

# GCSE Course Information



**Sancton Wood School**

Nurturing academic  
excellence for bright futures



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 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 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.

GCSE



## 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.

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### 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.

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### 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 teamwork, 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 (Year 10 & 11) curriculum choices.

Please do take time to read all material.



# 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  
Classical Civilisation  
Computer Science  
Design and Technology  
Drama  
French  
Geography  
History  
Latin  
Mandarin  
Music  
Physical Education  
Religious Studies  
Sociology  
Spanish

Some students may be invited to take Further Maths during their enrichment period.

Although we endeavour to offer a high range of subjects, some may only run if the timetable and class sizes allow. Latin and Mandarin are offered as an enrichment opportunity which may then be taken to GCSE.

All students will continue to have timetabled PE lessons each week from specialist teachers and PSHE lessons delivered by their Form Tutor.





# 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

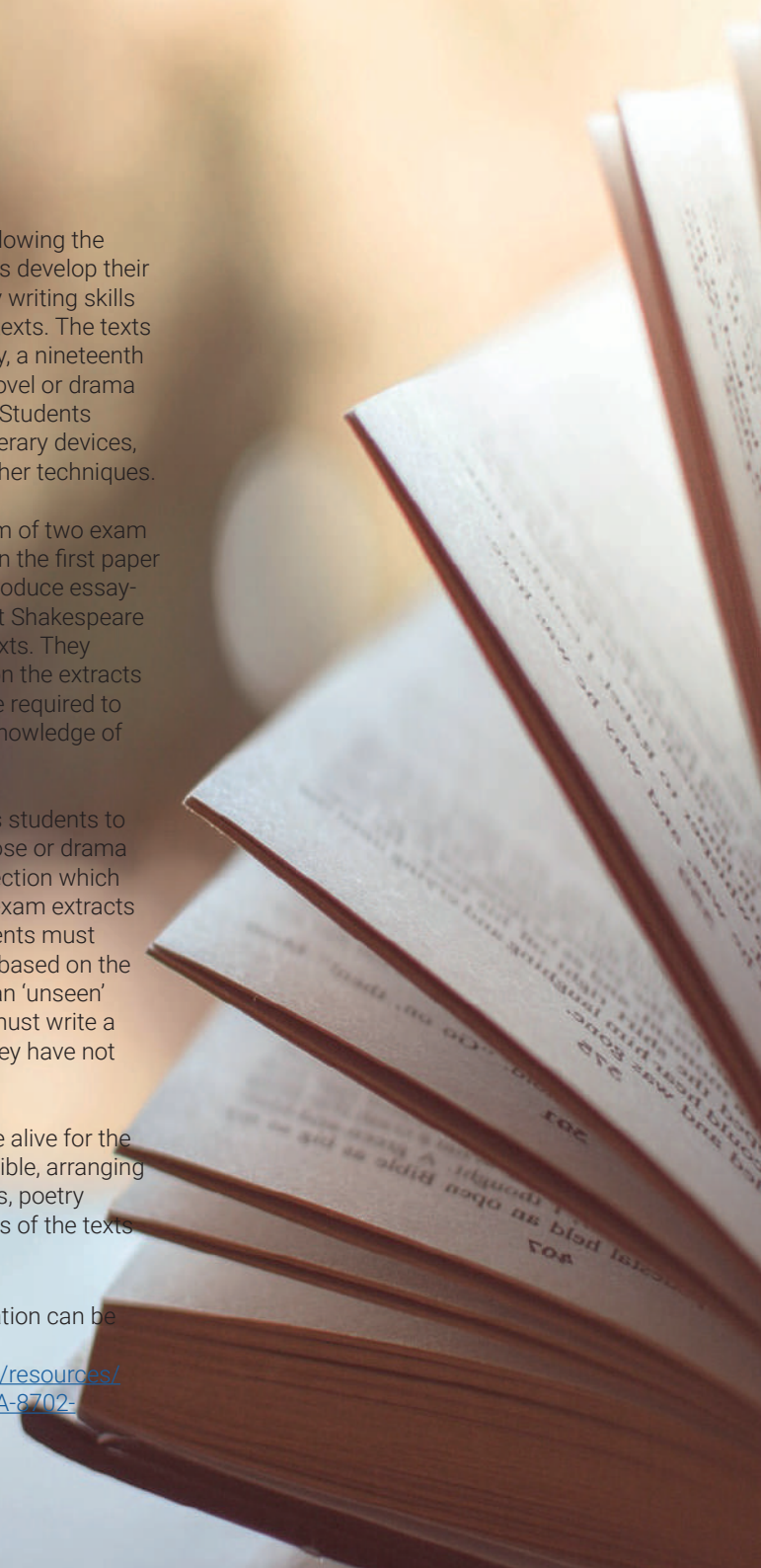
In this two year course, following the AQA specification, students develop their analytical ability and essay writing skills through their study of set texts. The texts include a Shakespeare play, a nineteenth century novel, a modern novel or drama and a collection of poetry. Students explore how writers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

Assessment takes the form of two exam papers at the end of Y11. 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 AQA GCSE in Mathematics. This is a three-year course starting in Y9, chosen because it utilises both calculator and non-calculator skills which students have been studying throughout their time in education. The course includes all the elements needed for GCSE Science or Business. There is no coursework for this specification and examinations are sat at the end of the course. The assessment will consist of three papers, each 1.5 hours long. Assessment will cover the following areas equally: Number, Algebra, Geometry, Shape and Data Handling. The first paper will be non-calculator and the following 2 papers will be calculator papers.

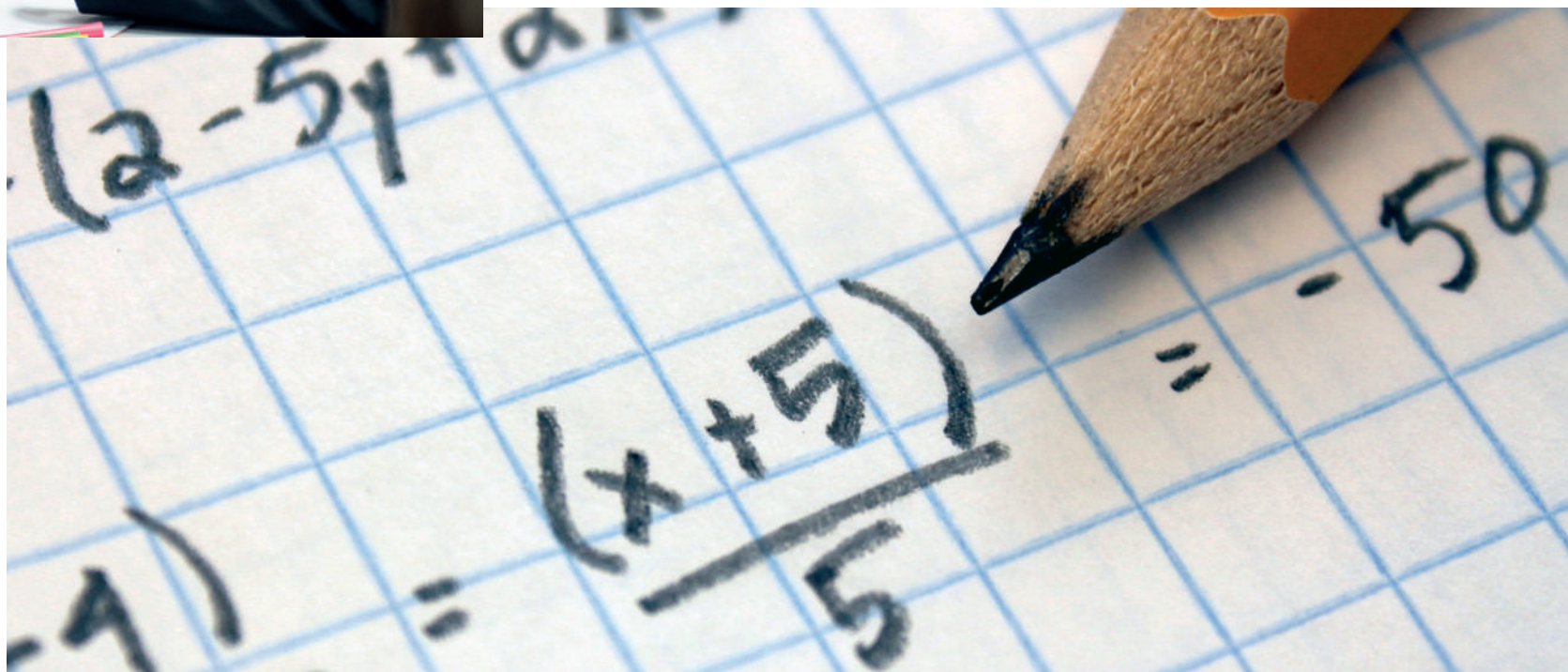
Two tiers are available for our students: Foundation or Higher Tier. Foundation is graded 1 to 5 and Higher is graded from 4 to 9. The qualification will be graded using the total mark across all papers. All papers must be at the same tier of entry and be completed in the same assessment series.

More details can be found here:

<https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/changes-for-2022>

We may invite a few students to take the AQA Further Pure Maths GCSE qualification

# Maths





# Science



## Science

This is a three-year course following the AQA specification. GCSE study begins in Y9 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 Y11 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 eight to ten set practical activities. 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.

There are two examinations per science subject. Each paper carries 100 marks and is 1 hour and 45 minutes long.

Science examination specifications can be found here:

**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

Atomic structure and the periodic table, structure, bonding and properties of matter, chemical calculations, chemical changes, electrolysis, energy changes, rates and equilibrium, crude oil and fuels, organic reactions and polymers, chemical analysis, chemical and allied industries, earth and atmospheric science.

### Physics

Energy, forces, forces and motion, waves in matter, light and electromagnetic waves, electricity, magnetism and electromagnetism, particle model of matter and atomic structure.





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. They will be introduced to a variety of specialisms and analytical tasks to find a specialism amongst the Fine Arts and Design fields, including drawing, painting, printmaking, photography and ceramics.



## 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.

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).

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/>



Art







*“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’



## 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, it is a wide-ranging subject involving the study of literature, art, artefacts, archaeological sites, and the ancient historical context.

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)

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 using 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.

## Homeric World

The Culture section involves a study of life in Mycenaean times. This is a very diverse area, allowing the study of particular sites, their archaeology and the valuable role they play in our understanding of the age. Students also explore what their lives would have been like, how they buried their dead and the decorative arts they produced. Since the exploits of epic heroes are one of the most popular areas of study for learners, Homer's *Odyssey*, has been chosen to form the Literature half of this component.

Full details of the specification can be found at <https://www.ocr.org.uk/Images/315240-specification-accredited-gcse-classical-civilisation-j199.pdf>





## 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? Students 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.



# Computer Science

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

**Component 01:** Computer system theories concepts (written exam lasting 1 hour 30 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 1 hour 30 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. Programming skills will be assessed in component 02 (exam paper) section 2 and 3a.

To find out more visit: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>







# Design and Technology: Textiles

## Design and Technology

New this year, we are offering a Textiles endorsed Design & Technology course with Edexcel through their GCSE Art curriculum. This is a recent variant on the full Design & Technology GCSE course which is more straightforward for students to complete and for schools to deliver.

Textiles is a wide-ranging area of design which covers fashion, decorative fabrics, clothing design, pattern cutting, dyeing, printing, hand and machine stitching as well as the different qualities of materials. Textile design is a very creative and practical field rich with inventive potential and technical challenges.

The GCSE consists of two components following the Art & Design structure. Both components are 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. Initially they will learn practical technical skills and processes, whilst developing their knowledge and understanding. Students will create a corset based on a natural or man-made structure of their choice. This allows a personal response to starting points, offers technical challenges but reduces the size and material requirements of the garment outcome. Students will work in a range of processes including drawing, experiment, iterative design and assembly. 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 exam under controlled conditions in which they create an outcome for the project e.g., repeat pattern surface decoration, costume making or an abstract textile hanging).

For both components, students should carefully select, organise and present work to demonstrate that they have addressed all assessment objectives. Within the four assessment objectives students must show that they have:

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

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf>



# 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 Y11 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 Y11, 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 course allows 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.

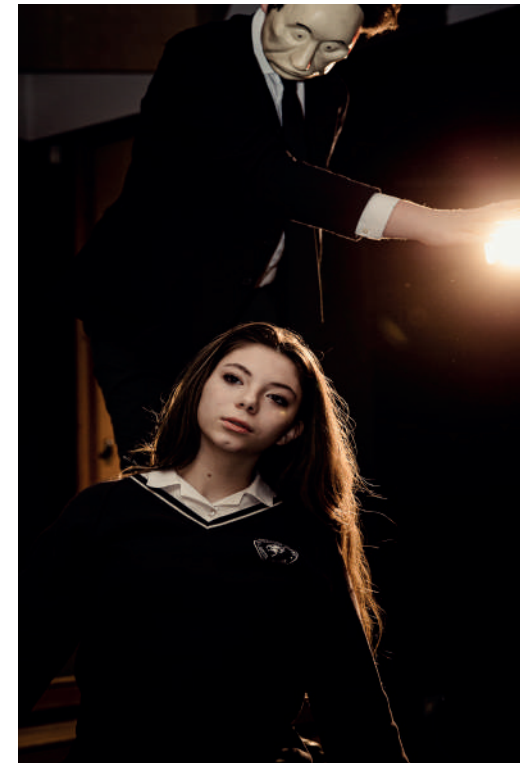
### Brief Overview:

Coursework 60%  
Monologue 20%  
Scripted Performance 20%  
Devised Performance 20%  
Written Exam 40% - Questions on the two 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/>

Please email [anna.robinson@sanctonwood.co.uk](mailto:anna.robinson@sanctonwood.co.uk) if you would like to ask any questions or to discuss your son/daughter's suitability for the course.





# 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 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 AQA syllabus that we study at Sancton Wood is an exciting and highly topical geographical framework that allows students to travel the world from the classroom. They will explore case studies in the United Kingdom, higher income countries, newly emerging economies and lower income countries.

Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Students will also complete fieldwork studies outside of the classroom and develop core skills in data collection, data presentation and data analysis.

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

AQA GCSE Geography is assessed via three exam papers at the end of the course:

Paper 1 (35%): Living with the physical environment:

The challenge of natural hazards, the living world, physical landscapes in the UK, geographical skills

Paper 2 (35%): Challenges in the human environment:

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

Paper 3 (30%): Geographical applications:

Issue evaluation, fieldwork, geographical skills

You can find out about AQA Geography qualifications at [www.aqa.org.uk/geography](http://www.aqa.org.uk/geography)



# History



## History

*Why were Martin Luther King and Malcolm X shot? Why did the Spanish launch the Armada? Why did the USA and USSR find themselves in a Cold War that lasted for over 40 years? How were witches punished in Medieval England? How did the Ripper case change policing? 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, politics and geography, with the opportunity to be a critical thinker – an invaluable skill for further study at 'A' level.*

GCSE History at Sancton Wood follows the Edexcel specification and covers five 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/en/qualifications/edexcel-gcses/history-2016.html>



# Latin



## 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 this GCSE if they have enjoyed the Latin content in Y8 and Y9 lessons. 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 in original Latin, following the trials and tragedies of the hero Aeneas as he recounts how he fled from burning Troy.

Full details of the specification can be found at:

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





## 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 broadly similar 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:

### French and Spanish

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

### Mandarin

- 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 exam (in French and Spanish this includes a dictation task) and the 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 earlier, in April/May of Y11, in school, but is assessed externally. The French and Spanish speaking exam comprises of role-play, a reading aloud task, a photo-based discussion task, and unprepared conversation. The Mandarin speaking exam comprises a role-play, a photo-card task and conversation, the latter being prepared 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.



# Languages



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 an instrumentalist and is interested in learning more about musical cultures from across time and around the world. Students will already have regular 1:1 tuition and will be expected to continue these throughout the duration of the course to support them with developing performance skills. The standard expected of a GCSE student at the start of the course is Grade 3 with the addition of Grade 5 theory. The latter is offered as group tuition in school on a weekly basis. It is expected that a GCSE student will either have taken the theory exam prior to the course starting or will be working towards it.

Music is one of the few GCSEs which has retained a coursework element, in fact 60% is coursework - that means much 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:

Understanding music 40% - assessed by exam (1hr 15mins) at the end of the course.

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

Composing music 30% - two compositions, both compositions are 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.





## 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 students 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 Y11.

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

The papers consist 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-gcse.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 please speak to the teacher to see if this may be appropriate.

Students 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 peer's performance in one activity.

To ensure the best possible grade, it is expected candidates participate in sport outside of school, regularly, and to a good standard.



### Note: CNAT qualification

Based on overall cohort ability, it may be decided to follow an alternative coursework-based Sport Studies Level 2 qualification - Physical Education Cambridge Nationals (CNAT), which is a GCSE equivalent and is accepted by local sixth form colleges. This decision will be made after students have made their option choices, enabling us to determine which course will provide the best outcome for the cohort.

Full Specification Here: <https://www.ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf>

Any further questions please email: [Liam.Kennedy@sanctonwood.co.uk](mailto:Liam.Kennedy@sanctonwood.co.uk)



# P.E



# Religious Studies



## Religious Studies

### Content overview

Component group 1: Beliefs and teachings & Practices

Students study the beliefs, teachings and practices of two of the following major world religions:

Christianity  
Islam

Judaism  
Buddhism  
Hinduism

Component group 2: Religion, philosophy and ethics in the modern world from a religious perspective

Students study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of one of the religions they studied in component group 1.

There are four themes of study:

1. Relationships and families
2. The existence of God/gods/ultimate reality
3. Religion, peace and conflict
4. Dialogue within and between religions and non-religious beliefs.

Assessment:

Students will sit two exam papers. Paper 1: Beliefs, Teachings and Practices. Paper 2: Religion, Philosophy and Ethics in the modern world.

<https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/>

# Sociology

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## 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.

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>





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

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