

**Oswestry School GCSE Options
Courses starting in September, 2008**

INTRODUCTION

This Booklet contains information to help pupils, in consultation with their parents and teachers, to make appropriate choices for their GCSE courses of study in years 10 and 11 of the school.

All pupils will take English and Mathematics, together with at least one of the Sciences. All pupils are recommended to take at least two Sciences and all apart from EAL pupils are recommended to take one of the Modern Foreign Languages. The blocks of subjects available for choice will be outlined in a separate letter.

Choices of subject should, of course, be made on the basis of aptitude, interest and career intentions but all pupils are expected, in the interests of breadth, to choose at least one Humanities subject (History, Art, Music, Geography). The School reserves the right not to run courses which are undersubscribed, and in some subjects there is a limit on the maximum numbers of pupils who may take part.

In all subjects, pupils will be entered for the examination that offers the opportunity to achieve the highest grades for their level of ability. This may involve a later choice between various 'tiers' that are available in GCSE examinations. Parents will be advised near the time for examination entries to be made which tier is recommended for their son or daughter, and there will be an opportunity to discuss this with individual subject teachers. The school would like to think that no pupil will set themselves a target for GCSE achievement of a grade below a D. GCSE grades for the examinations to be sat in 2010 will range from A to G, with an A* grade available for pupils who show exceptional merit.

Also, you should note that many GCSE subjects incorporate an element of coursework as part of the assessment programme. Such coursework will require planning and commitment when the time comes, and specific deadlines will have to be met. Parents will be advised, through pupils, of the coursework programme when it becomes imminent in each subject. General guidance on the coursework content of the various subjects' courses is given in this booklet.

In addition to the GCSE courses provided by the School, there is a programme of Personal, Social and Health Education (PSHE) and Careers guidance which is delivered during specified lessons in the timetable, and there is full provision for Physical Education and Games.

The following pages contain information specific to each subject area. Further details are available from Heads of Department or from individual subject teachers.

K.S. Hawkins
Head of the Upper School
May, 2008.

ART

Examining Board: OCR

Syllabus title: Fine Art

Syllabus code:

The Art and design department is currently following the **OCR Fine Art course**. A broad course of study is provided to enable pupils to explore the areas of painting, drawing, printmaking, mural painting, modelling, casting, carving, constructing, installation and other forms of two or three-dimensional imagery. A range of art, craft and design processes are developed throughout the two-year course including information and communication technology. The course aims are to develop a pupil's creative and imaginative powers and the practical skills for communicating and expressing ideas feelings and meanings in art, craft and design. It will foster investigative, analytical experimental and interpretative capabilities and enhance aesthetic understanding of the world around us. It will teach a pupil to understand the codes and conventions of art, craft and design. It will also develop a knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures. It is an exciting, vibrant and interesting course.

Additional activities: Many visits will be made to galleries and other centres of visual interest. Visiting artists and contemporary designers will work with pupils to develop appropriate skills. Pupils will develop a visual diary in the form of a sketchpad and a record will be kept of projects undertaken. In the first year of the course, pupils will follow a general course but during the second year, will be encouraged to take a more personal and specialised approach to projects. Pupils will develop aspects of Art History and appreciation exercises will be held during workshops at the Tate Gallery.

Assessment: There will be continuous assessment over the two-year period and the coursework during this time will amount to 60% of the total GCSE mark. In the final year, pupils will respond to a themed question, which is set by the examination board and carries 40% of the total GCSE marks.

At the end of the GCSE course, pupils will be asked to put up an exhibition of work, which should include three units of the Fine Art options.

All work will be assessed both internally by staff within the Art Department and externally by moderators from the OCR examination board.

Further Information:

Students or parents requiring any further details are most welcome to contact Mrs A-M. Stonehill, Head of Art.

BIOLOGY

Examining Board: AQA
Syllabus Title: GCSE Biology
Syllabus Code: 4411

This specification comprises three teaching modules that are assessed according to the table below.

Module	Title	Assessment	Weighting
1a	Human Biology	30 minute module test in Year 10	12.5%
1b	Evolution and Environment	30 minute module test in Year 10	12.5%
2	Additional Biology	45 minute written paper	25%
3	Further Biology	45 minute written paper	25%
	Individual Skills Assessment	Centre assessed unit based on an assessed practical followed by an externally set 45 minute written paper	25%

Assessment of the course is available at two tiers, higher and foundation. Higher tier covers grades A-D and foundation tier covers grades C-G.

This course is one of the new science qualifications introduced in September 2006 following the curriculum review of GCSE sciences. The full syllabus content can be found at www.aqa.org.uk/publications. The course covers many traditional biology topics, in addition to more contemporary issues. There is a strong emphasis that students will acquire knowledge about biology at work and in society. A good understanding of English is required to study biology due to the large amount of subject specific terminology.

Students are encouraged to talk with Miss S Bennett (Head of Biology) if they have any questions they would like to discuss about the course.

BUSINESS AND COMMUNICATION SYSTEMS

Examining Board: AQA

Syllabus title: Business Studies and Communication Systems
Formerly known as ("Office Applications")

Syllabus code: 3126

This course will introduce candidates to the world of business and encourage them to consider the impact of the business environment, workplace organization, human resources and effective communication on the running of businesses. The recent rapid advances in the use of ICT have given businesses access to a wealth of information, enabled more efficient communication and reduced the time and effort required for many administration tasks. Candidates will be encouraged to reflect on these benefits, as well as on issues such as the need for safe use of ICT equipment and the importance of the security of data. Students will acquire useful practical skills in a wide range of computer applications in business contexts.

This course of study will be of practical use and personal value in building a foundation of knowledge, understanding and skill, which could form a basis for further study and assist in future employment.

The course differs from GCSE Business Studies in that it deals with the more practical organization and administration of business rather than management decision making.

The themes that make up the subject content which will be covered during the two year course are:

- The Business Environment;
- Workplace Organisation;
- Human Resources;
- Communications;
- The use of ICT in the Business Environment;
- Computer ~Applications in the Business Environment;

- File Management;
- Work processing;
- Spreadsheets;
- Charts;
- Databases;
- Graphics and Clipart;
- Composition

Scheme of Assessment

This is the only specification in this subject offered by AQA.

There are two tiers of Assessment: Foundation (C-G) and Higher (A*-D).

There are two papers at each tier

Theory Paper	33% of the total marks	1 hour
Controlled Test	67% of the total marks	2 hours

BUSINESS STUDIES

Examining Board:	EDEXCEL
Syllabus title:	Business Studies
Syllabus code:	1503

This is a flexible specification enabling teachers to create a stimulating route through the course which best suits their students. The nature and breadth of the specification provides a suitable foundation for students wanting to study Business at higher levels.

The subject content is divided into five units of study and these are listed below. Further details can be provided on request.

- Business and its Environment
- Human Resources
- Production
- Marketing
- Finance and Accounting

This course gives students an understanding of the dynamics of business activity, which is rooted in current business theory and practice and reflects the integrated nature of organizations and their decision-making processes. To this end practical exercises, e.g. running your own business, organizing events, visits and outside speakers will be used together with textbooks, notes and videos as appropriate in the teaching process.

Candidates will be encouraged to make appropriate use of information and communications technology (ICT), for example by using the internet to gather information and using a word-processor to produce reports incorporating graphs and charts to show results of investigations.

The coursework component enables staff to design tasks and assignments which encourage students to develop independent thinking to solve problems and to encourage the development of decision making skills.

There is one terminal examination. Students for this qualification will be entered for one of two tiers; the higher tier is targeted at grades A* to D, while the foundation tier is targeted at grades C to G.

The course is presented as follows:

- Year 10:** The purpose of business activity; the market; aims & objectives; introduction to the functional areas; business planning; ownership & control; human resource management; production; marketing; finance. An introduction to coursework will be given.
- Year 11:** Coursework (accounts for 25% of the GCSE mark).
Business growth; the external environment.

CHEMISTRY

Examining board:	AQA
Syllabus title:	Chemistry 2007/2008
Syllabus code:	4421

Chemistry is an important and interesting subject to study. It helps to develop practical skills and problem solving abilities. It also explains, with the other sciences, how the natural world works and is essential in creating new materials, finding cures for diseases etc. It is a pre-requisite for many careers, especially those in and related to medicine. The GCSE chemistry course will help prepare pupils to become confident citizens in an increasingly technological world as well as enabling them to go on to further scientific study.

The course consists of :

Two 30 minute tests consisting of matching/multiple choice questions.

These account for **12.5% of the final grade each** and will be taken in year 10.

Two 45 minute written papers each accounting for 25% of the final grade. These will be taken in year 11.

A 'practical skills assessment' and an 'investigative skills assignment' will make up the remaining 25% of the final grade.

The students will be assessed on their implementation of experimental work for the practical skills mark.

The investigative skills assessment consists of three sections:

1. The student carries out a practical investigation.
2. The student answers questions relating to the data collected. (This is done under test conditions)
3. The students are provided with another set of data. This will be related to the same topic from the specification in which the student has conducted his or her practical work. A number of questions relating to the analysis and evaluation of this data then follow. (This is also done under test conditions).

The students may attempt any number of ISAs and the best mark is submitted.

DESIGN and TECHNOLOGY

Examining Board:	OCR
Syllabus title:	Design and Technology: Resistant Materials
Syllabus code:	1956

The course promotes the design and problem solving process leading to the making and evaluation of artefacts. The work draws upon the candidates' critical faculties, their ingenuity, imagination and understanding of materials and technology.

Assessment.

The scheme of assessment provides for the tiering of the examination set by SCAA, giving a Foundation tier covering grades G-C and a Higher tier covering grades D-A*. Written examinations account for 40% of the weighting in the final GCSE result.

The final examination papers will test candidates' knowledge and understanding of Resistant Materials through questions on Designing and Making. Papers 1 and 2 will include a product analysis question based on information contained in the question paper. Papers 3 and 4 will contain a compulsory product analysis question, set on a different theme each year.

Outline of the course.

Year 10: Theory: use of drawing instruments & drafting aids; use of colour; understanding the design brief and specification; generating design solutions; properties of wood & metal; joining wood & metal; safety; use of computers; industrial practices; development of ideas & drawing; planning; plastic & its properties.

Practical: drawing exercises; testing & evaluation; coursework project & folder work; making project.

Year 11: Theory: industrial practice; types of finish; mechanisms; control systems; safety; work on theme set by exam board; exam practice.

Practical: coursework (folder or making); completion & evaluation of practical work.

Coursework.

Part of the coursework involves the building up of a design folder; this is done during year 10. The remainder, involving the making of the project designed in year 10, takes place in year 11 and has to be completed by Easter of that year. In total, coursework accounts for 60% of the total GCSE mark.

ENGLISH

Examining Board:	WJEC	
Syllabus title:	(i) English	(ii) English Literature
Syllabus code:	(i) 0150	(ii) 0153

At Oswestry School the study of English and English Literature not only enhances our students' knowledge of the English Language and Literary canon but provides them with a greater understanding of their individual cultural heritage. A broad ranging, diverse and enriching syllabus ensures that our students can respond to texts on a critical, analytical and literal level. Complementing this, our oral assessments help to create articulate and confident speakers. Finally, the study of English has a profound effect on results right across the curriculum and prepares our students for their University careers.

Every pupil in the school takes GCSE English and GCSE English Literature, including our overseas students.

SUMMARY OF ASSESSMENT

Terminal Examination 60%

Paper 1 30% (2 hours)

Section A (En2) 15%

Reading of a prose passage from the English literary heritage

Section B (En3) 15%

Two **writing** tasks:

- one to inform/explain/describe (7.5%)
- one to explore/imagine/entertain (7.5%)

Paper 2 30% (2 hours)

Section A (En2) 15%

Reading of non-fiction and media texts

Section B (En3) 15%

Two **writing** tasks:

- one to argue/persuade/advise (7.5%)
- one to analyse/review/comment (7.5%)

Coursework 40%

Speaking and Listening 20%

Variety of tasks. Assessment should focus on:

- extended individual contributions
- group discussion and interaction
- drama focused activities

Written coursework 20% - ENGLAND

- **Reading:** Play by Shakespeare*
- **Reading:** Poetry from different cultures and traditions*
- **Writing:** **Either** to explore, imagine, entertain
or to inform, explain, describe
- **Writing:** **Either** to argue, persuade, advise
or to analyse, review, comment

* May also be used for *English Literature* coursework

ENGLISH LITERATURE

SUMMARY OF ASSESSMENT

SPECIFICATION A

Written Paper 70 (2½ hours)

Section A Prose 30%

Close reading of extract from set text (10 marks)

Extended writing on set text (20 marks)

Section B Drama 30%

Close reading of extract from set text (10 marks)

Extended writing on set text (20 marks)

Section C Poetry 10%

Guided response to unseen poem (10 marks)

Coursework (30%)

1. Poetry} one including pre-1914 work, the other
2. Poetry} including post post-1914 work
3. Prose} texts to be chosen so that pre-and post
4. Drama} 1914 works in each genre are covered
across coursework and written paper
(At least two assignments must show evidence of ability
To make comparisons between texts.)

Outline of the course

Year 10: Majority of the coursework is completed and there is a terminal exam using a past English Language paper. Over the summer break between years 10 and 11 students will be expected to read John Steinbeck's *Of Mice and Men*.

Texts Studied: Shakespeare *Othello*; Robert Louis Stevenson *The Strange Case of Dr. Jekyll and Mr. Hyde*; selection of Other Cultures Poetry and Media texts for Persuasive writing.

Year 11: Completion of coursework folder, the study of set texts *Of Mice and Men* and *A View from the Bridge*, full mock exam and exam preparation from January onwards.

GEOGRAPHY

Examining Board:	AQA
Syllabus title:	Geography A
Syllabus code:	3031

The Geography department teaches the AQA Geography Syllabus A. Lessons are taught to mixed ability sets. The examination comprises two tiered sets of papers accounting for 40% and 35% respectively of the final mark and sat as terminal examinations, and coursework accounting for 25% of the final mark. Higher tier papers offer grades in the range A* to D and Foundation tier papers offer grades in the range C to G. The tier for which each candidate will be entered is finalised after the 'mock' GCSE examinations. Within each tiered paper differentiation is achieved through sub-questions presenting an incline of difficulty.

Paper 1: People and the Natural Environment (Foundation and Higher tier) tests candidates' abilities in the construction and interpretation of maps, graphs, diagrams, tabulation and prose. It also tests the recall of specific Geographical facts and the application of Geographical ideas taught about at least three of the following areas; Tectonic Activity, Rocks & Landscapes, River Landscapes, Glacial Landscapes, Coastal Landscapes, Weather & Climate, and Ecosystems. There is also a consideration of Man in his environment. This paper accounts for 40% of the total marks.

Paper 2: People and the Human Environment (Foundation and Higher tier) tests the recall of specific Geographical facts and the application of Geographical ideas in the human environment. The following subject areas are investigated: Population, Settlement, Agriculture, Industry, Managing Resources, and Development. No specific region is stipulated in the syllabus but for each subject area studied examples are used at a variety of scales and are drawn from both the developed and the developing world. This paper accounts for 35% of the total marks.

Coursework requires pupils to present a 2,500-word project based on a local area study and on a topic of the candidate's own choice. The project is negotiated with the Geography teacher and progress is monitored continuously from beginning to end. Project work is prepared in the Trinity term of year 10, is undertaken (individually) during the Summer Holiday of year 10, and is submitted in December of year 11. Coursework accounts for 25% of the total marks.

A GCSE in Geography is not a specific requirement for entry into any particular career. However, it is an advantage to have studied Geography at this level before proceeding to AS or A2-Level and beyond if they are considering any of the following courses or careers; Accountancy, Architect, Army/Navy/or Air Force Officer, Banking, Barrister, Biomedical Scientist, Business Administration, Civil Engineer, Civil Service, Construction Industry, Doctor, Entrepreneur, Estate Agent, Fire-fighter, Geologist, Industrial Designer, Insurance, Journalist, Landscape Designer, Local Government, Logistics, Management Consultant, Manufacturing, Market Research, Mechanical Engineering, Publishing, Pilot, Solicitor, Teacher, Tour Operator, Travel Agent – and many, many others.

HISTORY

Examining Board:	Edexcel
Syllabus title:	Specification C – Schools History Project
Syllabus code:	1336

Coursework	2 written assignments	25%
Examination	Paper 1 – 2 hours	45%
	Paper 2 – 1 hour 45 mins	30%

The course involves a Depth Study on Germany 1919-45 which covers both the rise of Hitler and the policies followed by the Nazis. The Study in Development follows the History of Medicine from the time of the Ancient Egyptians to the present day; learn about surgery before the use of anaesthetic, and the weird and wacky ideas people in the past had about what caused, and how to treat, disease.

There will be two pieces of coursework. The first looks at the evidence surrounding the gruesome murders committed by Jack the Ripper, the second will be on the Cuban Missile Crisis which brought the world to the brink of nuclear war.

History is a subject well-respected both by employers and universities. It encourages the development of open minded, disciplined, independent thinkers who are good at problem solving and able to pick out the essential from the trivial.

Outline of the course

Year 10

- Medicine up to 1750
- Nazi Germany
- Coursework – Cuban Missile Crisis

Year 11

- Coursework – Jack the Ripper
- Medicine 1750 up until the present day
- Revision

HOME ECONOMICS

Examining Board:	OCR
Syllabus title:	Home Economics (Food and Nutrition)
Syllabus code:	1973

Home Economics (Food and Nutrition) is available at GCSE to all boys and girls. Inevitably, however, kitchen restrictions place a limit on the size of class which can be accommodated. The course involves both coursework and a written examination at the end of two years.

Coursework

The coursework consists of three practical assignments. Two Resource Tasks, which are short, focused assignments with the emphasis placed on the implementation of practical skills, are teacher-set and undertaken throughout the course. Each Resource Task carries 10% of the assessment marks for the course. The first of these Tasks is set in the Trinity term of the fourth Form; the second is set in the Michaelmas term of the fifth Form.

The Individual Task is selected by the candidate from an area of interest in the syllabus. It requires a problem-solving and investigative approach. The Individual Task carries 30% of the assessment marks for the course. This Task is set in the Lent term of the fifth Form.

Written paper 2 hours; 50% of assessment marks. Candidates will be entered for either:

- (a) Paper 1 (Foundation tier) - available grades G-C
- OR
- (b) Paper 2 (Higher tier) - available grades D-A* depending on their academic ability.

The written examination consists of compulsory short questions, varying in difficulty, together with three longer questions, one of which is structured, one a data-response and the other a free-response question.

Through the syllabus students will be helped to develop further an understanding of concepts such as nutrients, dietary guidelines / goals, nutritional needs of people and socio-economic factors affecting eating habits. Scientific principles (heat and energy, transfer of energy into food, changes produced in food during storage, preparation and cooking) and their application to various methods of food production will be covered.

Course outline.

- Year 10:** The nutrients; dietary guidelines; high biological value proteins; moist & dry methods of cooking; meal planning.
Coursework – Resource Task 1 (10%), in term 3.
- Year 11:** Food spoilage and preservation; food labelling; food additives;
Coursework – Resource Task 2 (10%), in term 1.
Coursework – Individual Task (30%), in term 2.
Consumer education & protection; food safety.

MATHEMATICS

Examination Board: AQA

Syllabus title: Mathematics Specification A

Syllabus code: 4306

The Mathematics course in years 10 and 11 consists of the study of the four National Curriculum assessment objectives embarked on at Key Stage 3:

AO1 Using and applying mathematics

The Assessment Objective AO1 is assessed in contexts provided by the other Assessment Objectives.

AO2 Number and algebra

- 1 Using and applying number and algebra
- 2 Numbers and the number system
- 3 Calculations
- 4 Solving numerical problems
- 5 Equations, formulae and identities
- 6 Sequences, functions and graphs

AO3 Shape, space and measure

- 1 Using and applying shape, space and measures
- 2 Geometrical reasoning
- 3 Transformations and coordinates
- 4 Measures and construction

AO4 Handling data

- 1 Using and applying handling data
- 2 Specifying the problem and planning
- 3 Collecting data
- 4 Processing and representing data
- 5 Interpreting and discussing results

Pupils will be entered for one of the two tiers of entry

Higher tier (maximum grade attainable, A*)
Foundation tier (maximum grade attainable, C)

The examination consists of two written papers

Paper 1 (Non-calculator)	50% of total mark
Foundation tier	1 hour 30 minutes
Higher tier	2 hours
Paper 2 (Calculator)	50% of total mark
Foundation tier	1 hour 30 minutes
Higher tier	2 hours

The higher tier course provides a firm grounding for the AS and A2 Mathematics courses in the 6th Form.

MODERN FOREIGN LANGUAGES

Examining Board: AQA

Syllabus title: (i) French (ii) German

Syllabus code: (i) 3651 (ii) 3661

The school offers two Modern Foreign Languages at GCSE level: French and German. Each pupil is recommended to take one foreign language as part of a broad basic education up to the age of 16 years.

The French and the German courses follow the same pattern. Four key skill areas are assessed in the GCSE examination; speaking, listening comprehension, reading comprehension and writing, through coursework assignments. Each carries the same weighting. The courses concentrate on practical French and German, covering basic situations such as travel, holidays, town and country, hobbies, etc., and the aim of the department is to provide a sound base of vocabulary and fluency, coupled with a solid grammatical foundation which will permit further progress beyond GCSE.

The importance of language studies cannot be overstated. In business, in industry, in everyday links foreign language ability is an important asset, especially among a nation where such competence is not commonplace. However, foreign language ability is most useful when allied with other specific skills, be they scientific, legal, financial or industrial. Expertise is then marketable beyond the shores of our small island.

MUSIC

Examining Board:	OCR
Syllabus title:	MUSIC
Syllabus code:	1919

Aims and objectives.

The Music course is designed to stimulate and develop an appreciation and enjoyment of music through an active involvement in the three musical activities: LISTENING, PERFORMING and COMPOSING. Activities previously undertaken in the classroom will be continued and developed to enable students to respond sensitively and critically to music of different styles in a cultural and historic content.

Course content.

The three musical activities mentioned above have similar weighting but options are available to cater for the differing strengths in those disciplines. Listening questions will enable students to draw on their own perceptions, experience and knowledge. Performance is permissible on any instrument, including singing. Composing studies are focused on producing a folio which could include pastiche, experimental work, free composition or arranging.

There are four main areas of study:

- (i) the candidate's instrument or voice.
- (ii) techniques of melodic composition, centred on British folk music, modes, Indian raga, Western traditions and 20th century innovations (whole tone, serialism, blues, microtonality).
- (iii) dance – including Elizabethan Pavane Galliard; 19th century waltz; disco music of the 1970s and 80s.
- (iv) Traditions and innovation – including Bhangra, Salsa and Minimalism.

Suitability.

Whilst there is no restriction on students wanting to choose music it is preferable that they will be practical musicians and already undertaking formal tuition on one or more instruments. A secure knowledge of basic music theory is desirable. Pupils may wish to work towards Grade V theory level during their course of study, but this is not essential. It is expected that students will play an active part in two school music activities, particularly school choir and /or orchestra/concert band, string ensemble or any of the smaller ensembles such as flute, saxophone or reed instruments. Guitar students may wish to form their own group. All music students are expected to attend recitals, concerts and workshops as directed.

Coursework.

Coursework is addressed right through the Music course and consists of Performing, Composing and Appraising.

(Component 1A): candidates prepare one solo or ensemble piece, and one composition of about 3 minutes' duration. Appraisal of both these will be either written and/or recorded.

(Component 1B): comprises 2 pieces for performance, and 1 composition.

The terminal task component assesses composition ability through improvisation and performance. A listening paper assesses aural responses to the core areas.

PHYSICAL EDUCATION

Examining Board:	OCR
Syllabus title:	PHYSICAL EDUCATION
Syllabus code:	1970

The aim of the course is to encourage candidates to improve their ability to plan, perform, analyze and improve, and evaluate physical activities as well as improving their knowledge, skills and understanding of a range of physical activities. It also aims to promote an understanding of the health benefits and risks associated with taking part in physical activity.

The course consists of a practical element which is assessed continuously over the two years and which represents 60% of the marks. Four activities are chosen from two different activity areas: Games, Athletics, Swimming, Gymnastics. Candidates are also required to demonstrate their ability to analyse performance in one of their chosen activities under applied conditions. This is usually by way of a written analysis, but questioning by the teacher might also be used.

The theory marks, representing 40% of the total, are tested in a single written paper of 1 hour 45 minutes length. Questions are of the short-answer type plus three structured questions. 20 marks are given for the short-answer questions and 60 for the three structured questions.

Outline of the course.

Year 10: Theory: the skeleton, joints & muscles, circulatory & respiratory systems; components of fitness; factors affecting fitness; fitness testing and programmes; fitness training principles, methods and effects.

Practical: The various sports listed above are used as the background for the studies, as appropriate to the time of year.

Year 11: Theory: skill; motivation & mental preparation; social reasons for participation; sport at school; social background; local & national facilities; injuries – prevention & treatment; potential hazards.

Practical: as for year 10.

Practical coursework is completed entirely during school time and must be completed by March 31st in year 11. An external moderator then visits the school to assess students' practical work.

PHYSICS

Examining Board:	OCR
Syllabus title:	PHYSICS A (Twenty First Century Science Suite)
Syllabus code:	J635

The subject content is divided into seven modules, designed to be taught over a period of two years. The modules are:

Year 10 - P1: The Earth in the Universe P2: Radiation and Life P3: Radioactive materials

Year 11 - P4: Explaining Motion P5: Electric Circuits P6: The Wave Model of Radiation
P7: Further Physics – Observing the Universe

Modules P1 to P3 will be examined at the end of year 10, the remainder at the end of year 11.

There is also an element of teacher-assessed skills, contributing 33.3% of the total GCSE mark. This will involve two parts: a “Data Analysis” exercise in which experimental measurements are collected, analysed and evaluated, and a Case Study in which pupils research, write about and discuss some aspect of Science that involves some element of controversy. These pieces of work will be set and marked, one during each year of the course. Samples of the marked work are sent away to the examining board for moderation towards the end of the course.

The Data Analysis task is intended to help pupils understand the problems associated with obtaining reliable scientific evidence, and to think about how such problems can be tackled. The Case Study is designed to motivate pupils and to help them relate their studies to the way in which science topics are reported in the media. It is also intended to develop their skills on critical thinking and evaluation.

Physics is a subject with wide applicability and relevance to everyday life. The GCSE course aims to develop pupils’ ability to understand the world and the universe around them, and to critically evaluate their own practical work and the work of others so that they become better informed citizens. The Twenty First Century Science course prepares pupils to follow courses in Physics to A-Level should they later wish to do so.