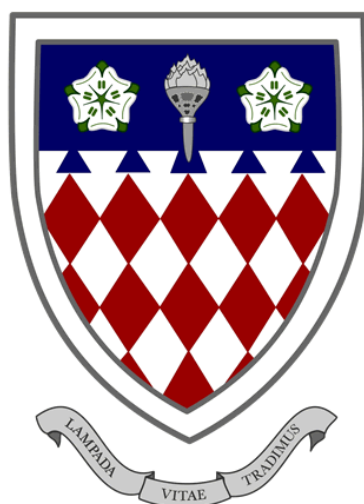


# Spalding High School



## Year 9 Options

2021-2023

# Spalding High School

Stonegate, Spalding, Lincolnshire, PE11 2PJ  
Telephone 01775 722110 Fax 01775 719724  
Email enquiries@spaldinghigh.lincs.sch.uk

## Senior Leadership Team

Headmistress	Mrs M K Anderson
Deputy Headteacher	Mrs T Waldron
Assistant Headteacher	Mr J Blackbourn
Assistant Headteacher	Mr B Love
Assistant Headteacher	Mrs L Ray

## The Options Team

Deputy Headteacher	Mrs T Waldron
Head of Main School	Mrs A Schwarz
Head of Year 9	Mrs E Spinks
Year 9 Options Coordinator	Mrs H French
Careers Leader	Mrs D Bushell
Work Experience Manager	Mrs L O'Brien

## **YEAR TEN AND ELEVEN CURRICULUM**

### **AIM**

To maintain a broad and balanced curriculum, and meet the requirements of the English Baccalaureate (EBacc) whilst allowing pupils a degree of choice in their option subjects.

The **standard core curriculum** at Spalding High School comprises:

### **COMPULSORY SUBJECTS**

#### **GCSE examination subjects:**

English Language

English Literature

Mathematics

Science (Biology, Chemistry, Physics) - or Combined Science

Religious Studies

Geography or History

A Modern Foreign Language - this year it will be French

Pupils also need to choose 2 options and a reserve choice from the list below:

Art & Design, Business, Computer Science, Drama, Design and Technology, Design & Technology: Textiles, Food Preparation and Nutrition, Geography, German, History, Latin, Music, Physical Education, Spanish.

Where subjects attract too few pupils, or if particular subject combinations are not possible to timetable, we will contact the pupils affected as soon as possible after the deadline to discuss their options.

### **NON-EXAMINATION SUBJECTS**

Cross-curricular ICT

Personal, Social, Health and Careers Education (PSHCE)

Citizenship taught via Religious Studies, PSHCE and across the curriculum

Physical Education

All relevant subjects will provide opportunities for pupils to develop confidence in **mathematics and literacy**.

## THINGS TO CONSIDER WHEN MAKING YOUR CHOICES

### THE FUTURE

Some of you may have an idea about what career you would like to follow. If so, find out what GCSE subjects may be useful. Many of you will be undecided about the future. At this stage it is best to study a range of subjects and keep your options open for the future.

### YOUR ABILITY AND PREFERENCES

When making your choices, consider what subjects you are good at as well as which subjects you enjoy. If you are not sure about your ability in a particular subject, check with your subject teacher for advice. The results of the work in PSHCE that you have completed may help to give you some ideas about the subjects that you would like to study. Do not be influenced by what your friends are doing or which teachers might teach a particular course.

It is Spalding High School's policy that as a grammar school, all pupils will follow a broad and balanced curriculum, as set out on the previous page. There is no deviation from the standard curriculum unless there is a proven history of provision and need (SEND) which would mean that it would disadvantage the child to not be disapplied.

### WHERE TO FIND HELP

Discuss your choices with your parents/carers.

Your **Subject Teachers** will advise you about your suitability and outline what is involved in each of the GCSE courses. Subject talks will take place via Microsoft Teams lessons during the week beginning 25th January.

Your **Form Tutor** will help you to weigh up the advice you are being given and take an overall view of your subject choices.

**Mrs Bushell**, our school Careers Leader and **Mrs O'Brien**, our Work Experience Manager, are able to offer assistance and liaise with our independent Careers Advisor, Mrs Gilman, if required. Should you need support, please email:

Mrs Bushell—[dawn.bushell@spaldinghigh.lincs.sch.uk](mailto:dawn.bushell@spaldinghigh.lincs.sch.uk)

Mrs O'Brien—[lucy.obrien@spaldinghigh.lincs.sch.uk](mailto:lucy.obrien@spaldinghigh.lincs.sch.uk)

**Mrs Schwarz**, **Mrs Spinks** or **Mrs French** will be pleased to talk with anyone who wishes to discuss any aspect of their option choices.

There are many websites that will be helpful in your decision making process. Please see the 'Information for Parents' and 'Information for Students' sections on the school website:

<http://www.spaldinghigh.lincs.sch.uk/careers.asp>

## TIMETABLE OF EVENTS

A presentation about the Year 9 Options Process will take place on **Thursday 21st January 2021 at 9am** via Microsoft Teams. There will be the opportunity to ask questions, via a chat facility, and we will answer as many of the questions as we can after the presentation. Answers to the questions will be posted within the Year 9 Form section of Microsoft Teams. The **GCSE Options booklet** will also be available to read after this session via the Form section of Microsoft Teams and the Useful Links section of the School website.

During the **week commencing 25th January 2021**, subject talks and presentations will take place within live streamed lessons. This will give subject staff the opportunity to tell students about their subject at GCSE. The subjects which are available as GCSE options but not currently taught in Year 9 will give presentations within the live streamed lesson of another subject, or provide a presentation in the Year 9 Form section of Microsoft Teams.

During the **Week commencing 1st February 2021** all students will have the opportunity to attend a live streamed form time at 9am where they can ask any further questions they may have. This will be with their form tutor, Mrs Waldron and Mrs Spinks. Questions can also be emailed to Mrs Spinks at: [eva.spinks@spaldinghigh.lincs.sch.uk](mailto:eva.spinks@spaldinghigh.lincs.sch.uk).

We are in the process of organising a remote parents' evening to take place either just before or after the February half term, the date and details will follow and the deadline for the submission of options forms by email to [hazel.french@spaldinghigh.lincs.sch.uk](mailto:hazel.french@spaldinghigh.lincs.sch.uk) is **Tuesday 9<sup>th</sup> March**.

## NON-EXAMINATION SUBJECTS

### **PERSONAL, SOCIAL, HEALTH AND CAREERS EDUCATION (PSHCE)**

PSHCE brings together personal, social and health education, work-related learning, careers, and financial responsibility.

### **CAREERS EDUCATION**

Careers education is delivered as part of the PSHCE programme and aims to provide a planned, progressive programme of learning activities that help young people to:

- Learn about the structures, systems and factors that influence people's career prospects and career development
- Explore how these could affect their future choices, why they need to consider them when making their own career decisions and plan accordingly
- Develop and practise the self-help skills they need to progress their own career plans and development, including making discerning use of careers information, advice and guidance

Pupils will have the opportunity to:

- Gain knowledge about applying to Higher Education/Further Education, apprenticeships and work opportunities with access to outside speakers via regular careers talks
- Participate in work experience
- Formulate a careers action plan
- Consider option choices related to their career plan
- Receive advice about writing a personal statement and curriculum vitae

Mrs Bushell and Mrs O'Brien are available for individual support and information throughout the year.

Interviews can also be arranged with members of the Pastoral Team including the Senior Leadership Team and our independent Careers Adviser, if necessary.

### **CITIZENSHIP**

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their school, neighbourhood, community and wider society as active and global citizens.

### **CROSS - CURRICULAR ICT**

Cross-curricular ICT equips pupils to use computational thinking and creativity to understand and change the world. It has deep links with mathematics, science and technology. Computing ensures that pupils become digitally literate at a level suitable for the future workplace and as active participants in a digital world. At KS4 it is delivered within other subjects across the curriculum.

### **PHYSICAL EDUCATION (Core)**

Pupils will have two PE lessons per week. Throughout the year they will be allowed to choose a range of sporting activities to suit their individual needs/preferences e.g. team sports, individual sports, fitness and sports leadership. All pupils are encouraged to pursue physical activity as a means of achieving fitness and health, and those with the ability have the opportunity to progress through school teams to county representative level and beyond.

## ART & DESIGN (FINE ART)

### COURSE CONTENT AND AIMS

With two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', the specification provides pupils with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in Art and Design.

There is a full range of options open to pupils through the Fine Art specification, exploring drawing, painting, printmaking, sculpture, mixed media, photography & new technologies, film, animation and collage, which allow for the study of Art in both breadth and depth. Portfolio projects, themes or briefs can be open-ended or more narrowly focused. There is no restriction on the choice of media, scale or format that pupils can use to reflect and evidence their ideas.

The freedom and diversity of the course requires enthusiasm, commitment and curiosity to explore the themes effectively and with an open mind. Pupils are given the opportunity to attend gallery trips and a foreign study visit.

## BIOLOGY

### COURSE CONTENT AND AIMS

At the end of Year 9, all pupils will be offered the choice of studying the three Separate Science courses or the Combined Science course. On both, they will study the content for the Higher Tier, giving them access to the full range of grades whichever route they choose. The difference is that on the Combined Science course, there is a third less content for each of the Science subjects in comparison to the Separate Sciences, which means they achieve two GCSE grades rather than three. Both courses allow pupils a pathway onto A Levels in all three of the Science subjects. Each consists of a variety of topics which will be assessed by examination and includes questions on theoretical knowledge and application along with understanding of the core practicals studied throughout the course.

There is a focus on the relevance of Science to everyday life and the impact it can have on solving the issues we face today e.g. conserving the environment, finding better treatments for diseases and the use of genetic technologies.

Alongside this, Science develops many transferable skills, such as planning, analysis and evaluation and emphasises the

### EXAMINATION DETAILS

Exam Board— AQA

[www.aqa.org.uk](http://www.aqa.org.uk)

#### How is it assessed?

##### Examined units

Non-examination units - Portfolio unit 60%

Continuous assessment – selection of a portfolio of work including an extended project.

All work is assessed using the 4 assessment objectives matrix.

Examination units - Externally set task 40%

Unit of work which results in a 10 hour exam (2 days) at the end.

### EXAMINATION DETAILS

Exam Board—Edexcel

<http://qualifications.pearson.com/en/subjects/science.html>

#### How is it assessed?

##### Examined units

Each Science GCSE is assessed by two examinations of equal weighting. All pupils will be taught the content to take the Higher Tier examinations for each subject.

The progress of each pupil will be monitored closely and if switching to Combined Science or a Foundation Tier paper in one or more of the subjects is deemed to be in their best interests this will be discussed with pupils and parents/carers.

## BUSINESS

### COURSE CONTENT AND AIMS

Marketing—advertising, development of products, setting the best price.

Recruitment—finding the right staff and ensuring they are productive.

Business structures—the different ways to set up a business.

Finance— how businesses get the money to set up and operate and how they make a profit.

Business operations—how businesses produce the things we buy.

Influences on business—the environment and how various businesses operate globally.

### Would you like....

To be your own boss running your own business?

To understand what goes on in the world of work?

To know what businesses look for when they recruit staff?

To see how a business gets its money to operate?

To know why so many adverts are aimed at teenagers?

To understand why big businesses operate around the world?

**Then GCSE Business could be for you!**

## CHEMISTRY

### COURSE CONTENT AND AIMS

At the end of Year 9, all pupils will be offered the choice of studying the three Separate Science courses or the Combined Science course. On both, they will study the content for the Higher Tier, giving them access to the full range of grades whichever route they choose. The difference is that on the Combined Science course, there is a third less content for each of the Science subjects in comparison to the Separate Sciences, which means they achieve two GCSE grades rather than three. Both courses allow pupils a pathway onto A Levels in all three of the Science subjects. Each consists of a variety of topics which will be assessed by examination and includes questions on theoretical knowledge and application along with understanding of the core practicals studied throughout the course.

There is a focus on the relevance of Science to everyday life and the impact it can have on solving the issues we face today e.g. the manufacture of plastics and their effective disposal.

Alongside this, Science develops many transferable skills, such as planning, analysis and evaluation and emphasises the importance of using key vocabulary and accuracy in writing.

### EXAMINATION DETAILS

Exam Board— OCR

[www.ocr.org.uk](http://www.ocr.org.uk)

#### How is it assessed?

##### Examined units

There are two examinations at the end of the course, each 90 minutes long.

There are a variety of questions including multiple choice, short answers and longer answers based on case studies.

#### Further Info:

YouTube search 'Blackbourn business'

Instagram [shs\\_business](#)

Twitter [jbl\\_business](#)

### EXAMINATION DETAILS

Exam Board—Edexcel

<http://qualifications.pearson.com/en/subjects/science.html>

#### How is it assessed?

##### Examined units

Each Science GCSE is assessed by two examinations of equal weighting. All pupils will be taught the content to take the Higher Tier examinations for each subject.

The progress of each pupil will be monitored closely and if switching to Combined Science or a Foundation Tier paper in one or more of the subjects is deemed to be in their best interests this will be discussed with pupils and parents/carers.



## COMPUTER SCIENCE

### COURSE CONTENT AND AIMS

A computing education equips pupils with essential logic, creativity, problem solving and computational thinking skills that are required in the modern world.

Computer Science finds itself embedded in most professions and careers and a fundamental knowledge in this area can prepare pupils for a wide range of roles in most types of employment.

The UK has some of the best development studios, programme developers, games designers and software houses in the world but those with the skills to work in these industries are becoming fewer. Taking Computer Science will provide you with a career route into one of the most interesting, challenging and ever changing industries available as well as one of the highest paying in the world!

Pupils will undertake learning in core computing elements such as: programming design and development; systems & maintenance; hardware & software; cyber security & business implications; networks & communication; moral, social, ethical and legal issues.

## DRAMA & THEATRE STUDIES

### COURSE CONTENT AND AIMS

*'Studying GCSE Drama unlocks the use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change.'*

Jude Kelly (Theatre Director)

Drama is an exciting, inspiring and practical course. The specification promotes involvement in, and enjoyment of, drama as performers and/or designers. The specification requires the preparation and performance of both devised and scripted work, and examines pupils' knowledge and understanding of different dramatic techniques and forms. Pupils will also have to reflect upon aspects of dramatic theory, such as interpretation and genre. There is also an option to study and develop skills in design and technical aspects of theatre, such as set design, sound and lighting. There is an expectation that pupils will attend theatre visits during the school year, which will contribute to the development of their own evaluative skills as informed and thoughtful audience members, and aid them to refine their own practical technique.

### EXAMINATION DETAILS

Exam Board— OCR

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

#### How is it assessed?

##### Examined units

From 2020

Examination units -

Unit 1: Computer Systems – 50% Examination (90 mins)

Unit 2: Computational Thinking Algorithms and Programming – 50% Examination (90 mins)

Non-examination units -

A practical project to cement programming skills in preparation for part of the Unit 2 examination.

### EXAMINATION DETAILS

Exam Board— WJEC Eduqas

<http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/>

#### How is it assessed?

##### Examined units

**Component 1: Devising Theatre.** Internally Assessed and Externally Moderated.

**Component 2: Performing from a text.** Externally assessed by a visiting examiner.

**Component 3: Interpreting Theatre** Written examination: 1 hour 30 minutes.

## DESIGN and TECHNOLOGY

### COURSE CONTENT AND AIMS

We provide a fun, interesting and stimulating Design and Technology GCSE course where pupils produce high quality work.

It is ideal for all pupils, supporting a diverse career range which includes graphic design, business management, manufacturing, publishing and interior design. Recent A Level pupils, for example, have gone on to study subjects such as aerospace engineering, architecture and furniture design, as well as non-related subjects such as human sciences – even at Oxford!

In addition to using blow torches and lasers, pupils learn useful transferable skills such as problem solving, presenting, promoting, analysis, research, risk management and using future technologies. Pupils also need to consider environmental implications, learn about industrial practices, and use computer aided design and manufacture.

The course allows pupils to develop personal interests, perhaps following a graphic design path, or maybe using metals and plastics. Example coursework projects include film promotion, mobile phone design, architectural modelling and innovative jewellery making.

## DESIGN and TECHNOLOGY: (textile-based materials)

### COURSE CONTENT AND AIMS

This specification allows pupils to study core principles, including a broad range of design processes, materials, techniques and equipment. Pupils will study textiles principles in depth and work creatively when designing and making to apply their technical and practical expertise. Pupils will find this course is an excellent foundation for A Level Fashion and Textiles. Studying Textiles offers pupils a great opportunity to learn and develop their creativity and interest in fashion and textiles technology, and enjoy the challenge of designing and making to solve real problems. In turn it can lead to a very wide range of interesting career opportunities, such as fashion design, textiles science, business and advertising in the global fashion industry. In addition, the course develops many transferrable skills which support A Level studies across a wide range of subjects

In Year 10 pupils will learn about core D&T principles, fibres and fabrics, environmental issues, past and present fashion designers, pattern drafting and industrial practice through a variety of practical projects. In Year 11, theory will focus on specialist principles and the non-examined assessment will explore and respond to the chosen contextual design challenge.

### EXAMINATION DETAILS

Exam Board—Edexcel 1DT0  
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>

#### How is it assessed?

##### Examined units

##### Examination units -

##### Component 1 50% Examination:

Section A (40 marks): understanding how to take products to market and build a successful business.

Section B (60 marks): material specialism; (polymers)

##### Non-examination units -

**Component 2 50%: Design and make project**  
100 marks

### EXAMINATION DETAILS

Exam Board—AQA  
<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

#### How is it assessed?

##### Examined units

Examination units - one 2 hour written paper - 50% of GCSE.

Non-examination units – Pupils produce a substantial design and make task - 50 % of GCSE

Assessment criteria to include the following:

- investigating
- designing
- making
- analysing and evaluating.

Pupils will produce a working prototype and a portfolio of evidence (maximum 20 pages) to demonstrate the assessment criteria above.

## ENGLISH LANGUAGE

### COURSE CONTENT AND AIMS

This course is designed to inspire and motivate pupils, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the extracts studied are engaging and enthusing. The course enables pupils to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

## ENGLISH LITERATURE

### COURSE CONTENT AND AIMS

This course is designed to inspire, challenge and motivate every pupil through close investigation of transcendental Literature. Building upon key skills learnt in Key Stage 3, pupils engage with extract-based questions in the assessment of the 19th-century novel and a play by Shakespeare, as well as a range of essay and comparison-based questions in relation to modern drama and poetry.

Our range of texts has been chosen to stretch pupils and some will be familiar to them as well as other new ones that will inspire them as young readers. A keen enthusiasm for reading both for study and pleasure is essential to excel in this course.

### EXAMINATION DETAILS

Exam Board— AQA

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

#### How is it assessed?

##### Examined units

#### English Language

Examination units -

Paper One: Creative Reading and Writing (50%)

Paper Two: Writers' Viewpoints and Perspectives (50%)

Non-examination units - Spoken Word presentation (0%). Separate award on GCSE

### EXAMINATION DETAILS

Exam Board— AQA

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

#### How is it assessed?

##### Examined units

Paper One: The 19<sup>th</sup> century novel and Shakespeare.

Paper Two: Modern texts and poetry.

## FOOD PREPARATION AND NUTRITION

### COURSE CONTENT AND AIMS

This is a challenging and enjoyable course where, through a combination of practical work and coursework tasks, pupils will develop knowledge and understanding of the science of food as well as its nutritional content and value. They will go on to understand the relationship between diet, nutrition and health, including studying the physiological and psychological effects of poor diet and health. Pupils will need to demonstrate how a variety of cooking methods can conserve or modify nutritive value and palatability and will understand how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs. This course provides an excellent foundation, alongside A level science subjects, to study food at degree level including dietetics, nutrition, food product development, marketing and business, food media and hospitality management.

## FRENCH

### COURSE CONTENT AND AIMS

This course incorporates all the topics, vocabulary and grammar which pupils will have already learnt in Year 9. Pupils will expand and consolidate their prior knowledge using the four skills - listening, reading, writing and speaking. The four skills will be tested in four separate question papers. The specification covers three distinct themes. Firstly, identity and culture which will include family, technology, free time and festivals. The second theme is local, national, international and global areas of interest which will look at pupils' homes and areas, social and global issues and travel and tourism. Finally the theme of current and future study and employment where pupils develop their knowledge about education and future careers. These themes apply to all four question papers.

Exam Board— AQA

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

### How is it assessed?

#### Examined units

Written Examination: 50%

Multiple choice questions (20 marks)  
Five questions each with a number of sub questions (80 marks)

Non-examination assessment: 50%

**Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

**Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

### EXAMINATION DETAILS

Exam Board— AQA

[www.aqa.org.uk/subjects/languages/gcse/french-8658](http://www.aqa.org.uk/subjects/languages/gcse/french-8658)

### How is it assessed?

#### Examined units

Examination units -

There are 4 examinations; listening, speaking, reading and writing.

Each examination is worth 25% of the total GCSE mark.

Paper 1: Listening, this is a written examination

Paper 2: Speaking, this is an oral examination

Paper 3: Reading, this is a written examination

Paper 4: Writing, this is a written examination

All examinations are taken at the end of Y11.

Pupils can either do all foundation papers

(grades 1-5) or all higher papers (grades 4-9).

## GEOGRAPHY

### COURSE CONTENT AND AIMS

Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. We have chosen to study Edexcel A Geography GCSE as it gives pupils the opportunity to understand more about the world, the challenges it faces and their place within it.

This course will deepen understanding of key geographical processes by studying coastal environments for example. We will consider the complex people-environment interactions by looking at ecosystems. Studying changing cities enables us to highlight the dynamic links and interrelationships between places and environments at different scales. The course develops pupils' competence in using a wide range of geographical investigative skills and approaches.

## GERMAN

### COURSE CONTENT AND AIMS

This course incorporates all the topics, vocabulary and grammar which pupils will have already learnt at KS3.

Pupils will expand and consolidate their prior knowledge using the four skills - listening, reading, writing and speaking.

The four skills will be tested in four separate question papers. The specification covers three distinct themes. Firstly, identity and culture which will include family, technology, free time and festivals. The second theme is local, national, international and global areas of interest which will look at pupils' homes and areas, social and global issues and travel and tourism. Finally the theme of current and future study and employment where pupils develop their knowledge about education and future careers. These themes apply to all four question papers.

### EXAMINATION DETAILS

Exam Board— Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>

#### How is it assessed?

##### Examined units

Examination units:

Paper 1—Physical environment: Written examination 1 hour and 30 minutes (37.5% of the qualification)

Paper 2—The Human Environment: Written examination: 1 hour and 30 minutes (37.5% of the qualification)

Paper 3— Geographical Investigations: Fieldwork and UK Challenges. Written examination: 1 hour and 30 minutes (25% of the qualification)

### EXAMINATION DETAILS

Exam Board— AQA

[www.aqa.org.uk/subjects/languages/gcse/german-8668](http://www.aqa.org.uk/subjects/languages/gcse/german-8668)

#### How is it assessed?

##### Examined units

Examination units:

There are 4 examinations; listening, speaking, reading and writing.

Each examination is worth 25% of the total GCSE mark.

Paper 1: Listening, this is a written examination

Paper 2: Speaking, this is an oral examination

Paper 3: Reading, this is a written examination

Paper 4: Writing, this is a written examination

All examinations are taken at the end of Y11.

Pupils can either do all foundation papers (grades 1-5) or all higher papers (grades 4-9).

## HISTORY

### COURSE CONTENT AND AIMS

Pupils will study one thematic module, in which they will look at medicine over a period of several hundred years. We look at the changes and continuities and their causes.

Pupils will also carry out a period study and British depth study in Paper 2. The period study is superpower relations and the Cold War from 1941-1991, a very topical and engaging course, given the global situation at the moment and what we can learn from this. The British depth study will be focused on Elizabeth I and how she coped with a challenging situation.

Finally, pupils are required to carry out a modern depth study on Weimar and Nazi Germany. An engaging module that the school has offered for several years, pupils will look into the Nazi rise to power, and how they were able to maintain their control through the role of significant individuals within the Nazi regime.

This course has immediate relevance to the present day and is important in creating an informed opinion on contemporary issues which will be valuable to all pupils.

The skills learned are sought after in virtually every area of employment, as well as contributing significantly to the development of the individual: selection and use of information, integration of material from different sources, discussion of questions, and critical analysis of evidence distinguishing fact from opinion.

## LATIN

### COURSE CONTENT AND AIMS

The essential ingredient for starting the course is an interest in language and Roman History, specifically the 1<sup>st</sup> Century BCE - 1st Century CE. Latin gives pupils the opportunity to study the language, literature and social influence of ancient Rome, reading the works of famous authors such as Virgil, Ovid, Cicero and Tacitus. Pupils experience elements of the culture, language and social and political life of the Roman civilisation which has inspired many later generations. As well as being exciting and inspiring, learning Latin will help pupils to develop skills of language, analysis, evaluation, communication and research which will be useful in a wide range of jobs or further study.

### EXAMINATION DETAILS

Exam Board—Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

#### How is it assessed?

##### Examined units

Paper 1—(Medicine) - 1hr 15mins  
30%

Paper 2 (Cold War & Elizabeth I) - 1hr 45mins  
40%

Paper 3 (Germany) - 1hr 20mins  
30%

### EXAMINATION DETAILS

Exam Board—EDUQAS - WJEC

[www.eduqas.co.uk](http://www.eduqas.co.uk)

#### How is it assessed?

##### Examined units

100% Examination  
Units - 50% Language & Comprehension  
30% Literature  
20% Roman Civilisation

## MATHEMATICS

### COURSE CONTENT AND AIMS

The (9-1) GCSE in Mathematics was rewritten in 2015. It is a course largely structured around problem solving and applications of Mathematics. As well as the traditional development of skills and knowledge in Number, Algebra, Statistics, Ratio and Proportion, Geometry and Measure, pupils will also be required to describe, analyse, compare and then present their results and solutions in context.

The level of challenge has increased to bridge the gap between GCSE and A Level mathematics more effectively and to stimulate interest in the subject through new challenges and topics.

There are two tiers of entry available, higher and foundation. Both tiers use problem solving and are designed to help pupils emerge from GCSE mathematics with a level of confidence and fluency that will provide a genuine foundation for the rest of their learning and working lives.

### EXAMINATION DETAILS

Exam Board— Edexcel  
[www.pearson.com](http://www.pearson.com)

#### How is it assessed?

##### Examined units

#### Edexcel 1MA1

Three 90 minute papers

1 non-calculator paper

2 calculator papers

## MUSIC

### COURSE CONTENT AND AIMS

Pupils work on an integrated portfolio which includes a solo performance and a composition, a practical component which includes an ensemble performance and a composition. There is a listening examination which will include the following areas of study:

My Music, The Concerto through Time, Rhythms of the World, Film Music & Conventions of Pop.

OCR have carefully selected areas of study within which pupils can develop both understanding of context and how music elements are applied to different genres. The range of topics will allow for practical and musical lessons and will allow for differentiation for all of the different musicians in the classroom.

The OCR GCSE Music course will provide a contemporary accessible and creative education in Music with an integrated approach to the 3 main elements—Performing, Composing and appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding with areas of study that inspire and challenge. The course will enable learners to explore performance and composition with a focus on their own instruments or voice and genre choices and offer opportunities to explore new instrumental skills. Through the various genres, styles and eras contained in the areas of study, pupils will explore musical context, musical language and performance and composition skills.

### EXAMINATION DETAILS

Exam Board— OCR  
[www.ocr.org.uk](http://www.ocr.org.uk)

##### Examined units

Listening & appraising (written examination) 90 minutes 40%

Integrated Portfolio (performance & composition) 30%

Practical component (Ensemble performance & composition) 30%

## PHYSICAL EDUCATION

### COURSE CONTENT AND AIMS

The course provides opportunities for pupils to improve their overall knowledge and performance in a range of practical activities. In addition, pupils will appreciate the principles, practices and training that underpin improved sports performance, better health and well-being. The course, therefore, is both practical and theory based. GCSE Physical Education is aimed at pupils who enjoy taking part in a range of sports activities and who have an interest in sport outside of school.

**We would strongly recommend that pupils regularly take part in at least one of the individual or team sport activities either within or outside of school.**

## PHYSICS

### COURSE CONTENT AND AIMS

At the end of Year 9, all pupils will be offered the choice of studying the three Separate Science courses or the Combined Science course. On both, they will study the content for the Higher Tier, giving them access to the full range of grades whichever route they choose. The difference is that on the Combined Science course, there is a third less content for each of the Science subjects in comparison to the Separate Sciences, which means they achieve two GCSE grades rather than three. Both courses allow pupils a pathway onto A Levels in all three of the Science subjects. Each consists of a variety of topics which will be assessed by examination and includes questions on theoretical knowledge and application along with understanding of the core practicals studied throughout the course.

There is a focus on the relevance of Science to everyday life and the impact it can have on solving the issues we face today e.g. by developing technology for prosthetics, advancing structural designs and making sure we have enough energy for the future.

Alongside this, Science develops many transferable skills, such as planning, analysis and evaluation and emphasises the importance of using key vocabulary and accuracy in writing.

### EXAMINATION DETAILS

Exam Board— AQA

[www.aqa.org.uk](http://www.aqa.org.uk)

#### How is it assessed?

##### Examined units

Examination units - 60%

Non-examination units 40%

Examination Paper 1 - the human body and movement in physical activity and sport. (30%)

Examination Paper 2 - sociocultural influences and well-being in physical activity and sport. (30%)

Non-examination unit - a practical performance (30%) 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). The other 10% is a written analysis & evaluation of sports performance.

### EXAMINATION DETAILS

Exam Board—Edexcel

<http://qualifications.pearson.com/en/subjects/science.html>

#### How is it assessed?

##### Examined units

Each Science GCSE is assessed by two examinations of equal weighting. All pupils will be taught the content to take the Higher Tier examinations for each subject.

The progress of each pupil will be monitored closely and if switching to Combined Science or a Foundation Tier paper in one or more of the subjects is deemed to be in their best interests this will be discussed with pupils and parents/carers.



## RELIGIOUS STUDIES

### COURSE CONTENT AND AIMS

Pupils in Year 9 are already studying for a GCSE full course. Pupils will be examined through three examination papers taken at the end of Year 11. The course will involve a detailed study of two world religions: Christianity and Sikhism. It will also explore a range of religious, philosophical and ethical issues related to life in the modern world. The issues based paper (Component 1) is 50% of the total marks and themes for this paper include Relationships, Matters of Life and Death, Good and Evil and Human Rights. For this paper, pupils will explore both Christian and Sikh responses to these themes, as well as considering non-religious viewpoints. Component 2 is a Christianity paper, exploring the beliefs, teachings and practices of Christianity (25% of the total marks). Component 3 involves a study of a second world faith and also carries 25% of the overall marks. The school has chosen to study Sikhism for the third paper and will begin to study the beliefs and practices of Sikhism in Year 9.

## SPANISH

### COURSE CONTENT AND AIMS

This course incorporates all the topics, vocabulary and grammar which pupils will have already learnt in Year 9. Pupils will expand and consolidate their prior knowledge using the four skills - listening, reading, writing and speaking. The four skills will be tested in four separate question papers. The specification covers three distinct themes. Firstly, identity and culture which will include family, technology, free time and festivals. The second theme is local, national, international and global areas of interest which will look at pupils' homes and areas, social and global issues and travel and tourism. Finally the theme of current and future study and employment where pupils develop their knowledge about education and future careers. These themes apply to all four question papers.

### EXAMINATION DETAILS

Exam Board—Eduqas

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

#### How is it assessed?

##### Examined units

Examination units - Component 1: Religious, Philosophical and Ethical Studies in the Modern World (50% of the qualification – 2 hour examination)

Component 2 – Study of Christianity (25% of the qualification – 1 hour)

Component 3 – Study of a World Faith (25% of the qualification – 1 hour). The second religion studied by the pupils will be Sikhism.

### EXAMINATION DETAILS

Exam Board— AQA

[www.aqa.org.uk/subjects/languages/gcse/spanish-8698](http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698)

#### How is it assessed?

##### Examined units

Examination units - There are 4 examinations; listening, speaking, reading and writing. Each examination is worth 25% of the total GCSE mark.

Paper 1: Listening, this is a written examination

Paper 2: Speaking, this is an oral examination

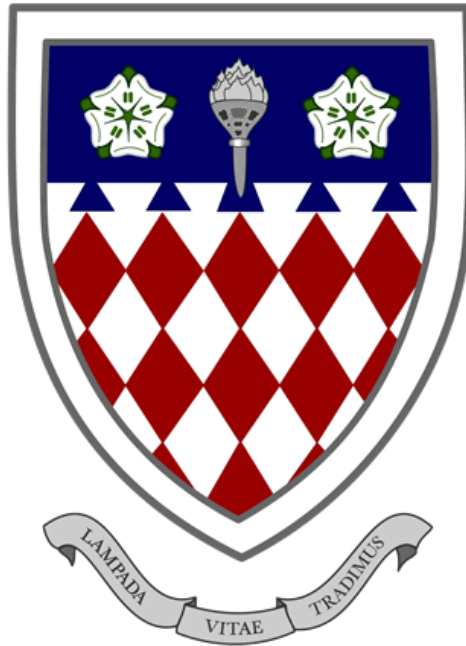
Paper 3: Reading, this is a written examination

Paper 4: Writing, this is a written examination

All examinations are taken at the end of Y11.

Pupils can either do all foundation papers

(grades 1-5) or all higher papers (grades 4-9).



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