

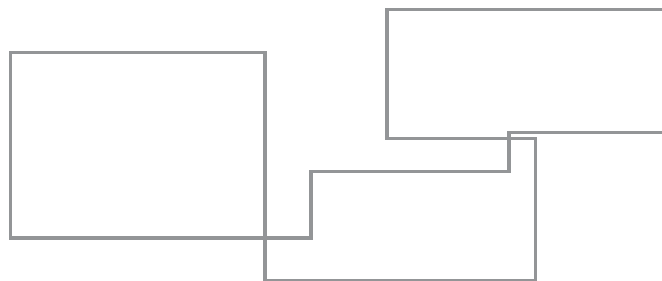


MOULSHAM HIGH SCHOOL

SPECIALISING IN ENGLISH AND THE HUMANITIES

KEY STAGE 4 OPTIONS BOOKLET

2025-2027



Contents

INTRODUCTION	1
The compulsory core subjects	1
The options subjects.....	1
How are GCSEs graded?.....	1
How are CAMBRIDGE Nationals and BTECs graded?	2
How do I make my choices?	2
Statement of Curriculum Intent	3
PART I THE ENGLISH BACCALAUREATE	4
PART II THE THREE CURRICULUM PATHWAYS	5
PART III SUBJECT DETAILS	6
ART AND DESIGN	7
Fine Art	7
Art, Craft and Design	7
BUSINESS	8
BTEC Level 2 First Award in Business Enterprise	8
CHILD DEVELOPMENT	11
COMPUTER SCIENCE	12
DESIGN AND TECHNOLOGY	13
DRAMA	15
ECONOMICS	17
ENGLISH LANGUAGE & ENGLISH LITERATURE	18
ENGLISH LANGUAGE	18
ENGLISH LITERATURE	19
FILM STUDIES	24
FOOD PREPARATION AND NUTRITION	24
GEOGRAPHY	25
HISTORY	26
MATHEMATICS	27
MODERN FOREIGN LANGUAGES	28
FRENCH AND SPANISH	28
MUSIC	30
PHOTOGRAPHY	31
PHYSICAL EDUCATION	29
RELIGIOUS STUDIES	34
SOCIOLOGY	33
SCIENCE	
AQA GCSE Combined Science	37
AQA Separate SCIENCE Triple award	37
PART IV PROHIBITED COMBINATIONS OF SUBJECTS AND ENTRY REQUIREMENTS	38
NOTES	Error! Bookmark not defined.

INTRODUCTION

During Year Nine at Moulsham High School, you have to make important decisions about the courses you will study in Years Ten and Eleven at GCSE and/or Cambridge National/BTEC level. This booklet will inform you and your parents about the curriculum at Key Stage 4, and includes full details of all the courses available to you.

To help, we have divided the booklet into the following sections:

Part I	The English Baccalaureate
Part II	The Three Curriculum Pathways
Part III	Subject Details
Part IV	Prohibited Combinations of Subjects/Entry Requirements

This year, we are asking parents to submit choices online. Further details will follow via Arbor. The deadline for the submission of choices is **Friday 28th February 2025**.

THE COMPULSORY CORE SUBJECTS

All students work towards GCSEs in English language, English literature, mathematics and combined science.

Students are also required by law to be taught religious studies, citizenship and physical education, but they do not have to take a qualification in these subjects. However, if they wish to do so, students can choose GCSE Religious Studies and Physical Education.

THE OPTIONS SUBJECTS

The number of options choices you have to make will depend on which curriculum pathway you follow. See Part II of this booklet.

HOW ARE GCSES GRADED?

All GCSEs are assessed on the 1 to 9 scale. Grade 5 replaces grade C as the golden standard students should aim to achieve.

HOW ARE CAMBRIDGE AND BTECS GRADED?

Cambridge Nationals and BTECs are graded Distinction*, Distinction, Merit, and Pass.

HOW DO I MAKE MY CHOICES?

You will be offered guidance by your subject teachers in school, but these are extremely important decisions that should not be made without further discussion at home.

You should also be aware that your choices are not guaranteed. If it becomes necessary for the school to change your options choices, for any reason, this will only be done after consultation with you and your parents. Should you have any query about your options choices, please do not hesitate to contact your Standards and Progress Leader, Mr Smith or Mr Kemp.

Please make sure that you select your subjects very carefully; it is very difficult to change subjects once you have started Year 10 and students are not allowed to drop subjects.

THE FINAL DATE FOR SUBMISSION OF THE ONLINE CHOICES FORM IS:

DATE: Friday 28th February 2025.



Mr R Kemp
Deputy Headteacher
(Quality of Education)

Mr W Smith
Standards and Progress Leader (Year Nine)



Our school aims to provide opportunities for learners which will enable them to make their next steps post-16 and post-18 successfully. We place equal importance on teaching all learners how to: keep themselves safe; achieve relevant qualifications; acquire employability skills and develop character so that they are well-rounded, well-prepared for life in the modern world and can contribute positively to their local and wider communities, upholding British values.

All learners experience a broad, taught curriculum. Through Years 7-9 they study the full range of National Curriculum subjects, religious studies, drama, relationships and sex education and health education. This enables them to develop personally, socially, linguistically, mathematically, technologically, physically and creatively before they begin to build mastery in specific areas at Key Stage 4. In Years 10 and 11 all learners work towards qualifications in nine subjects. They are all able to study a strong academic core of subjects, including those offered by the E-Bacc.

Our taught curriculum is balanced. Across Years 7-13 each subject has time to deliver its distinctive contribution. Our pathway system ensures that all learners have the best possible chance of success with the opportunities it presents to stretch and challenge the most able and provide additional support where it is needed.

Our taught curriculum is knowledge engaged. All learners learn skills hand in hand with knowledge so that the two are explicitly developed. There is a strong focus on coverage and progression. This provides all learners with a wide range of rich, diverse experiences which are designed to instil a love of learning, make questioning the norm and foster a willingness to listen to and act on advice. They also develop the skills required for effective collaboration, problem solving and leadership.

Literacy, numeracy and oracy are embedded throughout. All learners are expected to develop as active readers who also enjoy reading for pleasure.

We highlight the relevance of the taught curriculum to the workplace and what the national and local workforce are like.

Our taught curriculum provides all learners with opportunities to make high rates of progress from their different starting points. A strong element of personal challenge promotes the development of resilience, self-management and self-belief. We want all learners to have pride in their achievements and for a culture of excellence to exist from Years 7-13.

It is also important for our taught curriculum to be enjoyable. Enjoyment fosters well-being and self-confidence as well as progress. As learners feel safe to try new things, behaviour for learning is a strength of the school.

Enrichment takes place within and outside the taught curriculum. 'Enrich' is one of our core values, with participation enhancing students' personal growth and development. An extensive range of extra-curricular activities is provided before and after school and at lunch time. In addition, there are opportunities for learners to work with the local community and charities and to participate in a variety of trips and visits.

Our school aims for its learners to learn from the positive, fair and honest way in which they are treated and the expectation that they behave safely and responsibly, showing understanding and respect for others and their lifestyles regardless of their identity and individuality.

PART I

The English Baccalaureate



The English Baccalaureate was introduced in 2010. To achieve it a student has to secure a GCSE grade 5 or higher in:

- English
- Maths
- History or geography
- Sciences
- A language

English Baccalaureate subjects are academic subjects that are highly valued by many universities and colleges.

All students at Moulsham High School have the opportunity to achieve the English Baccalaureate, either through being in English Baccalaureate pathway where it is compulsory, or if they are in the Three Options pathway through their options choices.

P A R T II

Curriculum Pathways

English Baccalaureate Pathway	Three Options Pathway
<p>Those is language sets: 91A, 91F, 9F1, 91S, 9S1 and those and those who achieved a Grade 4 in a language in their Autumn Data Sheet.</p>	<p>All other students</p>
<p><u>E-Bacc Subjects</u></p> <p>GCSE English</p> <p>GCSE English Literature</p> <p>GCSE Maths</p> <p>GCSE Combined Science</p> <p>History or Geography</p> <p>French or Spanish</p> <p><u>Options</u></p> <p>Two</p>	<p><u>E-Bacc Subjects</u></p> <p>GCSE English</p> <p>GCSE English Literature</p> <p>GCSE Maths</p> <p>GCSE Combined Science</p> <p><u>One of:</u> History, Geography, French, Spanish</p> <p><u>Options</u></p> <p>Three</p>

PART III

Subject Details

- Art and Design
- Art, Craft and Design
- Business
- BTEC Enterprise
- Cambridge National Child Development Level 2 Certificate
- Computer Science
- Design and Technology
- Drama
- Economics
- English Language
- English Literature
- Film Studies
- Food Preparation and Nutrition
- Geography
- History
- Mathematics
- Modern Foreign Languages (French/Spanish)
- Music
- Photography
- Physical Education
- Cambridge National Sports Studies Level 2 Certificate
- Religious Studies
- Sociology
- Science

ART AND DESIGN

The Art department offers GCSEs in Fine Art and Art, Craft & Design. While students should indicate on their options forms which course they would prefer to take, the Art Department will make the final decision as to the one that is best studied. This will ensure that all students are on the right courses and have the best possible chance of success.

The GCSE course covers five terms and work produced during this time will be selected to form a portfolio that counts towards the final grade awarded at the end of Year 11.

To give students experience of a variety of ideas and styles, we aim to ensure that a broad and balanced curriculum is taught.

For those students who are interested in taking their studies further, there are a number of post-16 art and design courses available. At Moulsham we offer A Level Fine Art and A Level Photography.

What will I be studying?

FINE ART

You will develop a high level of skill and expertise in a range of fine art processes and techniques. This will include drawing, painting, sculpture and printmaking. You will be expected to show a willingness to experiment and explore with a range of materials whilst developing and refining ideas as the work progresses. You will also gain a greater awareness of the visual world and certain aspects of the history of art. All art courses are **practical** and lesson time will be almost exclusively spent in the creation of original art and design work. This will involve a lot of independent research and investigation, including continuous written documentation and analysis of your own and others' work.

ART, CRAFT AND DESIGN

Art, Craft and Design requirements are similar to Fine Art, but you will have a broader scope in which you can apply your art skills. Along with the afore mentioned fine art processes you will also have an opportunity to explore ceramics, textiles and photography.

Pathways Post-16:

A levels: Art & Design, Graphic Design, Fashion, Photography, Fine Art, Textiles.

Any post-16 course in Art and Design and related creative courses such as Architecture and Textiles.

What will I be doing in lessons?

The work produced consists of a series of art projects set by the art and design staff. The artwork will be both two- and three-dimensional; you will use a range of materials throughout the course. Homework tasks are an essential part of the course and you will be expected to learn to work independently, demonstrating resourcefulness and **self-motivation**.

How is the course assessed?

A portfolio of work from one or more projects will form the basis for Component 1. Component 2 is an examination that requires you to complete unaided preparation work beforehand.

At the end of the course all candidates' work is marked by the art department to receive a final grade that is checked for fairness and accuracy by a moderator from the examining board.

For further information please go to the Edexcel website and search GCSE Art and Design

For further information please go to the AQA website and search GCSE Art and Design

www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/ Eduqas website for Fine Art only.

BUSINESS

The Faculty of Computing, Economics and Business offers GCSE Business and BTEC Business Enterprise. Students cannot study both courses.

Students should indicate on their options forms which course they would prefer to study. The faculty will make the final decision as to which course is taken to ensure that every student is on the right course and has the best possible chance of achieving his/her potential.

BTEC Tech Awards Enterprise 2022

WHAT IS BTEC TECH AWARD IN ENTERPRISE ABOUT?

This is a practical, work-related course that is **equivalent to one GCSE at grades 4 and above**. You will learn by completing projects and assignments that are based on workplace situations and activities. During the course you will gain a broad understanding of business and study selected areas in more depth as well as develop skills, knowledge and understanding in business. You will have an opportunity to apply learning in a practical and realistic way and develop key skills which are highly valued by employers.



Is this course for me?

The course is highly interactive with you taking considerable responsibility for your own learning. You will be working independently and as part of a team, completing real research and investigations. You will need to be highly self-motivated and organised. **75% of the course is by way of two assignments completed in the classroom. These are assessed internally, so if you prefer coursework – this is the course for you!** Although there is one externally set exam unit, which you complete at the end of year two. No previous subject knowledge needed but a genuine interest in business is desirable.

Where could it lead?

The BTEC L1/2 First Award is a two-year course for anyone looking to gain a nationally recognised vocational qualification to enter employment or progress to other qualifications such as AS/A Level Business as well as BTEC National Diploma in Business.



How is this course structured?

Three units to be studied

1. Component One: Exploring Enterprises
2. Component Two: Planning and Presenting a Micro
3. Component Three: Marketing and Finance for Enterprise

How will I learn?

Lessons in the classroom will include a mixture of formats including group work, individual activities, guest speakers from industry, role plays, using case studies, videos and some formal note-taking sessions. You will find yourself working with others, applying key skills and improving your knowledge throughout all the units of the course. Study support is provided both inside and outside the classroom to help students with their assignments and other homework. Students should also expect to spend up to two hours per week outside of lessons on homework.

How will I be assessed?

Components one and two are assessed internally and sent off to the exam board for moderation. Component three is an external exam completed at the end of year two.

Key Facts

Worth one GCSE at Grade 4 and above

- 75% coursework completed in the classroom
- Examination

For more information

- Contact Mr Punter, Head of Faculty, at tpunter@moulshamhigh.org
- Exam Board - www.edexcel.org.uk. Follow links for BTEC course
 - learning about the world of business through real and relevant local and international brands then the GCSE Business course is the right subject for you. learning about the world of business

Edexcel GCSE (9-1) Business

Developing enterprising minds



Is this the right subject for me?

If you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems

through real and relevant local and international brands then the GCSE Business course is the right subject for you.

What will I learn?

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

How will I be assessed?

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

Paper 1 - Theme 1: Investigating Small Business	Paper 2 - Theme 2: Building A Business
Written exam: 90 minutes, 90 marks	Written exam: 90 minutes, 90 marks
50% of the total GCSE	50% of the total GCSE
Multiple choice, calculation, short-answer and extended-writing questions	Multiple choice, calculation, short-answer and extended-writing questions
There are three sections in the paper.	There are three sections in the paper.
Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.	Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.

Sections B and C are based on real life, relevant business contexts and examples.	Sections B and C are based on real life, relevant business contexts and examples.
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What can I do after I've completed the course?

After this qualification you'll understand the world of business and have developed skills in:

- making decisions and developing persuasive arguments
- Creative and practical problem solving
- Interpreting data and other financial information.

It's also a great step preparing you for further and higher education such as AS/A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession like accountancy.

If you want to find out more about the skills you might learn or should develop when studying this course, watch BBC TV programmes like *The Apprentice* and *Dragons Den*.

You could also look at the following websites to discover the types of things you might learn;

www.bbc.co.uk/schools/gcsebitesize/business/

www.businessed.co.uk/

www.thetimes100.co.uk

Please contact Mr Punter, Head of Faculty, for further details: tpunter@moulshamhigh.org

CHILD DEVELOPMENT

Cambridge National in Child Development (Level 2)

What will I be studying?

The course is aimed at anyone who wishes to develop applied knowledge and practical skills in Child Development. It contains both theoretical and practical elements which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

All students will study 3 mandatory topics as part of the qualification:

- Health and well-being for child development.
- Understanding the equipment and nutritional needs of children from birth to five years.
- Understanding the development norms of a child from birth to five years.

How is the course assessed?

The course is split into 3 sections based on the above topics.

A written exam paper 1 hour 15 minutes (40% of total)

This will cover reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, and conditions for development, childhood illnesses, and child safety.

2 centre assessed tasks moderated by OCR (60% of total)

The first task will cover the equipment needs of babies and young children and an understanding of the factors to consider when choosing appropriate equipment, safety and nutrition needs of children 0-5 years

The second task will help the students to gain knowledge of the development norms from birth to five years and the types, benefits and stages of play.

The course will enable skills of researching, planning, observing and evaluating to be developed. These are skills which are transferable to other subject areas.

There is a practical element to the course and the students will need access to a child under the age of 5 years with whom they can make regular visits for one of the centre assessed tasks.

COMPUTER SCIENCE

This qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

OCR's GCSE specification in Computer Science encourages learners to be inspired and challenged through completing a coherent, satisfying and worthwhile course of study. The specification will help learners to gain an insight into related sectors. It will prepare learners to make informed decisions about further learning opportunities and career choices.

Please note that this is **NOT** a traditional ICT qualification. This qualification requires a great deal of mathematics, problem solving, computational and algorithmic thinking, writing and debugging code, decomposing problems down into their simplest forms. Students with a high level of aptitude in mathematics are well suited to this course. **Students must be clear that this is a science and maths based qualification.**

OCR's GCSE in Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impact of digital technology to the individual and wider society.
- Apply mathematical skills relevant to Computer Science.

Coursework

There is no coursework component to this qualification. The student's final grade will be based on two exams only at the end of Year 11. However, during the two years of study, all students will be given the opportunity to undertake a programming task, either to a specification or to solve a problem. Students will draw on some of the content from the *Computer Systems* component and the *Computational Thinking, Algorithms and Programming* component when engaged in practical programming.

Exam 1: Computer Systems (J277/01)	Exam 2: Computational Thinking, Algorithms and Programming (J277/02)
This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network	This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using

Exam 1: Computer Systems (J277/01)	Exam 2: Computational Thinking, Algorithms and Programming (J277/02)
<p>topologies, system security and system software. It is expected that learners will computer science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.</p> <p>Overview Of the Content</p> <p>1.1 Systems Architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols. 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology.</p> <p>Overview Of The Assessment</p> <ul style="list-style-type: none"> • 80 marks, externally assessed by an exam • 1 hour and 30 minutes • Written paper • No calculators allowed <p>Represents 50% of the total assessment weighting of the GCSE in Computer Science qualification</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p>	<p>computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.</p> <p>Overview of Content</p> <p>2.1 Algorithms. 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and integrated development environments.</p> <p>Overview of Assessment (J277/02)</p> <ul style="list-style-type: none"> • 80 marks, externally assessed by an exam • 1 hour and 30 minutes • Written paper • No calculators allowed <p>Represents 50% of the total assessment weighting of the GCSE in Computer Science qualification</p> <p>This paper assesses students' ability to write or refine algorithms and questions must be answered using either the OCR Exam Reference Language or the high level programming language they are familiar with.</p>

Where do I go from here?

This course will provide excellent progression to A-Level Computer Science (currently available at MHS) and on to degree level courses in the areas of computing, engineering and science. It will also provide a sound preparatory basis for studying industry standard IT qualifications as well as providing the knowledge, skills and understanding that a growing number of employers are demanding.

How can I find out more? Visit <http://ocr.org.uk/qualifications/gcse-computer-science-j277-from-2020/>

DESIGN AND TECHNOLOGY

A qualification in this subject could lead to A level courses for a range of careers or courses including graphic, product or interior design, architecture, manufacturing, advertising and fashion design.

What will I be studying?

Learning about design and technology will encourage students to develop design and thinking skills through a range of contemporary topics covering the breadth of this dynamic and evolving subject.

Students will acquire subject knowledge in design and technology that builds on Years 7 to 9, incorporating understanding of different materials and manufacturing processes in order to design and make prototypes in response to needs, problems and opportunities. They will be able to focus in more depth on an area of design and technology that most interests them.

We will be offering two depth areas (numbers dependent): 'Timbers' and 'Papers and Boards.' 'Timbers' includes wood-based materials, their properties and relevant construction methods. 'Papers and Boards' focuses on graphics-based materials and techniques and their use in products such as displays or packaging. Please note that the projects undertaken in year 10, as well as the non-examined assessment project in year 11, are not limited to use of these materials. A range of appropriate materials can be used for each.

Creativity is a fundamental part of design and technology. Many designers believe the quality of the initial ideas and thought provoking, innovative design to be the cornerstone of every successful product. This qualification will give students an opportunity to engage with creativity and innovation and understand how they can be enhanced by application of knowledge from other disciplines across the curriculum, such as maths and science.

How is the course assessed?

The course is assessed through two mandatory components.

Component 1 - Written Examination (50% of total GCSE)

The question paper is split into two sections which cover the students' core and in-depth knowledge and understanding:

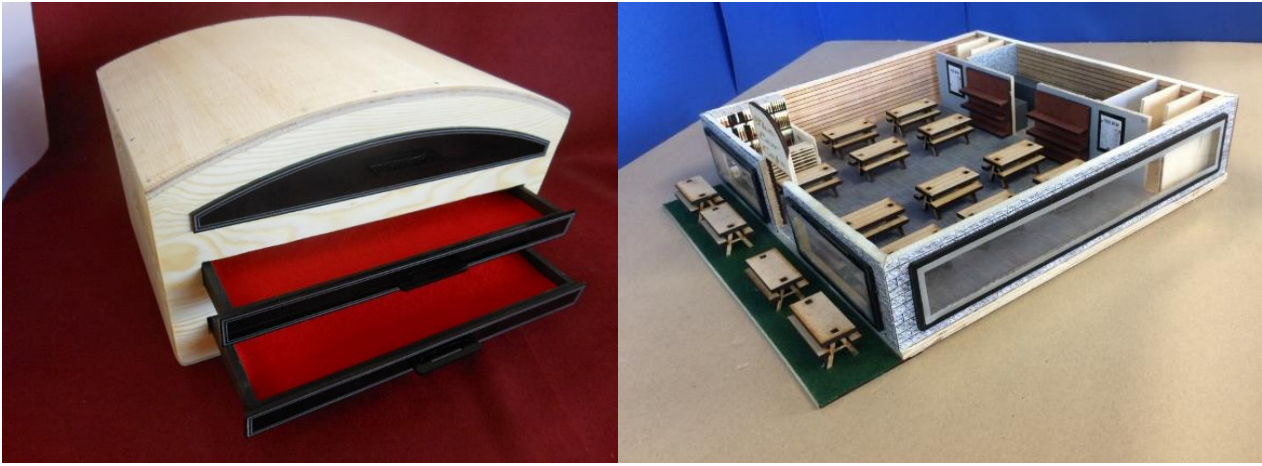
- Core knowledge of design and technology principles demonstrating students' broad understanding of principles that all students should have across the subject.
- In-depth knowledge allows students to focus more directly on at least one main material category.

A minimum of 15% of the paper will assess learners' mathematical skills as applied within a design and technology context.

Component 2 - Non-examined Assessment/Design Challenge (50% of total GCSE)

Students will undertake a project based on a theme and contextual challenge provided by the exam board. They can choose a wide range of outcomes, and use a range of suitable materials, to complete this. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product. Students will produce a chronological design portfolio and one final prototype, such as those seen below.

This component will be internally assessed and externally moderated.



DRAMA

The G.C.S.E. in drama is an exciting, challenging and rigorous course that includes:

- **Practical** exploration of modern and classic **plays**.
- **Academic** study of how texts can be interpreted and staged.
- **Devising** new dramatic work.
- **Understanding** drama practitioners, styles, traditions and modern theatre.
- Learning **skills** in acting, movement, directing, staging and technical areas.
- **Evaluating** live performance seen in professional theatre settings.



Ready to join *Team Drama*?

Successful GCSE drama students are committed, disciplined, creative, supportive, resourceful, independent and energetic. GCSE drama can also be a great choice for students who are keen to improve their confidence. GCSE drama students put in extra time for rehearsals, at lunch and after school. Group rehearsals will often be set as homework, in place of written work.

Where could *Team Drama* take you?

- G.C.S.E. drama students can progress to the **A-level drama & theatre studies** course at Moulsham. Many former G.C.S.E. drama students have gone onto higher education courses in acting, drama, theatre studies and performing arts and further success in the industry, while many others use the skills and confidence developed in drama to find success in other fields.
- **But...** G.C.S.E. drama isn't just about training actors. Colleges, universities and employers value good communication skills, an ability to consider other people's points of view, excellent team skills, self-motivated learners, organisational skills and self-confidence. All of these can be evidenced by success in G.C.S.E. drama.
- In a flexible, unpredictable labour market, where nobody can know what sort of jobs will be out there in the future, **creative** and flexible individuals will be the ones who adapt and succeed.



- Drama can support your **learning in other subjects**, particularly English, history, citizenship and media studies, either through our approach to thematic work or the way students will come to understand the science of communication theory.

What will I be doing in lessons?



Your G.C.S.E. drama lessons will be **mostly practical**, but you will also keep records of your practical work which will form the basis of your Portfolio for Components 1 and 2. Notes, research, and homework tasks will also help you answer the questions in your exam.

You will learn about how to devise your own drama in groups, using ideas from traditional theatre practitioners, such as Brecht or Artaud, as well as modern theatre companies, such as Frantic Assembly or Splendid Productions.

You will adapt and perform work from published plays, taking part in a drama showcase, seen by a visiting examiner.

To prepare for the written exam you will study plays from a list of set texts. The work will be a mixture of practical exploration and written responses, focused on how texts can be rehearsed and performed. You will also go on theatre trips and evaluate live theatre performances, such as *The Woman in Black*.

How is the course assessed?

At Moulsham we follow the exciting specification for G.C.S.E. drama offered by OCR.

Components	Description	When?	Assessment	% of exam
1	Devising Drama	Year 10 Term 3	Create a devised performance with an accompanying portfolio about the process. Internally assessed.	30%
2	Presenting and Performing Texts	Year 11 Term 2	Take part, as a performer or designer, in a drama showcase, using extracts from published plays. Externally assessed.	30%
3	Performance and response – the written exam	Year 10 and 11	Section A: questions about one set text. Short and medium length answers. Section B: Evaluate live theatre	40%

How can I find out more?

- Speak to your drama teachers. They will be delighted to tell you about the course and whether it's right for you.
- Go to ocr.org.uk and look up the resources for GCSE Drama.
- Speak to our current cohorts in Years 10 and 11. Students are proud and excited to be part of *Team Drama* and they'd love to tell you all about what they do.



Subject Content

The subject content looks at economic activity through the lens of consumers, producers, government and the workings of the global economy. As students go through the course they are presented with opportunities to focus on real-world issues. Students should consider and reflect upon moral, ethical and sustainable issues that arise as a result of the impact of economic activity.

Students should use their economic knowledge and skills to investigate national and global economic situations and issues from the last 15 years. Students should also be aware of the policies that governments have used to attempt to manage these situations and issues.

Students will develop quantitative skills relevant to the subject content. They should be able to make relevant calculations from economic data and be able to interpret data presented in the form of graphs and charts. Students should be able to recognize the possible limitations of both quantitative and qualitative data.

What do I need to be able to do before taking this course?

- Use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements
- Apply knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- Consider the moral issues that arise as a result of the impact of economic activity on the environment and economic development

What will I learn during this course?

There are two themes contained within this unit:

1. How Markets Work
 - Written exam: 1 hour 45 minutes
 - 50% of G.C.S.E.
2. How the Economy Works
 - Written exam: 1 hour 45 minutes
 - 50% of G.C.S.E.

Where can Economics take me?

To have an economics qualification is thought of very highly. It leads into A level and University courses. Jobs directly related to economics include: Actuarial Analyst, Chartered Accountant, Chartered Certified Accountant, Chartered Public Finance Accountant, Data Analyst, Economist, Financial Risk Analyst, Forensic Accountant, Investment Analyst, Statistician, Stockbroker



ENGLISH LANGUAGE & ENGLISH LITERATURE



English is one of the core subjects of the English Baccalaureate. For all students in Year 10 and Year 11, English means two courses leading to **two** distinct G.C.S.E. qualifications: English language and English literature.

ENGLISH LANGUAGE

What will I be studying?

You will follow the AQA English language syllabus. Three main areas are covered: reading, writing and speaking and listening.

What will I be doing in lessons?

English lessons are full of variety. The style of working will already be very familiar to you from Years 7 to 9. In Years 10 and 11 the levels of challenge will reflect higher expectations of students. Each task you are set will ultimately be preparation for examinations. Speaking and listening is assessed separately from the G.C.S.E.

There is a strong focus on writing accurately for extended periods of time, for different purposes and for different audiences. It is also essential for students to become independent and critical readers of a wide range of texts from different time periods. Responding to literary texts forms a crucial part of all English exams.

How is the course assessed?

For the English language G.C.S.E. there are two externally assessed written exams.

Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, *Explorations in Creative Reading and Writing*, looks at how writers use narrative and descriptive techniques to engage the interest of readers.

Paper 2, *Writers' Viewpoints and Perspectives*, looks at how different writers present a similar topic over time.

Spoken Language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students. The endorsed unit which is now a stand-alone assessment will often be designed to take place within other English schemes of work in order to help consolidate understanding of one or more of the literature texts.

ENGLISH LITERATURE

What will I be studying?

You will follow the AQA G.C.S.E. English literature syllabus. The main aim of the literature course is to develop your ability to read, understand and respond to all types of literary text. You will study a range of literature covering prose (novels, short stories), poetry and drama. You will study a mixture of modern literature and literature that explores different cultures. You will also study the significance of Shakespeare.

What will I be doing in lessons?

Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Through the study of English literature, students will read widely for pleasure and as a preparation for studying literature at a higher level.

Moulsham High School encourages students to:

- read a wide range of classic literature fluently and with good understanding and make connections across their reading;
- read in depth, critically and evaluatively so that they are able to discuss and explain their understanding and ideas;
- develop the habit of reading widely and often;
- appreciate the depth and power of the English literary heritage;
- write accurately, effectively and analytically about their reading, using Standard English;
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

How is the course assessed?

There are two externally assessed units for this qualification.

Paper 1: Shakespeare and the 19th Century Novel

Section A – Shakespeare: Students will answer one question on a play of their teacher's choice – probably *Romeo and Juliet* or *Macbeth*. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B – The 19th-century Novel: Students will answer one question on a 19th Century novel - probably *A Christmas Carol*. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry

Section A – Modern texts: Students will answer one essay question from a choice of two on their studied modern prose or drama text. This will probably be *An Inspector Calls* or *Lord of The Flies*.

Section B – Poetry: Students will answer one comparative question on one named poem and one other poem from their chosen anthology cluster.

Section C – Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

The specification for GCSE Film Studies offers a broad, coherent and rigorous introduction to the subject which enables learners to:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- acquire knowledge and understanding of a range of important film issues
- develop appreciation and critical understanding of films and their role both historically and currently in society, culture and politics
- understand and apply subject-specific terminology to analyse and compare films in order to make informed arguments, reach substantiated judgements and draw conclusions about film.
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- develop practical skills by providing opportunities for creative film production.

Will I enjoy this course?

A genuine appreciation for all types of film is essential: examples of the films studied are: *Rebel Without a Cause*; *Ferris Bueller's Day Off*; *The Hate U Give*; *The Babadook*; *Girlhood* and *Attack the Block* and is designed to introduce students to film from a range of different cultures and contexts. You must enjoy analysing film and be keen to consider a theoretical understanding of films from the 1950s to the modern day.

What will I be studying? Is there an exam?

This course is assessed through two examinations that total 70% of the qualification. Component 1 deals with Key Developments in US Film, and component 2 deals with Global Film: Narrative, Representation and Film Style. Each exam will focus on set texts studied throughout the two-year course. A further 30% of marks are in the form of one single practical non exam assessment, where candidates are able to write their own screenplay extract from **one** of the following genres of film: crime, science fiction, war

The extract must take the form of one of the following two options:

- the opening of the film or
- an extract from any part of the film which creates suspense and tension.

ENTRY REQUIREMENTS

Students must be working at a level 4a or above in English at the end of Year 9 to be suitable for this course.

Employment in the UK creative industries is growing rapidly compared to the rate of the UK workforce as a whole, according to latest official statistics from the Department for Digital, Culture, Media and Sport (DCMS).

Autumn Term	<p>(Year 10) Students begin the course with an introduction to the key elements of film form: Cinematography, Mise-en-scène, Editing, Sound, and Narrative Construction. These core concepts are explored through the study of a variety of film extracts from different genres and time periods to understand how they contribute to creating meaning.</p> <p>Students will also be introduced to the study of contexts—historical, social, and cultural factors that influence films. The focus will include early analysis of British films as a foundation for their first examination. Practical exercises</p>
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	<p>will support learning, including basic storyboarding and shot composition to apply theoretical understanding practically.</p> <p>(Year 11)</p> <p>Students will complete their NEA. This will include refining film sequences or screenplays based on feedback, ensuring that work is well-researched and fully developed. They must provide planning evidence, including drafts, storyboards, and shot lists, which will form a critical part of their coursework submission. The NEA project will develop their practical filmmaking skills, alongside applying theoretical concepts to a media product. This component is worth 30% of the GCSE grade.</p> <p>Towards the end of the term, students will shift focus back to Component 2, deepening their analysis of the British set film and beginning preparation for the comparison with a global English language film, covering aspects of context and thematic analysis.</p>
<p>Spring Term</p>	<p>(Year 10) The spring term focuses on the study of Component 1: Key Developments in US Film, involving the analysis of two set American films—one from the Classical Hollywood era (1930-1960) and one from 2005 onwards. This component aims to develop students' analytical skills, focusing on narrative structure, character, and thematic content.</p> <p>Students will undertake a comparative analysis between the films, exploring how technological advancements and socio-political changes influenced cinematic styles and storytelling techniques over time. Practical activities will continue, with tasks such as creating a short storyboard based on an existing scene, demonstrating an understanding of editing techniques and visual codes.</p> <p>Spring Term (Year 11)</p> <p>Students will prepare for the examinations by focusing on Component 1 and Component 2. Lessons will centre on understanding key aspects of film form, narrative, genre, and context across set films. This will involve practicing past papers, completing extended response questions, and revising through group discussions and presentations.</p> <p>Mock exams will provide targeted feedback, highlighting areas to improve in both the analytical and practical elements of their work. Focus will remain on developing comparative analysis skills between different periods and regions.</p>
<p>Summer Term</p>	<p>(Year 10)</p> <p>Preparation for Component 3: Non-Exam Assessment (NEA) begins. This involves a practical coursework project where students respond to a brief by creating a film sequence or screenplay for a target audience. They will start planning their NEA by conducting pre-production work, including research,</p>

script drafts, and storyboarding. Emphasis will be on ensuring students apply film form knowledge gained earlier in the year.

Towards the end of the term, students will review the set British film for **Component 2**, identifying key themes and analysing elements such as representation and aesthetics.

Summer Term (Year 11)

Final examination preparation will focus on **Component 1** and **Component 2**. Students will review set films, practising timed essays and analysing unseen texts. The examination will assess knowledge across all elements of the syllabus, requiring students to respond to both set and unseen texts, demonstrating critical understanding and an ability to compare contexts, themes, and film form.

The GCSE Film Studies exam includes analysis of **US film, British film, and Global film**, requiring in-depth understanding and comparative evaluations. Lessons will incorporate **dual coding**—using both visual and verbal techniques to reinforce understanding of film concepts.

Further Guidance

Students are expected to complete their NEA to a high standard, demonstrating creativity and a solid understanding of film form. The practical production tasks in Component 3 require thorough planning, evidence of research, and a clear understanding of target audience expectations. The NEA is worth 30% of the final GCSE grade.

For the written exams in **Component 1 and Component 2**, students must be prepared to analyse unseen texts, drawing upon their knowledge of film techniques and industry contexts. This will involve responding to a range of set and unseen questions on film analysis, focusing on narrative, representation, aesthetics, and the impact of social and cultural contexts on film.

Study Tips:

- Regularly watch and analyse a variety of films outside of class to broaden filmic understanding.
- Practice using technical terminology accurately in both verbal and written responses.
- Ensure that all NEA materials are fully annotated and reflective of planning, drafting, and editing stages.

Component Breakdown:

- **Component 1: Key Developments in US Film (35%)**
- **Component 2: Global Film: Narrative, Representation, and Aesthetics (35%)**
- **Component 3: NEA (30%)**

FOOD PREPARATION AND NUTRITION

What will I be studying?

The G.C.S.E. in food preparation and nutrition qualification aims to provide you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will encourage you to cook and make informed decisions about a wide range of further learning opportunities and career pathways as well as develop life skills that enable you to feed yourself and others affordably, now and in later life.

This is our exciting, up-to-date qualification that is relevant to the world of food today.

This qualification aims to bring about real change, providing you with the expertise and skills to feed everyone better.

There is an emphasis on strong, practical cookery skills and techniques as well as a good understanding of nutrition.

What will I do in the lessons?

Lessons will be a combination of practical and theory tasks centred on developing skills required to provide a level of expertise in cooking. The food tasks will mainly involve the selection of dishes to fit a theme.

How is the course assessed?

Food preparation and nutrition written examination paper – 1 hour 30 minutes 50% of total G.C.S.E.

The following types of questions will be asked:

- ten compulsory questions including structured and free response questions;
- some questions that include stimulus material;
- synoptic questions.

Food investigation task – non-examined assessment 15% of total G.C.S.E. (45 marks)

A report produced to explain the findings of an investigation and how these have been applied to achieve the relevant result. The total length of such reports should be between 1500 and 2000 words.

Food preparation task – non-examined assessment 35% of total G.C.S.E. (105 marks)

A presentation or written explanation of how you have planned, made and evaluated the preparation, cooking and presentation of the three dishes within a **3-hour period**.

What can I do with this GCSE Qualification?

The GCSE could lead to a college course or NVQ in catering or hotel management. It would be a good foundation for jobs connected with fitness, health, diet and nursing.



Geography is one of the humanities subjects.

Geography will give you an insight into the real world and encourage you to explore your thoughts and opinions on a variety of issues. In addition to your G.C.S.E. qualification, the subject will enhance your ability to work to deadlines and be a team member. These skills will be invaluable to you in later life. Students who achieve geography G.C.S.E. will find that employers see it as a valuable qualification. It bridges the gap between the arts and sciences and is a good base for further study.

What will I be studying?

The geography department follows the AQA specification.

Topics that are included in the study are:

1. Living with the Physical Environment

This topic includes three sections:

- A) The challenge of natural hazards (tectonic, tropical storms, extreme weather and climate change).
- B) Physical landscape of the UK (locations of mountains & rivers, coastal landscapes and river landscapes).
- C) The living world (ecosystems, tropical rainforests & hot deserts).

2. Challenges in the Human Environment

This topic includes three sections:

- A) Urban issues and challenges (world population growth, urbanisation, sustainable urban living).
- B) The changing economic world (economic development, reducing the global development gap, economic future of the UK).
- C) The challenge of resource management (demand & provision of resources within the UK, the growth in energy demands, different strategies to increase energy supply).

3. Geographical Application

This section allows you to apply your geographical knowledge and examine the inter-relationships between the different aspects of geographical study. This part contains two sections:

- A) Issue evaluation – pre-release material will be issued by the exam board from the 15th March in the year of the exam and you will have an opportunity to work through a set of activities before sitting an exam based upon this material.
- B) Fieldwork – you will undertake two geographical enquiries, one from an area of physical geography and the other based around an element of human geography. You will be expected to type up your field work to be assessed internally and you will sit an exam based upon this material that goes towards your final grade.

Field work is a compulsory element of the G.C.S.E. and you will be expected to participate in field work activities; in the past, the department has organised trips to Walton to study coastal management as well as the Greenwich Peninsula to study urban regeneration.

What will I be doing in lessons?

A variety of approaches are used to guide you through the course. Videos and computer programs are used to illustrate and help you interpret the ideas and theories studied. Class discussions and group work help you to understand and communicate your thoughts and ideas. Past papers and model answers will be regularly examined to help prepare for examinations and to ensure rapid and sustained progress. You will be expected, in addition to your written work, to produce leaflets, reports or display material.

How is the course assessed?

The course is assessed in three parts by exams that are sat at the end of Year 11.

- Paper 1 – Living with the physical world. Written exam that makes up 35% of the GCSE.
- Paper 2 – Challenges in the human environment. Written exam that makes up 35% of the GCSE.
- Paper 3 – Geographical application. Written exam that makes up 30% of the GCSE.



HISTORY

History is one of the humanities subjects.

The G.C.S.E. History content comprises the following elements:

- one period study;
- one thematic study;
- one wider world depth study;
- one British depth study including the historic environment.

Paper 1: Understanding the Modern World

Section A: Period Studies – Germany 1890 to 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 the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Section B: Wider World Depth Studies – Conflict and Tension 1894 to 1918

This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First

World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by, and influenced, international relations.

How is the course assessed?

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Paper 2: Shaping the Nation

Section A: Thematic Studies – Britain: Health and the People c1000 to the Present Day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

Section B: British Depth Studies Including the Historic Environment

- Medieval England: The Reign of Edward I – 1272 to 1307

How is the course assessed?

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of G.C.S.E.

MATHEMATICS

Mathematics is a core subject of the national curriculum that also forms part of the English Baccalaureate.

What will I be doing in lessons?

The G.C.S.E. course is a natural progression from your work in Years 7-9 though, obviously, you will study a wider range of topics at a deeper level. You will be expected to complete regular pieces of homework (this will incorporate exam papers in Year 11).

How is the course assessed?

The course is 100% final examination assessed. There will be three examination papers; two with and one without a calculator. Each paper is 1 hour and 30 minutes long.

What grades could I reach?

That depends upon which tier you take.

- **G.C.S.E. Tier H (Higher):** students taking this exam will be credited with a grade ranging from 4 to 9.
- **G.C.S.E. Tier F (Foundation):** although following a similar syllabus to Tier H, both the level of content and the level of difficulty has been reduced. Grades 1 to 5 can be attained.

Both tiers of entry cover: algebra, number, shape and space and handling data.

All students need a scientific calculator as it is an examination requirement.

MODERN FOREIGN LANGUAGES

FRENCH AND SPANISH

To study French or Spanish you must have been taught the respective language in Years 7-9.

Why Study a Language?

- ✓ **75%** of the world's population do not speak English.
- ✓ **70%** of British companies conduct some business in other countries.
- ✓ **60%+** of British trade is with non-English speaking countries.
- ✓ Companies need people with language skills. **45%** of international businesses experience language and cultural issues as barriers to international business.
- ✓ Business is done in French in the following countries: France, Luxembourg, Belgium, Switzerland, Quebec, Cameroun, Morocco, Algeria, Tunisia, Madagascar and Ivory Coast.
- ✓ Over 275 million people in the world speak French.
- ✓ Spanish is spoken by between 470 and 500 million people across 22 countries and is the second most widely spoken language in the world.
- ✓ Speaking a foreign language allows you to discover other cultures and to meet different people.

Language skills can be used in a wide variety of leisure and work-related environments. Studying languages at G.C.S.E. also improves your ability to present material, interact with others and enhances your cultural awareness – all features that future employers may look for in potential employees.

The French and Spanish courses at G.C.S.E. build on language skills already acquired in Years 7 to 9.

Both languages develop skills that will stand all candidates in very good stead when looking for future employment. More and more employers are looking for applicants with language skills for posts at all levels. Whatever you may choose to do in the future, a language skill could enhance your career

prospects. Recent surveys suggest that employees with language qualifications can earn at least £3,000 more per year than those without.

Learning a language goes beyond the practical uses of French/Spanish – it says a lot about you as a student and potential employee. Having studied a language at G.C.S.E. will show you have chosen a rigorous subject and are committed to learning about other cultures, customs and grammatical constructions. As a result, your communication skills will be markedly more impressive than those who have not studied a language at GCSE.

What will I be studying?

- A range of topics and related grammar that will enable you to speak and understand the foreign language at a level acceptable to natives and future employers.
- The cultural background of countries where French or Spanish are spoken.

What will I be doing in lessons?

- Speaking, reading, listening to and writing in French/Spanish.
- Listening to CDs and using authentic reading materials in order to understand texts.
- Acquiring strategies to develop listening and reading skills.
- Researching internet sites related to the topics studied.
- Using ICT programmes to reinforce the material learnt.
- Developing speaking skills through pair work and group work.
- Developing knowledge of vocabulary.
- Producing written work on a range of topics of interest to young people.





We will cover a range of practical situations relevant to your likely language needs, including both holiday and business use.

How is the course assessed?

All languages follow the AQA specification. The courses cover themes that extend the work previously studied in Years 7-9. Topics include local, national and international areas of interest, identity and culture, work and education, travel and tourism and future plans.

The G.C.S.E. examination assesses the four skills of listening, reading, speaking and writing. Formal external examinations are taken at either foundation or higher level in each skill. Papers have a weighting of 25% each.

Sound learning techniques are essential if you are to fulfil your potential and build up a wide range of vocabulary.

Language GCSEs are useful because they help you...	
	travel
	understand others
	get better wages
	look smart on your CV

Course Outline

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection, and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language.

You will perform music in any style on your own or in a group, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments. Exploring how great pieces of music were put together, then when you have learnt some of the techniques, composing your own music. This could involve using computer software, writing for a specific purpose, writing songs etc.

Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons. At GCSE you focus on how these are used for different purposes. The course focuses on the following areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Unit 1 – Performance (30%)

A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment:
One piece must be an ensemble (group piece) lasting at least one minute.

One piece linked to an Area of Study. Grade 3 music is the standard level and can score full marks if played perfectly. Grade 4 is more difficult, and you can afford 1 or 2 minor inaccuracies. You can use any instrument or voice or choose a technology option.

Unit 2 – Composition (30%)

Learners must submit two compositions with a total playing time of between 3-6 minutes.

1. A composition which responds to a brief set by WJEC. The brief will be released during the first week of September in the academic year in which the assessment is to be taken. Learners select one from a choice of four briefs, each related to a different area of study.
2. A free composition. Learners will compose a piece of music in a style of their own choice. Learners will set their own brief for this composition. The brief itself is not assessed; however, learners are assessed on their musical response to the brief.

Unit 3 – Appraising (40%)

Written examination:

1 hour 15 minutes

40% of qualification

96 marks

The examination will assess knowledge and understanding of music through the following four areas of study listed above. Learners will develop knowledge and understanding of musical elements, musical contexts, and musical language.

Musical Elements:

- melody
- harmony
- tonality
- form and structure
- dynamics
- sonority
- texture
- tempo
- rhythm
- metre

How will GCSE Music help me in the future?

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow.

PHOTOGRAPHY

The G.C.S.E. photography course covers five terms and work produced during this time will be selected to form a portfolio that counts towards the final grade awarded at the end of Year 11.

To give students experience of a variety of ideas, techniques and styles we aim to ensure that a broad and balanced curriculum is taught.

For those students who are interested in taking their studies further, we offer A level photography in the Sixth Form.

What will I be studying?

You will develop skill and expertise in using a range of photographic techniques, equipment and digital media. You will also gain a greater awareness of the visual world and certain aspects of the history of photography as well as art and design. Photography is a **practical** subject and lesson time will be almost exclusively spent in the creation of original photographic work whether it is creating photo-shoots or digitally developing ideas using Adobe Photoshop. The course involves a lot of independent research and investigation, including continuous written documentation and analysis of your own and others' work.

A good level of interest, commitment and perseverance is called for if you are considering joining the course. You will be required to take photographs outside of the school environment, often in public places and have a willingness to plan shoots with consideration to different times of the day and year.

What will I be doing in lessons?

The work produced consists of a series of photography projects set by staff that will encompass gaining a comprehensive understanding of how to work the camera and photographic equipment, such as lighting and tripods. In addition, students will be required to experiment and explore different ways of editing using digital software to create still photography as well as moving image. Homework tasks are an essential part of the course and you will be expected to learn to work independently, demonstrating resourcefulness and self-motivation.

How is the course assessed?

A portfolio of work from one or more projects will form the basis for the controlled assessment. Component 2 is an examination or controlled test that requires you to complete unaided preparation work before the examination begins. The examination will comprise two days of independent work to produce and present a series of final outcomes.

The completed portfolio of work will count as 60% and the final examination work will be 40%. At the end of the course all candidates' work is marked by staff who award a final grade that is checked for fairness and accuracy by a moderator from the examining board.

*For further information please go to the AQA website and search GCSE Art and Design
www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206*

PHYSICAL EDUCATION

The PE department offers G.C.S.E. P.E. and the Cambridge National in Sports Studies. Students cannot study both courses.

Students should indicate on their options forms which course they would prefer to study. The PE department will make the final decision as to which one is taken to ensure that every student is on the right course and has the best possible chance of achieving his/her potential. **For GCSE PE students need to commit to two clubs within school throughout years 9-11 and for the Cambridge National students need to commit to two clubs in year 10 outside of lesson for a whole term to complete one area of coursework.**

G.C.S.E.

Content And Assessment Overview

OCR's G.C.S.E. in Physical Education(J587)

Learners must complete all components (01, 02 and 03) to be awarded the OCR G.C.S.E. in Physical Education.

Content Overview	Assessment Overview	
<ul style="list-style-type: none">Applied anatomy and physiologyPhysical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	30% of total GCSE

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> Socio-cultural influences Sports psychology Health, fitness and wellbeing 	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	30% of total GCSE
<ul style="list-style-type: none"> Practical activity assessment Evaluating and Analysing Performance (AEP) 	Performance in physical education (03)* 80 marks non-exam assessment (NEA)	40% of total GCSE

Students may perform in the following practical sports: 3 sports in total (certain combinations are not allowed). Students must choose 1 team sport, 1 individual sport and 1 other of their choice.

Association football	Gaelic football	Rowing
Badminton	Goal ball	Rugby League
Basketball	Handball	Rugby Union
Blind cricket	Hockey	Squash
Camogie	Hurling	Table cricket
Cricket	Lacrosse	Table tennis
Dance	Netball	Rock climbing
Tennis	Volleyball	Sculling
Amateur boxing	Diving	Skiing
Athletics	Equestrian	Snowboarding
Boccia	Golf	Squash
Canoeing	Gymnastics	Swimming
Inline Roller Hockey	Figure Skating	Ice Hockey
Windsurfing	Sailing	Trampolining
Cycling	Kayaking	

Level 2 Cambridge National Award in Sports Studies.

The Cambridge National in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Sports Studies Unit	Assessment Details	Marks (UMS)
R184: Contemporary Issue in Sport	<ul style="list-style-type: none"> - Written Exam - OCR Set & Marked - 1 hour 15 minutes 	70 marks (80 UMS)
R185: Performance and Leadership in Sports Activities	<ul style="list-style-type: none"> - Coursework based - Centre assessed tasks - OCR Set - Learners will be required to produce two logbooks for two sports they take part in weekly. - They will be required to stand and deliver a session to at least 20 other people. 	80 marks (80 UMS)
R186: Sport and the Media	<ul style="list-style-type: none"> - Coursework based - Centre assessed tasks - OCR Set – Live - Criteria changes yearly 	40 marks (40 UMS)



RELIGIOUS STUDIES

Religious Studies helps students to develop an understanding of the world around them, whilst developing a variety of skills, including those of discussion and debate.

Students who opt for G.C.S.E. Religious Studies will study Edexcel Religious Studies specification B as an option subject. The topics we cover in the course are:

<p><u>Religion and Ethics through the study of Christianity- topics studied in year 10:</u></p> <p><u>Believing in God</u></p> <ul style="list-style-type: none"> • The Trinity • Interpretations of Creation • The Incarnation • The last days of Jesus' life • Salvation • Life after death • Evil and suffering • Solutions to evil and suffering <p><u>Marriage and the Family</u></p> <ul style="list-style-type: none"> • Marriage • Sexual Relationships • Families • Roles within the family • The family in the local parish • The family in the parish today • Family planning • Divorce • Men and women in the family • Gender prejudice and discrimination <p><u>Living the Christian Life</u></p> <ul style="list-style-type: none"> • Christian worship • The role of the sacraments • The nature and purpose of prayer • Pilgrimage • Celebrations • The future of the Church • The church and the local community • The worldwide church <p><u>Matters of Life and Death</u></p> <ul style="list-style-type: none"> • Origins and value of the universe • Sanctity of life • Human origins • Christian attitudes to abortion • Life after death • Euthanasia • Issues in the natural world 	<p><u>Religion, Peace and Conflict through the study of Islam- topics studied in year 11:</u></p> <p><u>Believing in God</u></p> <ul style="list-style-type: none"> • The Six Belief of Islam • The five roots of 'Usul ad-Din • The nature of Allah • Risalah (prophethood) • Muslim holy books • Malaikah (angels) • Al-Qadr (predestination) • Akhirah (life after death) <p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> • Justice • Crime • Good, evil and suffering • Punishment • Aims of punishment • Forgiveness • Treatment of criminals • The death penalty <p><u>Living the Muslim Life</u></p> <ul style="list-style-type: none"> • The Ten Obligatory Acts for Shi'a Muslims • The Shahadah (declaration of faith) • Salah (prayer) • Sawm (fasting) • Zakah and khums (charitable giving) • Hajj (pilgrimage) • Jihad (struggles) • Celebrations and commemorations <p><u>Peace and Conflict</u></p> <ul style="list-style-type: none"> • Peace • Peacemaking • Conflict • Pacifism • The Just War theory • Holy war • Weapons of mass destruction • Issues surrounding conflict
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R.S. GCSE would be a good option choice for students who:

- have an enquiring mind and like to ask lots of questions;
- like to argue, discuss and debate;
- are interested in why people hold certain beliefs;
- are curious about how people make moral decisions.

- would like to know more in-depth information about the religions of Christianity and Islam and their denominations.

A GCSE in R.S. will help in jobs such as:

- | | | |
|-------------|--------------------|---------------|
| • Police | • Nursing | • Medicine |
| • Midwifery | • The Armed Forces | • Journalism |
| • Teaching | • Law | • Social Work |

R.S. is also a valuable qualification when going to university for degrees based on:

- | | |
|--------------|--------|
| • Humanities | • Arts |
| • Sciences | • Law |
| • English | |

SOCIOLOGY



Sociology is an exciting and brand- new GCSE being offered at Moulsham High School from September 2024 following numerous years of very successful A Level Sociology outcomes.

Subject Content

Sociology is the study of social life, social change and the social causes and consequences of human behaviour. Sociologists investigate the structure of groups, organisations and societies and how people interact within these contexts, since all human behaviour is social. As students go through the course, they are presented with opportunities to focus on real-world issues.

In year 10, students start the course with an introduction to sociology. They will then study the family unit which looks at topics such as functions of families, family forms, changing relationships and the impact of divorce. The education unit focuses on roles and functions of education, educational achievement and processes within schools. In the final unit of year 10, students will have the opportunity to investigate the research methods that sociologists use.

In year 11, students will study crime and deviance which focuses on social control, criminal behaviour, debates surrounding whether crime is socially constructed and investigating data on crime. Finally, students will study the social stratification unit which focuses on socio- economic class, life chances, poverty and power relationships within society.

What do I need to be able to do before taking this course?

- Use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements;
- Sociology is an essay based subject so you must be comfortable with extended writing;
- Apply knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts;
- Consider the moral issues that arise as a result of the impact of current affairs.

What skills will I develop during this course?

- The ability to learn independently;

- The ability to complete evidence-based research and to present this;
- The ability to collect, analyse and interpret data affectively;
- The ability to construct well- informed and reasoned arguments substantiated by relevant evidence;
- The ability to work alongside peers in a professional environment;
- The ability to apply your learning two real- life contexts.

How will I be assessed?

Paper 1: The sociology of families and education- 1 hour 45 minutes

Paper 2: The sociology of crime and deviance and social stratification- 1 hour 45 minutes

There is no coursework for Sociology GCSE

Where can Sociology take me?

To have a sociology qualification is thought of very highly. It leads into A level courses such as A level Sociology, Psychology, History, Politics and Philosophy and Ethics. It can lead to University courses such as Sociology, Criminology and Social Anthropology. Jobs directly related to sociology include: Human Resources, Journalism, Policy Analysis, Survey researching, Rehabilitation Counselling, Law, Teaching and Policing.

SCIENCE

Science is a core subject of the national curriculum and forms part of the English Baccalaureate.

The compulsory element for all students is assessed through the combined science qualification. There is also the option for a student to take three separate science G.C.S.E.s (one in each of biology, chemistry and physics), known as triple science.

Science courses have undergone considerable change nationally to bring them up to date. Whatever you want to do post-GCSE, AQA's science specifications are designed so that all students, regardless of ability, gain a good grounding in science.

Triple science, in particular, offers excellent preparation for A-level and further study.

AQA GCSE COMBINED SCIENCE

All students will study the combined science double award. Students will gain a double G.C.S.E. grade from this qualification. Students learn biology, chemistry and physics and, in almost all cases, will have three subject specialist teachers delivering components.

AQA SEPARATE SCIENCE TRIPLE AWARD

Choose this option if you wish to gain separate G.C.S.E. grades in the three areas of science – biology, chemistry and physics. This option is for students who specifically enjoy science and/or those wishing to take the study of science to A-level and beyond

P A R T IV

Prohibited Combinations of Subjects and Entry Requirements

Students cannot select:

- both G.C.S.E. Art and G.C.S.E. Art, Craft and Design.
- both G.C.S.E. Photography and G.C.S.E. Art, Craft and Design.
- both G.C.S.E. Business Studies and BTEC Enterprise.
- both G.C.S.E. P.E. and the Cambridge National Level 2 Sports Studies.

Entry Requirements

- To study both history and geography, a student must reach grade 3B in English by the end of Year 9.
- To study computer science, a student must reach at least a grade 5 in computing and grade 4 in maths and science by the end of Year 9.
- To study triple science a student must reach at least a grade 4 in maths and science by the end of Year 9.
- All languages must have already been started in Years 7-9. They cannot be started in Year 10.
- To study Film Studies, a student must reach at least grade 3a in English by the end of Year 9
- To study Economics, a student must reach at least grade 3a in English by the end of Year 9.

