



Derby
Grammar
School

Where you belong

GCSE OPTIONS
at
DERBY
GRAMMAR
SCHOOL



An Introduction to **GCSE OPTIONS**

Choosing GCSE Options is an exciting stage in our pupils' school careers. Until now, pupils have followed a broad curriculum and gained skills and knowledge across a range of largely compulsory subjects. At the beginning of Year 10, our pupils gain the freedom to choose aspects of their curriculum and personalise their learning journey. This guide gives both our own Year 9 pupils and those seeking admission from other schools details of the academic programme available at Derby Grammar School and the process of selecting their option subjects.

Choosing GCSE options is a process which requires thought and discussion. Whilst we strongly encourage pupils to take subjects which they enjoy and have the potential to achieve excellence, it is important to also choose GCSE subjects which will keep their options open when selecting Sixth Form courses in the future. We recommend that pupils and their families discuss the options together and with subject teachers to ensure that the best academic programme for the individual pupil is achieved.

If you have any queries about the options process, please contact your child's tutor or, for pupils new to Derby Grammar School, the Admissions team, and we will be happy to help.

Mrs Emma Ellis

Acting Deputy Head Academic

The Curriculum **IN YEARS 10 & 11**

GCSE examinations are a way of testing a pupil's achievements.

GCSE courses run over the five terms of Years 10 and 11 with examinations starting in May of Year 11. Most courses are assessed by examination at the end of the course, although some courses may also include non-examined assessments. Results published in August will bear a grade 9 – 1, where grade 9 is the highest grade. A 'strong pass' is grade 5 and a 'standard pass' is grade 4.

In Years 10 and 11 all pupils follow a core curriculum:

- English Language
- English Literature
- Mathematics
- The Sciences
- Games
- PSHE

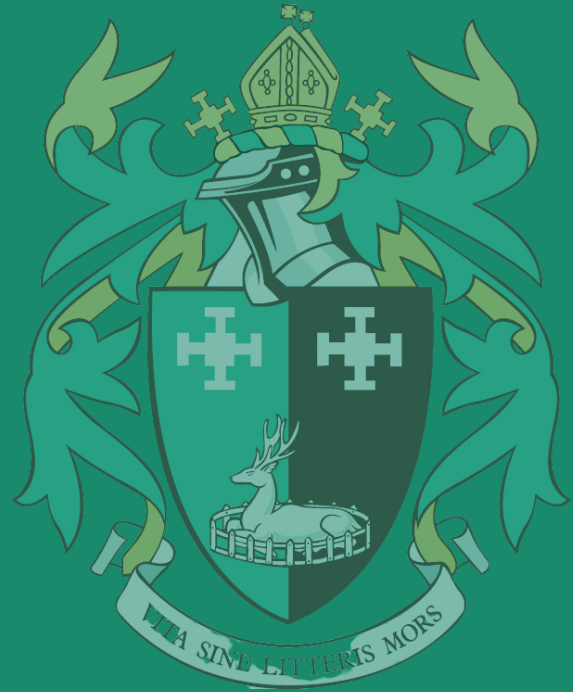
The majority of pupils study and achieve GCSEs in both English Language and English Literature, although occasionally a pupil may take only English Language. A final decision on this is taken during the course in consultation with the English Department, based upon individual pupil performance.

Our high achieving pupils have the opportunity in Year 11 to study for Level 2 Certificate in Further Mathematics alongside their GCSE Mathematics. This additional qualification is equivalent to an extra GCSE and extends their knowledge to bridge the gap between GCSE and A Level.

Pupils study three separate sciences, leading to GCSE Biology, GCSE Chemistry, and GCSE Physics.

Pupils can then choose to study three options subjects leading to a curriculum of nine GCSEs. The option subjects are:

- Art and Design
- Classical Civilisation
- Computer Science
- Design and Technology
- Drama
- French
- Geography
- German
- History
- Latin
- Music
- Physical Education
- Religious Studies
- Spanish



We strongly encourage all pupils to opt for a modern or ancient language and a humanities subject.

Every effort will be made to fulfil each pupil's first choice of subjects, but occasionally this may not be possible if very few pupils opt for a subject or if there is a combination which is unusual and therefore difficult to schedule.

Final option choices will be requested in the Spring term, and in the unlikely event that we cannot facilitate your child's first choice of subjects we will contact you shortly afterwards to discuss this.

Parent's Evening – Thursday 6th February
Deadline for subject Choices – Monday 24th February

ENGLISH LANGUAGE**Awarding Body: Edexcel**

The course covers:

1. Imaginative Writing – 20% coursework; completed in Year 10

Students will write a short story of around 800-1200 words, which will assess their writing accuracy, creativity and cohesion.

2. Non-fiction and Transactional Writing – examination

Reading

Pupils will develop their critical reading of a range of non-fiction texts in the iGCSE Anthology. They will summarise ideas, identify themes and evaluate the impact of the writer's choice of vocabulary, form and structure, and consider how writers convey their ideas and perspectives. Students will then have to compare one of these non-fiction texts with an unseen extract.

In the examination they will be given two non-fiction extracts and will answer a range of short and extended questions, including one which compares the texts.

The reading paper tests students' ability to use their inference skills, moving onto the questions which ask them to analyse the use of language and structure across texts.

Writing

Pupils will learn how to write effectively for a variety of different purposes and audiences, varying vocabulary, grammar, form and structure as appropriate. In the examination they will produce one piece of writing, from a choice of two, for a given purpose.

3. Poetry and Prose: 20% coursework; completed in Year 11

Students will be asked to study three separate texts from the anthology, the combination being: a poem(s) and a short story. After studying these, pupils will be asked to write an essay comparing how these texts are alike in their presentation of a theme: war; gender; voice, for example.

How you are assessed

IGCSE English Literature and English Language has a 40% coursework component for each, leaving 60% of the course content to be completed in examinations. There are two pieces of coursework for each subject, all equally weighted at 20% of the entire GCSE grade, for each. There is no compulsory speaking language component for this course but students will still be encouraged to present, informally, in groups and individually, through the duration of the course.

Contact: Mrs Wilkinson

IGCSE

ENGLISH LITERATURE

Awarding Body: Edexcel

The English Literature iGCSE course enables pupils to explore a range of classic literature and appreciate the depth of the English literary heritage, identify themes, consider the impact of the context of the text and analyse the effect of language and structure on meaning.

The course covers:

1. Modern Drama and Prose: *An Inspector Calls* and *Of Mice and Men*
20% coursework for each; completed in Year 10.

Students will begin the course by studying a Modern Prose text: *Of Mice and Men*, considering the presentation of character, settings, themes and the social, economic and political context in which the text is set. This is a coursework text and is worth 20% of the entire GCSE. This is completed in Year 10.

Pupils will then study a modern drama: *An Inspector Calls*. This is a coursework text and is worth 20% of the entire GCSE grade. Students will be asked to answer a question devised by the teacher (subject to change each year) on character or theme. This is completed in Year 10.

2. Shakespeare: *Macbeth* 20% coursework; completed in Year 11

Pupils will study one Shakespeare play and will explore aspects of plot, characterisation, events and setting and themes.

The coursework question will be devised by the teacher (again, changes every year) and students will write an analytical essay answering a question on character or theme.

3. Poetry: Anthology and Unseen poetry – examination.

Students will study 16 poems from the iGCSE Poetry Anthology. These are referred to as 'seen' poems because the teacher has taught these in lessons. In the exam, students will be asked to compare two of these poems in the anthology, by theme of idea, commenting closely on the writers' choice of language, form and structure.

Unseen Poetry:

This part of the exam is to test students' understanding of a poem they have never seen before. Students need to show an awareness of what the poem is about and the way in which the poet presents their ideas through language, form and structure.

How you are assessed

GCSE English Literature and English Language has a 40% coursework component for each, leaving 60% of the course content to be completed in examinations. There are two pieces of coursework for each subject, all equally weighted at 20% of the entire GCSE grade, for each. There is no compulsory speaking language component for this course but students will still be encouraged to present, informally, in groups and individually, through the duration of the course.

Contact: Mrs Wilkinson

MATHEMATICS

Awarding Body: Edexcel

Mathematics at GCSE is split into the following broad topics:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

Topics introduced in Years 9 and 10 are further developed in Year 11 to include the extra work needed for pupils showing the potential to achieve a top grade. Trigonometry taught at the end of Year 9, for instance, covers problem-solving in right-angled triangles in 2D. In Year 11 this is extended to 3D problems, graphs of trigonometric functions and the use of the sine and cosine rules. Quadratic equations in Year 10 are limited to solution by factorisation, while in Year 11 solution by completing the square or use of the quadratic formula is introduced.

Pupils are expected to have their own scientific calculators throughout the course. Currently we recommend the Casio fx-83GTX (or the fx-85GTX Solar).

How you are assessed

Assessment is through three examination papers at the end of Year 11.

Paper 1: Non-calculator component (33.3%)

Paper 2: Calculator component (33.3%)

Paper 3: Calculator component (33.3%)

There is no coursework requirement for mathematics.

Contact: Mr Allen

BIOLOGY

Awarding Body: Edexcel

GCSE Biology gives pupils opportunities to:

- Acquire knowledge of biological facts, concepts and principles that are vital for scientific understanding and ensuring the world's future prosperity
- Appreciate the practical nature of biology; acquiring observational, experimental and investigative skills in the laboratory and field
- Recognise the importance of the scientific method to ensure accurate experimental work and reporting
- Form hypotheses and design experiments to test them
- Understand the significance of biology in personal, social, environmental, economic and technological contexts, and consider ethical issues
- Prepare for more advanced courses in biology and for courses which require them to have a knowledge of biology.

The course covers:

1. Key concepts in biology
2. Cells and control
3. Genetics
4. Natural selection and genetic modification
5. Health, disease and the development of medicines
6. Plant structures and their functions
7. Animal coordination, control and homeostasis
8. Exchange and transport in animals
9. Ecosystems and material cycles.

How you are assessed

Knowledge, understanding and application of the content, together with working scientifically, is assessed through two examined papers weighted equally and of 1 hour and 45 minutes duration each.

Contact: Mrs Walker-Nixon

GCSE Chemistry gives pupils opportunities to:

- Learn about the unifying patterns of chemistry
- Appreciate the practical nature of chemistry, acquiring experimental and investigative skills based on correct and safe laboratory techniques
- Appreciate the importance to scientific methods of accurate experimental work and reporting
- Form hypotheses and design experiments to test them
- Develop a logical approach to problem-solving in a wider context
- Understand the widespread importance of chemistry and the way materials are used in the world
- Appreciate how the work of the chemist has social, industrial, technological, environmental and economic consequences for the community
- Prepare for more advanced courses in chemistry and for courses which require them to have a knowledge of chemistry.

The course covers:

1. Key concepts in chemistry
2. States of matter and mixtures
3. Chemical changes
4. Extracting metals and equilibria
5. Separate chemistry 1
6. Groups in the periodic table
7. Rates of reaction and energy changes
8. Fuels and Earth science
9. Separate chemistry 2

How you are assessed

Knowledge, understanding and application of the content, together with working scientifically, is assessed through two examined papers weighted equally and of 1 hour and 45 minutes duration each.

Contact: Miss Ayub

GCSE Physics gives pupils opportunities to:

- Acquire a systematic body of scientific knowledge and the skills needed to apply this in a new and changing situations in many domestic, industrial and environmental contexts
- Appreciate the practical nature of physics, acquiring experimental and investigative skills based on correct and safe laboratory techniques
- Appreciate the importance of accurate experimental work and reporting to scientific method
- Form hypotheses and design experiments to test them
- Evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks (including social, environmental and economic) of scientific and technological developments
- Select, organise and present information clearly and logically, using appropriate scientific terms and conventions.

The course covers:

1. Key concepts of Physics
2. Motion and forces
3. Conservation of energy
4. Waves
5. Light and the electromagnetic spectrum
6. Radioactivity
7. Astronomy
8. Energy - Forces doing work
9. Forces and their effects
10. Electricity and circuits
11. Static electricity
12. Magnetism and the motor effect
13. Electromagnetic induction
14. Particle model
15. Forces and matter

How you are assessed

Knowledge, understanding and application of the content, together with working scientifically, is assessed through two examined papers weighted equally and of 1 hour and 45 minutes duration each.

Contact: Mrs Standing

Option Subjects

ART & DESIGN

Awarding Body: AQA

The AQA Art and Design syllabus allows pupils to follow a broad course in Art and Design, using a wide variety of media in 2D and 3D. The skills acquired through Art and Design course include; critical thinking, cultural knowledge and understanding and reflective practice. These skills are transferable and can be adapted to benefit a vast number of careers in the creative industries, which is a rapidly growing sector that represents 5.7% of the UK's GVA and employs approximately 2.4 million people. The skills acquired while studying Art and Design can also be applied to many careers outside of the creative sector.

The course covers:

Unit 1: Portfolio of work (60%)

The Portfolio is a collection of coursework, including individual and workshop produced pieces, through to complete projects. Pupils will have the opportunity to develop their observational skills using a wide variety of media, including drawing and painting, digital video or lens based media, printing and three-dimensional work. Homework is an essential part of the course allowing pupils to become more independent as the course progresses.

Unit 2: Externally set task (Examination) (40%)

Pupils are given the examination paper in advance of the examination itself, in order to research, experiment, and develop ideas in response to the work of others. The final outcome is produced under exam conditions over 10 hours (during two school days).

How you are assessed

Both Units 1: Portfolio (60%) and Unit 2: Externally set assignment are exhibited and assessed internally, exhibited and then by an external moderator to give the final grade

The four assessment objectives are critical to the development and success of a pupils' work and art weighted equally, each being worth 25% of the overall mark.

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record Idea, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Contact: Miss L Wilson

The subject of the classical world opens up far more than just academia. As Bettany Hughes, the television presenter and King's College ancient Greek alumnus, expressed it: "The great thing about the classical age is that it holds up a mirror to our own world and shows us that things were ever thus".

The study of Classical Civilisation does indeed offer a very broad perspective, including:

- A non-specialist opportunity to select from a menu of topic choices, comprising ancient history, culture and civilisation, literature and archaeology.
- The study of an enjoyable subject which arguably commands more television airtime than any other. Indeed, some TV programmes will be used during the course.
- A highly relevant choice for pupils who enjoy travelling abroad and a thorough grounding for the European trips they will make as an adult, encompassing as they so often do, classical sites.

No experience is required to study Classical Civilisation at GCSE level and pupils are welcome regardless of their academic ability.

How you are assessed

Paper 1: Myth and Religion

Pupils respond to short sources about religious beliefs, daily life and key sites in ancient Greece and ancient Rome. Questions range from one word answer questions to short, extended answers, finished by a mini-essay question.

Paper 2: Literature – The Homeric World

Pupils answer a series of short comprehension questions, including one word answer questions, upon six chapters of the voyage and adventures of Odysseus in Homer's "Odyssey", finishing with a mini-essay question.

Section B looks at the cities, architecture and relics of the Mycenaean world, using the same format of short comprehension questions finished by a mini-essay.

Contact: Mr S Fletcher

This GCSE course aims to equip pupils with the logical and computational skills necessary to succeed at A Level, the workplace and beyond. It builds upon knowledge, understanding and skills acquired through the computer science strand in KS3 computing. The course really helps prepare students for a workplace ever more dominated by computers

Component 01 introduces pupils to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. This is topical and up to date, covering a range of topics from the ethics of AI through to E-Waste and Quantum Computing.

In component 02 pupils apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. Pupils are also given the opportunity to undertake programming tasks during their course of study which allows them to develop their skills to design, write, test and refine programs using Python. Physical computing programs will be created to operate microcontrollers with sensors and actuators. Basic HTML, CSS and SQL will also be covered. Pupils will be assessed on these skills during the written examinations, in particular component 02 (section B).

How you are assessed

Course assessment consists of two examination papers which are sat at the end of the course.

Paper 1 (50%)

It is based on component 01 content and contains a mix of multiple choice, short answer, longer answer and extended response questions.

Paper 2 (50%)

It is based on component 02 content and contains a mix of multiple choice, short answer and longer answer questions assessing a pupil's practical problem solving and computational thinking skills.

Design and Technology is the designing and making of products using a range of materials and components such as wood, metals and plastics. Pupils are encouraged to incorporate new technologies into the design of their products.

GCSE Design and Technology is an excellent starting point for any pupil wishing to follow a career related to engineering or design. The course is assessed through a mixture of project work and a written examination. Pupils will be taught practical skills using a wide range of tools and processes, and will learn a variety of design skills, including the use of computer aided design.

How you are assessed

The final assessment of the course comprises the following:

Non Examined Assessment (50%)

35 hours, completed by Easter of Year 11.

A single design-and-make activity selected from a choice of contextual challenges, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence. The contextual challenges are reviewed every year. As part of the evidence submitted, pupils should include photographs of the finished products as well as photographs at various stages of the process.

Written Paper (50%)

One paper with three sections:

Section A: Core technical principles

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B: Specialist technical principles

Several short answer questions and one extended response to assess a more in depth knowledge of technical principles.

Section C: Designing and making principles

A mixture of short answer and extended response questions including a substantial design question.

Contact: Mr P Lakritz

DRAMA

Awarding Body: Pearson Edexcel

Drama is an exciting, varied and creative option to study at GCSE level. Not only will students create their own devised performance work and learn how to approach and perform written play texts, but this qualification will equip students with essential key skills such as confidence, communication, collaboration and critical thinking. As well as supporting a performance route, GCSE Drama also allows separate pathways for theatre design, including sound and lighting, costume or set design.

The course covers:

Component 1 - Devising

This section of the course focuses on three main areas:

- creating and developing a devised performance piece
- Group performance/design realisation of the devised piece
- Analysing and evaluating the creative process and performance

Component 2 - Performance from Text

This section of the course focuses on two areas:

- Interpreting and exploring two key extracts from a performance text
- Performing/realising a design approach of the two key extracts

Component 3 - Theatre Makers in Practice

This section of the course focuses on two areas:

- Study of a performance text which contrasts that of Component 2
- A live theatre evaluation

DRAMA CONTINUED

Awarding Body: Pearson Edexcel

How you are assessed

Component 1 – Devising (40% of qualification – non-examined assessment)

- The performance of the devised piece
- A portfolio evaluating the creating and developing process
- Both of the above elements are internally assessed and externally moderated

Component 2 – Performance from Text (20% of qualification – non-examined assessment)

- Performance of the two key extracts
- Externally assessed by a visiting examiner

Component 3 – Theatre Makers in Practice (40% of qualification – written examination)

- Section A: Bringing Texts to Life – one question broken down into five parts, based on the chosen play text
- Section B: Live Theatre Evaluation – two questions requiring students to analyse and evaluate a live performance they have seen
- Sections A and B will form one written examination paper of 1 hour 45 minutes

Contact: Mrs H Simpson

FRENCH, GERMAN, SPANISH

Awarding Body: AQA

The course covers three distinct themes with related sub-topics. These themes apply to all four question papers (Listening, Speaking, Reading and Writing)

Theme 1: People and Lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular Culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the World Around Us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

How you are assessed

GCSE French, German and Spanish has a Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9). Pupils must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening (25%)

This paper assesses a pupil's understanding of and response to different types of spoken language. Pupils are also required to produce a dictation of short spoken extracts. Assessment is by written examination.

FRENCH, GERMAN, SPANISH CONTINUED

Awarding Body: AQA

Paper 2: Speaking (25%)

This paper assesses how well the pupil communicates and interacts effectively in speech for a variety of purposes including a role play, a reading aloud task and talking about visual stimuli.

Pupils are assessed by non-examination assessment.

Paper 3: Reading (25%)

This paper assesses how well a pupil understands and responds to different types of written language. Pupils are assessed by a written exam which includes a translation task from the target language into English.

Paper 4: Writing (25%)

This paper assesses how well a pupil communicates in writing for a variety of purposes. It is assessed by a written exam which includes a translation task from English into the target language.

Contact:

Mr R Thompson – French

Mr I Watson – German

Miss K Stebbings – Spanish

Geography is all about people and their environment. It is all about how people live in the world, how we change the world and how that change can be best managed. The AQA specification for GCSE geography enables a variety of teaching and learning approaches.

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

Topics of study include:

Climate change

The development gap

The changing economic world

Coastal environments

Hazardous earth

Sustainability

Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Upon completion of this two year course, pupils will have the skills and experience to progress onto A Level and beyond.

How you are assessed:

1. Written Paper (35%)

Living with the physical environment

The challenge of natural hazards, the living world, and physical landscapes in the UK.

2. Written Paper (35%)

Challenges in the human environment

Urban issues and challenges, the changing economic world, and the challenge of resource management.

3. Written Paper (30%)

Issue evaluation and fieldwork skills

Geographical applications and skills are assessed by written examination.

Contact: Mr D Boddy

Making history meaningful – History encourages learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. The specification is based on content which helps learners to address fundamental issues in human history.

Developing wide and deep knowledge – the content is diverse and ensures that all pupils examine a variety of periods from a variety of perspectives.

Engaging in historical enquiry – historical enquiry underpins the approach that is needed to make sense of the content in each of the studies.

Understanding interpretations – encourages learners to engage with a wide range of written and visual interpretations: academic, educational, popular and fictional.

Using sources – the purposeful and constructive use of historical sources is an important feature of the specification, encouraging learners to use them critically and constructively for a specific purpose.

How you are assessed

1. Thematic study (20%)

The People's Health c.1250 to the present

This study focuses on changes and continuities in public health in Britain from c.1250 to the present. It will examine aspects of society over the centuries, and make comparisons between different periods of history.

2. Period Study (20%)

The Making of America, 1789–1900

From the inauguration of the first president to the cusp of superpower status, the unfolding narrative of the making of America is a story of expansion and conflict over territory, power, wealth, beliefs and culture.

HISTORY CONTINUED

Awarding Body: OCR

3. British depth study (20%) The Norman Conquest, 1065–87 There have been many myths, interpretations and arguments over this turning point in British history. As the 'viking age' drew to a close an army of 'North Men' crossed the channel to transform the islands of Britain forever.

4. World depth study (20%) Living under Nazi rule, 1933–1945 Examining the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. This study explores the interplay of political, economic, social, racial and cultural forces during this traumatic time.

5. History around us (20%)

The course will include the study of Hadrian's Wall, including a residential visit for fieldwork.

This study shows pupils the evidence of history around us. This will focus on key features of the past, the way that site has changed over time, and the way that historians use evidence of many types to reconstruct the past.

Contact: Mr J Taylor

'The ultimate crunchy subject' is how Latin graduate Boris Johnson described the language in the run-up to his mayoral election.

The OCR course will indeed expose all pupils to the academic rigour of the language, requiring both logical thought and precision, but, unlike similar language GCSE courses, the primary focus is upon enjoyment of the wealth of Roman literature at our disposal.

- The benefits of Latin GCSE can be summarised as:
- The study of grammar and syntax in both English and Latin
- The study of English language etymology where Latin is the source
- The art of literary criticism through the media of original verse and prose set texts
- The cultural and literary enjoyment of studying original, ancient sources
- With only 250 lines of texts to study, a very short and manageable amount
- The distinction of a GCSE in Latin.

Pupils will typically study the following: Language: Learners will study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accidence and syntax. The Oxford Latin Course (book 3) follows the KS3 course, but other reference grammar books may also be used.

Much of the course will be given over to translation skills (Latin to English). The mainstay of the prose literature set text (125 lines) will be taken from the *Metamorphoses* of Apuleius, covering the myth of Cupid and Psyche. The Verse literature will be taken from "the Aeneid" of Virgil, a fabulous epic, with concentration upon the epic hero's escape from burning Troy (book 2 - 125 lines).

How you are assessed

Paper 1 Language paper (50%)

Paper 2 Prose literature text (25%)

Paper 3 Verse literature text (25%)

Contact: Mr S Fletcher

Music is about engaging in a range of practical and theoretical activities within performing, composing and appraising both as an individual and as part of a group. It can lead to a range of career opportunities within many artistic fields such as music, music production, media and drama.

The OCR GCSE Music syllabus:

- Encourages pupils to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study
- Develops broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self confidence and self-motivation
- Enables pupils to engage actively in the study of music
- Develops musical skills and interests, including the ability to make music individually and in groups
- Enables pupils to understand and appreciate a range of different kinds of music.

The course covers:

1.The Concerto Through Time

A study of the concerto and its development from 1650-1910 through composers such as Vivaldi, Mozart and Liszt.

2.Rhythms of the World

Developing an understanding of a range of music including Samba, Bhangra, Greek music, African drumming and Calypso.

3.Film Music

Learning about how music has been composed to reflect the action in films such as Lord of the Rings and Harry Potter and video games such as Assassin's Creed and Halo.

4.Conventions of Pop

A Study of a range of popular music from the 1950s to today, including Elvis, Iron Maiden and Adele.

MUSIC CONTINUED

Awarding Body: OCR

Throughout the course there will be opportunities to perform both as a soloist and as part of an ensemble, write and perform compositions and go on trips to see performances that will enhance pupils' overall musical development.

Throughout the course there will be opportunities to perform both as a soloist and as part of an ensemble, write and perform compositions and go on trips to see performances that will enhance pupils' overall musical development.

How you are assessed

Performing Coursework (30%)

Pupils have the opportunity to perform as a soloist and as part of an ensemble in a variety of concerts, recitals and classroom activities that take place throughout the year. Two of these performances will be chosen for submission and will be marked on level of difficulty, accuracy and interpretation of the music.

Composing Coursework (30%)

Pupils will learn how to compose in a variety of styles ranging from theme and variations through to writing a pop song.

This will be done through individual and group activities within lessons, including how to use various pieces of music software such as Musescore and Logic Pro in our state-of-the-art Apple Mac suite. The portfolio submitted at the end of the course will consist of one composition in response to a brief set by the exam board and one free choice composition.

Appraising (40%)

Pupils will study a wide range of genres through both listening and practical activities. They will also learn how to analyse and appraise unfamiliar pieces of music.

Contact: Mr N Coley

PHYSICAL EDUCATION

Awarding Body: Edexcel

The Edexcel GCSE in Physical Education consists of two externally examined papers and two non-examined assessment components.

The course covers:

1. Fitness and Body Systems
 - Applied anatomy and physiology
 - Movement analysis
 - Physical training
 - Use of data
2. Health and Performance
 - Health, fitness and well-being
 - Sport psychology
 - Socio-cultural influences
 - Use of data
3. Practical Performance
 - Skills during individual and team activities
 - General performance skills
4. Personal Exercise Programme (PEP)
 - Aim and planning analysis
 - Carry out and monitor the PEP
 - Evaluation of the PEP

How you are assessed

You are assessed through two examinations and two non-examined assessments:

Fitness and Body Systems (36%) Health and Performance (24%) Practical Performance (30%) Personal Exercise Programme (10%)

Contact: Mr K Clark

RELIGIOUS STUDIES

Awarding Body: OCR

The GCSE course is divided into two components:

1. Beliefs and teachings and practises. This part of the course requires pupils to study two religions. We have opted to study Christianity and Islam. Topics for each religion include the nature of God, main beliefs, worship and practices.

2. Religion, philosophy and ethics in the modern world from a religious perspective. This component requires pupils to focus on one religion only and we have opted for Christianity.

Four topics are covered:

- Relationships and families (eg. attitudes to sex and marriage)
- The existence of God (eg. arguments for and against)
- Religion, peace and conflict (eg. just war theory)
- Dialogue between religious and non-religious beliefs and attitudes (eg. attitudes to euthanasia and abortion).

The course does not assume or expect any previous knowledge and should be worthwhile and interesting for all pupils regardless of their background. For pupils wanting to continue studying Religious Studies, the GCSE course leads well onto the A Level Philosophy and Ethics (Religious Studies) course.

How you are assessed

You are assessed through three examinations:

Beliefs and teachings and practises – Christianity (25%)

Beliefs and teachings and practises – Islam (25%)

Religion, philosophy and ethics in the modern world from a religious perspective (50%)

Contact: Mr P Hilliam

Additional Information

If you would like any additional information this evening or afterwards on your options choices of course feel free to contact the subject teachers directly, who will be able to answer questions related to their subject areas in more detail.

Teacher emails all start with surname.first initial @ derbygrammar.org.

