

# GCSE COURSE INFORMATION



**Sancton Wood School**

Nurturing academic  
excellence for bright futures



# GCSE

Sancton Wood's aim is to develop young people who are knowledgeable, caring and successful with bright, enquiring minds. We want our students to have a positive approach to life, to broaden their horizons and to value the chance to think and study independently.

We are proud of the success we have in securing Sancton Wood students the best grades possible and the opportunity to make exceptional progress. We also take great pride in the success our students have in securing the post-16 routes of their choice.

We want to ensure that every student continues to enjoy their education and also has a clear sense of purpose as they begin the next stage of their academic life. Viewing GCSE study years as a step towards achieving future goals will help students to remain motivated and determined to achieve their best.

Our curriculum is designed and reviewed to ensure that throughout the Senior School years, subjects offer a well-defined programme of study that encourages our students to build upon their skills and look to their future.

We look forward to helping your child along the next step of their educational journey.





## The Next Steps

The core subject GCSEs prepare students for life beyond Sancton Wood; they develop and secure the fundamental skills essential for future work and study. The range of option subjects allows students to develop their own interests, taking the first step in shaping their own education.

---

### The wider curriculum

We encourage all our students to participate in physical activity. We provide an essential Core Physical Education programme and we take advantage of our excellent local sports facilities.

In addition, to ensure students gain an understanding of the wider world, every individual continues to study PSHCE (Personal, Social, Health and Citizenship Education). This covers a wide range of topics, which are age relevant, and allows for discussion and debate around key issues.

---

### Beyond the classroom

In order to grow as inquisitive, resilient, caring and responsible individuals we encourage all of our young people to embrace the opportunities available to them both at school and in their own local communities. Taking part in team work, creative productions, volunteering and sporting opportunities, the Duke of Edinburgh programme, work experience and exploring wider interests is highly valued by colleges, universities and employers. We encourage students to build time into their routine for such activities. Taking full advantage of the range of opportunities on offer through our enrichment programme will enhance any future applications. The range has been designed to develop interests and skills in addition to building a long lasting confidence.

This booklet is designed to be the beginning of a dialogue between school and home about your child's KS4 curriculum choices. Please do take time to read all material.

Our Options Evening will need to take a different form due to COVID restrictions but also feel free to contact any of our subject teachers to discuss your child's choices.

# Subject Choices

All students are required to take GCSEs in the following core subjects:

English Language, English Literature,  
Mathematics and Science

When making their option choices, we recommend that students make a balanced choice of subjects, ideally with a language and a humanities subject as well as something creative.

However, there may be some exceptions to this and it is important that students ask themselves the following questions as they consider their choices:

**What do I enjoy?**

**What am I good at?**

**What do I need to get me to the next stage?**

Another consideration is the reduction in coursework content for many subjects. Most, though not all, subjects are now examined at the end of Year 11. The exceptions to this are the creative subjects such as Art, Music, Drama and Computer Science which retain a coursework element.

Students will choose up to four options to study alongside their six core subjects. The following subjects are available as GCSE option choices

**Art & Design**  
**Astronomy\***  
**Business Studies**  
**Classical Civilisation\***  
**Computer Science**  
**Drama**  
**French**  
**Further Maths\***  
**Geography**  
**History**  
**Latin**  
**Mandarin**  
**Music**  
**Physical Education**  
**Sociology**  
**Spanish**

All students will continue to have timetabled PE lessons each week and PSHCE lessons delivered by their Form Tutor.

\*Although we endeavour to offer a high range of subjects, some may only run if the timetable allows.





# English



## English Language

This is a two year course and we currently use the AQA exam board. Over the two years students study a range of fiction and non-fiction texts, they examine how writers create effective descriptive and narrative pieces. In addition, students explore how writers convey their viewpoint persuasively.

They use the knowledge acquired through studying literary techniques to inform and develop their own writing skills, producing pieces of creative writing for different audiences and purposes. The range of writing produced includes descriptive, argumentative, persuasive and narrative. Accuracy in spelling, punctuation and grammar continues to be a key focus.

Students are assessed by sitting two written examinations at the end of Year 11. The examinations cover both reading and writing skills; students need to analyse and respond to a range of texts, as well as compose their own written pieces.

Students will also undertake a separate compulsory assessment for Speaking and Listening, however this does not count towards their final GCSE grade.

We, of course, encourage students to read as widely as possible – it holds true that the best writers are those who read.

Full details of the specification can be found at:  
<https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF>

## English Literature

In this two year course, following the AQA specification, students develop their analytical ability and essay writing skills through their study of set texts. The texts include a Shakespeare play, a nineteenth century novel, a modern novel or drama and a collection of poetry. Students explore how writers use literary devices, language, structure and other techniques.

Assessment takes the form of two exam papers at the end of Year 11. In the first paper students are required to produce essay-style responses to their set Shakespeare and 19th century fiction texts. They must base their answers on the extracts which are provided, but are required to demonstrate a thorough knowledge of the set text as a whole.

The second paper requires students to respond to the modern prose or drama text and to the poetry collection which they have studied. In this exam extracts are not provided and students must produce essay responses based on the entire texts. There is also an 'unseen' element, where students must write a response to two poems they have not previously studied.

We aim to bring the course alive for the students as much as possible, arranging trips to theatre productions, poetry readings and film showings of the texts they are studying.

Full details of the specification can be found at:  
<https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF>





## Mathematics

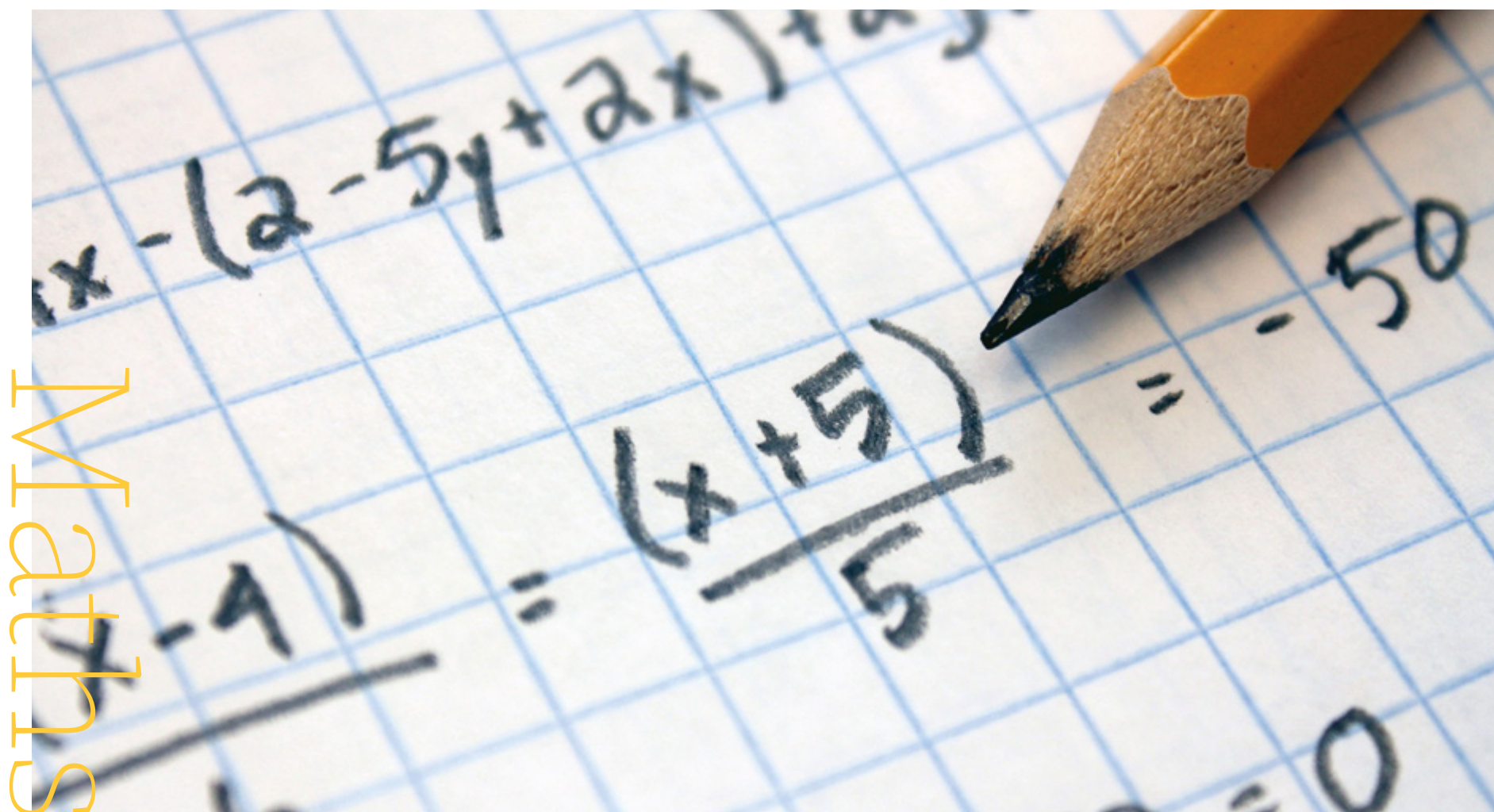
We follow the Edexcel IGCSE in Mathematics. This is a three year course starting in Year 9, chosen because it includes some very interesting topics at the higher end, such as Calculus and graphical transformations, and its focus on visual mathematics. The course includes all the elements needed for science or business GCSE, and also 'real life' topics such as taxation. There is no coursework for this specification and examinations are sat at the end of the course. The assessment will consist of two papers, each two hours long. Assessment will cover the following areas equally: Number, Algebra, Geometry and Data Handling. Calculators may be used in both papers, although many questions require proofs or explanations.

Two tiers are available for our students: Foundation or Higher Tier. Foundation

is graded 1 to 5 and Higher grades is graded from 4 to 9. The qualification will be graded using the total mark across both papers. Both papers must be at the same tier of entry and be completed in the same assessment series.

More details can be found here <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/international-gcse-mathematics-a-2016.html>

It is often possible for a few students who wish to extend their Maths to take the Edexcel Further Pure Maths IGCSE qualification. Through the Further Pure Maths course, students are exposed to advanced topics such as Integration, Logarithms, Geometrical Series and Trigonometrical Identities. Your child's Maths teacher can provide you with further information about this qualification.





# SCIENCE



## Science

This is a three year course following the AQA specification. GCSE study begins in Year 9 and provides the foundations for understanding science in the world around us. Scientific understanding is changing our lives and is vital to the world's future prosperity.

All students will be taught essential aspects of the knowledge, methods, processes and uses of science. They will be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and of universal application.

Based on our experience we would like all students to initially study for the three separate sciences, with changes made in Year 11 if desired and in consultation with the student and their parents. All students at Sancton Wood usually take the higher tier paper, in keeping with the excellent grades achieved.

There is no coursework, but students are required to carry out between 8 to 10 set practical activities per science. At Sancton Wood we value practicals and experiments as an excellent learning opportunity and students will typically carry out many more than this. The skills gained in their practical work will be needed to answer some of the questions in their final examinations.

The examinations consist of two papers per subject. Each paper carries 100 marks and is one hour and 45 minutes long.

Full details of the specification can be found at:

**Biology** – <https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

**Chemistry** – <https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

**Physics** – <https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

## SCIENCE TOPICS

### Biology

Cell biology, transport systems, health, disease and the development of medicines, coordination and control, photosynthesis, ecosystems, Inheritance, variation and evolution.

### Chemistry

Paper 1 (1 hour 45 minutes) covers the following topics: Atomic structure and the periodic table, structure, bonding and properties of matter, chemical calculations, chemical changes, electrolysis, energy changes, rates and equilibrium.

Paper 2 (1 hour 45 minutes) covers crude oil and fuels, organic reactions and polymers, chemical analysis, chemical and allied industries, earth and atmospheric science.

### Physics

Energy; forces, motion and pressure; waves in matter, light and electromagnetic waves; electricity, magnetism and electromagnetism; particle model of matter, atomic structure and radioactivity; space and the universe.





The Art and Design course allows students to explore their creativity as well as develop their practical skills. The projects they do are heavily student-led which helps our candidates to become independent artists and realise personal creative responses.

ART  
THAT



## Art and Design

The OCR GCSE (9-1) Art and Design qualification is comprised of two parts; the Portfolio (coursework) and the Externally Set Task (question paper) which are internally marked and externally moderated. There is no written exam, but there is a timed assessment at the end of the course.

Recently, Sancton Wood students have submitted work for the following endorsements: Fine Art, Graphic Communication, and Photography.

The GCSE consists of two components. Both components are essentially made up of practical responses and practical study.

**Component 1** – worth 60% of the total GCSE. This is the portfolio where students will develop, explore and record their ideas. They will learn skills, whilst developing their knowledge

and understanding. They will have the opportunity to create a personal response to starting points and they will work in a range of chosen traditional and/or digital media.

This is an extensive project and does not have a restricted time-frame. As a guideline, students should expect to work on the project for at least 2 terms.

**Component 2** – (Externally Set Task) – worth 40% of the total GCSE. This has an early release paper which will be issued at the start of the Lent Term in Year 11. The paper will offer a range of starting points and students will be able to choose one to develop a response using the skills, knowledge and understanding they have gained through their chosen course of study. They will be given a period of preparation (usually from January to April), then a 10 hour period under controlled conditions in which to 'realise their intentions' (this is the outcome eg. painting, film, photographs etc).

Both components will be marked internally by their teacher and moderated externally by the exam board.

For both components, students should carefully select, organise and present work to demonstrate that they have addressed all assessment objectives.

Students must show that they have:

- Developed ideas through investigations into relevant artists and craftspeople.
- Refined their ideas by experimenting with a range of materials and techniques.
- Recorded their ideas visually and through written annotations, which evidence their intentions for the project.
- Presented a personal and meaningful response that realises their creative intentions.

Full details of the specification can be found at: <http://www.ocr.org.uk/qualifications/gcse-art-and-design-j170-j176-from-2016/>







**Astronomy with Mr Guerin**

29 subscribers

SUBSCRIBE

HOME

VIDEOS

PLAYLISTS

CHANNELS

DISCUSSION

AI

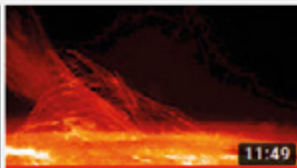
Uploads PLAY ALL

≡ SORT BY



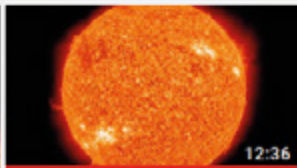
12:54

The Earth - Structure, atmosphere, divisions and...



11:49

The Sun Part 2 - Solar atmosphere, wind and flares



12:36

The Sun Part 1 - Structure, fusion and sunspots

## Astronomy

Astronomy covers everything from our own planet and nearby neighbours, through to our galaxy, the Milky Way, all the way out to the size and history of the entire Universe.

Students will learn about our position in the Universe, the movements of planets and stars, the cycles in the night and daytime sky and the way in which we use technology to observe and interact with space. They will follow an incredible story of how scientists, from ancient civilisations to the modern day, have used their imagination and carefully recorded visual measurements to explore the Universe in which we live.

The Edexcel GCSE Astronomy is split into two papers which examine naked-eye astronomy and telescopic astronomy in equal depth, including:

**Paper 1: Naked-eye astronomy:** Planet Earth, the lunar disc, the Earth-Moon-Sun system, time and the Earth-Moon-Sun cycles, Solar

System observations, celestial observations, early models of the Solar System, planetary motion and gravity.

**Paper 2: Telescopic astronomy:** Exploring the Moon, solar astronomy, the Solar System, formation of planetary systems, exploring starlight, stellar evolution, our place in the Galaxy, cosmology.

Of course no astronomy course would be complete without going outside and observing the stars. From observing and drawing the constellations and the Moon, to personally using telescopes and cameras, to operating their own account with remote robotic telescopes in exotic locations; students will obtain remarkable images of the Universe which nobody else has ever seen before!

Full details of the specification can be found at: [https://qualifications.pearson.com/content/dam/pdf/GCSE/Astronomy/2017/Specification%20and%20sample%20assessments/GCSE\\_Astronomy\\_Specification.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Astronomy/2017/Specification%20and%20sample%20assessments/GCSE_Astronomy_Specification.pdf)

# Astronomy



# Business



## Business

During their study of Business students will develop a broad knowledge of business operations, as well as understanding about customers, markets, finance, strategy, policy, communications and IT. They should expect to develop a range of transferable and desirable skills during the course, useful in a range of A levels and other higher education courses. We also spend time looking at business structures, including starting their own business and how to write a business plan as well as where to obtain funding.

GCSE Business Studies will follow the AQA course which starts by looking at Business in the real world, offering an excellent introduction to those who have no knowledge of business in the UK and internationally.

There is no coursework associated with this course but pupils will be given plenty of case studies and opportunities to engage in their own research of the business world. The examinations are taken at the end of Year 11 and are split into 2 papers, both worth 50% of the final marks.

**Paper 1 – concentrates on Business Operations and Human Resource Management**

**Paper 2 – poses questions about marketing and finance**

Both papers contain a multiple choice and short answer section as well as two short case studies.

Full details of the specification can be found at <https://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132>





## Classical Civilisation

Why take OCR GCSE Classical Civilisation?

- It is fun, different and interesting!
- It is a chance to try something new – you don't need to have done any of it before.
- It goes well with so many other subjects – Latin, Humanities, Languages, Art...

Classical Civilisation focuses on the civilisations of Greece and Rome, and is a wide ranging subject involving the study of literature, art, artefacts, archaeological sites, and the ancient historical context. Classical Civilisation involves interesting discussions about things that are still

important today: 'life, death, gods, love, family, children, education, the nature of the world, our origins and development, the past, money, health, status, other cultures, friendship, power, patriotism, politics, law, crime, justice, empire, war.' Peter Jones, advisor to Classics For All, 'Taking the Long View'  
Pupils study two modules over the two-year course. Both modules are worth 50%, and have an hour and a half examination.

### Myth & Religion (Greece and Rome)

worth 50%; 1 hour 30 mins examination

For a broad and rich introduction to the ancient world, students will study the following topics:

- Gods & Temples
- Universal Hero: Hercules/Heraclēs
- Foundation stories
- Festivals
- Symbols of power
- Death & the Underworld

This component involves a comparative study of Ancient Greece and Rome through the use of visual and written sources. While the majority of sources used are required for study by OCR, lessons are supplemented with a wide range of sources that will suit and interest the students.

### Roman City Life

worth 50%; 1 hour 30 mins examination

Students will explore the wider Roman world through texts (in translation), inscriptions, images, sculptures, etc.

There are four topics for this component, which include Roman Housing, the Home & Family, Society, and Leisure & Entertainment. We finish the course with some flipped-learning and student-led revision, leaving students fully prepared for their examinations.

Full details of the specification can be found at:

<https://www.ocr.org.uk/Images/315240-specification-accredited-gcse-classical-civilisation-j199.pdf>



Classics



---

## Computer Science

The GCSE Computer Science course encourages students to have a deeper understanding of technology, how most electronic components found on the motherboard work. Why do computers use binary to store data? Why are the ASCII and Unicode tables so important in computers? They will also be taught to apply computational thinking concepts in the classroom e.g. Algorithm, Abstraction, Decomposition. Students of the 21st century are digital natives; they will be prompted to make a connection between how they use technology in their everyday life and what they learn in the classroom.

The exam board chosen to take them to this learning journey is OCR. The new spec consists of 3 components:

### Component 01

Computer system theories concepts (written exam lasting 1h30 mins. 50% of the GCSE mark): Students will be introduced theories such as system architecture, computer memory and storage, networks, network security, systems software. They will also look at

legislations, ethics, and cultural impacts of using or creating technology in the computing field.

### Component 02

Computational thinking, algorithms, and programming (Written exam lasting 1h30 mins): Students will be developing skills and understanding of algorithms (use of flowcharts and pseudocode to represent logic of their programs, programming fundamentals e.g., Linear search, bubble sort, Binary search, Boolean logic and high-level programming language.

### Practical Programming Project (Non exam assessment)

Students will have the opportunity to engage in programming tasks to solve a problem, putting into practice the skills gained in components 01 and 02.

Full details of the specification can be found at: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>



# Computer Science





# Drama



## Drama

Students will be studying the Cambridge (CIE) iGCSE Drama course. This is a great choice for anyone who enjoys an imaginative and collaborative way of working. Students will complete three pieces of practical coursework over the two years: a monologue, a scripted group extract and a devised group performance. Each of these elements is worth 20% of the overall grade. Students are expected to use their own time for research, line-learning and rehearsals.

In the first term of Year 11 the exam board sends the school the pre-release material to prepare students for the written exam, worth 40%. This will include extracts from two contrasting published plays, which students read and explore in practical workshops.

Students will sit a 2.5 hour written exam in the summer term of Year 11, answering questions on the pre-release

material and on the creative process of their group devised piece. The questions are a selection of short and long answer questions. Students answer from the perspective of an actor, director and designer.

Students will be required to develop a whole range of theatrical techniques and performance skills during the course. Group work is a key element of the practical work and students must be able to work as part of a team, as well as being self-motivated and committed to learning lines and attending rehearsals.

This is a fantastic course allowing students to be creative, collaborative and expressive. The 60% coursework is all practical and internally assessed. This enables all students to achieve their full potential as performers!

### Brief Overview:

Coursework 60%

Monologue 20%

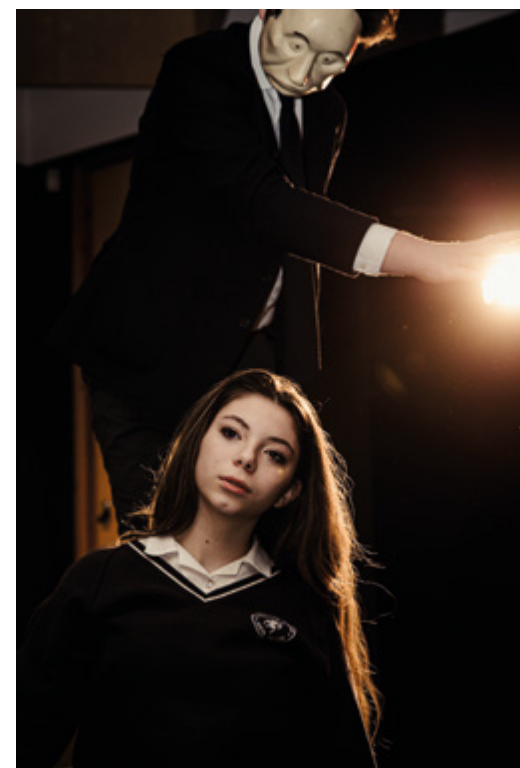
Scripted Performance 20%

Devised Performance 20%

Written Exam 40%- Questions on the 2 script extracts in the pre-release material and on the devised piece.

Take a look at the iGCSE specification via the link below:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-drama-9-1-0994/>





# Geography



## Geography

Geography is a broad-ranging subject that spans both the sciences and the humanities and is ideally suited to those who are interested in current affairs, political decision-making, globalisation and the natural environment.

Considered a well-balanced and all-round discipline, geography is definitely for the curious and for those who want to find out about the world around them: its peoples and its landscapes, its beauty and its fragility, its politics and its power and how they came to be.

The ultimate blend between the natural and the social sciences, geography at GCSE level imparts 'knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes' (National Curriculum, 2015).

The CIE IGCSE syllabus that we study at Sancton Wood explores human and economic geography topics such as population, migration, settlement, industry, development, globalisation and employment, as well as physical geography topics such as rivers, coasts, weather, ecosystems and plate tectonics.

It also includes socio- environmental topics such as energy and water consumption, food shortage, global warming, pollution and extreme weather hazards, making it the ideal platform from which to engage with contemporary social, political and environmental issues and see how they interconnect, but critically also begin to explore potential solutions.

Also unique to geography are the core skills in data collection, data analysis and fieldwork that are an essential component of our course and that give our students an excellent base for a career in business, science or politics.

IGCSE Geography is assessed by exam at the end of the course:

**Paper 1: (45%) Geographical themes, including:**

- Population & settlement
- Energy & water
- Industry & farming
- Environmental risks & sustainability
- Earthquakes & volcanoes
- Coasts & rivers
- Weather & climate

**Paper 2: (27.5%) Map skills and data interpretation linked to Paper 1 themes (6 short answer questions)**

**Paper 3: (27.5%) Data collection & analysis (coursework paper) for both human and physical geography**

Please note that there will be an essential 3-day residential field studies trip to Suffolk/ Norfolk during Year 10 at an approximate cost of £260 per student.

Full details of the syllabus can be found at:

<https://www.cambridgeinternational.org/Images/414488-2020-2022-syllabus.pdf>





# HISTORY



## History

Who shot Malcolm X? Who caused the attack of the Spanish Armada? What caused the Stono Rebellion? How did the Normans punish their criminals?

All these questions and many more will be explored and answered by students taking GCSE History.

History is for the inquisitive. It encapsulates a wide breadth of subjects from sociology and psychology to religion and geography, with the opportunity to be a critical thinker – an invaluable skill for further study at 'A' level.

At present GCSE History at Sancton Wood follows the Edexcel specification and covers the following key areas of study:

### Paper 1 – 30% – Thematic study and Historic Environment

#### Crime and Punishment in Britain c1000-present:

This unit explores all areas of crime and punishment from c1000 to the present under the following investigative headings:

- Nature and changing definitions of criminal activity
- The nature of law enforcement and punishment
- Case studies

#### Whitechapel, c1870-c1900: crime, policing and the inner city:

An historical environment study of Whitechapel c1870-c1900; crime, policing and the inner city, which will be likely to include a visit to the Tower of London, London Dungeons and the Jack the Ripper tour in Whitechapel.

### Paper 2 – 40% – Period Study and British Depth Study

#### Early Elizabethan England 1558-88 – British Depth Study

- Queen, government and religion, 1558-69
- Challenges to Elizabeth at home and abroad, 1569-88
- Elizabethan society in the Age of Exploration, 1558-88

#### Superpower relations and the Cold War, 1941-91 – Period Study

- The origins of the Cold War, 1941-58
- Cold War crises, 1958-70
- The end of the Cold War, 1970-91

### Paper 3 – 30% – Modern Depth Study

#### The USA, 1954-76: conflict at home and abroad

- The development of the civil rights movement, 1954-60
- Protest, progress and radicalism, 1950-75
- US involvement in the Vietnam War, 1954-75
- Reactions to, and the end of US involvement in Vietnam, 1964-75

Full details of the specification can be found at:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>





## Latin

OCR GCSE Latin offers students a unique chance to view the ancient world from the eyes of a Roman. Latin complements a huge range of other subjects, and opens doors to further Classical studies beyond school. Students should feel encouraged to opt for Latin GCSE if they have enjoyed the content and lessons in Year 8 and 9. There are three components to the GCSE qualification:

### Language (worth 50%; 1 hour 30 min examination)

Using John Taylor's Latin to GCSE and a number of supplementary materials, students will encounter all the grammar they need for the GCSE.

There is a prescribed vocabulary list, with an accompanying Memrise course, that students will learn over the two years. They are also provided with a comprehensive bookmark that they can use to check their language work. This prepares pupils to read the original Latin included in the Verse Literature component.

### Literature and Culture (worth 25%; 1 hour examination)

Students will study the wider Roman world through texts (in translation), inscriptions, images, sculptures, and more. Pupils will study two out of the following three topics for this module: Myths & Beliefs (gods, worship, death & the Underworld), Roman Britain (army, villas, baths), and Entertainment (gladiators, theatre, baths). All of the sources for examination are provided by OCR and are studied in Year 10 lessons. These are supplemented with information from the Cambridge Latin Course

### Verse Literature (worth 25%; 1 hour examination)

Surviving literature offers us an insight into how the Romans viewed themselves and their place in the world. We will read and translate sections of Virgil's Aeneid (Book 2) in original Latin, following the trials and tragedies of the hero Aeneas as he recounts how he fled from burning Troy. Does he deserve his fate? How heroic is he actually? To what extent is Aeneid imperialist propaganda? Students will explore these questions and more in Year 11.

Full details of the specification can be found at:

<https://www.ocr.org.uk/Images/220702-specification-accredited-gcse-latin-j282.pdf>





# Languages



## Modern Languages - French, Mandarin and Spanish

The aim of the AQA GCSE MFL course is to develop practical real-life language skills that enable students to communicate with native speakers in a range of situations. When studying a language at GCSE level, students will also enhance their creative thinking, multitasking and memory skills as well as their proofreading and editing techniques.

Students can choose to study either French, Mandarin and Spanish or two of these at GCSE level. Since the MFL subjects share the same exam specification, students who opt to study both at GCSE can enjoy the added advantage of developing exam technique for two GCSE subjects at once.

Students develop their Listening, Speaking, Reading and Writing skills across a wide range of topics which are organised into three main themes:

- Identity and culture, sport and entertainment
- Local, national, international and global areas of interest and concern
- Current and future study and employment.

**The four course components – Speaking, Listening, Reading and Writing – are equally weighted in assessment (25% each).**

The Listening, Reading and Writing exams (the latter two each include a short translation task) are taken at the end of the course. The Speaking exam takes place in April/May of Year 11, in school, but is assessed externally.

It comprises a role-play, a photocard and conversation tasks, with the latter being prepared for throughout the course, and the role-play and photocard tasks prepared within the examination itself. Students are awarded marks for demonstrating spontaneity and the ability to answer unseen questions, thus requiring them to develop practical real-life language skills.

Students may enter at Foundation Tier (Grades 1 to 5) or Higher Tier (Grades 4 to 9) and must take all four question papers at the same tier and in the same exam series.

We offer a wide range of opportunities for students to put their language into practice, both during the course and when revising. Students will be encouraged to join intensive revision courses, work with native speakers, both abroad and in

school, work with language assistants during lesson time, participate in our penpal projects and take part in skills-focused visits, both abroad and in the UK.

Full details of the specification can be found at:

French – <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Mandarin - <https://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673>

Spanish – <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>





## Music

Students will be studying the Cambridge (CAIE) iGCSE Music course. GCSE Music is an excellent choice for anyone who is interested in learning more about musical cultures from across time and around the world. Students might be new to learning an instrument/voice or already having regular 1:1 tuition, but it is advised that students have 1:1 lessons throughout the duration of the course to support them with developing performance skills.

Music is one of the few GCSEs which has retained a coursework element, in fact 60% is coursework - that means that the majority of the course is focused on making, creating, and performing music. Not only do students perform a solo on their chosen instrument/voice; they also perform in a small group. In addition, they have the opportunity to experiment with

musical ideas and put these together into two compositions, utilising industry standard software (Sibelius and Logic Pro) in our newly upgraded Mac Suite. Students have a lot of choice with their compositions and get to create a range of compositions before choosing their best two; this could be (for example) a pop/rock song; an EDM piece; music for orchestral instruments (etc).

The remainder of the course involves getting to grips with how music works. We will be listening to a wide range of music including pop, Western Art music, fusion, jazz and music from around the world. The work we do for the exam is good preparation for those interested in music journalism, musicology, ethnomusicology, but also helps with improving skills in composition and performing.

In summary, the two year course comprises three components:

In summary, the two year course comprises three components:

**1. Understanding music 40% – assessed by exam (1hr 30mins) at the end of the course.**

**2. Performing music 30% – a solo and an ensemble performance, both are teacher assessed then externally moderated by the exam board.**

**3. Composing music 30% – two compositions, both teacher assessed and externally moderated by the exam board.**

The course will enable students to engage critically and creatively with a wide range of music and musical contexts as well as reflect on how music is used to express personal and collective identities. It will foster creativity and help them to develop the understanding and skills needed to communicate as a musician as well as encouraging their development as an independent, reflective learner.

Full details of the specification can be found at:

<https://www.cambridgeinternational.org/Images/635771-2024-syllabus.pdf>



MUSIC



# PE



## Physical Education

Students will follow the OCR GCSE specification for this course. Below outlines the course content.

Assessment: 60% theory, 40% practical

A student's health is one of the most valuable commodities they will ever own! In GCSE PE they will learn about how their body responds to exercise, diet, disease prevention, the media in sport, and how to improve their athletic and sporting abilities.

### How are they assessed?

As part of their grading criteria, students will undertake practical assessments in three chosen sports and sit two exam papers at the end of the course.

### The breakdown:

#### Examination (60%)

<https://www.ocr.org.uk/Images/234822-specification-accredited-gcse-physical-education-j587.pdf>

Two exam papers assessing the syllabus content which are 1 hour each to be taken at the end of Year 11.

Each exam is worth 60 marks equalling 30% of the overall mark.

The papers consists of a mixture of objective response and multiple-choice questions, short answers and extended response items.

**Paper one:** Physical factors affecting performance, Applied physiology and physical training.

**Paper two:** Sociocultural issues and sports psychology, health fitness and well-being.

#### Non exam assessment (40%)

<https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf>

Assessment is carried out with the use of video evidence and assessed by the teacher and then sent on to an appointed moderator. In this component students will be able to choose three practical activities from a pre-approved list. In the past it has been possible to apply for specific sports if they do not appear on the list so please speak to the teacher to see if this may be appropriate.

They must choose one individual sport, one team based and another third from either option.

10% of the grade will be a formal written assessment taken under exam conditions worth 20 marks.

Analysis and performance evaluation, candidates draw upon knowledge and skills to evaluate and analyse their own or a peers performance in one activity.

To ensure the best possible grade is achieved it is expected the candidate participates in sport outside of school regularly to a good standard.





## Sociology

GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. Sociology helps students develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. Sociology is exciting, interesting and relevant to students' lives.

The GCSE Full Course (two unit) specification is fully examined, with no coursework. Students are encouraged to question evidence and issues and develop their critical and evaluation skills. It is an ideal subject for those with an enquiring mind and a great choice for anyone thinking they might progress to A-level Sociology or Criminology.

The final assessment is two exams, both lasting for one hour and 45 minutes. Each exam is made up of multiple choice, short responses and extended written responses.

**Paper One focuses on the sociology of family and education; Paper Two focuses on the sociology of crime and deviance and social stratification.**

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/specification-at-a-glance>

Sociology





## **Sancton Wood School**

Nurturing academic  
excellence for bright futures

2 St Paul's Rd,  
Cambridge  
CB1 2EZ

01223 471703  
[admissions@sanctonwood.co.uk](mailto:admissions@sanctonwood.co.uk)  
**[sanctonwood.co.uk](http://sanctonwood.co.uk)**