed using the programming language Python and have an interest in developing your coding skills, this is the right course for you. Logical thinking, problem solving and a good ability in maths are also desirable attributes. The Computer Science GCSE is a two year course designed to develop your practical coding skills as well as learning the theory behind how computers work.

At Queenswood we follow the new AQA GCSE course consisting of two exam papers and one practical programming project:

### Paper 1: Computational thinking & programming skills (50%)

- This paper covers computational thinking, code tracing, problem-solving and programming concepts including the design of effective algorithms. The paper also covers the designing, writing, testing and refining of code in our chosen programming language (Python).

### Paper 2: Computing Concepts (50%)

- This paper covers data representation, computer systems, computer networks, cyber security, relational databases and the ethical, legal and environmental impacts on society.

### Practical Programming: Programming Project

- This involves the practical development of a computer program along with the programming code itself which has been designed, written and tested by the student to solve a problem.

Computer Science is one of the fastest developing areas in the UK. There are numerous and varied career opportunities within this industry. In addition many skills covered in the course such as logic and problem solving would be useful in all career paths. Please also note that GCSE Computer Science is a requirement if you wish to take the subject as an A-Level.

## DANCE

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity. GCSE Dance will help you to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation. As a GCSE Dance student, you will demonstrate your ability in the three practical elements of the course worth 60%, as well as your theory and understanding in the written paper, worth 40%.

### Component 1: 60% of overall GCSE

#### Performance (40 marks; 30% of GCSE)

- **Set Phrases (12 marks)**  
Students will learn two set phrases from the exam board and perform these through a solo performance (one minute in duration)
- **Duet/trio performance (24 marks)**  
Students will perform in a duet/trio performance created by the teacher/visiting dance artist in collaboration with students consisting of technical dance movements in a contemporary style (three and a half minutes in duration)
- **Mental skills (4 marks)**

#### Choreography (40 marks; 30% of GCSE)

- **Solo or group choreography (40 marks)**
- Students will create a dance based on a given stimulus set by the AQA exam board and will get to decide whether they create a solo, duet or group choreography.
- Solo – two to two-and-a-half minutes, or group dance for two to five dancers – three to three-and-a-half minutes in duration.

#### How is the practical assessed?

- Non- exam assessment (NEA) is internally marked and moderated by AQA.

### Component 2: 40% of overall GCSE

#### Written paper (80 marks; 40% of GCSE)

- **Dance appreciation (80 marks)**
- Students will have to answer questions based on their: knowledge and understanding of choreographic processes and performing skills. Critical appreciation of own work and of six professional works from the GCSE Dance Anthology.

#### How is it assessed?

- The written paper is 1 hour 30 minutes duration.

### Where to next?

- Study A-Level Dance in Sixth Form at Queenswood.
- Undergraduate and Post Graduate Degrees in Dance, Professional Dance, Dance Education, Dance Therapy etc.
- Study at a Vocational Dance School – Bird College, Laine Theatre Arts, London School of Contemporary Dance, Laban, Rambert and many more.
- Possible careers as either a performer or part of production: Dancer, Choreographer, Management, Teaching, Creating, Dance Therapy and Producing.

## DESIGN AND TECHNOLOGY: PRODUCT DESIGN

At Queenswood we are pleased to offer a Design and Technology qualification which allows students to specialise in Product Design.

Our Design and Technology course is engaging and inspiring and reflects the demands of a truly modern and evolving society. Students will be able to gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. They will have the freedom to be innovative with their design thinking and learn how to apply their technical and practical expertise when making. During Year 10, students learn all the theory necessary for the written exam and some of the subject knowledge will be taught through practical activities as the ability to make high quality prototypes is an essential aspect of the NEA coursework.

Pearson Edexcel GCSE (9-1) Design and Technology (1DTo) comprises two components:

### Component 1: Externally examined paper

#### Section A: Core (all students) and Section B: Material categories (1DTo/1E Textiles or 1DTo/1F Timbers)

- Written exam: 1 hour and 45 minutes in length, taken at the end of Year 11.
- Weighting: 100 marks, 50% of the overall GCSE marks.

### Component 2: Non-Exam Assessment (NEA)

#### Testing students' skills in investigating, designing, making and evaluating a prototype of a product

- Coursework: Students will undertake a project based on a choice of six contextual challenges released by Edexcel on 1st June of Year 10. The coursework comprises a concise portfolio of written and design work and a prototype. The project will be internally assessed and externally moderated.
- Weighting: 100 marks, 50% of the overall GCSE marks.

## Career Progression

GCSE Design and Technology is an ideal introduction for students wishing to undertake further study at A-Level in Textiles or 3D Design as well as Interior Design, Fashion, Product Design, Architecture or Engineering at university. It is also well regarded as a complementary subject by admissions tutors at universities for a wide range of subjects.

Due to the specialised subject knowledge and practical skills gained in the course, we would advise students to opt for Design and Technology and/or Art if they wish to take A-Level Textiles or 3D Design.

## DRAMA

A course in Drama should aim to encourage students to develop:

- An understanding of and a response to a wide variety of play texts, an appreciation of the ways in which
- playwrights achieve their effects and authors communicate their intentions to an audience
- An awareness of social, historical or theatrical contexts and influences through an investigation of plays
- and other styles of dramatic presentation
- Increased self and group awareness and the ability to appreciate and evaluate the work of others
- Skills of creativity, self-confidence, concentration, self-discipline and communication

There are three components to the course.

### 1. Understanding Drama

- This is a written paper: 1 hour and 45 minutes. It is worth 40% of the GCSE.
- In this paper, you will be asked to:
  - respond to a given extract from a set-text
  - respond to multiple choice questions
  - respond critically to a live theatre performance seen

### 2. Devising Drama (practical)

- This is a practical assessment, in groups. Students may contribute as performers or designers. There is also a performance log which must be completed which documents the process of creating devised drama. It is worth 40% of the GCSE and is marked by teachers and moderated by AQA.

### 3. Texts in Practice (practical)

- This is a practical assessment, in groups. Students may contribute as performers or designers. There is also a performance log which must be completed which documents the process of creating devised drama. It is worth 20% of the GCSE and is marked by teachers and moderated by AQA.

It is important to note that all GCSE Drama candidates are required to visit the theatre during this course, taking in a wide variety of amateur or professional performances. They should attend Queenswood productions (there are around five a year and they are free for pupils) and Queenswood theatre trips (minimum 1 per year) but also visit the theatre in their own time to support their work in this subject. This is a delightful course which boosts self-esteem and encourages creative flair whilst complementing other academic subjects.

## MUSIC

GCSE Music is a wonderfully creative course, which allows students to explore their musicality, through performance, composition and musical analysis. It builds on the work covered through Year 7-9 and builds confidence for students to become lifelong musicians. It sets the basis for future study at A-level and beyond.

Students who already have instrumental or vocal lessons would be strongly advised to take this course, as they will be at a great advantage, as the course enables them to use their previous time and effort to gain an excellent GCSE grade. This is however, not a prerequisite of the course, as it is equally open to students with or without previous instrumental lessons, but always to those who have a passion for music, whatever the instrument, style or genre. From Classical piano or strings, to Musical Theatre singing, Rapping or using technology to create performances.

The Eduqas Course contains four Areas of Study.

### Area of study 1: Musical Forms and Devices

- Focus on Baroque, Classical and Romantic eras and different musical structures

### Area of study 2: Music for Ensemble

- Focus on texture and sonority. Music from any musical ensemble, including Jazz, Musical Theatre and Chamber Music.

### Area of study 3: Film Music

- Matching musical choices to mood

### Area of study 4: Popular Music

- Focus on all popular music in a wide range of styles including Rock, Pop, Dance, Reggae and Blues to name a few

These Areas of Study are explored through the three units:

### **Performance (30%)**

Students perform throughout the course in a range of styles, in concerts and in class. For the final coursework recorded in Year 11, students must perform at least two pieces on an instrument of their choice. At least one piece must be an ensemble piece.

### **Composition (30%)**

Students develop their composition skills throughout the course in a variety of different styles.

For the final coursework students must complete two compositions. One composition is completed to a set brief by the exam board, and the other is a free choice composition. Compositions can be completed in any style.

### **Listening and Analysis (40%)**

During the course, students learn to recognise and name the musical devices used in music to create contrast, interest and beauty. They complete a listening exam in Year 11 to demonstrate their understanding.

## PHYSICAL EDUCATION – EXAMINED COURSE

The course provides students with the opportunity to consider their sporting performance and the effectiveness of their training in greater depth. While this specification has an increased focus on the theoretical content we would expect students to be representing the Queenswood Teams or an external club in their chosen activities

Full Course – students are examined in four components:

### Component 1: Fitness and Body Systems

- Written paper (36%) including multiple choice, short answer and extended writing questions
- This theoretical component considers applied anatomy and physiology, movement analysis, physical training and use of data.

### Component 2: Health and Performance

- Written paper (24%) including multiple choice, short answer and extended writing questions
- This theoretical component considers health, fitness and wellbeing, sport psychology, socio-cultural influences and use of data. 70 marks (35 per activity).

### Component 3: Practical Performance

- Internally marked and externally moderated (30%)
- Students must choose three activities: one team activity, one individual and one free choice.
- Students are encouraged to check the accepted activities as the options have been reduced from previous years, for example Fitness, Fencing and Personal Survival are no longer available for assessment. Tennis and Badminton can be offered as either a team or individual activity. Guidance will be offered with regard to the choice of activities to ensure that the best possible mark can be achieved in this area

### Component 4: Personal Exercise Programme

- Internally marked and externally moderated (10%)
- This practical component requires students to plan and produce a Personal Exercise Programme (PEP) and will require students to analyse and evaluate their performance.

The practical assessment marks will be internally marked throughout the course and externally moderated in March of Year 11. The list of individual and team activities can be found at: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016>.

## WHEN TO MAKE YOUR CHOICES

Please complete the [online Options Form](#) by Monday 29 January 2024.

Although an early Options deadline is essential for planning next year's timetable, it will be possible to accommodate changes as long as these still fit within the subsequently published timetable structure and there is room in the relevant sets, at any time through to September 2024. Please come to my office to request changes.

*Ian Sheldon*  
*Senior Deputy Head*