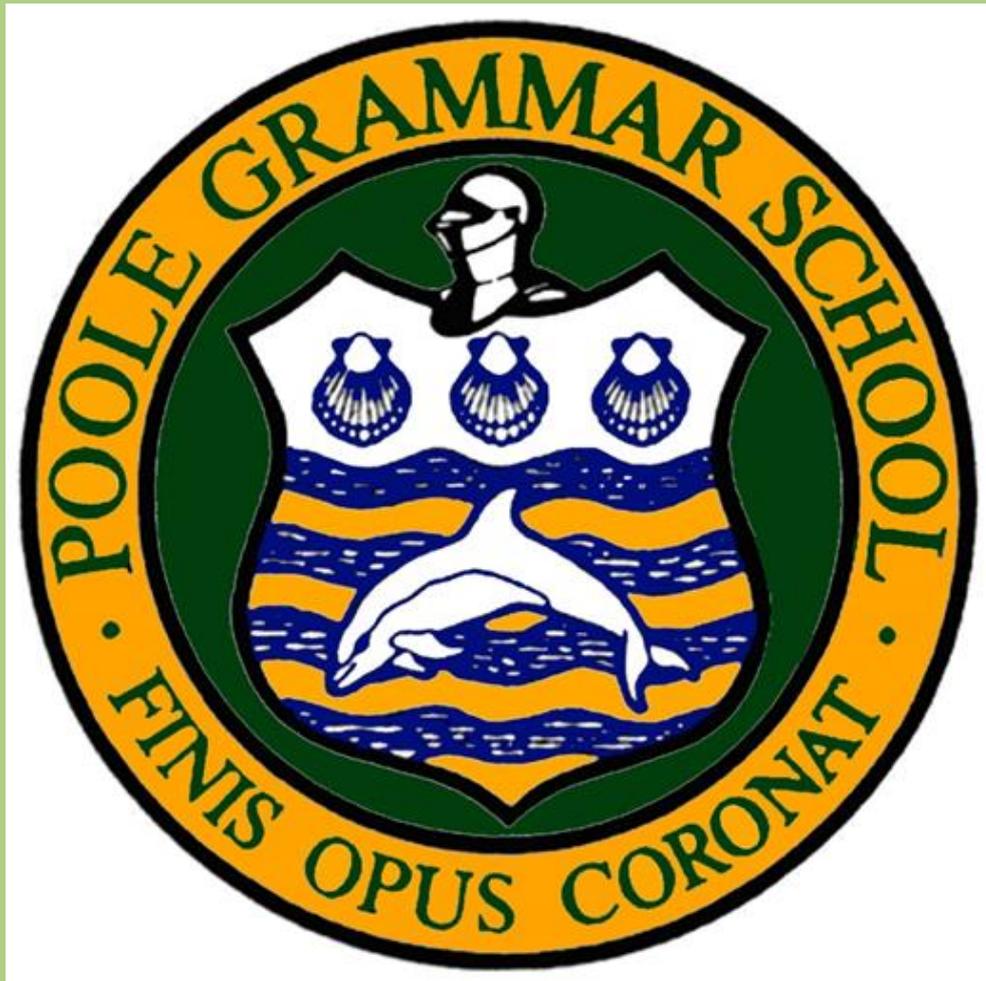


YEAR 9 OPTIONS



Planning for your Future

2021

Contents

The GCSE Options Programme.....	3
Key Dates.....	4
The Key Stage 4 Curriculum at Poole Grammar School	5
The English Baccalaureate (EBacc).....	6
Non-Examined Assessments	7
Additional Notes for Decision-Making.....	8
Considering University	9
Making the Right Subject Choices.....	10
The Subjects.....	11
Courses Studied by All Students	12
GCSE English Language.....	13
GCSE English Literature.....	14
GCSE Maths.....	15
GCSE MFL - French, German, Spanish	16
GCSE Biology.....	17
GCSE Chemistry	19
GCSE Physics	21
GCSE Combined Science: Trilogy.....	23
GCSE Religious Studies.....	25
Courses with an Element of Choice.....	26
GCSE Art: Fine Art	27
GCSE Art & Design: Three-Dimensional Design	29
GCSE Computer Science	31
GCSE Design & Technology	33
GCSE Drama.....	35
GCSE Electronics.....	37
GCSE Food Preparation & Nutrition	39
GCSE Geography.....	41
GCSE History	43
GCSE Music.....	45
Submitting your Choices	47

The GCSE Options Programme

Poole Grammar School offers a curriculum that is challenging and ambitious for all students across all year groups. In particular, we have built a curriculum at Key Stage 4 that provides students with the best opportunities for their studies after GCSEs and in preparation for life after school.

On leaving Poole Grammar School, we aim to give all students the opportunity:

- To gain a place at any university in the UK or overseas
- To obtain a professional apprenticeship
- To enter gainful employment

Each student is now approaching a stage when there are choices to be made about their future. We hope to enable them to make these choices in an intelligent and informed way, and we recognise that, as parents, you want to be part of this process.

These decisions are important and the school has careful procedures in place to ensure that each student has made the best choices.

The core subjects form the English Baccalaureate at GCSE and this establishes the basis for our Key Stage 4 curriculum in addition to the other GCSE option subjects detailed later.

Please read this booklet and discuss the options on offer together.

Key Dates

Week commencing Monday 1 st March	Distribution of this booklet for parents and students
Wednesday 10 th March	Distribution of a loom video link for parents regarding the process
Monday 8 th March – Friday 26 th March	Subject information for students during a timetabled lesson in each option subject
Week commencing Monday 29 th March	Students make their choices using SIMS Options. Parents use the SIMS Options system to approve their child's choices The SIMS Options system will be opened on Monday 29 th March.
Tuesday 30 th March	Year 9 Parent-Teacher Consultation Evening
Thursday 1 st April	Year 9 Options submission on SIMS Options completed and approved by parents.

The Key Stage 4 Curriculum at Poole Grammar School

The Key Stage 4 curriculum is designed as an academically challenging and balanced programme of education. We have designed a flexible curriculum which allows students to move at an appropriate pace through their GCSE courses and access additional, challenging qualifications.

From 2014, all GCSE courses have been examined by final examination and some have an element of internal assessment. The weighting of these components varies across subjects.

The GCSE examination is not based exclusively on the ability of candidates to recall information. Of course, the acquisition of knowledge is still important, but it is only one of the components assessed at GCSE. The examination will test a range of skills, such as the ability to use evidence, to evaluate, to draw conclusions, and to understand concepts. In several subjects, some of the skills tested are essentially practical. The nature of the examination makes it particularly important that candidates develop the ability to think independently and to work under their own initiative. Careful and methodical application throughout the course will be rewarded. GCSE examinations attempt to assess the ability to acquire, retain, examine and evaluate concepts. The candidates who achieve most at GCSE demonstrate a capacity for independent thought, thorough preparation and organisation.

The GCSE examination is intended to be a positive rather than a negative process. It is designed to test what a candidate does know rather than what they do not know. Its purpose is to encourage rather than to discourage. Therefore, within most examination papers, questions are structured. The easier ones will be accessible to all candidates while other questions will be more demanding and will be linked to higher grades; this added challenge will differentiate between candidates. The structured question design is accessible to all abilities and may be linked to a tiered entry in some subjects. However, it is important to remember that all GCSE courses are demanding and students who fail to invest sufficient time and effort throughout the two years will underachieve.

It is vitally important that candidates understand the significance of achieving a good set of GCSE grades. The majority of our students will apply to Higher Education and, as part of that application, will be required to disclose their GCSE results. Obviously, students with strong GCSE records will increase their chances of getting offers on their preferred courses at the established universities.

The English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) was introduced by the government in 2010. It is not a qualification in itself but is a measure which recognises where students have secured a pass grade or better at GCSE across six rigorous academic subjects. The subjects chosen by the government are designed to ensure that all students have the opportunity to study a broad range of core subjects and that doors are not closed to them in terms of future progression.

The English Baccalaureate subjects or subject groupings are:

- English language
- Mathematics
- two sciences (separate or combined)
- one humanity (History or Geography)
- one modern foreign language (e.g. French, German, Spanish, etc)

To date, we have had no indication from any university as to whether they place any value on this government invention, an invention that does not, for example, recognise Religious Studies as a humanity.

It is important that students are aware of this overarching measure but subject choices should be based on good decision-making and what they hope to do in the future. Poole Grammar School values all the subjects it offers at GCSE equally and would urge students to make choices which reflect what they want to study which may also include the creative arts and technology.

Non-Examined Assessments

During Years 10 and 11 students will be set homework on a regular basis. This gives them regular practice in organising their own work and in working independently. It provides opportunities for students to consolidate work started in class, to prepare for future tasks and to carry out research. It also helps staff to find out how well students understand what they are learning.

A number of courses involve some form of **Non-Examined Assessment**.

What is a Non-Examined Assessment?

Non-Examined Assessments, or NEAs, measure subject-specific knowledge and skills that cannot be tested by timed, written papers.

Do Non-Examined Assessments affect GCSE grades?

For a number of subjects, NEAs do contribute to the final GCSE grade. However, there are some subjects where NEAs must be completed and, although marks or grades are given, they do not count towards the final GCSE grade. Check the subject information later in the booklet for which subjects are affected.

What types and levels of control are applied to Non-Examined Assessments?

The level of control depends on the subject and type of task that students are being asked to complete. For NEA tasks internally assessed by the subject teacher, students do not need to be directly supervised at all times. For externally assessed NEA tasks, students are required to be supervised whilst completing the component.

How are Non-Examined Assessments different from previous controlled assessments?

NEAs are different from the previous system of GCSE controlled assessments as few subjects now include this component as part of their specification. The subjects which currently have NEAs are those which have a practical, technical or spoken element. NEAs allow students to show they can perform tasks they have learnt during the course of their studies.

Additional Notes for Decision-Making

We encourage each student to aim for a broad, balanced and challenging combination in all their choices. However, whilst every effort is made to meet all reasonable choices, not all combinations can be guaranteed due to the constraints of the timetable, for example, staffing and room availability. In any case, the subjects studied by every student provide them with a sound education base and satisfy the demands of the majority of careers.

Things to note:

- Details for all courses are given later in this booklet but staff will also speak to each teaching group about their own subject area during lessons. Additional, more general, information will be provided during assemblies.
- Interest in, or enthusiasm for, a particular subject might be an important factor in the choice, as it will provide a strong motivating force.
- Choices made now should leave a wide range of opportunities for post-16 study.

The following subjects are currently available to study* in the Sixth Form at Poole Grammar School (*for other details including AS and/or A Level availability, please refer to the Sixth Form Subject Directory via <https://www.poolegrammar.com/sixth-form/joining-the-sixth-form/>):

- Ancient History
- Art: Fine Art
- Art & Design: Three-Dimensional Design
- Biology
- Business
- Chemistry
- Computer Science
- Core Mathematics
- Drama & Theatre Studies
- Economics
- Electronics
- English Language
- English Literature
- Extended Project
- French
- Geography
- Geology
- German
- Government & Politics
- History
- Mathematics
- Mathematics with Further Mathematics
- Media Studies
- Music
- Philosophy
- Physics
- Product Design
- Psychology
- Sociology
- Spanish

Considering University

It may seem like a long time away, but if you are considering applying to study at university, and especially for a competitive course at a competitive university, it is important that you consider all the aspects of the entrance specifications, including the GCSE requirements. These application details can be found by checking university websites of the courses you may apply for in the future. A couple of examples of GCSE requirements for certain degree courses are:

- Applicants to study Medicine are usually required to have very good GCSE results in Mathematics, Science and English.
- A grade 6 in Maths and sometimes Science is often required for a degree in Psychology.

Which subjects at A Level give me the most options?

Many courses at university level build on knowledge you gain while at school. Where this is the case, universities need to make sure that all the students they admit have prepared themselves in the best way to cope with their chosen course. For this reason, some university courses may require students to have studied a specific subject to A Level prior to entry, others may not. However, there are some subjects offered at A Level at Poole Grammar School that are required more often than others. These are:

- English Literature
- Mathematics
- Further Mathematics
- Biology
- Chemistry
- Physics
- Geography
- History
- Modern Foreign Languages

These used to be referred to as the Facilitating Subjects and were promoted in particular by high-achieving universities such as those found in the Russell Group and include the universities of Oxford and Cambridge. The Russell Group of universities has since published this website to assist you with your choices beyond GCSEs: <https://www.informedchoices.ac.uk>. Additionally, University of Cambridge produced a helpful guide in "The Subject Matters", found here: https://www.undergraduate.study.cam.ac.uk/files/publications/the_subject_matters.pdf. Although both these guides address choices for after GCSEs, your GCSE choices can affect your choice of study after your GCSEs. If in doubt, please ask.

Making the Right Subject Choices

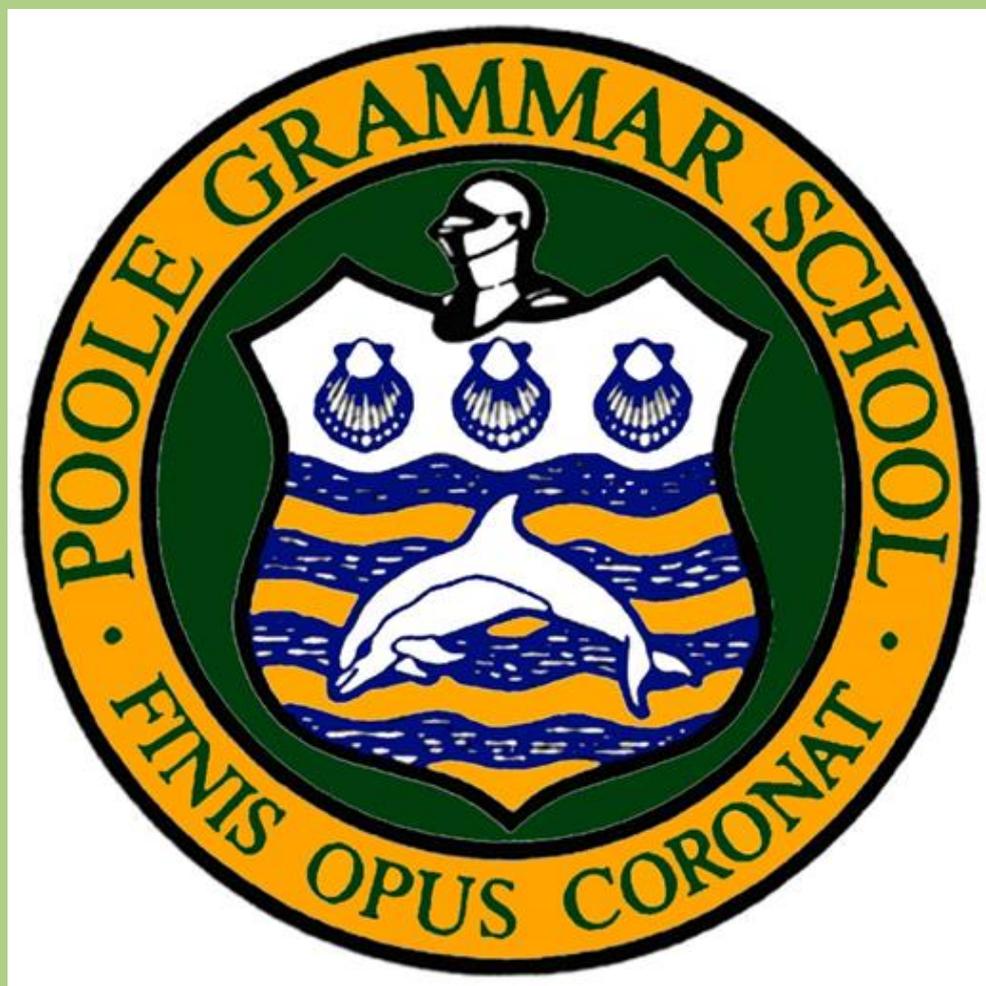
DO:

- choose courses you know you will enjoy
- choose courses you are interested in
- choose a range of different courses, so that you have a broad base from which to choose your post-16 courses
- read the subject information on the next few pages very carefully
- ask the advice of your subject teachers, your tutor and our careers adviser
- discuss it with your parents
- **THINK VERY CAREFULLY** about the subjects you choose as it is very difficult to change course once you have started

DON'T:

- choose a course simply because your friends have
- allow either like or dislike of particular teachers to influence your choice
- choose a course because you think it might be easy
- make your decision hastily
- drop any subject you may want to study after Year 11
- drop any subject you may require for entry to a particular occupation or course of further study

THE SUBJECTS



Courses Studied by All Students

The Key Stage 4 curriculum at Poole Grammar School can conveniently be divided into those courses which are **studied by all students** and those where there is **some element of choice**.

The courses studied by all students are:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- one GCSE Modern Foreign Language (French, German or Spanish)
- GCSE Sciences (Biology, Chemistry and Physics)

Once students have chosen a GCSE Modern Foreign Language, they are given a choice of pathway to follow for the GCSE Sciences:

a) Triple Science Pathway

- results in three individual GCSEs in Biology, Chemistry and Physics
- taught in core science time plus one option block
- following the Triple Science Pathway then leaves two option blocks free

b) Double Science Pathway

- results in the GCSE Combined Science: Trilogy which is equivalent to two GCSEs
- taught in core science time only
- following the Double Science Pathway then leaves three option blocks free

Note: It is possible to enrol on a single science A Level course post-16 at Poole Grammar School after gaining a GCSE in Combined Science: Trilogy as long as the single science subject specific requirements at A-level are met (see the Sixth Form Subject Directory available via <https://www.poolegrammar.com/sixth-form/joining-the-sixth-form/>).

- GCSE Religious Studies
- Personal, Social & Health Education (PSHE) and Citizenship
- Physical Education & Games

GCSE ENGLISH LANGUAGE

For further information, please consult: kennedy1@poolegrammar.com

Examination Board: AQA

Introduction

In this subject, we explore communication through a course that is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. They will be encouraged to develop independent and critical insights into texts. They will study how to identify and interpret themes, ideas and information through reading a range of literature and other high-quality writing. This course will also enable them to hone their skills in writing effectively, and for impact, for different purposes and audiences.

What will I study?

Explorations in creative reading and writing

This component focuses on reading fictional literary prose texts and creative writing. It aims to engage students in a creative text and inspire them to write creatively themselves.

Writers' viewpoints and perspectives

This component focuses on reading and writing non-fiction texts. It aims to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.

Non-examined assessment

This component focuses on speaking and listening skills. It is mandatory as, without completing this, a GCSE English Language qualification may not be awarded, but the result does not contribute to the outcome of the GCSE itself.

How will my work be assessed?

There are two written examinations, each of 1 hour 45 minutes duration, as follows:

Paper 1: Explorations in creative reading and writing

Paper 2: Writers' viewpoints and perspectives

There is also a Non-Examined Assessment component for which a Distinction, Merit or Pass grade may be awarded. This does not contribute to the overall GCSE grade and, therefore, appears as a separate grade on the final certificate.

What would this subject enable me to do when I leave school?

For any course or any employment, a pass of at least a grade 5 at GCSE English Language is required. Moreover, excellent communication skills are key to success in all areas of life.

Anticipated additional costs There are no additional compulsory costs.

GCSE ENGLISH LITERATURE

For further information, please consult: kennedy1@poolegrammar.com

Examination Board: AQA

Introduction

In this subject, the aim is to encourage students to read, explore and engage critically with a wide range of literature. The course will introduce students to a diverse range of literature where they will study whole texts in the major genres; this will both stimulate their curiosity and encourage them to read and engage with literature in their everyday lives. Students will study texts which will include one Shakespeare play, a selection of poetry from the 18th Century to the modern day, one 19th century novel and one fiction text written after 1914.

What will I study?

Shakespeare and the 19th-century novel

The chosen texts are: Shakespeare, Romeo and Juliet; Dickens, A Christmas Carol.

Modern texts and poetry

The chosen texts are: J B Priestley An Inspector Calls; AQA Poetry Anthology.

In the poetry anthology the 15 poems from the Power and Conflict section will be studied. In addition to this, approaches to 'unseen' poetry will be studied.

How will my work be assessed?

Paper 1: Shakespeare and the 19th-century novel (1 hour 45 minutes)

- Section A: Shakespeare, Romeo and Juliet
- Section B: Dickens, A Christmas Carol

Paper 2: Modern texts and poetry (2 hours 15 minutes)

- Section A: J B Priestley - An Inspector Calls
- Section B: AQA Poetry Anthology
- Section C: Unseen poetry responses

What would this subject enable me to do when I leave school?

Studying English Literature develops a profundity of thought and is, therefore, useful in careers such as law, consultancy, teaching and medicine.

Anticipated additional costs

There are no additional compulsory costs. However, occasional theatre trips may be arranged periodically which support the course.

GCSE MATHS

For further information, please consult: nobler@poolegrammar.com

Examination Board: AQA

Introduction

In Mathematics we aim to build on the fundamental skills developed in the areas of number, algebra and shape throughout KS3. Students will apply skills to solve harder problems that may involve all of these topics. They will also learn how to analyse and present data and to make appropriate statistical calculations to draw conclusions from given data sets.

What will I study?

- **Number:** the ability to perform numerical calculations, sometimes in a real-life context, in order to make decisions as to the best decision to make.
- **Algebra:** fundamental skills and more sophisticated algebraic modelling with equations and graphs; quadratic, cubic and trigonometric graphs are covered.
- **Shape:** fundamental angle properties, Pythagoras' theorem and harder trigonometry are all covered.
- **Statistics:** the ability to process, present and analyse data; also, the ability to compare two sets of data.

Students must be equipped with essential mathematical equipment, such as scientific calculators (Casio fx83GTX), a protractor and pair of compasses as some lessons are dedicated entirely to developing skilful use of these important mathematical tools.

How will my work be assessed?

Entirely by linear examinations:

Three 1 hour 30 minutes exams (one non-calculator and two permitting the use of calculators)

What would this subject enable me to do when I leave school?

Mathematics is a must-have qualification for passage into either higher education or the world of work. The analytical skills, numerical processing, and algebraic modelling skills are all fundamental life and career skills. They also support almost every other subject at A Level in some shape or form.

Anticipated additional costs

£ 5.00 to cover the cost of past paper booklets produced by the school. An electronic copy will be available on Moodle but a hard copy of your own is preferable.

GCSE MFL - FRENCH, GERMAN, SPANISH

For further information, please consult: hookn@poolegrammar.com

Examination Board: AQA

Introduction

The study of one or two modern languages enables a student to understand and respond to spoken language, to communicate and interact in speech, to understand and respond to written language and to communicate in writing. Students thus enhance their skills of listening, reading, speaking and writing the foreign language(s), whilst also developing the skill of translation and developing knowledge of the target language countries and their cultures.

Subject Loom: <https://www.loom.com/share/27d02dd376e84bceac7fe9e203a4d941>

What will I study?

During the course, students will study all of the following themes, with related sub-topics, on which the assessments are based:

Theme 1: Identity and Culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

How will my work be assessed?

This qualification is linear, so students sit all exams at the end of the course.

Students take four question papers:

Paper 1: Listening – understanding and responding to different types of language, 45 minutes

Paper 2: Speaking – communicating and interacting effectively in speech for a variety of purposes, 10 to 12 minutes

Paper 3: Reading – understanding and responding to different types of written language 1 hour

Paper 4: Writing – communicating effectively in writing for a variety of purposes, 1 hour 15 minutes

What would this subject enable me to do when I leave school?

Languages can directly lead to jobs in such professions as teaching or translating. They are a vital tool in our modern world for almost any profession and learning a language is a skill for life, and not just for a GCSE examination.

Anticipated additional costs There are no additional compulsory costs.

GCSE BIOLOGY

For further information, please consult:

forsterc@poolegrammar.com

smitha@poolegrammar.com

Examination Board: AQA

Introduction

GCSE Biology gives students the chance to gain a good understanding of human biology, organisms, evolution and the environment. The specification is based on topics related to the living world and of relevance to students. It is designed to help them understand how Biology can be used to explain the world in which they live and the impact humans have. Students can see how Biology is used to solve problems ranging from infectious diseases to creating biofuels. Throughout the course they will complete a range of practical activities.

What will I study?

- Unit 1: Cell biology
- Unit 2: Organisation
- Unit 3: Infection and response
- Unit 4: Bioenergetics
- Unit 5: Homeostasis and response
- Unit 6: Inheritance, variation and evolution
- Unit 7: Ecology

How will my work be assessed?

Paper 1 covers Units 1 to 4

Paper 2 covers Units 5 to 7

Each paper is assessed as follows:

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE (both papers are equally weighted)
- Question types: multiple choice, structured, closed, short answer and open response

GCSE BIOLOGY

What would this subject enable me to do when I leave school?

As a key facilitating subject biology opens a wide variety of career paths. Many biologists go on to work as professional biologists in research, ecology, fisheries and conservation, and in medical disciplines such as veterinary science, medicine, nursing, physiotherapy, radiography, microbiology, dentistry and paramedic science. Many also work as nutritionists, dieticians, environmental scientists, biochemists, biotechnologists, bioengineers, teachers, forensic scientists, pharmacists, science journalists or broadcasters in medical marketing, agriculture and genetics.

Anticipated additional costs There are no additional compulsory costs.

GCSE CHEMISTRY

For further information, please consult: smithrj@poolegrammar.com

Examination Board: AQA

Introduction

Chemistry is the study of matter, its properties, how and why substances combine or separate to form other substances, and how substances interact with energy. Students will examine how the properties of the elements are related to their electronic structure and how this determines their position in the Periodic table. They will apply this knowledge to physical, inorganic and organic chemistry. Throughout the course they will complete a range of practical activities.

What will I study?

- Unit 1: Atomic structure and the periodic table
- Unit 2: Bonding, structure and the properties of matter
- Unit 3: Quantitative chemistry
- Unit 4: Chemical changes
- Unit 5: Energy changes
- Unit 6: The rate and extent of chemical change
- Unit 7: Organic chemistry
- Unit 8: Chemical analysis
- Unit 9: Chemistry of the atmosphere
- Unit 10: Using resources

How will my work be assessed?

Paper 1 covers Units 1 to 5

Paper 2 covers Units 6 to 10

Each paper is assessed as follows:

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE (both papers are equally weighted)
- Question types: multiple choice, structured, closed, short answer and open response

What would this subject enable me to do when I leave school?

Chemistry is a useful subject to consider if you are interested in a career or degree course in many areas of science, and essential for careers in medicine, dentistry, and pharmacy.

GCSE CHEMISTRY

Many Chemists go on to work in professional careers such as professional chemists in the chemical and pharmaceutical industries, accountants, investment bankers, teachers, forensic scientist, patent lawyers, journalism and the media, marketing and advertising and various careers in the food industry (including brewing).

Anticipated additional costs

There are no additional compulsory costs.

GCSE PHYSICS

For further information, please consult: cartert@poolegrammar.com

Examination Board: AQA

Introduction

About 13.5 billion years ago, matter, energy, time and space came into being in what is known as the Big Bang. The story of these fundamental features of our universe is called physics.

Yuval Noah Harari in Sapiens: A Brief History of Humankind

In your lessons you will learn about the theory and application of physics that is relevant to your current life, and the physics that may be relevant to your future. Through this, you will gain an understanding about how humans learn, and how scientists make discoveries about our universe. You will travel on a logically structured journey through key concepts such as forces, energy and waves. You will examine the behaviour of the universe from particles smaller than the atom to galaxies over a billion light years away. You will study theory and carry out experiments to see the science in action for yourself.

Physics is the science underlying engineering: it explains why bridges stand up, how your mobile phone works and why planes can fly. It has allowed us to put a man on the moon, to build CT scanners that can image inside the human body and to communicate instantly around the world. Throughout the course the physics you learn about will be linked to everyday life situations, to practical applications and to potential careers.

What will I study?

Unit 1: Forces
Unit 2: Energy
Unit 3: Waves
Unit 4: Electricity

Unit 5: Magnetism & Electromagnetism
Unit 6: Particle Model of Matter
Unit 7: Atomic Structure
Unit 8: Space Physics

How will my work be assessed?

Paper 1: Energy, Electricity, Particle Model of Matter, Atomic Structure

Paper 2: Forces, Waves, Magnetism & Electromagnetism, Space Physics

Each paper is assessed as follows:

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE (both papers are equally weighted)
- Question types: multiple choice, structured, closed, short answer and open response

GCSE PHYSICS

What would this subject enable me to do when I leave school?

Many physics students go on to work in engineering fields, such as electrical, electronic, mechanical, civil or aeronautical engineering. The subject is also well respected by employers in the finance sectors and armed forces.

For those wishing to specialise in physics there are opportunities not only in university research, but also in commercial sectors such as the energy industries, semiconductor research and medical imaging.

Anticipated additional costs

There are no additional compulsory costs.

GCSE COMBINED SCIENCE: TRILOGY

For further information, please consult: stephensj@poolegrammar.com

Examination Board: AQA

Introduction

Students studying Combined Science: Trilogy will cover the three science disciplines of Biology, Chemistry and Physics. This gives the option to progress to A-levels in science or other subjects.

What will I study?

Biology

- Unit 1: Cell biology
- Unit 2: Organisation
- Unit 3: Infection and response
- Unit 4: Bioenergetics
- Unit 5: Homeostasis and response
- Unit 6: Inheritance, variation and evolution
- Unit 7: Ecology

Chemistry

- Unit 1: Atomic structure and the periodic table
- Unit 2: Bonding, structure and the properties of matter
- Unit 3: Quantitative chemistry
- Unit 4: Chemical changes
- Unit 5: Energy changes
- Unit 6: The rate and extent of chemical change
- Unit 7: Organic chemistry
- Unit 8: Chemical analysis
- Unit 9: Chemistry of the atmosphere
- Unit 10: Using resources

Physics

- Unit 1: Forces
- Unit 2: Energy
- Unit 3: Waves
- Unit 4: Electricity
- Unit 5: Magnetism and electromagnetism
- Unit 6: Particle model of matter

Practical Work: Students will do sixteen required experiments for Combined Science: Trilogy

GCSE COMBINED SCIENCE: TRILOGY

How will my work be assessed?

Six Examination Papers

These consist of two Biology, two Chemistry and two Physics papers. Each paper will cover different topics and each is assessed as follows:

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE (all papers are equally weighted)
- Question types: multiple choice, structured, closed, short answer and open response

Mathematical Skills

A minimum of 10% of marks will test maths skills in Biology papers, 20% in Chemistry papers, and 30% in Physics papers i.e. mathematical skills are tested in the ratio 1:2:3.

What would this subject enable me to do when I leave school?

GCSE specifications in Combined Science: Trilogy should enable students:

- to develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- to develop an understanding of the nature, processes, and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- to develop and learn to apply observational, practical, modelling, enquiry, and problem-solving skills, both in the laboratory, in the field and in other learning environments.
- to develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence, and conclusions, both qualitatively and quantitatively.

Anticipated additional costs

There are no additional compulsory costs.

GCSE RELIGIOUS STUDIES

For further information, please consult: randallj@poolegrammar.com

Examination Board: AQA

Introduction

In this subject, we study two main religions - Christianity and Buddhism. Along with questions concerning the history and practices of these two faiths, we also study a large number of contemporary issues, looking at philosophical and ethical responses to them.

What will I study?

- Topic 1 The origins and value of the universe and human life
- Topic 2 Religion & Life (medical and environmental ethics)
- Topic 3 The existence of God and Revelation
- Topic 4 Religion, Peace and Conflict
- Topic 5 Crime and punishment
- Topic 6 Human Rights and Social Justice

In the course of studying these topics students will learn to argue, analyse, and evaluate in all of these subjects – and then be able to apply these skills in an examination context. AQA define this ability as being able to write "A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information". There is also a great deal of emphasis based on group discussion, building on the work and skills acquired in years 7- 9.

How will my work be assessed?

Written Examination

Paper 1:

- Christianity - Beliefs, Teachings & Practices
- Buddhism - Beliefs, Teachings & Practices

Paper 2:

- Religion & Life
- The Existence of God
- Religion, Peace & Conflict
- Religion, Crime & Punishment

What would this subject enable me to do when I leave school?

Students who go on to specialise in Religious Studies or Philosophy at university gain skills that equip them for a vast array of jobs and careers: law, politics, education, business and media/communications are all areas that value analytical thinking and the teamwork skills that are learned in Religious Studies.

Anticipated additional costs There are no additional compulsory costs.

Courses with an Element of Choice

The courses where there is an element of choice are:

- a second GCSE Modern Foreign Language (French, German or Spanish)
- GCSE Art: Fine Art
- GCSE Art & Design: Three-Dimensional Design
- GCSE Computer Science
- GCSE Design & Technology
- GCSE Drama
- GCSE Electronics
- GCSE Food Preparation & Nutrition
- GCSE Geography
- GCSE History
- GCSE Music

Please note that it is anticipated that the majority of students will follow a curriculum that will lead to ten GCSE qualifications.

However, as part of the plans to provide a more personalised curriculum, a small number of students will be identified (by our SENCo and through discussion with parents) to not study a Modern Foreign Language and perhaps follow fewer GCSE qualifications.

It is also our experience that each year there are a small number of students who find the demands of ten GCSE subjects too great and these students may be not be entered for subjects in the months prior to the main examinations at the end of Year 11. This is very much the exception rather than the rule but, by identifying these students as early as possible, it enables them to have more taught curriculum time for their other subjects.

It is important to remember that it is not the quantity of GCSE qualifications that is important but the quality of the grades achieved.

GCSE ART: FINE ART

For further information, please consult: bellm@poolegrammar.com

Examination Board: Pearson (Edexcel)

Introduction

Fine Art: drawing; painting; photography; research; clay building; printmaking; digital media; making your own ideas into visual art.

In Art the student explores the visual world, forming an ability to make connections; to relate to objects and develop visual awareness and conceptual knowledge of form, space, tone, shape, proportion, spatial relationships etc. As well as developing knowledge of elements of composition, perspective and colour theory, each student is taught to gradually develop their own imagery, interests and critical framework. These frames of reference are then used to project a self-image, or personal view of the world, within the work. This process is supported by objective painting, drawing and printmaking. Self-evaluation exercises help to improve skills and visual knowledge. You will study, learn and practise art to develop your full creative potential.

What will I study?

Year 10: Personal Investigation & Critical Study (Component 1: Portfolio)

This unit of study allows students to choose their specific area of focus, such as the landscape, portrait or the human figure, interiors, still life, etc. Later in the year, there is an opportunity to learn printmaking skills using the art room press. You will also explore and select aspects of contemporary or historical art which complement your own focus of study. There are five headings to choose from for the study:

- The Landscape (the world around you, urban or rural settings)
- People (choose from portrait, self-portrait, the human figure)
- Organic Form (still life arrangements or composition using organic matter)
- Animals! (wild animal life or domestic pets)
- Still Life (formal arrangements of things into compositions also includes interiors)

As a final response to your own investigations in year 10 you will develop and complete your own coursework painting.

Year 11: Continuing Personal Investigation & Critical Study (Component 1: Portfolio)

The personal focus continues to develop through drawing, painting, exploring alternative media and processes. There will also be a specific focus on an artist or art movement, creating visual studies. As a final response to your own investigations you will develop and complete two coursework paintings.

GCSE ART: FINE ART

How will my work be assessed?

The Personal Investigation: internally assessed and then moderated by a visiting assessor using the four Assessment Objectives.

The Externally Set Assignment: some weeks of preparatory work followed by a ten-hour examination, internally assessed and moderated by a visiting assessor, using the four Assessment Objectives.

This course can be studied alongside the Art & Design: 3-Dimensional Design course

What would this subject enable me to do when I leave school?

There are many exciting careers possible in art and design, such as commercial artist, fine artist, illustrator, printmaker, set designer, special effects make-up artist, colour consultant, cartoonist, animator, photographer, museum curator, interior designer, architect, landscape architect, art therapist, art teacher, art agent, etc.

There are many paths that open up for the serious art student when they progress beyond their secondary school career to Art School.

Anticipated additional costs

Set of acrylic paints that can be purchased at cost price through the school, set of brushes.

GCSE ART & DESIGN: THREE-DIMENSIONAL DESIGN

For further information, please consult: bradyn@poolegrammar.com
bricer@poolegrammar.com

Examination Board: OCR

Introduction

The course is designed to encourage students to develop knowledge, skills, and understanding along with creativity and imagination. Students show this through their responses to a range of visual and written stimuli.

This specification provides an opportunity for students to take a personal interest in why Art and Design matters and to be inspired and changed by studying an exciting and stimulating course of study. They have the opportunity to gain insight into the practices of individuals, organisations and creative and cultural industries.

Within Art & Design, we focus on the Three-Dimensional Design specification which is all about design, prototyping and modelling functional and aesthetic consumer products, objects and environments. Students explore contextual sources such as the work of historical and contemporary three-dimensional designers and the different purposes, intentions and functions of three-dimensional design. Students must demonstrate the ability to work creatively with processes and techniques such as: computer-aided design (i.e. Google Sketchup), Photoshop, model-making, prototyping, together with sketching, drawing and rendering techniques.

Subject Loom <https://www.loom.com/share/b73a8f5f244d453aa1d9c8759c37cfbf>

What will I study?

The key areas of study are architectural design, interior design, product design, design for theatre, film, and television. Students follow a program of study for the first two terms that introduces key skills and concepts connected with product design and architecture. After this they can choose to extend one of these established themes or choose to pursue their own personal project in an area that interests them. The first term we develop students drawing skills through a project to design robots, developing this into a toy, book cover or poster for a film. The second term we work on designing and modelling a beach-hut for the 21st century, taking inspiration from investigations into contemporary architects.

By the summer term we expect students to have decided on a major project which either builds on one of the first two mini projects or one of their own choosing. This will hopefully tap into interests and ambitions of the learner leading to a finished project by January of year 11. Then the exam board will set their tasks and the final project will take place, following broadly similar format as their other work. This leads to a timed exam around Easter time. All this work over the two years culminates with an exhibition for a visiting moderator from OCR.

GCSE ART & DESIGN: THREE-DIMENSIONAL DESIGN

How will my work be assessed?

Component 1 Portfolio, 60% of GCSE

Component 2: Externally set task, exam board, 40% of GCSE

What would this subject enable me to do when I leave school?

Three-Dimensional Design allows students to become excellent, creative problem solvers. Many of our students go on to both modern apprenticeships and higher Education, leading into careers in products design, graphic design, computer game design, interior design, engineering and architecture.

Anticipated additional costs

An optional payment of £20 to include the cost of a presentation folder, materials and equipment that can greatly enhance the quality of their work.

GCSE COMPUTER SCIENCE

For further information, please consult: whites@poolegrammar.com

Examination Board: AQA

Introduction

Whilst studying this course students will develop real-world, practical programming techniques that give them a good understanding of what makes technology work. Students will learn how to problem solve and develop computational thinking. They are introduced to a high level programming language (VB.net) and the skills involved in writing and debugging code. Much emphasis is placed on producing well-structured and efficient code. Students use these skills to develop algorithms to solve interesting and challenging problems.

Students also study what is inside a computer, peripherals, databases, networks and computers in society. The course has been developed collaboratively with teachers, industry and the wider computer science community to ensure that it has built-in progression to further studies and is recognised as developing the skills that employers' value.

What will I study?

Paper 1: Computational thinking and problem solving (50%)

- Fundamentals of algorithms
- Programming

Paper 2: Computing concepts (50%)

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and SQL
- Ethical, legal and environmental impacts of digital technology on wider society

How will my work be assessed?

Written Examination

- Paper 1: Computational thinking and problem solving (50%)
- Paper 2: Written assessment (50%)

GCSE COMPUTER SCIENCE

What would this subject enable me to do when I leave school?

This is the digital age and computer programs have all but infiltrated every aspect of our lives. Computer scientists theorise, design, develop and apply the software and hardware for the programs we use every day. That is a very important job.

Computer scientists have excellent graduate prospects. As a Computer Scientist you:

- have a high chance of professional employment within 6 months of leaving university
- are in demand and hence earn a good salary
- are needed in every type of industry

Every industry uses computers so, naturally, computer scientists can work in any area. Problems in science, engineering, healthcare, commerce and so many other areas can be solved by computers. It is up to the computer scientist to work out how and design the software to apply the solution.

Some potential jobs for computer scientists:

Software developer, Games designer/developer, Web designer/developer, Multimedia programmer, IT consultant, Information systems manager, Network engineer, Cyber security analyst, Forensic computer analyst, Data analyst, Systems analyst, Systems developer, Database administrator, IT trainer, IT technical sales professional

Anticipated additional costs

There are no additional compulsory costs.

GCSE DESIGN & TECHNOLOGY

For further information, please consult: dallimorea@poolegrammar.com

Examination Board: EDUQAS

Introduction

The EDUQAS GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. We are very lucky to have a very well-resourced department that has a wide range of tools, machines and as such we can manufacture products to a very high standard. This includes both traditional (hand tools) and modern techniques (CAD/CAM, 3D printer for example). We can match the level of challenge the pupil wishes to tackle!

Subject Loom <https://www.loom.com/share/b73a8f5f244d453aa1d9c8759c37cfbf>

What will I study?

The specification enables learners to work creatively when designing and making, by undertaking a series of different investigations and design and make tasks. Allowing them to apply technical and practical expertise, in order to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology including those related to designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values, and ethics.

GCSE DESIGN & TECHNOLOGY

What will I study? *continued*

Further information on the differences in the GCSE technology courses and outcomes can be obtained from any member of the technology staff. The course outlined above would be considered a suitable foundation for further study in Design & Technology A-Level at Poole Grammar School.

We deliver a series of option talks at the Year 9 Parent-Teacher Consultation evening to help parents understand all of the technology subjects on offer and this will also be explained to students at a dedicated Year 9 assembly.

More than one DT related subject may be chosen as an option, depending on the availability of the subjects within the specified option blocks.

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

How will my work be assessed?

Design & Technology consists of the CORE knowledge and a specialism in Polymer, Metal or Timber

Component 1 2 hour written exam paper, 50% of GCSE

Component 2: Non-Examined Assessment set by the exam board, 50% of GCSE

What would this subject enable me to do when I leave school?

Design and Technology allows the students to become excellent problem solvers through open-ended tasks. Many of our students go on to Modern Apprenticeships, Higher/Further Education leading into careers in Products Design, Graphic Design, all forms of Engineering and Architecture to name a few. Being a STEAM (Science, Technology, Engineering, Art and Mathematics) subject we also look at opportunities for pupils gaining scholarships, EDT Headstart courses and suitable work-experience placements.

Anticipated additional costs

During Yr10 materials for the projects that students undertake are provided by the school. This allows them to use many different materials, in the 'specialisms' of wood, metal and plastic and allows them to make informed decisions in their NEA.

At the end of Yr10 and in Yr11 the focus is on the NEA and for this students are expected to purchase their own materials as they will have chosen their own context and brief to explore. Typical costs would be in the region of £20 (but vary upon what they want to do – we do encourage recycling, repurposing and up-cycling as this is both environmentally and financially beneficial).

GCSE DRAMA

For further information, please consult: dunningtonc@poolegrammar.com

Examination Board: AQA

Introduction

On this course students will develop an understanding of both scripted and devised drama. Students will also be expected to attend regular theatre visits and will study a set play text in preparation for a written exam.

Subject Loom <https://www.loom.com/share/9219c27426674af5a5267ca6ecde1964>

(Student perspective: <https://www.loom.com/share/610509eab4a84459af20ecdec9238a2a>)

What will I study?

Component One: Understanding Drama (Written) - 40% of the course

Section A - multiple choice

Section B - questions based on a play text from a list set by the exam board

Section C - analysing live theatre productions seen

Component Two: NEA – Devising Drama (Practical) - 40% of the course

Students explore a range of stimuli. They will work in groups to create their own devised drama based on their exploration. Students can work either as performers or designers creating a portfolio and final performance.

Component Three: Texts in Practice (Practical) - 20% of the course

Students explore a play text and perform scenes to a visiting examiner. They can work either as a performer or designer completing a final performance showcase.

How will my work be assessed?

Written Examination

- Component One: externally marked by exam board

Practical

- Component Two: Non-examined assessment; internally assessed by Drama teacher and externally moderated by exam board
- Component Three: externally assessed by visiting examiner from exam board

What would this subject enable me to do when I leave school?

Drama students will learn skills in teamwork, communication and develop personal confidence which can be vital in any future study or career. Many employers value Drama

GCSE DRAMA

students due to the interpersonal skills they have developed on this course. Previous Drama students have gone on to work in professional careers in a range of roles within the creative arts industries such as acting, directing, stage management, stage design, lighting/sound technician and theatre management. Other careers include politics, teaching, TV/film and media production, journalism, and tourism and events management.

What would this subject enable me to do when I leave school? *continued*

In addition, a recent Russell Group universities' report found their admissions tutors highly valued Drama when students apply for Law degree courses. Students who successfully complete this GCSE course can go on to study A Level Drama & Theatre Studies in a joint, mixed-gender course with Parkstone Grammar School.

Anticipated additional costs

We arrange approximately two to three theatre trips per year with costs ranging from £10 to £30 per trip depending on the production, the theatre and any additional travel costs. Students may also wish to arrange additional theatre trips with friends and family to extend their knowledge of Drama and Theatre.

We often offer specialist workshops with visiting theatre companies who sometimes perform their plays in school and costs for these range from £5 to £15 per performance.

Students are provided with play scripts and course textbooks. Also, the library stocks a number of drama books but students may wish to buy their own books or play scripts as well to extend their reading and learning.

Students are provided with some props, costumes and set items for their productions but they may wish to buy their own equipment to supplement these depending on their budget.

GCSE ELECTRONICS

For further information, please consult: marchp@poolegrammar.com

Examination Board: EDUQAS

Introduction

This GCSE is an enjoyable way of gaining a good toe-hold in electronics theory and practice. We work with as much design and experimental work as we can to learn about the theoretical and practical use of electronics using discrete components and integrated circuits. The course also gives a practical introduction into the coding and use of microcontrollers.

The course from EDUQAS is well supported by a very clear on-line textbook with many examples and a well-resourced and equipped electronics room and is flexible enough to enable students to develop their own solutions to problems.

Students are expected and encouraged to prototype working circuits to solve a given problems and then to produce a formal report on one circuit solution as a non-exam assessment.

Subject Loom <https://www.loom.com/share/b73a8f5f244d453aa1d9c8759c37cfbf>

What will I study?

The eBook is easy to find online and via the school Moodle. If you look at this, you will be able to review all the course content taught during GCSE Electronics.

The aims are also summarised in the specification document:

Students will

- develop scientific knowledge and conceptual understanding of the behaviour of analogue and digital electrical/electronic circuits including a wide range of electronic components
- develop an understanding of the nature, processes and methods of electronics as an engineering discipline to help them answer questions about practical circuits
- be aware of new and emerging technologies
- develop and learn how to apply observational, practical, problem solving and evaluative skills in the identification of needs in the world around them and to propose and test electronic solutions.

More than one technology subject may be chosen as an option, depending on the availability of the subjects within the specified option blocks.

Reference: <https://www.eduqas.co.uk/qualifications/electronics/gcse>

GCSE ELECTRONICS

How will my work be assessed?

Component 1 1 hour 30 minutes written exam paper, 40% of GCSE

Component 2 1 hour 30 minutes written exam paper, 40% of GCSE

Component 2: Design and make Non-Examined Assessment task set by the exam board, 20% of GCSE

What would this subject enable me to do when I leave school?

Electronics is a subject much valued by all sorts of employers, due to its aim, as with other Design and Technology subjects, to help students to become excellent problem solvers through solving open-ended tasks. Many of our students go on to Apprenticeships and Higher/Further Education courses which lead into careers in many types of Engineering. Being a STEAM (Science, Technology, Engineering, Art and Mathematics) subject we also look at opportunities for pupils gaining scholarships, EDT Headstart courses and suitable work-experience placements.

Anticipated additional costs

The department stocks a good range of components, but most students will prefer to purchase their own basic multi-meter and prototyping board. The prototyping board with pre-cut wires is available to students for £35 (large) or £22 (small) (2019 prices). As a school we can no longer source cheap multi-meters, which students can buy from eBay for approx. £5.

GCSE FOOD PREPARATION & NUTRITION

For further information, please consult: wrighta@poolegrammar.com

Examination Board: AQA

Introduction

This is a creative course focusing on practical cooking skills and developing a thorough understanding of nutrition, food origin and the working characteristics of ingredients. The main focus is developing cookery skills to underpin a strong understanding of nutrition.

Why choose this course?

- It provides a perfect mix between academic and practical work (more than half of your lessons will be practical).
- There is a UK shortage of qualified food scientists and technologists.
- It can lead to many careers such as food product developer, sports nutritionist, teacher, dietician, consumer research analyst, chef and many more.
- IT'S FUN!!

Subject Loom <https://www.loom.com/share/b73a8f5f244d453aa1d9c8759c37cfbf>

What will I study?

Food Preparation & Nutrition skills are integrated into five core topics:

- Food, Nutrition & Health: Macro Nutrients; Micro Nutrients; Nutritional Needs & Health
- Food Science: Cooking of Food; Heat Transfer; Functional & Chemical Properties of Food
- Food Safety: Food Spoilage; Contamination; Principles of Food Safety
- Food Choice: Factors affecting Food Choice; British & International Cuisines; Sensory Evaluation; Food Labelling & Marketing
- Food Provenance: Environmental Impact & Sustainability of Food; Food Processing & Production

How will my work be assessed?

Written Paper: Food preparation and nutrition (50%), 1 hour 45 minutes

The paper will be made up of 20 multiple choice questions worth 20 marks, and 5 written questions (each with a number of sub questions) worth 80 marks in total.

Non-Examined Assessment Task 1: Food investigation (15%), Written Report

This assesses the student's understanding of the working characteristics, functional properties and chemical properties of ingredients.

Students will submit a written report (1,500 to 2,000 words) including photographic evidence of the practical investigation.

GCSE FOOD PREPARATION & NUTRITION

How will my work be assessed? *continued*

Non-Examined Assessment Task 2: Food preparation assessment (35%), Written Portfolio

This assesses the student's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food as well as the application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Students will submit a written portfolio (20 A4 pages) including photographic evidence.

What would this subject enable me to do when I leave school?

Studying Food Preparation & Nutrition can lead to exciting and well-paid career options, particularly as consumers are becoming increasingly reliant on the food industry to develop solutions to their nutritional needs.

This course could aid your progression to jobs such as Chef, Food Product Developer, Buyer (travelling the world sourcing new food products for manufacturers), Food Safety Inspector, Nutritionist, Dietician, Quality Manager, Teacher, Food Engineer, Food Scientist, Microbiologist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Restaurant Manager, Hotel Manager, or even working for food magazines or in food related radio and television.

For more information about careers, visit [www.http://tastycareers.org.uk/](http://tastycareers.org.uk/)

Anticipated additional costs

- Purchase of an apron for practical lessons (compulsory)
- Ingredients for practical lessons (compulsory)
- Revision guide

GCSE GEOGRAPHY

For further information, please consult: symsj@poolegrammar.com

Examination Board: AQA

Introduction

Geography at GCSE offers the opportunity to explore the world, its landscapes, peoples, places, and environments. It investigates the world's physical and human problems and seeks solutions. The new AQA syllabus covers an intriguing range of physical and human topics.

During the course students will explore a wide range of topics including the Changing Economic world, Ecosystems and The Challenge of natural Hazards. All students will learn a range of geographical skills and undertake a variety of activities- including mini research projects, presentations and the use of Geographical Information Systems such as Google Earth.

Geography is a highly regarded subject and its students are recognised as being adaptable and familiar with world issues. Top universities favour it and it is also included in the EBacc subject list.

What will I study?

The subject content is split into four units:

- Unit 1: Living with the physical environment
- Unit 2: Challenges in the human environment
- Unit 3: Geographical applications
- Unit 4: Geographical skills.

In Year 10 students will study *The Living World* which includes an understanding of tropical rainforest and desert ecosystems. Within the *Physical Landscapes of the UK* unit they will also study rivers and glaciation. For *Human Geography* they will study urban issues and challenges. This will include a study of cities, the poorest urban areas and how people live in slum environments. Resources will focus on where our food, water and energy all come from.

In Year 11 students will study plate tectonics and weather systems as their *Physical Geography* options. For *Human Geography* they will study the changing economic world. Students will study a selection of countries in detail to provide their case study knowledge.

Students will also enjoy fieldwork experience in the form of a day trip to a local river or coastal site, and a day trip to London. Both trips seek to extend the learning in the classroom and teach students some valuable field work techniques. These techniques are examined in the final exam.

GCSE GEOGRAPHY

How will my work be assessed?

- Paper 1: Living with the Physical Environment (35%)
- Paper 2: Challenges in the Human Environment (35%)
- Paper 3: Geographical Applications (30%)

There is no controlled assessment of coursework

What would this subject enable me to do when I leave school?

Geography is a hugely diverse subject, providing every student with an insight into the world around them. Geography students use a wide range of skills during the course including extended writing, map and graph analysis, numeracy skills, ICT skills and the ability to work in groups on short projects and presentations. All of these are very important skills that employers are keen on.

Geographers work in a wide range of jobs including town planning, research and environmental posts, AID work and also less geography specific occupations such as law and accounting.

The Royal Geographical Society website has a huge list of occupations suitable for geographers! Have a look at the website to investigate further <https://www.rgs.org>

Anticipated additional costs

We are required by the AQA exam board to provide two fieldwork experiences, one urban and one coastal, the content of which will be assessed through the Paper 3 exam in June. Both trips are compulsory for pupils on this course.

Approximately £50 to cover donations to fieldwork visits.

Approximately £30 on suggested revision materials and wider reading magazine subscriptions.

GCSE HISTORY

For further information, please consult: powells@poolegrammar.com

Examination Board: AQA

Introduction

This course is designed to explain to young people their place in the World by looking at the relationship between Britain and the World over nearly two millennia. It also explores the creation of our Modern World. Furthermore, History as a discipline teaches us how to sift evidence for relevance, how to prioritise and how to evaluate opinion and argument. It is thus a key building block in critical reasoning and in human understanding. Historians are, as Khrushchev put it "dangerous because they ask questions" - no society can long survive without a clear sense of History and nor can you.

Subject Loom <https://www.loom.com/share/e6110a3786174b8196e41fed75dd0ea7>

What will I study?

Paper One - Section A: Period Studies - Germany 1890-1945 Democracy and Dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship - the development and collapse of democracy and rise and fall of Nazism.

Paper One - Section B: Wider World Depth Studies - Conflict and tension between East and West 1945-1972

This wider world depth study enables students to understand the complex and diverse interests of different states, individuals and the ideologies they represented. It focuses on the causes and events of the Cold War and seeks to show how many conflicts occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study considers the role of key individuals and groups and how they were affected by and influenced international relations.

Paper Two - Shaping the Nation - Section A: Thematic Study - 2C Britain: Migration, empires and the people

This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling context of Britain's acquisition and retreat from Empire. Students will study the importance of the following factors* as they influenced Britain's dealings with the wider world. *war *religion *government *science and technology *the role of individuals.

GCSE HISTORY

What will I study? *continued*

Paper Two - Shaping the Nation - Section B: British Depth Study - Medieval England & the reign of Edward I 1272-1307

This option allows students to study in depth a specific historical period. The study will focus on the major events of part of the reign of Edward considered from the economic, religious, political, social and cultural standpoint and arising controversies.

How will my work be assessed?

Paper One: Understanding the Modern World

Paper Two: Shaping the Nation

Each paper is assessed as follows:

- Written exam: 2 hours
- 84 marks 50% of GCSE
- Section A - six compulsory questions (40 marks)
- Section B - four compulsory questions (40 marks)
- Spelling, Punctuation and Grammar (4 marks)

What would this subject enable me to do when I leave school?

The skills of History students have always been sought after by employers as they can sift evidence, evaluate and present ideas in coherent and cogent prose. Historians run things: four US presidents in the last hundred years had History degrees. Many leading writers including Melvyn Bragg, Salman Rushdie and Alan Bennett were Historians first. Historians have left Poole Grammar School recently to work in the army, law, finance, the Church, rural estate management, archaeology, politics, international recruitment and one is a tour guide at Machu Picchu whilst another is a comedy writer and performer for the BBC!

Anticipated additional costs

There are no additional compulsory costs.

GCSE MUSIC

For further information, please consult: beebyd@poolegrammar.com

Examination Board: Pearson (Edexcel)

Introduction

In this subject, there is a chance to explore Music as performer, composer and listener. The course allows our students to use their instrumental techniques to gain credit in solo and ensemble performing, whilst their compositional skills are used to create two contrasting pieces of music. The study of musical contexts and theory is achieved through the close study of several set works, along with wider listening.

What will I study?

- Unit 1: Solo Performing/Ensemble Performing. Music can be performed in any style.
- Unit 2: Two Compositions: one Brief set by the exam board; the other a Free Composition.
- Unit 3: Study of eight Set Works, based around four Areas of Study. Wider listening also includes practice in aural techniques and analysis of "unseen" pieces of music.

How will my work be assessed?

- Controlled Assessment - Performances are recorded, internally marked and externally moderated. Performances will be of at least four minutes' duration.
- Controlled Assessment - Compositions are created, scores printed and recordings made. These are internally marked and externally moderated. Compositions will be of at least three minutes' combined duration.
- Written Examination (1 hour 45 minutes) - questions on set works and exercises in aural perception and dictation. Another element in the written paper focuses on a longer written answer related to one of the set works.

What would this subject enable me to do when I leave school?

Musicians gain many different roles in the world of work. Some take on performance, composition or production in the many areas of the music industry. Music at GCSE level provides a rewarding and enjoyable "stepping stone" to many avenues of musical experience. Some musicians just enjoy performing for pleasure, using their skills to find fulfilment in rehearsing, performing, composing or producing music. The Music Department at Poole Grammar School allows students the opportunity to achieve at a high level at both GCSE and A Level, but also through involvement in a wide range of extra-curricular activities.

Anticipated additional costs All course materials are provided on loan, or as worksheets issued during the course. Students are asked just to provide a strong, multi-pocket folder to file their worksheets and lesson notes.

This form can be used to record your choices; this is for your use only.

CHOICES

Choose **ONE** language:

FRENCH	
GERMAN	
SPANISH	

There are a few students that have been disapplied from languages, these students will have received a letter to this effect. These students will choose **THREE** subjects in addition to Triple Science or **FOUR** subjects should they prefer the Double Science route.
All other students must choose **ONE** language.

Now, choose your route

TRIPLE SCIENCE or **DOUBLE SCIENCE**



TRIPLE (single) SCIENCE - choose **TWO** subjects from this list (unless disapplied from languages, then choose **THREE** subjects)

FRENCH	
GERMAN	
SPANISH	
GEOGRAPHY	
HISTORY	
COMPUTER SCIENCE	
ART: FINE ART	
DRAMA	
MUSIC	
ART & DESIGN: 3-D DESIGN	
DESIGN & TECHNOLOGY	
ELECTRONICS	
FOOD PREPARATION & NUTRITION	

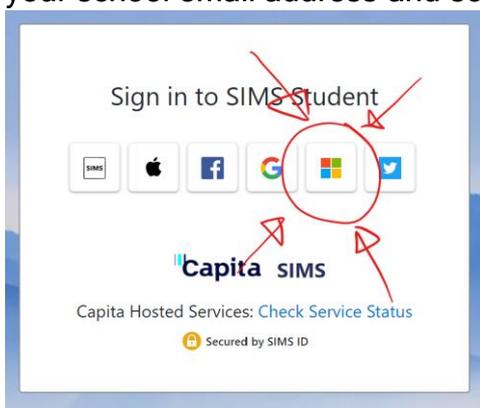
DOUBLE (combined) SCIENCE - choose **THREE** subjects from this list (unless disapplied from languages, then choose **FOUR** subjects)

FRENCH	
GERMAN	
SPANISH	
GEOGRAPHY	
HISTORY	
COMPUTER SCIENCE	
ART: FINE ART	
DRAMA	
MUSIC	
ART & DESIGN: 3-D DESIGN	
DESIGN & TECHNOLOGY	
ELECTRONICS	
FOOD PREPARATION & NUTRITION	

Submitting your Choices

Student Instructions: How to record your choices (from 29th March)

1. Open the SIMS Student app or go to www.sims-student.co.uk.
2. Login - if you followed the instructions given when you first registered, you will have used your school account to register - select the Microsoft icon as shown below and then enter your school email address and school password.



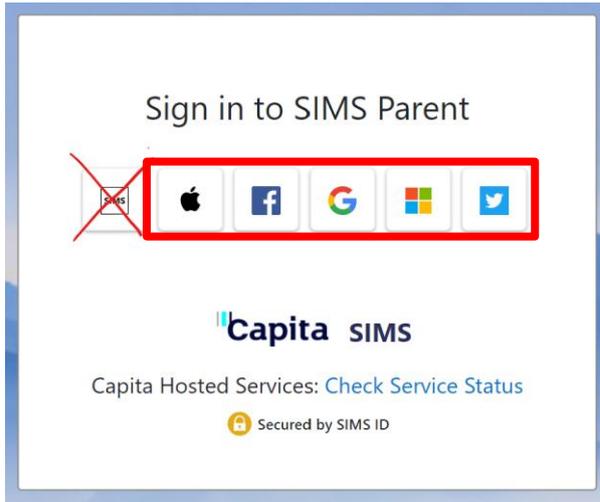
If you have any issues with logging in, email simsparent@poolegrammar.com.

3. Select the SIMS Options widget.

4. This will take you to the SIMS Options website where you can follow the instructions and choose your options. Remember to write any justifications for your choices in the "Student Comments" box.

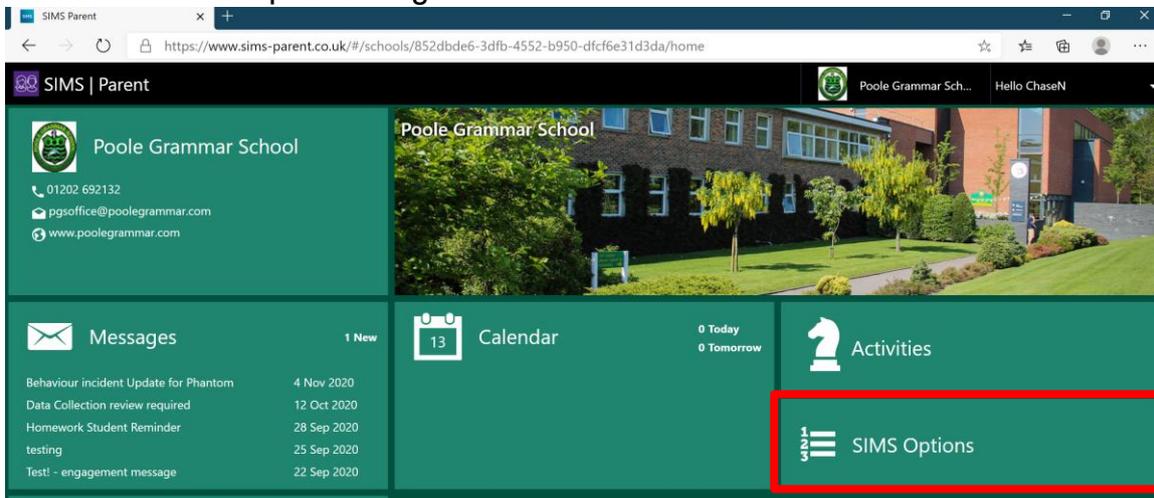
Parent Instructions: How to approve your child's choices

1. Open the SIMS Parent app or go to www.sims-parent.co.uk.
2. Login - when you first registered you connected your account to an Apple, Facebook, Google, Microsoft or Twitter account [do not select SIMS ID - we have not issued these to parents]. Select the correct icon and enter the credentials you use to log in to this account.



If you have any issues with logging in, email simsparent@poolegrammar.com.

3. Select the SIMS Options widget.



4. This will take you to the SIMS Options website. Scroll through and view your child's option choices.