

**BUSINESS STUDIES**  
**HISTORY**  
**ART FRENCH**  
**GERMAN** **EAL**  
**PHYSICAL EDUCATION**  
**LATIN MUSIC**  
**CLASSICAL CIVILISATION**  
**COMPUTER SCIENCE**  
**DANCE SPANISH**  
**FOOD PREPARATION AND NUTRITION**  
**MATHEMATICS CHEMISTRY BIOLOGY PHYSICS**

**GEOGRAPHY** **DRAMA** **TEXTILE DESIGN** **ENGLISH LANGUAGE** **ENGLISH LITERATURE**

# **GCSE GUIDE**

## **2023-2024**



This school is us. KC pupils becoming the people we choose to become. It's where we reflect on change. Personal and global. It's where we make mistakes. Get scared, get brave. Give up and then begin again. Where everyday's a school day for our teachers as they learn from our imagination, ideas and understanding. Where we try out new roles. Act with kindness, care and consideration. Where we show that a school is a meeting of minds, not a static institution. Where we follow traditions not as dusty rigidities, but as moments we breathe life into. This school is us because, soon, very soon, the world will be us.

# GCSE GUIDE

An introduction from Mr James Mossman, Deputy Head Academic

We are very proud of our GCSE programme at Kent College. We see every student as an individual learner, with their own strengths and passions, be they academic, sporting or creative. Alongside a traditional core of academic subjects, students at Kent College have access to a very wide range of GCSE options to meet every interest. In addition we timetable our subjects in a way that guarantees that student choices can be matched by the school. This means that literally thousands of different subject combinations are open to them. Furthermore, pupils and parents should be confident that GCSE results at Kent College are exceptional, standing as evidence of our students' hard work and the excellence of our teaching. As a result, students at Kent College should look forward and be excited about their GCSEs and the success that they will bring.



**THIS  
SCHOOL  
IS US.**

**WE ARE  
THE  
FUTURE.**

# GCSE CURRICULUM FOR YEARS 10 AND 11

In September, you will be entering Year 10 at Kent College. In the first three years of secondary education you have been introduced to a very wide range of subjects. Next year, you will continue to study certain core subjects but you will be able to choose which additional subjects you study for the General Certificate of Secondary Education (GCSE).

This booklet is designed to help you understand how GCSEs work and enable you to make the right choice of subjects. Take careful note of the advice given here and discuss your options with your teachers and parents.

As a first rule, we suggest that you choose the subjects which you most enjoy; if you enjoy a subject, you are more likely to be successful. You may

already have a career in mind, and if so, select subjects that will help, but don't feel too constricted at this stage. It is good to have a broad range of subjects to keep your options open. It may be obvious but, GCSE results are important; good results are needed for entry to A Level courses and to Higher Education.

You will need evidence of other achievements in your school career. It is important that your programme of GCSE courses leaves you time to pursue other interests. Your extra-curricular activities should complement your academic curriculum.

We hope you will see GCSEs as an opportunity to develop your strengths and interests; choose wisely so that you can make the most of the next two years.

## What choices have to be made?

In Years 10 and 11 some subjects, called core subjects, are taken by everyone.

These are:

- ➔ IGCSE English and English Literature
- ➔ IGCSE Mathematics
- ➔ IGCSE Science
- ➔ Wellbeing
- ➔ Physical Education
- ➔ Philosophy, Society and Religion

You also choose four subjects from a wide list of options.

You may choose to study Physical Education in more detail by selecting the GCSE PE option.

Qualifications in Further Mathematics and Classical Greek are also available as extra-curricular subjects – they do not form part of your option choices.

## What are GCSEs and IGCSEs, and how are they graded?

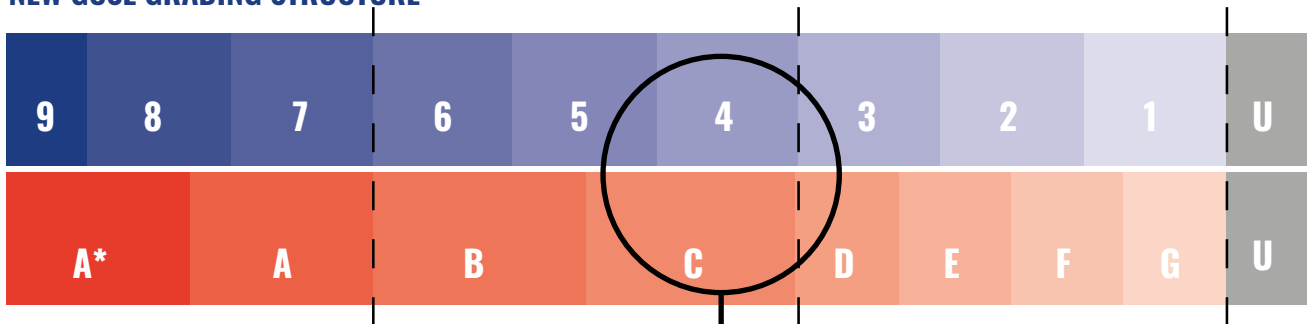
English, Mathematics, Science, Computer Science and History, follow the International GCSE (IGCSE). These qualifications are accepted by other schools and universities, the same as national GCSEs. Each department chooses the GCSE or IGCSE which is most appropriate for Kent College. Throughout this booklet any reference to GCSEs include the IGCSE.

You will be aware that GCSE courses have changed and follow a new grading system:

- ➔ Most courses have nine grades and use numbers:  
9, 8, 7, 6, 5, 4, 3, 2, 1, U (where 4 or above is considered a 'good pass')
- ➔ This replaces the previous system of eight grades and letters:  
A\*, A, B, C, D, E, F, G, U (where C or above is considered a 'good pass')

The diagram below explains how the two grading systems relate.

### NEW GCSE GRADING STRUCTURE



### OLD GCSE GRADING STRUCTURE

4 = C

For entrance to the Sixth Form, a minimum of six GCSEs with grade 4 or above including Mathematics and English (either English or English Literature) are normally required. Students not achieving these grades in Mathematics or English will be required to take additional lessons and resit the subject at the earliest opportunity.

Students should also achieve high grades (6+) in the subjects they wish to study at A Level. Students should attain 7+ (ideally 8+) in Mathematics and the Sciences if they wish to study these subjects.



## **What subjects should I choose and why?**

In addition to the core subjects, students are required to select four additional GCSE subjects, leading to a total of 9 or 10 GCSEs. At Kent College we believe that all students should have the freedom to pursue their individual aspirations. Therefore, we allow students to choose any combination of option subjects and we guarantee this combination provided that we are informed by the deadline (an options form will be sent separately). However, we also believe that students should choose a balanced range of subjects; therefore, we recommend that students select at least one language, one humanity and one technology-based or creative arts subject.

GCSE subjects are studied for two years and it is important to remember that assessment work is staggered during this time. Some subjects, for example Art, Textile Design and Food Preparation and Nutrition, have a heavy project load and students should take this into account. Although summary details of each subject are included in this booklet, students should also consult subject staff to clarify details. It is important that careers advice is sought if there is any doubt about which subjects are needed for future plans.

The full list of GCSE options currently available are:

**Art**

**Business Studies**

**Classical Civilisation**

**Computer Science**

**Dance**

**Drama**

**English as an Additional Language (EAL)**

**Food Preparation and Nutrition**

**French**

**Geography**

**German**

**History**

**Latin**

**Music**

**Physical Education**

**Spanish**

**Textile Design**

## **What subjects should I choose and why?**

There are also two GCSE subjects available as extracurricular options. These subjects are taught 'off-timetable' allowing students to take them in addition to their five choices:

➔ **Classical Greek**

➔ **Further Mathematics**

Students interested in these options should speak to Mrs Hayes (Greek) or Mrs Leach (Mathematics).

There is also a Supervised Study Option.

## Supervised Study Option

Ten GCSEs do mean that students will be very busy, particularly in Year 11, but this is manageable for the majority of Kent College students. However, it is worth noting that nationally it is perfectly acceptable to take only nine GCSEs. As a result, we also offer the possibility of a reduced curriculum in Year 10 and 11 to allow extra time for study and support. This will mean students will choose three instead of four options, giving five supervised study lessons a week to focus on improving grades in the other subjects.

Sessions are in a designated room with computer access and will be supervised by a member of staff who can offer support if required. It will also give timetabled session for any extra 1:1 support.

This has proven very useful in previous years and it is worth discussing this with Mr Mossman if you are interested. If so please add Supervised Study as one of your four GCSE options.

In some cases the school will actively recommend this pathway. If this the case, we will contact parents to discuss this in advance of the option process being completed.





## English Language (Core)

We believe the study of English is critical to our students' intellectual and imaginative development. The English Department promotes excellence in the delivery of the GCSE curriculum and creates a culture in which students enjoy a wide range of texts, learning to speak and write with confidence about a range of ideas.

At Kent College, English language is taught as part of a single integrated course with English Literature and our students follow the Eduqas GCSE specification. This two-year course is popular and engaging with a wide variety of texts and tasks to both support and challenge our pupils. It is examined at the end of the course through two external examinations and there is also a non-examined spoken language assessment. In lessons, we build on and consolidate skills taught in earlier years and continue to challenge our students by extending the range and ambition of their reading. Students are encouraged to write concisely and clearly both for functional and imaginative purposes in a variety of forms and styles, as well as demonstrating grammatical accuracy and flair. There is also frequent emphasis on reading short fiction and non-fiction extracts and practising writing under timed conditions to help prepare for the examinations.

### English Language GCSE course consists of two examination papers.

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#### Component 1: Twentieth Century Literature Reading and Creative Prose Writing

Written examination: 1 hour 45 minutes

40% of qualification

##### Section A: – Reading

Students will be asked to read and understand one prose extract (about 60–100 lines) of literature from the 20th century. Understanding will be assessed through a range of structured questions.

##### Section B (20%) Prose Writing

One creative writing task selected from a choice of four titles

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#### Component 2: Nineteenth and twentieth century Non-Fiction Reading and Transactional/Persuasive Writing.

Written examination: 2 hours

60% of the examination

##### Section A (30%) – Reading

Understanding of two extracts (about 900–1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

##### Section B (30%) - Writing

Two compulsory transactional/persuasive writing tasks.

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#### Component 3: Spoken Language

Non-examined assessment

Unweighted

One presentation/speech, including responses to questions and feedback

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

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## English Literature (Core)

In English Literature, students are encouraged to read widely for pleasure across a range of high-quality texts in the genres of poetry, prose and drama. This enables readers to make connections across their reading and develop a clear understanding of literary works.

Students are not allowed to have copies of their texts during the examination.

**English Literature GCSE course consists of two examination papers.**

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### Component 1: Shakespeare

**Written examination: 2 hours**

**40% of the qualification**

#### Section A (20%) Shakespeare

*Macbeth or Romeo and Juliet or The Merchant of Venice*

This assessment will test, through one extract-based question and one essay question on the text as a whole, the students' knowledge and understanding of a Shakespeare play. Learners will be expected to comment on Shakespeare's use of language, structure and form and show an understanding of themes, characters, and ideas.

#### Section B: Poetry 1789 to present day

This assessment will be based on two poems from the Eduqas Poetry anthology. Students will be asked to write about one specified poem in question one. The second question will ask students about a second poem which they will then compare to the first.

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### Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry

**Written Examination: 2 hours and 30 minutes**

**60% of qualification**

#### Section A (20%) Post 1914 Prose/Drama

*Never Let me Go or Lord of the Flies and An Inspector Calls or Blood Brothers*

This assessment will test, through a source-based response, knowledge and understanding of characters, themes, and ideas.

#### Section B: (20%) 19th century Prose

*A Christmas Carol or War of the Worlds, or Pride and Prejudice or Jane Eyre or The Strange Case of Dr Jekyll and Mr Hyde.*

Along with commenting on characters, themes and ideas, students will need to consider the context of the novel studied.

#### Section C (20%) Unseen Poetry

Students will need to write about two unseen poems commenting on key ideas and poetic techniques.

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## Mathematics (Core)

The Mathematics Department aims to provide a supportive, enjoyable and stimulating environment where students are inspired and engaged to achieve.

We prepare the students for the Pearson Edexcel IGCSE (4MA1), a course that supports seamless progression to further study, with up-to-date content reflecting the latest thinking in Mathematics. It is comparable to the UK reformed GCSEs in terms of the level of demand and assessment standards. Students will sit two papers at the end of Year 11. Although calculators are allowed on both papers, students need to develop a full range of mental and non-calculator skills. Questions demonstrating the mastery of these skills may be asked in the examination.

There are two level of entries summarised in the table below:

|                   | <b>Grades achievable at this entry level</b> | <b>Papers</b> | <b>Length of Paper</b> | <b>Weighting</b> |
|-------------------|--|---------------|------------------------|------------------|
| <b>Foundation</b> | 1-5  | Paper 1 (1F)  | 2 hours                | 50%              |
|                   |  | Paper 2 (2F)  | 2 hours                | 50%              |
| <b>Higher</b>     | 4-9  | Paper 1 (1H)  | 2 hours                | 50%              |
|                   |  | Paper 2 (2H)  | 2 hours                | 50%              |

Candidates are assessed against three main objectives:

- ➔ AO1: demonstrate knowledge, understanding and skills in number and algebra – this forms 57–63% of the qualification.
- ➔ AO2: demonstrate knowledge, understanding and skills in shape, space and measures – this forms 22–28% of the qualification.
- ➔ AO3: demonstrate knowledge, understanding and skills in handling data – this forms 12 – 18% of the qualification.

There will be approximately 40% of questions targeted at grades 5 and 4, across papers 1F and 1H to aid standardisation and comparability of award between tiers.

It is expected that all students work towards the Higher examination. However, after the end of year exam in Year 9 (which will be a full Foundation level paper series), a decision may be made, following consultation with parents, to enter some at Foundation level.

Students interested in studying Mathematics in greater detail are encouraged to choose the AQA Certificate in Further Mathematics option in Year 11.

All students are expected to be equipped with a complete geometry set and a scientific calculator.



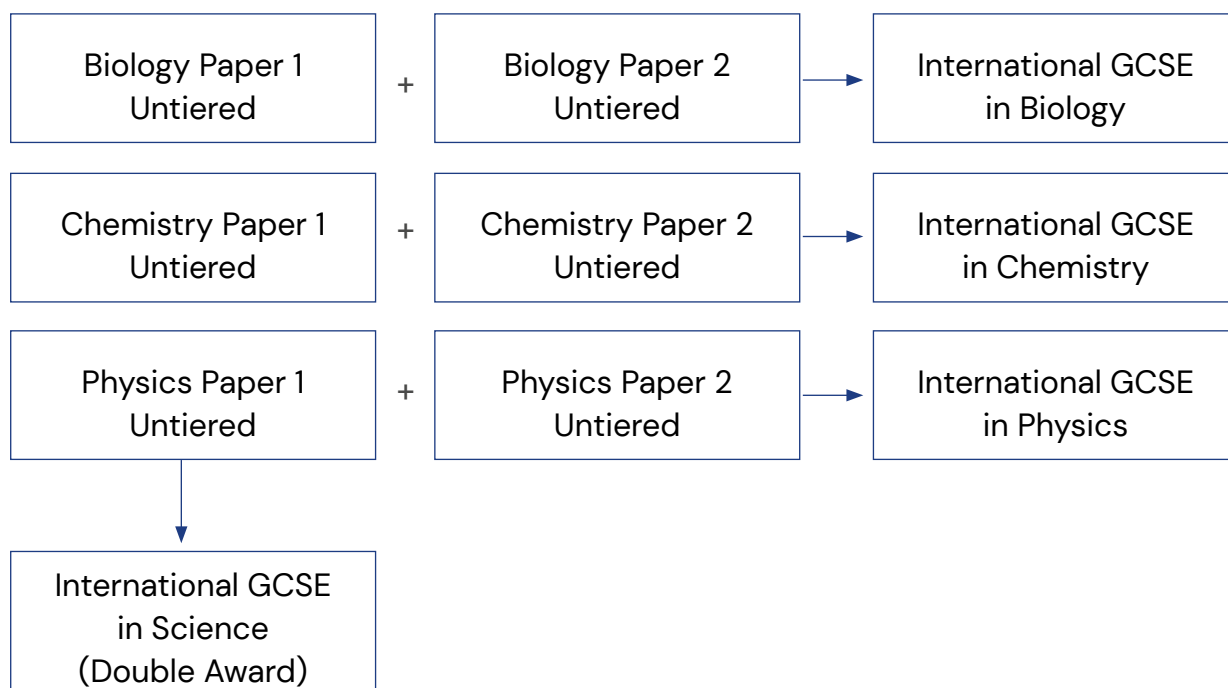


## Triple Science (Core)

Studying the sciences as three separate subjects has the following advantages:

- ➔ Pupils have the opportunity to study the subjects in greater depth.
- ➔ Triple Science may give pupils the greatest opportunities for continuing with STEM (science, technology, engineering and mathematics) beyond Advanced Level.
- ➔ Question papers are clear and straightforward meaning they are accessible for all pupils of all ability ranges and learning styles
- ➔ The International GCSE is designed to extend students' knowledge by broadening and deepening skills, for example: – developing students' practical skills by including a number of practicals in the specification content. The skills developed will be assessed through questions in written examinations – improving pupils' analytical and logic skills by applying understanding of scientific concepts and principles to a range of situations.

How assessment relates to the qualifications for Biology, Chemistry, Physics and Double Award is shown below.



## Triple Science (Core) continued

### Content summary for Biology

- 1 The nature and variety of living organisms
- 2 Structures and functions in living organisms
- 3 Reproduction and inheritance
- 4 Ecology and the environment
- 5 Use of biological resources

### Content summary for Chemistry

- 1 Principles of chemistry
- 2 Inorganic chemistry
- 3 Physical chemistry
- 4 Organic chemistry

### Content summary for Physics

- 1 Forces and motion
- 2 Electricity
- 3 Waves
- 4 Energy resources and energy transfers
- 5 Solids, liquids and gases
- 6 Magnetism and electromagnetism
- 7 Radioactivity and particles
- 8 Astrophysics

The qualifications are linear, with written exams taken in the summer term of Year 11. All exams are non-tiered to enable all abilities to access the questions. Each exam paper contains a combination of multiple choice questions, short answer questions, calculations and extended open response questions.

Paper 1 assesses the core content of Biology, Chemistry and Physics plus some sub topics of the syllabus are covered in greater depth.

Paper 2 of Biology, Chemistry and Physics, assesses all content from each syllabus and the questions may be taken from any area within their specifications. The final grade awarded for each qualification is calculated using the total raw marks from Papers 1 and 2.

In the second term of Year 10, pupils will be assessed and the school may recommend some pupils follow a Double Science route instead of Triple. This pathway still covers all three sciences but offers a less challenging workload and doesn't close any doors to further study.





## Physical Education (Core)

Our aim at Kent College is to promote lifelong participation in sport which ultimately leads to a healthier well-balanced lifestyle. This will then enable the students to fulfil their potential whilst developing the fundamental skills of team work, socialisation and sportsmanship as well as building self-esteem and confidence. We also want to give them a fulfilling and enjoyable break from their academic studies.

In their Physical Education lessons all Year 10 pupils take part in different sports on a half-termly basis. The team players will use this time as an extra training session for hockey in the Autumn term and netball in the Spring term with specialist sports teachers. The students not involved in a team are given the opportunity of a variety of sports during this time including trampolining, fitness, badminton, volleyball, netball, basketball and table tennis. In the summer months those involved in the team will have their cricket training session and the other students have the opportunity to participate in rounders, tennis, cricket, athletics and touch rugby.

In an attempt to challenge the poor statistics regarding girls drop out in Physical Education, we have introduced our Sport and Wellbeing afternoons. The students have opportunities to participate in a broad variety of activities that promote healthy minds and healthy lifestyles. They can participate with friends, using our extensive range of facilities and switch off from their busy schedules. Activities offered include basketball, Gritfit camps, table tennis, trampolining, boxercise, running, street dance, lifesaving, climbing, sessions on our outdoor adventure course, Forest School, yoga, mindfulness and of course our team sports netball and hockey.

The busy and varied fixtures list (netball, hockey, cross-country, swimming, athletics, cricket and tennis) provides ample opportunities for the sports enthusiasts to develop their skills and tactical awareness further, as well as gaining valuable match and tournament experience. Pupils are also actively encouraged to attend district and county trials.

## WELLBEING

The course focuses on both physical and emotional Wellbeing. Issues such as Mental Health, Drugs, Alcohol and Relationships and Sex Education are tackled sensitively so that pupils are taught accurate facts and are able to ask questions in a safe space. The emphasis on emotional literacy ensures pupils have a chance to explore a range of healthy coping strategies, develop resilience and a sense of self. At all stages of the course pupils are signposted to available support.

Wellbeing in Years 10 and 11 also encompasses aspects of Citizenship and Careers as we focus on readiness for the next stage of the pupils' education.

## **Philosophy, Society and Religion - PSR (Core)**

From September 2022, Year 10 will continue to study the newly devised Philosophy, Society and Religion (PSR) curriculum, which is centred on a holistic approach to learning. It aims to create inquisitive pupils who delight in their own engagement with academic questions and enquiries and who are reflective in their academic practice. PSR aims to enable pupils to genuinely see inquisitive exploration as valuable as well as crucial in their learning process. It has been designed to empower pupils to lead the enquiry: to flip the classroom learning. It will help pupils appreciate the value of knowledge and understanding for the sake of this alone. Moreover, it will strengthen their journey towards being independent learners, bolstering a confident sense of self and personal agency.

The course consists of the following units:

- ➔ Language and Meaning
- ➔ Structures of Morality and Belief
- ➔ Responsibility, Influences and Impact
- ➔ Exploration

The Exploration unit will be completed in the Summer Term, giving pupils the opportunity to formulate their findings in a 1,000 word formative assessment

Pupils in Year 10 will have the choice to complete their study informally and for the purpose of exploration of knowledge alone. Alternatively, pupils may choose to complete their PSR study formally through an AQA Higher Project Qualification, which the Department will facilitate and guide individuals through.

Other forms of formative assessments can be considered.

## **Art (Options subject)**

Art is a subject which enables students to fulfil and extend their potential creativity through visual media.

### **Course Content**

The OCR Fine Art course requires students to produce two units of work over the two years.

The aim of the course is to encourage students to develop skills through the exploration of ideas and processes. Over the two year course, they will have the opportunity to include the following :

- ➔ Painting & Drawing
- ➔ Printmaking
- ➔ Sculpture
- ➔ Lens-based imagery
- ➔ Mixed media

Students will use sketchbooks for preparatory drawings, research, experimentation and development of ideas, as well as larger pieces.

### **Scheme of Assessment and Examination**

The course consists of two projects, the portfolio and the examination set task. This work is assessed by both teachers and by a visiting moderator. 60% of the marks are based on the coursework portfolio and 40% for the examination set task.

### **Career Points**

The OCR GCSE Art and Design: Fine Art course offered at Kent College is an ideal preparation for students who may wish to go on to A Level. This in turn could lead to a degree course and a future career in Art and Design.



## Business (Options subject)

The Edexcel GCSE Business course presents students with opportunities to focus on real-world business issues, considering and reflecting upon the moral, ethical and sustainable issues that arise as a result of business activity. Students will learn business concepts and terminology which they should use to investigate contemporary business issues and to assess different types and sizes of businesses in local, national and global contexts.

Course Content – the specification for GCSE Business is split into two themes.

| <b>Theme 1: Investigating a small business</b>  | <b>Theme 2: Building a business</b>   |
|---|---|
| <ul style="list-style-type: none"><li>➔ Enterprise and entrepreneurship</li><li>➔ Spotting a business opportunity</li><li>➔ Putting a business idea into practice</li><li>➔ Making the business effective</li><li>➔ Understanding external influences on business</li></ul> | <ul style="list-style-type: none"><li>➔ Growing the business</li><li>➔ Making marketing decisions</li><li>➔ Making operational decisions</li><li>➔ Making financial decisions</li><li>➔ Making human resource decisions</li></ul> |

### Assessment

This is a 100% exam based subject where students will be assessed by multiple choice, short answer and extended writing questions. They will also be expected to do some calculations. There are two papers.

#### Paper 1 (examines Theme 1)

- ➔ Written examination: 1 hour and 30 minutes
- ➔ 50% of the qualification

#### Paper 2: (examines Theme 2)

- ➔ Written examination: 1 hour and 30 minutes
- ➔ 50% of the qualification

### Career Opportunities

Business is a versatile subject that can help in many careers, including business management, marketing, advertising, media, financial management, accounting, business law, human resource management, banking, retailing in the public or private sector.

## **Classical Civilisation (Options subject)**

Classical Civilisation GCSE enables students to examine in detail the influential and mysterious cultures of ancient Greece and Rome. They will be fascinated by the gods and monsters of Greek mythology, the horrors of the Roman arena and the origins of drama and modern theatre. By actively enquiring into the breadth of the classical world, pupils become effective learners and critical and reflective thinkers. In turn they take on a very wide range of cross-curricular skills, including literary and artistic analysis, creative writing, drama and rational argument. Along the way they will be encouraged to evaluate how the values and achievements of our society have developed in the last 2000 years, making an informed and personal response to some issues that are still very relevant today. In addition, students who have done either Latin or Classics in Year 9 will find that this course naturally builds on their existing knowledge. However, students do not need to have studied a classical subject previously.

### **The areas studied are:**

#### **→ Myth and religion**

We will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. Myth as a symbol of power will also be explored, as will ever-popular myths about the underworld. We will also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world.

#### **→ Roman city life**

In this component we will explore everyday life in Roman cities, including examining typical Roman housing, the education of children, the dinner party (cena), slaves and freedmen and the Roman social system. We will also look closely at Roman leisure and entertainment, such as the amphitheatre and gladiators, chariot races, the theatre and the baths. There is also the opportunity to study Roman literature in translation: the Satires of Horace and Juvenal, fiction of Petronius and letters of Pliny will give pupils an insight into different literary styles and techniques, as well as into interesting areas of Roman life and society.

### **Scheme of Assessment and Examination**

Each of these sections forms 50% of the marks, examined in two written papers.

### **Career Opportunities**

Classical Civilisation, in nurturing a wide range of disciplines, is relevant to a breadth of options at university and beyond. In the past these have included law, history, art, classics, theatre studies, history of art, English, advertising, politics, economics and language.

## **Computer Science (Options subject)**

The Pearson Edexcel GCSE Computer Science will, above all else, be relevant to the modern, fast-changing world of computer science. Computer Science is a practical subject where learners apply the knowledge and skills learned in the classroom to real world problems. It is an intensely creative subject that involves invention and excitement. Curiosity, independent interest and real enthusiasm would provide an ideal launchpad for this future-facing GCSE.

This up-to-date qualification reflects the fast-changing world of Computer Science – with innovative, future looking onscreen practical assessments to ensure all students develop the computational skills they need for an exciting future beyond the classroom.

### **The areas studied are:**

- ➔ The written paper focuses on computational thinking, data representation, computers, networks and the impact and issues of computing in the world today.
- ➔ The practical onscreen assessment focuses on the ability to analyse and solve problems by designing, writing testing and refining programs in a real world setting.

The course will prepare students well for university, apprenticeship and eventual employment because it gives an opportunity for students to be assessed on writing, testing, and refining programs in an IDE using Python 3 rather than by writing code or pseudocode on an exam paper.

### **Career Opportunities**

The course provides outstanding preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Learners who have taken a GCSE in Computer Science will have a significant advantage over their peers who have not.



## **Dance (Options subject)**

Dance is a powerful and expressive subject which encourages pupils to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This specification recognises the role of dance in young people's lives and pupils will study a range of dance styles and style fusions. Apart from the solo performance, pupils can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Many GCSE Dance students choose dance for the practical rather than theoretical focus and for this reason the written assessment is clear and well-structured. It consists of a variety of question styles, which include multiple choice, short answers and extended written responses. This course creates clear progression to A Level, higher education and beyond.

### **Scheme of Assessment and Examination: Component 1 - Performance & Choreography**

#### **Performance - 30% of GCSE**

- ➔ Solo performance (approximately one minute in duration)
- ➔ Duet/trio performance (three and a half minutes in duration)

#### **Choreography - 30% of GCSE**

- ➔ Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

#### **How is it assessed?**

Internally marked and externally moderated.

### **Component 2 - Dance Appreciation**

#### **Written exam: 1 hour 30 minutes - 40% of GCSE**

- ➔ Knowledge and understanding of choreographic processes and performing skills.
- ➔ Critical appreciation of own work.
- ➔ Critical appreciation of professional works.



## **Drama (Options subject)**

The course offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to drama, informed by their theoretical knowledge of drama and theatre.

### **Component 1: Understanding drama**

- ➔ Study of one set play from a choice of six
- ➔ Analysis and evaluation of the work of live theatre makers
- ➔ Written (open book) examination lasting 1 hour and 45 minutes
- ➔ Questions are on a given extract from the set play and you have a choice of questions on the work of theatre makers in a live production
- ➔ 40% of GCSE

### **Component 2: Devising drama (practical)**

- ➔ Create and perform your own piece of drama
- ➔ Analysis and evaluation of your own work
- ➔ Your devising log and your performance forms the basis of the assessment
- ➔ 40% of GCSE
- ➔ This component is marked by teachers and moderated by AQA

### **Component 3: Texts in practice (practical)**

- ➔ Performance of two extracts from one play
- ➔ 20% of GCSE
- ➔ This component is marked by AQA

### **Career Points**

The course will help develop confidence, self-expression, creativity, and analytical and written skills, all of which are skills which are greatly sought after. Group work is also a strong element of the course which develops team building skills.

## Food Preparation and Nutrition (Options subject)

The Food Preparation and Nutrition GCSE is an exciting and creative course which focuses on practical cooking skills. You will develop an understanding of nutrition, where food comes from and the working characteristics of food materials. You will also learn about British and international culinary traditions, food security and food safety. You will understand the physical, chemical, nutritional, biological and sensory properties of foods and be able to apply this knowledge in practical work. You will build on the skills, knowledge and experience gained in Years 7–9 and will design products for real-life needs and situations.

### Course Content

The specification has been organised into the following sections:

|                  |                            |
|------------------|----------------------------|
| Food Preparation | Food, Nutrition and Health |
| Food Safety      | Food Science               |
| Food Provenance  | Food Choice                |

### The practical skills you will learn are:

|                  |                                |                            |
|------------------|--------------------------------|----------------------------|
| Knife skills     | Preparing fruit and vegetables | Use of the cooker          |
| Use of equipment | Cooking methods                | Prepare, combine and shape |
| Sauce making     | Tenderising and marinating     | Dough                      |
| Raising agents   | Setting mixtures               |                            |

### Scheme of Assessment and Examination

Written examination:

- ➔ Multiple choice and five open-ended questions
- ➔ 50% of GCSE grade

Practical elements:

- ➔ Task 1: The Food Investigation (15%) – takes 10 hours in lessons
- ➔ Task 2: The Food Preparation Assessment (35%) – takes 20 hours of lesson time
- ➔ 50% of GCSE grade

### Career Opportunities

Food Preparation and Nutrition provides pupils with valuable skills and knowledge which are transferable to other subjects. It complements other studies and is a valuable addition for many career paths including those in health services and the food business and leisure industries.

## Geography (Options subject)

The AQA Geography course aims to develop a sense of place by studying the processes which underlie diverse and dynamic landscapes and environments, whether physical or man-made. Geography helps us understand our own lives in a global world and faces vital issues like climate change, water, food security and poverty eradication. Each of the two main areas of study, physical and human geography is divided into three subsections.

**Paper 1: Living with the physical environment.**

**Section A: The challenge of natural hazards.** Volcanoes, earthquakes, hurricanes, climate change.

**Section B: Physical landscapes in the UK.** Coasts and rivers.

**Section C: The living world.** Tropical rain forests and deserts.

**Paper 2: Challenges in the human environment.**

**Section A: Urban issues and challenges.** Urbanisation, cities, population growth.

**Section B: The changing economic world.** World development, globalisation, TNC's.

**Section C: The challenge of resource management.** Food supply and water security.

**Paper 3: Geographical applications.**

**Section A: Issue evaluation.** New topic each session based on the above themes.

**Section B: Fieldwork.**

**Section C: Geographical skills.** Graphical, numerical and map skills.

Case study examples are taken from all parts of the world and include local, regional and national examples. The syllabus will enable pupils to develop a range of skills such as fieldwork observation, data collection, classification and interpretation, investigation, essay writing, numerical and IT skills; show information on diagrams, graphs and maps, and use Ordnance Survey maps and Geographical Information Systems (GIS), audio-visual materials, magazines and newspapers.

### Scheme of Assessment

**Paper 1:** Written exam: 1 hour 30 minutes (35% of GCSE)

**Paper 2:** Written exam: 1 hour 30 minutes (35% of GCSE)

**Paper 3:** Written exam: 1 hour (30% of GCSE)

Question types for all papers: multiple-choice, short answer, extended prose

### Career Opportunities

Geography is a useful basis for a wide range of careers from financial services, personnel, conservation, planning, environmental consultancy, Geographical Information Systems, IT, marketing, heritage management, research, teaching, management information services, water companies, civil service, the media, leisure and tourism, land management, surveying, cartography, weather forecasting, geology, transport, economics and global sustainable development, and graduate training schemes in most companies.



## **History (Options subject)**

The Pearson Edexcel IGCSE in History offers an opportunity to expand understanding of the world we live in while acquiring valuable skills for the future.

The topics we have chosen, focus on modern history, enabling students to study and consider some of the most politically and socially influential events of the last 200 years. From crucial developments in the history of medicine, to the era-defining revolution in Russia, your studies will encourage an understanding of the historic origins of many of the problems and opportunities of the 21st century.

This course teaches you skills that are prized in adult life. Students are encouraged to think and write analytically, to interpret and utilise a diverse range of source material, to explore a range of different interpretations, to ask your own questions, and to make critical judgements.

### **Course Content**

The Pearson Edexcel IGCSE in History consists of four units, which are examined in two papers, each comprising 50% of the final mark. Each paper lasts 1 hour and 30 minutes. The units are as follows:

#### **Depth Studies**

- ➔ Development of dictatorship: Germany, 1918–45
- ➔ A world divided: Superpower relations, 1945–72

#### **Historical Investigation**

- ➔ Russia and the Soviet Union, 1905–24

#### **Breadth Study in Change**

- ➔ Changes in medicine, 1848–1948

The skills developed when studying for a GCSE in History are relevant and transferable to any future study or career. History as a subject is highly regarded by universities and employers. This course will encourage pupils to become a confident and questioning individuals, aware of the world around them.

## **Latin (Options subject)**

Latin is a distinctive and prestigious subject. Students are given the opportunity to examine in depth the unique language and literature of ancient Rome. In addition, they will study the culture and social life which is fundamental to our own identity. As well as being exciting and inspiring, this course helps students develop the analytical skills and intellectual flexibility which are very relevant in universities and in the modern workplace. Whilst there may not be any career that absolutely requires Latin, it is still used and respected in certain fields such as medicine and law.

### **Scheme of Assessment and Examination**

Students study three units, one in language and two in literature:

#### **Language (50% of the GCSE)**

In this paper, candidates are asked to translate and answer comprehension questions about stories based on either ancient mythology or history. There is a prescribed word list for this paper.

#### **Thematic Literature (30% of the GCSE)**

Candidates will study excerpts of Latin texts all based around a theme, such as magic and superstition or Roman entertainment. These will include both prose and verse texts, which will show different opinions on ancient life.

#### **Narrative Literature (20% of the GCSE)**

For this paper, candidates study a continuing narrative, analysing the plot, themes and characters of the piece. They will study additional material in English to develop their understanding of the narrative. In recent years this has been a study of Tacitus' account of Boudica's rebellion or an extract from Ovid's Metamorphoses.

### **Career Points**

Latin, in nurturing a wide range of disciplines, is relevant to a breadth of options at university and beyond. In the past, these have included law, medicine, history, classics, theatre studies, English, advertising, politics, and language.



## **Modern Foreign Languages (Options subject)**

We strongly recommend that all students study a modern foreign language at GCSE Level and able linguists should consider studying two languages. Languages can open the door to a wide range of career opportunities and knowledge of a language is a skill highly regarded by universities and employers.

### **Scheme of Assessment and Examination**

All three languages follow the AQA GCSE (1–9) course. It is a linear course with students sitting examinations in the four skills at the end of Year 11: listening, speaking, reading and writing.

### **The following broad topic areas are covered in the course of Years 10 and 11:**

- ➔ Theme 1: Identity and culture, including family and friends, technology in everyday life, free time and customs and festivals in Spanish speaking countries.
- ➔ Theme 2: Local, national, international and global areas of interest, including home, town, neighbourhood and region, charity and voluntary work, global issues and travel and tourism.
- ➔ Theme 3: Current and future study and employment, including life at school and post 16 education and future careers.

### **Assessment consists of the following units:**

- ➔ Paper 1: Listening (25%)
- ➔ Paper 2: Speaking (25%)
- ➔ Paper 3: Reading (25%)
- ➔ Paper 4: Writing (25%)



## **Music (Options subject)**

Music is all around us. It influences our moods and emotions and stimulates and motivates us in many ways. Following this GCSE Music course will improve your confidence and ability in performance (either singing or playing an instrument), nurture your creativity through composition, and develop your understanding of many different musical styles through four areas of study, ranging from pop to world music. It also provides a very important foundation for the study of music at A Level.

### **Scheme of Assessment and Examination**

We are following the Edexcel syllabus. 40% of the qualification is assessed in an examination at the end of the course. 60% is performing and composing coursework.

### **Performing**

Two performances are required (either instrumental or voice). One piece must be as a soloist and another as part of an ensemble. Performances should last a combined minimum of four minutes and a maximum of seven minutes. The performance as part of an ensemble must last for a minimum of one minute. Over all, the performing element of the qualification is worth 30% of the marks.

### **Composing**

Students compose two compositions of at least three minutes' combined duration. One composition is to a brief set by the examination board of at least one minute in duration. Students also compose a piece of your own choosing, of at least one minute in duration. The composing component is worth 30% of the total marks for the qualification.

### **Appraising**

Areas of study include music from a range of styles and periods including classical, rock, music theatre, film and folk. Section A relates directly to pieces studied during the course. Section B asks students to compare unprepared pieces as well as those that have been studied. The appraising paper is worth 40% of the marks and is taken as an examination at the end of the course. Extracts of music are played as part of the examination.

### **Career Opportunities**

GCSE Music gives a fascinating insight into a diverse range of musical styles. It develops skills in performing and composition, improves confidence and presentation skills. It may lead to a career in the media, music industry, performing, teaching or arts administration, but also develops transferable skills useful in any profession.

GCSE Music is usually needed for A Level Music to be considered as an option in the Sixth Form.

## Physical Education (Options subject)

The AQA Physical Education course is split into two parts, 40% of the course is practical based and 60% of the course is theory based.

### Practical (40%)

Students will be required to show advanced skills and demonstrate their abilities in increasingly challenging situations. It is advised that these chosen sports are practised at clubs both inside and outside of school time. A love of sport, commitment and enthusiasm are a must, as is a desire to study the theoretical aspects of sport and exercise.

The students will select a maximum of three sports. At least one of these sports must be a team sport and one must be an individual sport. Your teacher will work with you to help you choose your strongest sports.

Each sport is worth 10% of the practical element and there is an analysis and evaluation coursework project that contributes to the final 10%.

### Theory (60%)

- ➔ Two examination papers, each worth 30% of total GCSE, each paper is 75 minutes in length.
- ➔ The papers are broken down into a mixture of multiple-choice questions, objective test questions, short answer questions and extended answer questions
- ➔ The content and breakdown of each paper are shown in the table below:

| Paper 1:<br>The human body and movement in physical activity and sport   | Paper 2:<br>Socio-cultural influences and well-being in physical activity and sport:   |
|--|--|
| <ul style="list-style-type: none"><li>➔ Applied anatomy and physiology</li><li>➔ Movement analysis</li><li>➔ Physical training</li><li>➔ Use of data</li></ul> | <ul style="list-style-type: none"><li>➔ Sports psychology</li><li>➔ Socio-cultural influences</li><li>➔ Health, fitness and well-being</li><li>➔ Use of data</li></ul> |

### GCSE PE

You will have three single theory lessons a week and a double practical lesson. You will have the opportunity in Year 11 to complete a piece of coursework.

GCSE PE gives you an extra dynamic to your options, if you love sport and want to know more about applying it in different situations this is the course for you.

It will set you up to study A Level PE or BTEC Sport in the Sixth form as well as helping with your knowledge for science and giving you an extra opportunity a week to be active.

## **Textile Design (Options subject)**

Textile Design is a versatile practice that involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products. Textile designers work in a multi-disciplinary ways to create ideas, materials and techniques for different applications. Textile designers also play an important role in the world of fashion, theatre, performance and retail.

### **Areas of study**

Work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of study and students could develop work in a least one of the following areas of study.

- ➔ Constructed textiles
- ➔ Digital textiles
- ➔ Dyed fabrics
- ➔ Printed fabrics
- ➔ Fashion design
- ➔ Installed textiles
- ➔ Soft furnishings
- ➔ Stitched and/or embellished textiles

### **Course Content**

- ➔ Component 1: Personal Portfolio in Textile Design (60%)
- ➔ Component 2: Externally Set Assignment in Textile Design (40%)

### **Career Opportunities**

Textile Design can lead to a variety of careers including designing, marketing, buying, merchandising, journalism and costume in theatre or television.

Textile Design practitioners may work within a team environment in a large commercial manufacturing company, on a single aspect of the design or making process, or work as freelance practitioners on commissions or self-directed projects. They will need good communication skills in order to liaise with clients and to promote themselves as textiles designers and makers.

## **EAL English as an Additional Language (Options subject)**

International students have the opportunity to take the Pearson Edexcel International GCSE (9-1) English as a second language course to get an extra GCSE qualification.

Our International Study Centre works with other departments and our focus is for students to acquire the level of English required for the mainstream British academic curriculum and therefore this course also covers general knowledge topics helping students to succeed in other subjects.

### **Scheme of Assessment and Examination**

IGCSE (9-1) ESL: Examination paper 1: Reading & Writing (2 hours), Examination paper 2: Listening (50 minutes) Examination paper 3: Speaking (optional)

### **All courses cover the following broad topic areas in Years 10 and 11:**

- ➔ Family and friends
- ➔ Exploring the world
- ➔ The entertainment industry
- ➔ Health and lifestyle
- ➔ School, jobs, career and business
- ➔ Natural world and environment
- ➔ Mastering languages
- ➔ Speech and communication
- ➔ Technology and the future

## **Classical Greek (Extra-curricular)**

As GCSE Classical Greek is taught off-timetable, it can be taken as an extra subject in addition to the full number of other option subjects. There is no requirement to study Latin as well, although of course the two subjects complement one another very well.

It is not for the linguistically faint-hearted, but the rewards of studying this beautiful and subtle ancient language are great. To read extracts from ancient Greek literature in the original language is an exciting and inspiring prospect. It is also an unusual and distinctive subject to offer at this level, and one which is held in high regard by university admissions tutors.

### **Scheme of Assessment and Examination**

Students study three units, one in language and two in literature.

#### **→ Language (50% of the GCSE)**

In this paper candidates are asked to translate and answer comprehension questions about stories based on either ancient mythology or history. There is a prescribed word list for this paper.

#### **→ Prose Literature (25% of the GCSE)**

Candidates will study an example of Classical Greek prose literature for this paper, such as the intriguing (and often bizarre) stories from Herodotus, the so-called 'Father of History'.

#### **→ Verse Literature (25% of the GCSE)**

For this paper, candidates study an example of Classical Greek verse literature, such as extracts from one of Euripides' powerful tragedies, or a section of Homer's epic poem, the Iliad, which explores the anger of Achilles and the its effect of the Greek siege of Troy.

*As this is an extra-curricular subject, please do not include it on your options form. If you are interested in studying this GCSE, please contact Mrs Hayes, Head of Classics.*

## Further Mathematics (Extra-curricular)

The AQA Certificate in Further Mathematics (8360) is an additional qualification available to the more able mathematicians who are expected to achieve grades 8 and 9 in IGCSE Mathematics and who are likely to progress to study Mathematics at A Level. It is taught during Year 11.

Further Mathematics places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It gives high achieving pupils an introduction to A Level topics that will help them to develop skills in:

- ➔ Algebra
- ➔ Geometry
- ➔ Calculus
- ➔ Matrices
- ➔ Trigonometry
- ➔ Functions
- ➔ Graphs

### Assessment:

**Paper 1** (non-calculator): 1 hour 30 minute assessment that makes 40% of the qualification.

**Paper 2** (calculator): 2 hour paper that makes 60% of the qualification.

The qualification achieved is equivalent to a GCSE but is graded differently. The AQA Level 2 Certificate in Further Mathematics qualification uses a five-grade scale: A<sup>+</sup> (A\* with Distinction), A\*, A, B and C. Although this qualification provides a useful introduction to A Level Mathematics and Further Mathematics it is not a pre-requisite for students who wish to study mathematics at this level in the Sixth Form.

*As this is an extra-curricular subject, please do not include it on your options form. If you are interested in studying this Level 2 certificate, please contact Mrs Leach, Head of Mathematics.*



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