

# Senior School GCSE Years

2020/2021

# The Choice

With sixteen GCSE options available, Frensham students have the opportunity to study a wide breadth of subjects. We pride ourselves on our unique offering where all subjects, academic and creative, are considered equal.

## Core Subjects

Frensham students study English Language, English Literature, Mathematics and Science: Trilogy (three strands leading to two GCSEs) or Separate Science (leading to three GCSEs). In addition, we ask all students to choose at least one Creative or Performing Arts subject and recommend choosing one Humanity and one Modern Language to create their own broad curriculum.

### Choosing which Option Subjects to take:

When choosing which Option Subjects to take, you or your parents may well want to ask for our specific help. Your form tutor will always be available to talk to. We will go through the options with you before we talk to your parents. You and your parents will then have an opportunity to discuss choices with your subject teachers at the GCSE Information Evening and Parents' Evening.

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Most of you will know where your interests lie but probably few of you will yet know exactly what career you want to follow or indeed what you might want to study if you go on to further education. Our general advice is therefore to keep as many doors open as possible by keeping as broad a subject base as is practical.

## GCSE Grades and University

One thing to bear in mind is that universities increasingly take notice of GCSE grades. This is because, irrespective of whether your GCSE subjects are related to your degree course, they are taken as an indication of both your commitment and overall ability.

PE, Games, Outdoor Education, PRE and PSME will continue to be an integral part of your week at Frensham. In Year 10, there will be a series of short courses, the content of which could well be determined by what is happening in the world. IT skills and careers education will also form part of this.



# Your Future

In the latter part of Year 10, you will fill in an interest questionnaire and take a series of aptitude tests designed by Morrisby. Specialist advisors will then thoroughly review these so that you can start to think about how your A level choices could tie in to your interests, aptitudes and abilities. You will also be offered the opportunity to participate in our work experience programme, to give you valuable experience of the working world. If you choose to stay with us into the Sixth Form, you will have another opportunity to discuss your developing careers aspirations using this questionnaire; in addition to a wide range of other careers lessons, activities and experiences.

## Examination Boards

We are constantly reviewing which Boards offer the best syllabuses. For this reason, it is possible that we may make Exam Board changes between now and September.

## Controlled Assessments

These have replaced coursework in some subjects. They are completed under supervised conditions within the school timetable, although preparation and research can often be done in the library or at home.

## Grading

GCSEs are now reported numerically, running from 9 (the highest grade) to 1. The new grade scale makes it clear to everyone that students have studied the new GCSEs and gives universities and employers the opportunity to better distinguish between students of different abilities.

If you need more information about the new grading system, don't hesitate to ask one of the Middle School team.

## How do the new grades compare to the old ones?

| New Grading Structure | Old Grading Structure |
|-----------------------|-----------------------|
| 9                     |                       |
| 8                     | A*                    |
| 7                     | A                     |
| 6                     | B                     |
| 5                     |                       |
| 4                     | C                     |
| 3                     | D                     |
| 2                     | E                     |
| 1                     | F                     |
|                       | G                     |
| U                     | U                     |

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

# English and English Literature IGCSE

## English Language

Board: GCSE (Edexcel – 1 ENO)

This course enables students to:

- read a wide range of texts fluently and with good understanding
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively.

**Spoken language will be reported as a separate grade on the student's certificate.**

## Assessment

Students are assessed entirely through examination at the end of the course. They will take two written papers – One entitled Fiction and Imaginative writing (1 hour 45 mins) and one called Non Fiction and Transactional writing (2 hours) Both papers are unseen. A spoken language assessment will be undertaken during the course and internally marked.

# English Literature

Board: (Edexcel – 1 ETO)

The aims and objectives of the GCSE English Literature course are to enable students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

Students study a Shakespeare play, a play or novel (post 1914), a nineteenth century text and a collection of poems based around a theme.

## **Assessment**

The course is assessed by examination only. One paper is entitled Shakespeare and post 1914-Literature (1 hour 45 mins) and the other paper is entitled 19th century and Poetry since 1789 (2 hours 15 mins) Each paper is equally weighted.

# Business Studies IGCSE

Board: Cambridge IGCSE (0986) (TBC)

The IGCSE Business Studies syllabus develops students' understanding of business activity in the public and private sectors and the importance of innovation and change. Students learn how the major types of business organisation are established, financed and run and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of co-operation and interdependence. Through their studies, students not only learn about business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at A Level and an ideal preparation for the world of work.

## **1. Business and the Environment in which it operates:**

Business Activity, The Business Organisation, Changing Business Environment and Economic Environment.

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## **2. Business Structure, Organisation and Control:**

Ownership and Internal Organisation, Relationship between Objectives, Growth and Business Organisation, Types of Business Organisation, Control and Responsibility, Limited and Unlimited Liability, Internal and External Communication.

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## **3. Financing Business Activity:**

Use of Funds, Short and Long term Financing needs, Sources of Internal and External Funds, Factors affecting the methods of Finance chosen.

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## **4. Business Activity to Achieve Objectives – Marketing:**

Marketing Research, Purpose and Methods, Marketing Mix and the 4Ps, Marketing Strategy, Marketing Budget.

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## **5. Business Activity to Achieve Objectives – Production:**

Methods of Production, Scale of Production, Lean Production, Costs and Cost Classification, Break Even, Quality Control and Location Decisions.

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## **6. Business Activity to Achieve Objectives – Financial Information and Decision-Making:**

Cash and Cash Flow Forecasts, Income Statements, Statements of Financial Position, Budgeting, Uses of Accounting.



### **7. People in Business:**

Human Needs and Rewards, Manpower Planning, Methods of Financial and Non-financial Rewards, Management Style and Motivation Methods, Recruitment and Selection, Training Methods, Dismissal and Redundancy.

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### **8. Regulating and Controlling Business Activity:**

Influences on Business Activity, Location Decisions, Workforce and the Working Environment, Health and Safety, Employment Law, Consumer Needs, External Costs and Benefits, Exchange Rates and Business Cycle.

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### **Assessment and Duration Weighting**

Paper 1: Short-answer questions and structured/data response questions. 50% of total marks.

Paper 2: Questions arising from a given case study (not prereleased). 50% of total marks.

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# Geography GCSE

Board: AQA

*"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."* President Barack Obama, 2012

Geography is about understanding the world's people, places and environments. It illuminates the past, explains the present and prepares us for the future. What can be more important than that?

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study at GCSE level. So important, in fact, that the Guardian newspaper in 2015 named Geography as a 'must-have GCSE and A-Level' to help you make sense of the world.

If you are not sure about what you want to do in the future, Geography helps to keep your options open. It is a subject that goes well with the Sciences and Mathematics as well as the Humanities, Languages and Arts. It is very flexible in terms of what it can be combined with both at GCSE and A Level.

## What will the course look like?

### 1. Living with the Physical Environment:

Natural Hazards, Ecosystems including Rainforests & Extreme Environments, and Coasts & Rivers

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### 2. Challenges in the Human Environment:

Urban Issues and Challenges including a study of London and Lagos, Changing Economic World, Natural Resources

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### 3. Geographical Applications:

Fieldwork and an Issue Evaluation, which contains a decision making exercise based on a prerelease resources booklet made available 12 weeks before the Unit 3 exam

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## **What skills will I develop?**

Almost too many to mention! There are so many ways of learning in Geography. It is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), digital technologies, map skills, interpreting photographs, analysing articles, decision-making and debating. You will make practical use of your numeracy skills when you interpret data and construct graphs. Your memory skills will also be boosted as you learn key memory techniques.

Such a wide variety of skills gained in Geography will be useful to you after you leave school. These skills are highly sought after by sixth form, universities and employers.

## **How will I be assessed?**

There are three examinations at the end of Year 11:

- Unit 1 (1hr 30mins) tests Physical Geography (3 topics)
- Unit 2 (1hr 30mins) tests Human Geography (3 topics)
- Unit 3 (1hr 15mins) tests Fieldwork and contains a Decision Making Exercise

# History GCSE

Board: EDEXCEL IGCSE (4H11)

## Should I take History?

Naturally you will do better at the subjects that you find both interesting and enjoyable. If you have found aspects of your History lessons in Years 7 to 9 interesting then you should find the study of the Twentieth Century even more fascinating. Figures such as Martin Luther King, Stalin and Hitler always provoke strong emotions and arguments and the study of this period will further your understanding of the world in which we live.

## Will History be useful?

History combines well with most subjects and tends to broaden your options for future study. Universities and employers will be particularly interested in the skills you have acquired through the study of History. Your ability to construct arguments, evaluate different types of evidence, show initiative and produce balanced assessments will be invaluable in later life.

## The Course:

Two 1.5-hour exam papers are taken at the end of Year 11. Both are 1.5 hours equal weighting (50% each)

Paper 1 – Depth studies (50%)

- Development of Dictatorship: Germany, 1918-45
- A Divided Union: Civil Rights in the USA, 1945-74

Paper 2 – (50%)

- Historical Investigation: The First World War, 1905-18
- Breadth Study: Changes in Medicine, c.1848-1948

# Modern Foreign Languages

## French, German and Spanish GCSEs

Board: Edexcel  
French (1FRO)  
German (1GNO)  
Spanish (1SPO)

Students can study at one modern European language to GCSE and may take two. All courses seek to achieve effective communication in the foreign language through the mastery of the four major skills:

1. Understanding the language as spoken at normal pace.
2. Speaking to convey information, opinions and feelings.
3. Reading texts, newspapers and magazines to obtain overall comprehension.
4. Writing to communicate facts and information and give opinions.

- 25% Listening Comprehension
- 25% Reading Comprehension
- 25% Writing Exam
- 25% Speaking Exam

The skills learnt during the course encourage positive attitudes to foreign language learning and engender a sympathetic approach to other cultures and civilisations, which is increasingly important to students who are likely to travel and work beyond the boundaries of their own country. The emphasis on authentic material will ensure an ability to communicate at an everyday level and result in a more practical and rewarding command of the language.

# Mathematics GCSE

AQA New Specification '9-1' (8300)

The students will either sit the Higher Tier examination (graded from 9 down to 3) or the Foundation Tier examination (graded from 5 down to 1). This decision will be based on their ability to access the higher level problem-solving content in the new GCSE specification. It is worth noting that grades 4 and 5 in the Foundation Tier are equivalent to grades 4 and 5 in the Higher Tier. The main content is as follows;

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

There are 3 papers of 80 marks each; the first is a non-calculator paper and the next two are calculator. All content can be assessed on any of the three question papers. As such, some questions will draw together elements of mathematics from different topic areas.

The subject content, aims and learning outcomes, and assessment objectives sections of this specification set out the knowledge, skills and understanding common to all GCSE Mathematics exams.

The AQA GCSE Mathematics specification's main aim is that all students will develop confidence and competence with the mathematical content in their particular tier of study so they can apply this knowledge and understanding to solve problems.

We are now offering the FSMQ Additional Maths as an additional qualification to strong candidates in Year 11. This is an introduction to A Level content with an exam at the end of year 11, graded A-E. It is worth UCAS points and is highly recommended for those students planning to study Maths at A Level.

# Sciences

Board: AQA

## Separate Sciences

### Biology (8461), Chemistry (8462), Physics (8463)

This is for those students who enjoy and have a real interest and ability in the sciences and wish to study them in more detail. Separate science is taught in the same timetabled allocation as the Combined Science: Trilogy and is therefore suited to committed students who enjoy working at pace.

The subjects are graded separately and therefore different grades may be achieved for each of the sciences.

**Exam:** There are 6 papers, 2 papers for biology, chemistry and physics, with all 6 papers being 1hr45 with a choice of foundation and higher tier.

## Combined Science: Trilogy (8464)

All students who undertake Combined Science: Trilogy study all three science disciplines at GCSE level – Biology, Chemistry and Physics

Science is a set of ideas about the material world. Included in the course are all the parts of what good science is at GCSE level: whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through the specification supports you in building a deep understanding of science. We know this will involve talking about, reading and writing about science plus the actual doing, as well as representing science in its many forms both mathematically and visually through models.

**Exam:** There are 6 papers, 2 papers for biology, chemistry and physics, with all 6 papers being 1hr15 with a choice of foundation and higher tier.

# Religious Studies

Board: AQA GCSE (A 8062)

## Should I opt for Religious Studies GCSE?

Whether you are interested in exploring life's big questions like 'Why are we here?', 'Were we created?', 'What happens when we die?', and 'What is good?', or you enjoy constructing logical arguments and thinking critically, GCSE Religious Studies is a great option for you. The course is varied, up-to-date, and reflective, giving you the opportunity to discuss your own thoughts and opinions on a whole range of issues, as well as challenging the ideas of others. If you love discovering more about the world we live in, and enjoy debating with your peers, then you are sure to find GCSE Religious Studies engaging and interesting.

## There are two components to the GCSE:

**Component 1: The study of religions:** Students will study the beliefs, teachings and practices of Christianity and one of either Islam, Judaism or Buddhism.

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## Component 2: Thematic Studies: Students will study four philosophical and ethical themes:

Theme A – Relationships and Families (Marriage, Same-Sex Relationships, Contraception etc.)

Theme B – Religion and Life (Abortion, Euthanasia, Environmental Issues etc.)

Theme D – Religion, Peace and Conflict (Terrorism, Nuclear War, Pacifism etc.)

Theme E – Crime and Punishment (Penal Systems, the Death Penalty, Restorative Justice etc.)

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**Assessment:**

Each component has a written exam of 1 hour 45 minutes.

Each exam totals 50% of the final GCSE.

Each paper has 96 marks plus five marks for spelling, punctuation and grammar (SPaG).

**How will this GCSE help me in the future?**

The Religious Studies GCSE equips you with a unique skill set which compliments all other subjects. Through the development of critical thinking skills, the forming and justifying of sound judgements and logical arguments, and the building of confidence in expressing your own beliefs, you will come away with skills which are vital in today's world. Having an open, curious mind will enable you to take an enquiring and empathetic approach to the study of people and ideas through the disciplines of Philosophy, Religion and Ethics. People who study Religious Studies at GCSE and A Level go on to read a wide variety of subjects at University (such as PPE, Philosophy, Psychology, Anthropology) and embark upon varied careers such as Law, Politics, Journalism, Psychology, and Public Administration.

# Creative Arts

## Fine Art, Graphic Communication and 3D Design (three separate GCSEs)

Board: Eduqas

[www.eduqas.co.uk/qualifications/art-and-design/gcse/](http://www.eduqas.co.uk/qualifications/art-and-design/gcse/)

### **GCSE Art & Design: Fine Art**

This title is defined as that aspect of art, craft and design where work is developed primarily for aesthetic, intellectual or purely conceptual purposes rather than for purposes that have a necessarily practical function.

Areas of study include:

- Drawing
- Installation
- Lens and light-based media
- Mixed media
- Land art
- Printing
- Painting
- Sculpture

*Work is not limited to one area of study.*

### **GCSE Art & Design: Graphic Communication**

This title is defined as the process of creating primarily visual material to convey information, ideas and emotions through the use of graphic elements such as colour, line, shape, pattern, image, typography and photography. Projects and design briefs are largely in the context of design for print.

Areas of study include:

- Advertising
- Communication graphics
- Illustration
- Package design
- Typography

*Work is not limited to one area of study.*

### **GCSE Art & Design: 3D Design (Product Design)**

This title is defined as the design, prototyping and modelling or making of primarily functional and aesthetic consumer products, objects, and environments.

Areas of study include:

- Product Design
- Furniture Design
- Lighting Design
- Jewellery Design

*Work is not limited to one area of study.*

For all three courses:

**Component 1: Portfolio 60% of qualification:**

This component comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points. This component will be internally set, internally assessed and externally moderated.

Work will be selected, evaluated and presented for assessment by the student.

Evidence is required of how the student has met each of the assessment objectives.

**Component 2: Externally Set Assignment 40% of qualification:**

The Externally Set Assignment consists of two parts:

**Part 1: Preparatory study period**

Externally Set Assignment materials set by WJEC are to be released to the students no earlier than 2 January will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period.

One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. Responses are developed during the preparatory study period.

**Part 2: 10 hour period of sustained focus work.**

The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.

Work will be selected, evaluated and presented for assessment by the student.

The Externally Set Assignment will be set by Eduqas, assessed by the teacher and externally moderated. Both the preparatory work and sustained focus work will be assessed together using the assessment objectives:

AO1 Critical understanding

AO2 Creative making

AO3 Reflective recording

AO4 Personal presentation.

# Creative Arts

For all three courses:

## **Written work**

It should be noted that there is a requirement for students to record their ideas, observations, insights and independent judgements, not only in visual terms but also through written annotation. Students may also wish to provide more substantial statements in support of their working processes. The context and form of such writing will be determined by what the student wishes to communicate or express. For example, more extended forms of writing may be employed when students write about their encounters with the work of others or explain and reflect upon the development of their ideas in their Creative Statements. Whether students are using annotation and/or more extended formats they should use a style of writing which is suitable for purpose, is legible, clear and coherent, and utilises appropriate specialist vocabulary. Throughout the course students should be encouraged to appreciate the value of annotation and understand how, when allied to practical investigation, it can form an integral feature of the creative process. Both written and practical responses should be purposefully integrated, should complement each other, and will be assessed holistically.



# Photography GCSE

In September 2020, we are hoping to run two GCSE Photography routes offering a greater flexibility and opportunity for our students. Students are still able to select Photography GCSE through the taught ECA programme, where Photography will be studied as an additional GCSE. However, it will also be offered within the curriculum, forming one of their four option subjects. If opting for Photography GCSE, please clearly select the correct route on the form.

Exam board: Eduqas

<https://www.eduqas.co.uk/qualifications/art-and-design/gcse/>

This title is defined as the practice of creating durable static or moving images by recording light with light-sensitive materials such as photographic film or digitally by means of an image sensor. Areas of study include: Documentary photography, Photo-journalism, Studio photography, Location photography, Experimental imagery, Installation, Moving image: film, video and animation.

Please note, the ECA route requires significant independent work as Photography GCSE runs outside of the normal school day, after school and occasional weekend workshops.

## **Component 1: Portfolio 60% of qualification:**

This component comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points. This component will be internally set, internally assessed and externally moderated.

Work will be selected, evaluated and presented for assessment by the student.

Evidence is required of how the student has met each of the assessment objectives.

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**Written work**

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# Dance GCSE

Board: AQA (8236)

GCSE Dance challenges students to express themselves effectively and creatively.

Through the course, students learn skills and techniques that develop the strength and confidence required to tackle creative problems, pursue goals and present themselves in front of others. It allows student to formulate their thoughts, feelings and perceptions into expressive pieces that can communicate both literal and abstract ideas.

The development of these skills is valuable in our evolving world and can be applied to most any career path.

GCSE dance connects and utilises the knowledge and skills of an array of other subjects such as PE, Music, Drama, Art, Design, History, Science and Mathematics.

Students who are interested in taking GCSE Dance should enjoy expressing themselves through movement and though the course is geared towards those with some dance experience, we invite anyone who has passion and is willing to work hard.

Students who have a strong interest and are willing to apply themselves can achieve good scores but those that are taking outside dance lessons are the ones that usually access the highest marks.

The Dance GCSE has two components. The course is linear, so all written and performance assessment will take place at the end of the course.

## **1. Unit 1: Performance and choreography**

This unit is internally marked and externally moderated.

- Performance (30%)

This involves a solo performance lasting approximately 1 minute and a duet or trio performance lasting 3.5 minutes.

- Choreography (30%)

Candidates will be asked to create a solo lasting 2 to 2.5 minutes or to choreograph a group performance for 2 to 5 dancers lasting 3 to 3.5 minutes.

## **Unit 2: Dance appreciation (40%)**

This unit covers a written exam lasting 1.5 hours. Candidates will be assessed in their knowledge and understanding of choreographic processes, performing skills and critical appreciation.



# Drama GCSE

Board: EDUQAS

Drama GCSE aims to develop students' creativity, personal growth, self confidence, communication and analytical ability. This is achieved through the acquisition of knowledge, skills and understanding and the exercise of the imagination. It provides the opportunity for students to develop their skills as performers, devisers, directors or designers, to attend professional theatre performances and to become informed and thoughtful audience members.

Drama GCSE is suited to students who enjoy working as part of a creative team and can be an ideal subject choice for anyone interested in a career in the Performing Arts as well as those who want to keep drama and theatre as an interest. It is also ideal for those wishing to develop skills in team work, creativity, public speaking or leadership. An enquiring mind and an enjoyment of live performance is essential!

## **Component 1: Devising theatre (40%)**

1. Devising: Candidates devise a piece of theatre in response to one of four stimuli supplied (eg a quotation, a song, a picture or a concept/statement). They may choose either performance or a theatre design skill (lighting, sound, set design or costume design). Candidates must produce a portfolio that demonstrates the research, creation and development of ideas.
2. Realising: Candidates realise their piece of theatre, the length of which is determined by the number of actors in each group.
3. Evaluating: Candidates evaluate the final performance or design under supervised conditions.

## **Component 2: Performance from a text (20%)**

This unit is externally assessed by a visiting examiner. Candidates will work in small groups and will be assessed on either their acting or a theatre design skill in a section from a published play.

## **Component 3: Interpreting theatre (40%)**

This unit is externally assessed as a 1.5 hour written paper. Students are required to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to productions, which they will see as part of their course.

# Music GCSE

Board: Edexcel (1MU0)

The GCSE Music course is about making and listening to all types of music. It requires students to have a keen interest in improving their performing and listening skills across a wide variety of styles as well as developing the ability to compose and analyse music. Students undertaking the GCSE course should be receiving regular instrumental or singing lessons (first-study singers find it useful to have a 'second instrument') and be able to demonstrate practical ability of Grade 3 or higher. Whilst it is not essential to be able to read standard musical notation fluently, a good working knowledge is highly beneficial. Naturally, GCSE Music students are expected to take an active part in music ECAs.

## **You will enjoy this course if you want to study a subject that:**

- Involves performing music to others
- Involves listening to all kinds of music
- Involves creating and composing acoustic and/or electronic music
- Develops your understanding of musical conventions, structures and notation

## **Assessment schedule:**

### **1. Performance (30%)**

At least two assessed performances (a solo and an ensemble piece), with a combined duration of at least four minutes. It is expected that students will perform frequently during the course and then select, with the guidance of the Music School staff and the support of their instrumental or vocal teacher, at least two pieces for final assessment.

### **2. Composition (30%)**

Two assessed pieces of composition course work with a combined duration of at least three minutes. One must be a response to a brief set by the exam board; the other is a 'free' composition whose brief will be designed by the student in conjunction with the Music staff.

### **3. Listening and appraising (40%)**

A 1 hr 45 min listening exam covering four Areas of Study: Instrumental Music 1700- 1820, Vocal Music, Music for Stage and Screen, and Fusions. The questions will examine students' detailed theoretical knowledge and contextual understanding of eight set works, as well as their ability to compare them with unfamiliar works of the same genre.

# Physical Education GCSE

Board: AQA

The course aims to develop and apply students' knowledge, skills and understanding of Physical Education.

Candidates will complete two exam papers (75 minutes each) and a practical assessment.

The course content covers:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Commercialisation of physical activity and sport
- Ethical issues

## **Paper 1: The Human body and movement in physical activity and sport (30%)**

This paper includes sections on applied anatomy and physiology; movement analysis; physical training; and use of data.

## **Paper 2: Socio-cultural influences and well-being in physical activity and sport (30%)**

This paper includes sections on sports psychology; socio-cultural influences; health, fitness and well-being; and use of data.

## **Practical assessment (40%)**

Candidates will be assessed in their performance in three physical activities: a team activity, an individual activity and in either a team or an individual activity. They will be asked to analyse and evaluate their performance to bring about improvement in one activity. Assessments will be undertaken by teachers and moderated by the board.

# Computer Science GCSE

Board: OCR

## The Qualification

GCSE Computer Science is relevant to the modern, changing world of computing, it's designed to boost computing skills essential for the 21st century. This qualification was designed in partnership with companies, organisations, academics and teachers to shape and develop this contemporary qualification.

## The GCSE focuses on:

- Computational thinking as its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence
- Applying the academic principles they learn in the classroom to real-world systems in an exciting and engaging way
- Giving students a clear progression into higher education, as the course was designed after consultation with members of BCS, CAS and Russell Group universities.

## Assessment

GCSE Computer Science is now assessed through two written examinations. Each exam is worth 50%. Programming is a core skill which continues to be a focal point of our updated GCSE. Candidates are required to develop programming skills as part of the GCSE. These skills will reinforce and support access to the content in the GCSE written examinations. Learning is delivered through a creative blend of practical and theoretical lessons. Students are given the opportunity to develop practical programming skills, and also develop vital understanding across a range of relevant computer science topics.

The written examinations are undertaken in the final year of the course.



# GCSE subject choices

These pages are to help you work out which subjects you would like to take. You will need to go to [www.frensham.org/options](http://www.frensham.org/options) by **Monday 10th February** to submit your choices.

## Your Core Subjects

Everyone is required to take the following:

- English
- English Literature
- Mathematics
- Science

**Please choose six Option Subjects from the opposite page, ranked in order of preference (1 being your first choice).**

To create a broad curriculum, we ask students to include at least one Creative or Performing Arts subject and we recommend choosing one Modern Language and one Humanity.

We will endeavour to accommodate your first four preferences.

Please submit your choices at [www.frensham.org/options](http://www.frensham.org/options) by **Monday 10th February**.

## Your Option Subjects

- Fine Art
- Graphic Communication
- 3D Design
- Photography  
(as a GCSE option within the curriculum)
- Photography  
(as an additional GCSE taken outside of the school day through a taught ECA programme)
- Dance
- Drama
- Music
- Physical Education
- German
- French
- Spanish
- Spanish  
(as an additional language)
- History
- Geography
- Religious Studies
- Business Studies
- Computing

Creative & Performing Arts

Modern Languages

Humanities & other

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