

*Stanborough  
Secondary  
School*



*Year 9  
Options Booklet*

## ART



The GCSE course in Fine Art endorsed by the AQA examinations body will introduce you to a variety of experiences exploring a range of media, techniques and processes, including both traditional and new technologies. We will explore relevant images, artefacts and resources from the past and recent times, including European and non-European examples integral to our investigation and creative process. Responses to these examples will be taught through practical and critical activities that develop our understanding of different styles, genres and traditions.

There are four assessment objectives in which we will learn to show evidence in the context of; skills, presentation, processes used, and the art piece created.

### Areas of Study

There are many areas of Fine Art to choose from, they include painting and drawing, mixed media including collage and assemblage, sculpture, printmaking, etching, screen printing, marbling, silk painting and new media. There is an expectation that we will be able to demonstrate practical skills in the context of our chosen areas of study.

### Skills and Techniques

Demonstrate skills and techniques in the context of our chosen area of study.

- making appropriate use of colour, line, tone, texture, shape and form
- using different approaches to recording images such as, observation, analysis, expression and imagination
- showing in our work an understanding of the conventions of representational and abstract/non-representational imagery and genres
- investigate different disciplines (ways of working), as appropriate to our chosen area of study
- show evidence of an understanding of spatial qualities, composition, rhythm, scale and structure
- show evidence of the use of effective working practices.

### Knowledge and understanding

By the end of this two-year course, we will be able to show knowledge and understanding of;

- how ideas, feelings and meaning are conveyed in images, artefacts and products
- a range of fine art processes in two and/or three-dimensions, traditional and new media and technologies
- how images, and products relate to our social, historical, vocational and cultural contexts
- a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures and their contribution to continuity and change in society
- A working art vocabulary and knowledge of specialist terms.

Component 1 - 60% weighting - 10-hour controllers test – prep. produced in year 11 term 2
Component 2 - 40% weighting - 5-hour mock exam – prep produced in year 11 term 1

*For further information, please contact Ms S Sinclair*

## BUSINESS



The course involves you, the students and us, working together.

We aim to give you a good understanding of key areas in business and help you to develop your business ideas. The skills developed are communication skills, application, analysis and evaluation.

The areas studied are:

Business activity, marketing, people, operations, finance and influences on business.

Students are encouraged to keep up to date with business issues by reading the business section of newspapers, business magazines and watching business programmes.

### Assessment

Paper 1 Business activity, marketing and people	80 marks	1 hour 30 minutes	50%
Paper 2 Operations, finance and influences on business	80 marks	1 hour 30 minutes	50%

Examining Body: OCR181164

Subject Code: J204

*For further details, please see Mrs E Hussey*

## Computer Science



The GCSE in Computer Science encourages students to develop their understanding and application of the core concepts in computer science. It will stimulate their problem solving and creative skills, but most of all their analytical skills. For this reason, Computer science will be beneficial regardless of the direction you aspire to go. Students will analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. They will be given real life cases, putting the theory straight to the test.

Why study Computer Science:

- The IT sector has a global shortage. It is predicted that the skills gap will reach a global shortage of 4.3 million by 2030
- Computing enables you to make a positive difference in the world
- Dominates the top 3 courses producing highest earning after University graduation

The possible career choices for obtaining a degree in computer science are:

- Software programmer
- Games developer
- Cyber security specialist

To take advantage of the great opportunities within IT you will need to start here by obtaining GCSE in Computer science.

Content overview	Assessment overview	
<b>Computer systems</b> <ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• Memory</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• System software</li> <li>• Ethical, legal, cultural and environmental concerns</li> </ul>	<b>Computer systems (01)</b> 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE
<b>Computational thinking, algorithms and programming</b> <ul style="list-style-type: none"> <li>• Algorithms *</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>	<b>Computational thinking, algorithms and programming (02)</b> 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE
<b>Programming Project</b> <ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing and evaluation and conclusions</li> </ul>	20 timetabled hours	Formal requirement consolidates the learning across the specification through practical activity.

*For further details, please contact Mr L Musa*

## ENGLISH LANGUAGE/LITERATURE



The English Department prepares all students to sit the AQA examinations in English Language and English Literature. The main skills that pupils will develop are: oral skills, different types and styles of writing, the ability to analyse language and to state its effect. We also encourage pupils to develop an enjoyment for reading and lifelong learning.

### ENGLISH LANGUAGE

Students will be required to sit two papers. Paper 1 is entitled *Explorations in Creative Reading and Writing* and Paper 2 is *Writer's Viewpoints and perspectives*. Both papers will assess reading and writing. Both papers will last for 1 hour and 45 minutes and each is worth 50% of the total marks. There is a separate Spoken Language Assessment which is marked as: Pass, Merit and Distinction. This is video recorded and sent to the examining body – AQA.

All texts used in the examination will be unseen. Therefore, students need to hone their ability to interact meaningfully with texts, particularly texts from the 19th, 20th and 21st centuries.

Heavy emphasis will be placed on equipping students with the knowledge and skills that will empower them to write effectively and coherently, while learning about linguistic conventions for reading, writing and spoken language. Students will also be taught exam techniques and provided with multiple opportunities to practise answering exam style questions.

### ENGLISH LITERATURE

Students will be assessed on two papers.

Paper 1: Shakespeare and the 19th century novel (40% of GCSE marks).

Paper 2: Modern texts and poetry (60% of GCSE marks).

Paper 1 has two sections:

- A. Section A: students will be required to write in detail about an extract from the play they have studied. They will then be required to write about the play as a whole.
- B. Section B The 19th-century novel: students will answer one question on *Pride and Prejudice* by Jane Austen.

Paper 2 has three sections:

- A. Section A Modern texts: will require students to answer one essay question from a choice of two.
- B. Section B Poetry: students will answer one comparative question on one named poem printed on the examination paper and one other poem from the Power and Conflict Cluster.
- C. Section C Unseen poetry: students will answer two questions. One question will be on an unseen poem and one question will require them to compare this unseen poem with a second unseen poem.

All assessments will be closed book, so students need to study the texts thoroughly. Emphasis will be placed on empowering each student to become a critical reader who is able to evaluate the effect of the writer's language, structure, and form on the reader. Students will also be provided with multiple opportunities to analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; and use relevant quotations and detailed textual references to support their points.

Parents can help by ensuring that each student has a personal copy of the texts. This will enable students to make meaningful, personal notes/annotations in their texts. It will also make revising for internal and external examinations easier for each student.

For further information, please visit: <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>  
<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700> OR contact Mrs E Hussey

## MODERN LANGUAGES: FRENCH AND SPANISH



French and Spanish are taught at GCSE level to almost all pupils in years 10 and 11. The syllabus covered is that of AQA (Assessment and Qualification Alliance) exam board. The course aims to develop effective communication and understanding of the language as well as developing knowledge of countries and communities where French and Spanish are spoken.

Pupils are assessed in the following skills

<i>Listening</i>	<i>25% (External examination)</i>
<i>Speaking</i>	<i>25% (External examination)</i>
<i>Reading</i>	<i>25% (External examination)</i>
<i>Writing</i>	<i>25% (External examination)</i>

Pupils are assessed by a final examination in Listening, Speaking, Reading and Writing.

There are 2 tiers within each skill:

1. Foundation Tier: Grades 1 - 5
2. Higher Tier: Grades 4 - 9

Based on progress throughout the two-year course the Teacher will make the final decision whether the child will be entered for the Foundation or Higher Tier for all four examinations. Candidates may not be entered for any combination of Foundation or Higher Tier papers. No dictionaries are allowed in the final examinations.

Candidates will be required to show knowledge of the following three themes:

- ❖ 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

ICT, Citizenship, Spiritual, Moral, Ethical, Social & Cultural Issues, Health, Safety and Environmental Issues and the European Dimension can be included in any of the above contexts. Candidates are required to show knowledge of a nationally agreed list of grammar and linguistic structures.

*For further information please contact Mrs L Mabhena (Spanish teacher) and Mr E N'guessan (French teacher)*

# GEOGRAPHY



In GCSE Geography, you will study the relationships between PEOPLE and the ENVIRONMENTS in which they LIVE, WORK and PLAY. Geography is an interesting and intellectually stimulating subject. It enhances our understanding and appreciation of the complex and dynamic world in which we live; encouraging us act locally but think globally. It is unique among the social sciences in instigating debate about the long-term sustainability of our planet, with engaging topical subjects such as the concept development, global warming, resource management and desertification. The study of Geography further develops a good understanding of maps and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment.

We follow the AQA Geography syllabus. The Scheme of Assessment comprises three components:

## PAPER 1: CHALLENGES IN THE PHYSICAL ENVIRONMENT

This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Specific topics include:

- Tectonic hazards
- Weather hazards
- Climate change
- Ecosystems
- River, glacial and coastal landscapes
- Assessment: written exam - 1 hour 30 minutes
- Weighting: 35% of the total marks

## PAPER 2 CHALLENGES IN THE HUMAN ENVIRONMENT

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Specific topics include

- Urbanisation
- Globalisation
- Sustainable development
- The development gap
- Emerging economies
- The changing UK economy
- Resource management e.g. food, water, energy
- Assessment: written exam - 1 hour 30 minutes
- Weighting: 35% of the total marks

## PAPER 3 GEOGRAPHICAL APPLICATIONS AND SKILLS

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. It is split into two main sections:

Section A: Issue evaluation

This section contributes a critical thinking and problem-solving element to the assessment structure. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.

#### Section B: Fieldwork

This aspect of the course seeks to emerge theory and practice. Students will undertake two geographical enquiries in contrasting environments, each of which must include the use of primary data, collected as part of a fieldwork exercise. Candidates produce approximately 2000 word essay in each of the two enquiries. Students will be expected to:

- a) Select, adapt and use a variety of skills and techniques to present data, including graphical, cartographic, and statistical and ICT skills.
  - b) Apply knowledge and understanding to interpret, analyse and evaluate information and issues related to the geographical enquiry in question.
- Assessment: written exam - 1 hour 15 minutes
  - Weighting: 30% of the total marks.

*For further information, please contact Mr E Amo-Adjei and Mr Burrill.*

# HISTORY



*"Those who don't know history are destined to repeat it." Edmund Burke*

Why was history repeating itself when Allied armies fought in Afghanistan?  
Why did the United Kingdom finance Hitler and the United States of America equip Osama Bin Laden? If why things happen interests you, come and ask about GCSE History.

By the end of the course, you will have developed and honed essential study skills, such as the ability to locate and extract information; analysis and organisation of information and construction of logical argument. You should also have gained an understanding of why things happen and of continuity and change, why historical interpretations differ and a lot more; skills necessary for further and higher education.

As a key requirement, you should be able to write well and enjoy and appreciate perspectives that are different from yours. Students work individually and in groups preparing and presenting topics to the rest of the class.

The GCSE course covered is Edexcel History. Summary details:

Paper 1 – British Thematic Study with Historic Environment

Total marks: 52

Weighting: 30%

Time: 1 hour 15 minutes

- ❖ Crime and punishment through time, c1000 – present
- ❖ Whitechapel, c1870 –c1900: Crime, policing and the inner city

Paper 2 – Period Study and British Depth Study

Total marks: 64

Weighting: 40%

Time: 1 hour 45 minutes

- ❖ Superpower relations and the Cold War, 1941–91
- ❖ Henry VIII and his ministers 1509-1540

Paper 3 – Modern Depth Study

Total marks: 52 marks

Weighting: 30%

Time: 1 hour 20 minutes

- ❖ Weimar and Nazi Germany, 1918–39

*For further information, please contact Mr E Amo-Adjei.*

# MATHEMATICS



## AIMS:

- To make Maths lessons challenging, exciting and accessible so that pupils can gain new knowledge and skills
- To make the subject enjoyable and fun for the student
- To equip each student with Mathematical skills needed for their adult life
- To communicate the elegance and power of Mathematics in its ability to model simple events in a complex world
- To help each pupil gain the highest qualifications according to their ability

## COMPULSORY COURSE:

Mathematics is compulsory. All students follow the Edexcel Higher Tier curriculum.

The textbook used is CGP – Mathematics for GCSE & IGCSE – Higher level  
However, teachers use other textbook and resource material to supplement this.

At the end of the course, all students write the Higher Tier exam for Edexcel. This consists of:

- one paper with no calculator allowed
- two papers with calculators allowed

At the end of Mock Exams in Year 11 some students, in consultation with parents/carers, may be offered the possibility of sitting the Foundation paper instead of the Higher paper.

The level and grades to be obtained are as follows:

HIGHER Grades 9, 8, 7, 6, 5, 4, 3, U

FOUNDATION Grades 5, 4, 3, 2, 1, U

*For further details, please contact Mrs L Venter and Mrs L Brambilla*



## GCSE Music at a glance



This qualification is linear which means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

### Subject content

1. Understanding music (40%)
2. Performing music (30%)
3. Composing music (30%)

### Assessments

#### Component 1: Understanding Music (40%)

What is assessed:

- Listening
- Contextual understanding

How it is assessed:

Exam paper with listening exercises and written questions using excerpts of music.

The exam takes in June.

#### Component 2: Performing Music (30%)

What is assessed: Music Performance

How it is assessed:

As an instrumentalist and/or vocalist and/or via technology:

- Performance 1: Solo performance (36 marks)
- Performance 2: Ensemble performance (36 marks).

A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

This component is 30% of GCSE marks.

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

Performances must be recorded in the year of certification.

#### Component 3: Composing Music (30%)

What is assessed: Music Composition

How it is assessed:

- Composition 1: Composition to a brief
- Composition 2: Free composition.

A minimum of three minutes of music in total is required.

This component is 30% of GCSE marks.

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

*For further information, please see Miss Ahn*

## RELIGIOUS STUDIES



At Stanborough we study TWO religions. Christianity and Islam. In order to be awarded the OCR GCSE (9-1) in Religious Studies, students MUST sit two components from Component Group 1 (Components 01-05) and one component from Component Group 2 (Components 06-10). Consequently, students will sit three papers in the OCR GCSE Religious Studies examination.

### Aims and Learning Outcomes

Religious Studies classes provide our students with a safe learning environment in which they can question the world around them, while learning what the Bible teaches and internalizing fundamental British values such as tolerance and mutual respect. Religious Studies also promotes the critical thinking that will protect our students from radicalization by empowering each child to evaluate the beliefs and ideologies of various religious groups while also exploring their beliefs about the core teachings and practises of various religious groups.

Please note that while the focus will be on Christianity and Islam, students will explore core beliefs of some of the other religions listed by OCR as well as the attitudes of atheists to core Christian and Muslim beliefs. This will empower them to write with authority (where relevant) about the attitudes of people who are not Christian or Muslim to the religious beliefs and practises of Muslims and Christians. Students will also explore the place of Adventism within wider Christianity. Additionally, students with backgrounds in other faiths will be invited to share their religious beliefs and practises.

During the course, we will use notes, videos and source articles to explore the views of Christians, Muslim and nonbelievers on each issue. At the end of the two years, students will write the OCR GCSE examination.

There is no coursework for Religious Studies.

OCR's GCSE (9–1) in Religious Studies specification has been carefully designed to encourage our students to:

- develop knowledge and understanding of religions and nonreligious beliefs, such as atheism and humanism
- develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
- demonstrate knowledge and understanding of two religions
- demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

(Source: <http://www.ocr.org.uk/Images/240547-specification-accredited-gcse-religious-studies-j625.pdf> )

Some of the topics to be covered are:

- the existence of God, gods and ultimate reality
- ways in which God, gods or ultimate reality might be understood; through revelation, visions, miracles or enlightenment
- religion, peace and conflict; violence, war, pacifism, terrorism, just war theory, holy war
- the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation
- dialogue within and between religions and non-religious beliefs
- how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches
- relationships and families
- religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce
- Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination

In relation to each topic, students learn:

- What the teachings of the Bible, Christian churches & other religions are
- What laws apply
- What the opposing arguments are
- How to explore a range of views
- How to construct effective arguments

For further information please visit <http://www.ocr.org.uk/Images/240547-specification-accredited-gcse-religiousstudies-j625.pdf> or contact Mr R Patrick

# SCIENCE



All pupils in Year 10 will follow the Separate Sciences for 2x 1 hour periods a week. During the two-year GCSE course you will study science in the following units:

## Biology Summary of Content

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

## Chemistry Summary of Content

- ☐ Atomic Structure and the Periodic Table
- ☐ Bonding Structure and the properties of matter
- ☐ Quantitative chemistry
- ☐ Chemical changes
- ☐ Energy changes
- ☐ The rate and extent of chemical changes
- ☐ Organic chemistry
- ☐ Chemical analysis
- ☐ Chemistry of the atmosphere
- ☐ Using resources

## Physics Summary of Content

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

### Practicals

There will be eight required practicals and all will be familiar. The specification will give clear information on the requirements and guidance about how to integrate practicals into day to day learning.

### Exams

The questions will be similar to current GCSE and will be a mix of multiple choice, structured, closed short answer and open response.

Paper 1 1hour 45 minutes	100 marks	50% GCSE
Paper 2 1hour 45 minutes	100 marks	50% GCSE

During the two years different teachers will teach you as follows:

Mrs Anderson	- Chemistry
Mr Nalli	- Physics
Mrs K Gengan	- Biology

For the Separate Award course you will receive 3 GCSE grades, one for Biology, one for Chemistry and one for Physics.

*For further information, please see Mr W Nalli, Head of Science*