

THE KING DAVID HIGH SCHOOL

CORE CURRICULUM and OPTIONS

YEAR 10: 2016– 2017

CORE CURRICULUM

ENGLISH

MATHEMATICS

RELIGIOUS STUDIES

SCIENCE

GCSE – English Language and English Literature

The new English Language and English Literature GCSEs were introduced in September 2015 and are already being taught to the present Year 10. Details of these new GCSEs and the main changes since 2014 are outlined below.

English Language

This GCSE assesses students' reading and writing skills. Students will learn to read both non-fiction and literary texts critically, commenting on language in use. They will study texts from the 19th, 20th and 21st centuries. They will also develop their writing skills for a range of contexts from the transactional to the creative. Students will also develop their verbal communication skills in a variety of contexts.

English Literature

Over the two years, students will study a range of literature; they will study modern and contemporary authors, literature from around the world and texts from the past. These texts will include a range of 19th century and modern novels, work by Shakespeare and modern dramatists as well as poetry from across the ages. In the new Literature GCSE, there will be increased assessment of unseen texts. The quality of writing in the response to texts will be assessed.

The main changes from the 2014 GCSEs are:

- The end of the single English GCSE.
- The end of all Controlled Assessments or Coursework in Reading and Writing which will be assessed only through examinations at the end of the two year course.
- Examinations will no longer be tiered into Foundation and Higher papers.
- Spoken Language (Speaking & Listening) will remain as part of the English Language GCSE and will be internally assessed, however this will now be reported separately and will not be included in the overall GCSE grade.
- 20% of the total GCSE marks will be allocated to 'use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation'

GCSE - Mathematics (AQA)

This course builds on the work students completed in Year 9. Students will continue to study six broad topic areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

There are three assessment objectives (AOs).

1. AO1: Use and apply standard techniques.

Students will be expected to remember most of the standard methods, formulae, language and notation that they encounter during the course.

They will not receive sheets of formulae in exams so it is important that they keep good notes and learn and revise key points as they progress through the course.

40% of the Higher tier and 50% of the Foundation tier papers will assess AO1.

2. AO2: Reason, interpret and communicate mathematically.

Students will be expected to use mathematics to interpret and communicate information accurately. They will need to construct chains of reasoning, to present arguments and proofs and assess the validity of an argument.

They will need to learn to give answers that are clearly set out, in a structured way, using mathematically precise language and notation.

30% of the Higher tier and 25% of the Foundation tier papers will assess AO2.

3. AO3: Solve problems within mathematics and in other contexts.

Students will need to analyse problems for which there is no standard method and to come up with strategies to solve them. They will need to make and use connections between different parts of mathematics and be able to identify how their solutions have been affected by any assumptions made.

Students will be set activities throughout the course that will help develop the skills and resilience needed to become good problem solvers. They need to be prepared to make mistakes and to persevere when they are stuck on challenging tasks.

30% of the Higher tier and 25% of the Foundation tier will assess AO3.

EXTENSION

The ablest students may also be entered for an extension qualification such as the AQA Level 2 Certificate in Further Mathematics. The course will extend their mathematical knowledge and skills in both breadth and depth, providing an excellent preparation for A level study.

EQUIPMENT

Students are expected to have a ruler, compasses, set square, protractor and a scientific calculator. We recommend the Casio fx-83GT calculator for GCSE and students may buy this and other equipment cheaply, from the school library.

The GCSE text books are too thick and heavy for students to take home. Students have online access to the text books as well as study resources on the school learning platform. It is recommended that students have access to the internet. There will be provision in school for students to access online resources outside of lesson time if this is a problem.

ASSESSMENT

Students will sit three papers in the Summer Term of Year 11. Each paper is worth 80 marks and is 1 hour 30 minutes long. Paper 1 is a non-calculator paper. The remaining papers require a scientific calculator. Content from any part of the specification may be assessed in any of these papers.

There are two tiers of assessment available:

- **Higher – grades 4 - 9**
- **Foundation – grades 1-5**

Students must take each question paper at the same tier.

The final decision as to whether a borderline student is entered for Higher or Foundation tier will be made in the Spring Term of Year 11.

GCSE – Religious Studies (AQA)

Religious Studies is an essential part of our core curriculum and is studied by all students. Candidates follow a curriculum set and supervised by the AQA examining board and will be entered for three modules, each assessed by a written paper. *There is no coursework.*

Module 1

The first module is Judaism which examines key aspects of Jewish thought and Jewish life. The module is divided into two areas of study including Beliefs, and Teachings and Practices.

Module 2

The second module is a study of four key themes in religion. We will be studying the units listed below.

- 1. Relationships and families**
- 2. Religion, peace and conflict**
- 3. Religion, crime and punishment**
- 4. Religion, human rights and social justice**

We will be looking at these major ethical issues from the Jewish point of view.

Module 3

The third module is the study of a second religion. We will be studying Islam. The course follows the same pattern for all world religions and so we will be studying Islamic beliefs and practices.

Assessment will be in accordance with the new linear arrangements, whereby candidates will be examined at the end of Year 11. The progress of each student is tracked via the use of regular assessment tests that are set at the end of each area of study.

GCSE – Science (AQA)

In accordance with the National Curriculum, all students follow a course of science study which includes Biology, Chemistry and Physics. Science staff will advise pupils which route will be the most appropriate for them, based on students' abilities, aptitudes and interests.

We offer two routes to GCSE awards over two years.

- **Separate Sciences – three GCSEs, Biology, Chemistry and Physics.**
- **Combined Science (Trilogy) – two GCSEs.**

Both qualifications are linear; this means that students will sit all their exams at the end of the course. Throughout the two years students will undertake a series of required practicals.

Separate Sciences

This course is ideal for those students who are particularly interested in science and who may wish to study sciences to A level. Any student considering a career in science, technology or the medical professions is strongly advised to take this option.

Combined Science

This leads to two separate awards in Science at GCSE. The course is intended for students who wish to follow a broader curriculum at GCSE.

OPTIONS

ART AND DESIGN

BUSINESS STUDIES

COMPUTER SCIENCE

DRAMA

FOOD & NUTRITION

FRENCH

GEOGRAPHY

HISTORY

**INFORMATION &
COMMUNICATION TECHNOLOGY**

LEISURE & TOURISM

MODERN HEBREW

MUSIC

PHYSICAL EDUCATION

SPANISH

GCSE – Art, Craft and Design (AQA)

The Art department has designed a course to inspire, challenge and motivate every student, no matter what their level of ability. The department offers creative and engaging lessons and additional support to help each pupil to reach their potential. Students considering this course should be creative and hard working.

There are two components to the course comprising 3 projects.

Component 1:

1) A 'Portfolio' of work - 2 projects
Project 1+ Project 2 = 96 marks = 60% of GCSE

- Time limit: September 2016 – December 2017
- Project 1 – 17 teaching weeks, (approx.) + 10 hour exam
- Project 2 – 17 teaching weeks, (approx.) + 10 hour exam

Component 2:

2) An 'Externally' set assignment - 1 project
Project 3 = 96 marks = 40% of GCSE

- Time limit: January 2018 – April 2018
- Project 3 – 11 teaching weeks, (approx.) + 10 hour exam

Each project will include:

- Recording and researching a theme/subject.
- Experimenting with a variety of media, techniques and processes which can be in the form of: drawings; paintings; collage; 3D work; sculpture; ceramics; graphic design work; photography; textile design and fashion.
- Developing individual ideas.
- Making connections with artists and different styles of art.
- Analysing and evaluating artwork.
- Annotating work from initial ideas to final outcome.
- Creating a conclusive outcome, i.e. a 'Work of art'.

Achievement is measured by the 4 assessment objectives set by AQA.

The following four assessment objectives are used to assess both components:

- AO1: The ability to develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: The ability to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: The ability to record ideas, observations and insights relevant to intentions as work progresses.
- AO4: The ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

GCSE – Business Studies (AQA)

Business Studies is a subject that endeavours to give the pupil a view of the world at work. As part of an interesting and challenging course, the pupil is given an insight into the way in which businesses operate, the different forms of business ownership and the carrying out of the objectives of the business, e.g. through marketing, financing, distribution and the controlling of the firm's activities.

The course will be based on real or simulated business activity and is intended to enable you, the pupil, to appreciate the practical application of the knowledge which you will acquire during this course. You will be encouraged to develop initiative, communication, problem-solving and decision-making skills. You will also be encouraged to develop and use your Information Technology skills in the preparation of your assignments.

Topics covered in Business Studies include:

Unit 1 Setting up a Business

- 1. Starting up a Business (starting up a business enterprise, aims and objectives, planning, legal structure and location)**
- 2. Marketing (market research and the marketing mix)**
- 3. Finance (small business support, financial terms, calculations and cash flow)**
- 4. People in Business (recruiting, motivating and protecting staff)**
- 5. Operation Management (methods of production and customer service)**

Unit 2 Growing as a Business

- 1. The Organisation (expansion, legal structure, location)**
- 2. Marketing (marketing mix related to a growing business)**
- 3. Finance (large business, profit and loss, balance sheet and ratios)**
- 4. People (organisational charts, recruitment and retention of staff)**
- 5. Operation Management (production methods for growing businesses, challenges of growth, quality assurance)**

Unit 3: Investigating Businesses

This is a controlled assessment unit. Tasks are set by the AQA exam board and pre-released material will be set. Students have to prepare and revise for a final presentation.

Assessment will take the form of examinations and controlled assessment:

Unit 1 – Setting up a Business (Written Paper- 1hour-60marks / 40%)

Unit 2- Growing as a Business (Written Paper- 1hour- 60marks / 35%)

Unit 3– Investigating Businesses (Controlled Assessment -40 marks / 25%)

NB: Exams will be taken at the end of Year 11.

The controlled assessment will be done in class time.

The knowledge and skills you gain on this course will be of value to you, to your future career and/or on all future Business Studies courses. If you achieve a GCSE strong grade C or above in Business Studies, then you may follow an A-level course in Business Studies. Alternatively, with the appropriate number of correctly graded GCSEs you may decide to follow a more practical vocational A level. You are also required to be competent in mathematics due to the level of financial study that you will undertake on the course. The vocational A level is an alternative to an academic A level and offers the student vocational qualifications to allow him/her entry to employment or to go into higher education and follow a degree course at university. This course is coursework based with no exams.

Depending on the level at which you choose to go into employment, or the links which you develop with other subjects, a wider range of career choices are open to you – law, accountancy, business, travel market, imports and exports, insurance, banking, hotel/reception management, the civil service, retailing etc.

As you can see there are a wide range of choices open to you and staff will be pleased to meet with you individually at any time to help you or to provide you with any further information or advice which you may need.

This subject also complements the Young Enterprise scheme which is also delivered by the department. This has been a hugely successful initiative whereby you are encouraged to set up your own business, sell a product and generate a profit. You attend trade fairs and deliver a final presentation to the board on your year in a business. This is an excellent opportunity to develop your skills and add a unique element to your C.V.

For further information, please see Mr Hornsby, Miss Airley, Mrs Mulgrew or Miss Williamson in the Business Education department.

GCSE – Drama (Edexcel)

A GCSE in Drama will enable you to apply knowledge and understanding when making, performing and responding to drama. This will happen through your exploration of performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. You will develop a range of theatrical skills and apply them to create performances that provide opportunities to work collaboratively to generate, develop and communicate ideas. We will encourage you to develop as creative, effective, independent and reflective students of drama and be able to make informed choices in process and performance. You will contribute as an individual to a theatrical performance and reflect on and evaluate your own work and that of others. The course will encourage you to develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

Overview of new specification Component	Overview	Assessment
Component 1 Devising 40%	Students devise a piece of theatre which they then perform. They will record the process in a portfolio.	Internally assessed Externally moderated
Component 2 Performance from Text 20%	Performance of two extracts from a play text	Externally assessed by a visiting examiner
Component 3 Theatre Makers in Practice 40% exam	A set play text will be explored practically. Evaluation of a piece of live theatre they have seen.	Exam: 1 hour 30 minutes Sec A: Questions on a set text Sec B: Live Theatre Evaluation

GCSE Drama will encourage you to develop core skills in:

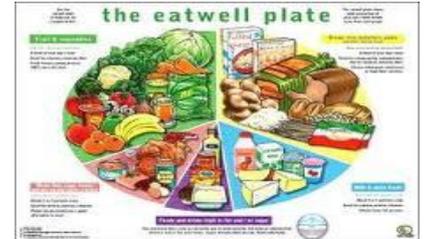
- the ability to recognise and understand the roles and responsibilities of performer, designer and director.
- the study and exploration of texts and extracts which must include the relevant social, historical and cultural contexts.
- the ability to analyse and evaluate your own work and the work of others.
- the ability to understand how performance texts can be interpreted and performed.

For any further information please speak to a member of the Drama department.

GCSE – Food Preparation and Nutrition (AQA)

What is the new specification all about?

- The focus on practical skills gives students a thorough understanding of nutrition, food provenance and the working characteristics of food materials
- Subject content is split into five key sections:
 - Food, nutrition and health
 - Food science and safety
 - Food choice
 - Food provenance
 - Food preparation and cooking techniques



The GCSE examination requirements are:

- 50% non exam assessment which consists of one food investigation (a word report) and one food preparation assessment (plan, prepare, cook and present a 3 course menu)
- 50% exam which has a question paper which is split into 2 sections. The exam will be 1 hour and 45minutes and is marked out of 100. It consists of multiple choice questions and is based on the theoretical knowledge of food preparation and nutrition

Further Education and Careers in Food Preparation and Nutrition:

Many candidates continue with Post 16 study as A level Food is available in the sixth form. Studying this subject can lead to many careers and degree courses. Examples of careers include:

- Food Technologist
- Dietician
- Nutritionist
- Food Critic
- Packaging Technician
- Production Manager
- Health Education Advisor
- Chef/Hotel Management



GCSE – French (AQA)

The assessments are based on the following themes:

1. **Identity and culture**: me, my family and friends, technology in everyday life, free time activities, customs and festivals in French speaking countries.
2. **Local, national, international and global areas of interest**: home, town, neighbourhood, region, social issues, global issues, travel and tourism.
3. **Current and future study and employment**: my studies, life at school or college, education post 16, jobs, career choices and ambitions.

Students sit all their exams at the end of Year 11.

There is a Foundation Tier (grades 1 -5) and a Higher Tier (grades 4 -9)

Students must take all 4 papers at the same tier and in the same series.

Skill	Weighting	Timing	How it is assessed?
		Foundation (F) Higher (H)	What's new?
Listening	25%	35 minutes (F) 45 minutes (H)	Questions in English to be answered in English. Questions in French to be answered in French.
Speaking	25%	7-9 minutes (F) 10-12minutes (H)	Students are required to manipulate and make more <u>independent</u> use of French. The exam consists of: A role play (15 marks) A photo card (15 marks) General conversation (30 marks)
Reading	25%	45 minutes (F) 1hour (H)	Questions in English to be answered in English. Questions in French to be answered in French. Translation French to English. The material used includes literary texts.
Writing	25%	1hour (F) 1hour15minutes (H)	Students are required to manipulate and make more <u>independent</u> use of French. Students will have to complete structured writing tasks and a translation from English to French.

Why study a Modern Foreign Language?

- You'll have fun learning.
- English is not enough! It's really important to learn to communicate and to understand other people and their culture.
- It's the perfect way to meet new people and discover new cultures.
- You can travel to new places around the world.
- You don't have to go abroad to use your language skills. English industry, services and business need people who can speak foreign languages.
- Learning a foreign language helps you understand English grammar and the English language better.
- The skills you develop by learning a foreign language make it easier to learn other languages.
- Speaking more than one language increases your brain capacity and your memory.
- Speaking another language really makes you stand out from the crowd.
- Speaking a foreign language is an impressive achievement which will open new opportunities in your life.

*Learning a language
Is like doing a jigsaw puzzle
Of a million pieces
With a picture that keeps changing.
It's like getting lost in a foreign city without a map.
It's like playing tennis without a ball,
like being an ant in a field of grasshoppers.
It's like being an acrobat with a broken leg,
An actor without a script,
A carpenter without a saw,
A storyteller without a middle or an end.
But then gradually
It's like being out in the early morning
with the mists lifting.
It's like a chink of light under a door,
like finding the glove you were looking for,
Catching the train you thought you were going to miss,
Getting an unlooked-for present,
Exchanging a smile.
And then one day it's like riding a bicycle
Very fast downhill.*

By Olivia McMahon

GCSE – Geography (Edexcel)

The Geography department offers the following two-year GCSE course, leading to a very relevant and interesting qualification.

Our syllabus is a thematic one where we build on topics studied in Years 7-9 such as plate tectonics and globalisation including such issues as climate change, world population growth and international development.

For the more scientifically minded students, our first year is also for you with a number of studies, based on parts of the physical and biological environment. These are based in and around the U.K. and you will pick up skills in Geographical Information Systems (G.I.S.), and graphical and cartographic skills, which are the essence of the subject.

The examinations for this subject are in physical and human geography as well as ‘Geographical Investigations’.

Two fascinating years of study lead to a valued qualification that is astride the science-humanities boundary, giving a well balanced GCSE course for both sets of students.

Summary of Subject Content:

Physical Geography:

(37.5% of the total marks)

- The changing landscapes of the UK (coastal landscapes, river landscapes)
- Weather hazards and climate change
- Ecosystems, biodiversity and management

Human Geography:

(37.5% of the total marks)

- Changing cities
- Global development
- Resource management (energy resources or water resources)

Geographical Investigations:

(25% of the total marks)

- Fieldwork investigation
- UK challenges

GCSE – Modern World History (AQA Specification B)

New Spec for September 2016.

There are three components to this interesting and challenging course:

Paper	Title	%
Paper 1:	<u>Historic Environment:</u> Crime and punishment in Britain c1000 to present with Whitechapel, c1870–1900: crime and policing.	30%
Paper 2:	<u>British Depth Study:</u> Anglo-Saxon and Norman England, c1060-1088. <u>Period Study:</u> Superpower relations and the Cold War, 1941–1991	20% 20%
Paper 3:	<u>Modern Depth Study:</u> Weimar and Nazi Germany, 1918–1939	30%

This specification helps to develop an awareness of the social, cultural, religious and ethnic diversity of the societies which are studied. The specification covers a wider scope of early, early-modern and modern history providing an unfolding narrative of periods that has shaped the world we live in today.

Many of the aspects of this specification develop knowledge and understanding of citizenship. History GCSE develops skills of logic, interpretation, evaluation and argument.

Studying GCSE History is enjoyable in its own right but the skills acquired will benefit all those in higher education and especially those considering careers in law, teaching, the civil service, journalism and tourism.

For more information please speak with Mr Leventhall, Mr Cheetham, Mr Pitt or Mr Walsh.

GCSE Equivalent - Cambridge National Certificate in ICT Level 2 (OCR)

Summary information:

- *Equivalent of 1 GCSE qualification*
- *3 coursework units: R002: Using ICT to Create Business Solutions – 25% of qualification, R003: Handling Data Using Spreadsheets – 25% of qualification, and one other from a range of choices (such as R005: Creating an Interactive Product Using Multimedia Components) – 25% of qualification*
- *1 examination unit: R001: Understanding Computer Systems; 1 hour – 25% of qualification*
- *Grades available - Distinction (7-9), Merit (5-6), Pass (4-5)*

Some Year 9 pupils have been given taster sessions for the Cambridge National Certificate in ICT Level 2 this year and have been very successful in their work so far. They have learnt to become organised, self-reliant and well-motivated. We strongly recommend that they continue with this subject in Year 10.

The OCR Cambridge National Certificate in ICT is a work-related qualification suitable for a wide range of pupils, built to accommodate the needs of employers and allow progression to university. It provides a more practical, real-world approach to learning alongside a key theoretical background. This course leads to a qualification that is equivalent to one GCSE.

The course is predominately not exam-based; exams work well for some pupils, but others find them rather daunting and struggle to see how they fit into the real world of work. Instead, pupils will mostly study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied.

This qualification consists of three mandatory units and one optional unit; in order to complete each unit, pupils must achieve against a set of outcomes. The assessment criteria address theory with practical exercises. The bulk of the process is on-going, thereby allowing the pupil to analyse and improve their own performance. The projects that pupils undertake form the basis of their unit results which are graded as a Pass, Merit, Distinction or a Distinction*.

Mandatory unit R001: Understanding Computer Systems (exam) will provide pupils with a knowledge and understanding of the features and purposes of computing, storage and connectivity devices and software packages.

Mandatory unit R002: Using ICT to Create Business Solutions is a practical unit, whereby pupils learn to search for data effectively, use software to handle data and to communicate effectively as well as format information suitably.

Mandatory unit R003: Handling Data Using Spreadsheets is a specialist unit, designed to provide a greater ability in managing spreadsheet and modelling software, including the use of advanced formulae, developing macros, managing sorts and filters and presenting output in graphical format.

The final unit is an optional choice between databases, various creative applications or technical applications. We find that pupils generally like the freedom of expression that comes with a creative module and the current plans will be to meet this demand.

Pupils are in the process of developing a set of skills and a knowledge-base that will stand them in good stead in the future. It is our hope that their current achievement and interest will encourage them to continue into Year 10 and will reward them with success on the completion of this qualification. For further information please speak to Mrs Salem, Miss Thomas or Mrs Kesler, who will be pleased to help.

GCSE Leisure and Tourism (AQA)

The GCSE Leisure and Tourism course offers pupils considerable insight into Leisure and Tourism and helps to develop their knowledge of the subject.

It looks at changing leisure activities and travel behaviour, the destinations that people visit and changes in patterns of tourism, including the issues of impact and sustainability that they raise.

The pupils also study leisure and tourism organisations – the businesses which make up the leisure and tourism industries. The specification includes the study of promotion and sales activities, working in leisure and tourism and health and safety issues faced by leisure and tourism organisations.

The course will be based on real life case studies and is intended to give students an insight into the workings of the Leisure and Tourism industry. Pupils will be encouraged to **develop initiative, communication, problem-solving and decision-making skills**. Pupils will also be **encouraged to develop and use Information Technology skills in the preparation of their assignments**.

Topics covered in the Leisure and Tourism GCSE include:

Unit 1 – Understanding leisure and tourism destinations (40% of final grade)

Unit 1 is intended to provide candidates with a broad knowledge and understanding of leisure and tourism destinations.

Areas of study

- **The range of leisure and tourism destinations in the UK and abroad**
- **How people choose which destinations to visit**
- **Visitor attractions and activities**
- **Methods of travel available to leisure and tourism destinations and why people choose them**
- **Impact of tourism on communities and the environment**

Unit 2 – The nature of leisure and tourism – controlled assessment (60% of final mark)

This is a controlled assessment unit. Candidates undertake an investigation chosen from a menu of three options. The subject content that Unit 2 covers includes the reasons why people use leisure and tourism facilities and the different types of leisure and tourism organisations that provide products and services for them.

Candidates are able to investigate the rapid pace of change in the UK leisure and tourism industry and the importance of recognising similarities and difference of attitudes and cultures.

They have the opportunity to discover how leisure and tourism organisations operate as businesses, use up-to-date business systems and promote and sell products and services.

Through their work for Unit 2 candidates will learn about the health and safety issues leisure and tourism organisations face and about employment opportunities in the leisure and tourism industries.

Assessment will take the form of examinations and controlled assessment:

- **Unit1 -- Understanding leisure and tourism destinations (Written paper, 60 marks, 1 hour 40% of final grade)**
- **Unit 2 - The nature of leisure and tourism – Controlled assessment (80 marks 60% of final mark)**

NB. Exams will take place at the end of year 11. The controlled assessment will be completed in class time.

The knowledge and skills that are developed on this course will prepare students well for a variety of future careers in the leisure, tourism and hospitality industries. In addition this course will equip students well for further study in either Leisure and Tourism or Business courses. If you achieve a strong A grade at GCSE, then you may follow an A Level course in Business Studies

Alternatively, with the appropriate number of correctly graded GCSEs you may decide to follow a more practical vocational A level. The vocational A level in Business is an alternative to an academic A level and offers the student vocational qualifications to allow him/her entry to employment or to go into higher education and follow a degree course at university. This course is coursework based with no exams.

For further information, please see Mr Hornsby, Miss Airley, Mrs Mulgrew or Miss Williamson in the Business Education department.

GCSE – Modern Hebrew (AQA)

Modern Hebrew (Ivrit) is a nationally recognised modern language option, which is offered at GCSE and A level.

The course of study involves personal, social, cultural and environmental topics, with the emphasis on life situations and skills, such as:

- **Healthy living**
- **Relationship and choices**
- **Free time and the media**
- **Holidays**
- **Home and local area**
- **The environment**
- **School / college and future plans**
- **Part-time jobs and future careers**

The course involves reading, writing and listening, as well as conversation in Ivrit, and the examination reflects these skills – there is no coursework.

Pupils enjoy Ivrit in the school for a variety of reasons; it is the language of our people and the link to all Jewish learning, culture and heritage, as well as being a vibrant and exciting aspect of modern Israel. Examination success in this subject will equip you with a language qualification that will be vital for successful entry to a majority of university courses, where candidates are expected to offer this qualification. Pupils, who intend to spend time in Israel after their studies, find Ivrit vital to their success.

Career opportunities include special programs for a gap year in Israel, offered by the Jewish Agency and other organisations, studying in a higher education institute in Israel , such as universities, yeshivot and seminaries, employment in Israel, particularly in tourism and international work, where bilingual skills are welcome and also in communal work in this country, where candidates with Ivrit skills are always in demand.

Many former students, who applied to universities in England, were surprised to see how impressed their interviewers were, to find this “exotic” language on their C.V.

GCSE – Music (AQA)

The course is ideal for all pupils with an interest in music, as it incorporates performing, composing and listening, with opportunities to use music technology for composition. The new AQA syllabus gives students the opportunity to make music, both individually and in groups, to develop a life-long interest in and understanding of music, and to progress to further study at AS and A level. It is expected that students will have a keen interest in music and already learn an instrument or sing. We take students with a wide range of musical experience so please speak to Mr Lovatt or Miss Bateman in the music department if you are interested.

There are four main areas of study at GCSE:

Area 1: Western Classical Tradition 1650 - 1910

Area 2: Popular Music

Area 3: Traditional Music

Area 4: Western Classical Tradition since 1910

Each area of study provides opportunities, not only for the study of repertoire but also the development of musical ideas through composing and performance activities.

During the course pupils will

- develop the ability to hear with increasing attention to detail;
- develop the ability to articulate clearly what is heard;
- develop the ability to justify opinions in musical terms.

The final examination consists of the following papers:

Paper 1: Solo performing and performing during the course (30%)

The expected standard of performance is equivalent to Grade 4/5 of the practical examination boards (by the assessment phase of the course, March – May 2018) Pupils will perform one solo piece plus one ensemble piece during the course.

Paper 2: Two compositions, one free choice and the other to a brief (30%)

Pupils should have some previous knowledge of basic concepts of notation including scales, rhythm, meter and dynamics. Composition can be in any style and is most easily and frequently done using the computers in the music department.

Paper 3: Listening and appraising (40%)

A written paper lasting 1 hour 30 minutes based on all four areas of study with a range of question types including multiple choice, grid completion, and free response to musical extracts.

It is expected that students receive individual tuition on their instrument or voice during their GCSE study. Students are also expected to take part in school performances and ensembles, contributing to the musical life of King David.

GCSE - Physical Education (Edexcel)

GCSE PE is an excellent choice for anyone who wishes to further their understanding and skill level in sport. In addition to providing a GCSE qualification this is a subject which many pupils will thoroughly enjoy.

Pupils choosing PE as an option will study it in addition to their normal core P.E lesson at Key Stage 4. Assessment of their practical ability will constitute 30% of their final grade. The Analysis of Performance coursework is worth 10%. The final 60% will come from a theoretical exam. GCSE Physical Education will require commitment and determination from the pupils who select it, it is not an easy option.

Practical Coursework.

Pupils will be assessed based on three activity areas from individual sports e.g. Badminton and also Team sports such as Football. For more information about the different activities and which section they are found in please see Mr Lamming.

Written Paper

Students will learn about the range of factors that can affect a practical performance and that these factors can influence the quality of performance.

The topics covered include:

Linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle.

Making informed decisions about getting involved in a lifetime of healthy physical activities that meet their needs.

Emotional health and well being.

Cultural and social factors.

Criteria:

Pupils must have genuine enthusiasm and interest for the subject. The practical activities that we cover in lesson time are Football, Badminton, Swimming, Netball and Fitness.

Pupils **must** attend at least one lunch time club to support their skill acquisition and development.

Pupils **must** achieve a National Curriculum **Level 5A** or above at the end of Year 9 in core Physical Education. This will demonstrate that they have the basic practical skills necessary for the extensive practical demands of the subject.

Potential career pathways followed by previous students include:

biomechanics, physiotherapy, dentistry, physiology, teaching, sports medicine, coaching, physical/occupational therapy, sports nutrition, management, journalism, sports law, personal trainer and sports psychologist – to name just a few.

At the time of writing Jan 4th 2016, the specification has not received QCA approval so is subject to changes.

For further information please contact Mr Lamming.

GCSE – Spanish (AQA)

The assessments are based on the following themes:

1. **Identity and culture:** me, my family and friends, technology in everyday life, free time activities, customs and festivals in Spanish speaking countries.
2. **Local, national, international and global areas of interest:** home, town, neighbourhood, region, social issues, global issues, travel and tourism.
3. **Current and future study and employment:** my studies, life at school or college, education post 16, jobs, career choices and ambitions.

Students sit all their exams at the end of Year 11.

There is a Foundation Tier (grades 1 -5) and a Higher Tier (grades 4 -9)

Students must take all 4 papers at the same tier and in the same series.

Skill	Weighting	Timing		How it is assessed?
		Foundation (F)	Higher (H)	What's new?
Listening	25%	35 minutes (F) 45 minutes (H)		Questions in English to be answered in English. Questions in Spanish to be answered in Spanish.
Speaking	25%	7-9 minutes (F) 10-12minutes (H)		Students are required to manipulate and make more <u>independent</u> use of Spanish. The exam consists of: A role play (15 marks) A photo card (15 marks) General conversation (30 marks)
Reading	25%	45 minutes (F) 1hour (H)		Questions in English to be answered in English. Questions in Spanish to be answered in Spanish. Translation Spanish to English. The material used includes literary texts.
Writing	25%	1hour (F) 1hour15minutes (H)		Students are required to manipulate and make more <u>independent</u> use of Spanish. Students will have to complete structured writing tasks and a translation from English to Spanish.