



GCSE Biology gives students a deeper understanding of human biology, organisms, evolution and the environment. The specification emphasises the principles of 'How Science Works' throughout the units and the importance of practical work.



Examples:

1) An apple of mass 0.1 kilograms falls from a tree of height 2 metres. With what speed does it hit the ground? Give your answer to 2 decimal places.

$$E_{\text{lost}} = mgh = 0.1 \text{ kg} \times 9.8 \text{ N kg}^{-1} \times 2 \text{ m} = 1.96 \text{ J}$$

$$E_{\text{lost}} = E_{\text{gained}} = 1.96 \text{ J, so } E_{\text{gained}} = \frac{1}{2} \times m \times v^2 = 1.96 \text{ J}$$

$$\text{From page 15, } v = \sqrt{(2 \times E_{\text{gained}} / m)}, \text{ so } v = \sqrt{(2 \times 1.96 \text{ J}) / 0.1 \text{ kg}} = 6.26 \text{ ms}^{-1}$$

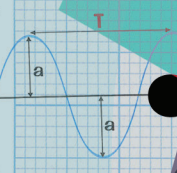
2) A ball of mass 0.2 kilograms is thrown upwards at 10 metres per second. How high does it get?

$$E_{\text{lost}} = \frac{1}{2} \times m \times v^2 = \frac{1}{2} \times 0.2 \text{ kg} \times (10 \text{ ms}^{-1})^2 = 10 \text{ J}$$

$$E_{\text{lost}} = 10 \text{ J, so } E_{\text{gained}} = mgh = 10 \text{ J}$$

$$E_{\text{gained}} = mgh = 10 \text{ J, so } h = 10 \text{ J} / (0.2 \text{ kg} \times 9.8 \text{ N kg}^{-1}) = 5.10 \text{ m}$$

Displacement (m)



*the best way
to predict
the future
is to
create it*

*If it were done when 'tis done, then 'twere well
It were done quickly. If the assassination
Could trammel up the consequence, and catch
With his surcease success; that but this blow
Might be the be-all and the end-all here,
But here, upon this bank and shoal of time,
We'd jump the life to come.*

GCSE



*The course of study
units and
The course of study
context of study
topics ranging from
'Humans and their'*

GCSE
OPTIONS
2022-24

YEAR 10
INFORMATION
BOOKLET



Year 10 GCSE Information Booklet

This booklet aims to help you in supporting your son/daughter through the next two years of their compulsory education.

At the time of printing, the information is up-to-date, however, changes may occur in line with emerging government policy.

During Years 10 and 11 all students should be engaged in independent learning.

Your son/daughter must keep a record of when homework/ non-examination assessments (NEAs) are set, what the task is and when the deadline is. This is now all done via Microsoft Teams.

Homework is set every week, students should view homework as an opportunity to apply new knowledge, or review, revise and reinforce newly acquired skills.

It is also recommended that students prepare for future lessons by gaining background information on their units of study. This could be achieved through:

- **Background reading**
- **Researching topics**
- **Collecting items for the unit**

As parents/carers you can help by:

- **Ensuring there is time set aside for work.**
- **Encouraging and supporting your child to become increasingly independent in the completion of work.**
- **Providing, where possible, a dedicated place and desk for homework.**
- **Encouraging your child to read and take an interest in current events.**
- **Communicating with teachers any concerns about the nature of homework and your child's approach to the homework.**
- **Alerting the school to any domestic or extra curricular activities, which may need to be taken into consideration.**

Your participation in the monitoring of your son/daughter's application of study time is invaluable.

Thank you, as always, for your ongoing support,

Mrs J Webster

Director of Learning Year 10

People who are here to help

Form Year 10

10K1 Miss J Moyes
10K2 Mr J Sturt
10K3 Miss R Addy
10H1 Mrs L Brassington
10H2 Mrs M Bolsover
10H3 Mrs J Hayward and Miss M Zuccarello
10E1 Miss V Coates and Miss K Bailey
10E2 Mrs M Collett and Mr T Anagho
10E3 Mr O Kidd

Key Stage 4

Director of Learning Year 10

Mrs Jen Webster

Director of Inclusion (SENCO):

Mrs V Todd

Student Support Officer

Mrs Connor-Price

Attendance Officer:

Mrs S Radnedge

Pupil Premium Coordinator:

Mrs A Gifford

Pupil and Service Premium Academic

Lead: Mr Stuart Ross

Non-Examination Assessments (NEAs)

Most GCSEs no longer have a non-examination assessment, grades are awarded on the written answers in a timed examination at the end of two years of study. A few subjects retain a non-examination assessment, where NEAs do feature as a component of the GCSE, the rules and regulations are stringent. For more information go to the website: [select Curriculum – Examinations Information – Information for Candidates – Non-Examination Assessments](#)

Academic Misconduct – Role of Students

The following are dishonest and therefore unacceptable and not allowed by the school.

1. **Taking someone else's work, images or ideas and passing it off as your own (this is called plagiarism).**
2. **Using the computer, either the internet, or information stored on a hard or portable disk which belongs to someone else, and passing it off as your own.**
3. **Cheating, that is, acting unfairly or dishonestly to gain an advantage.**
4. **Secretly agreeing with others to cheat or deceive (this is known as collusion).**

All these are called **academic misconduct**. If you are discovered or suspected of doing any of the things shown in the list above, the school will investigate and may take action against you, (that is, you will be subject to disciplinary regulations).

Plagiarism is the presentation of someone else's work, words, images, ideas, opinions or discoveries, whether published or not, as one's own, or alternatively appropriating the artwork, images or computer generated work of others, without properly acknowledging the source, with or without their permission.

This is what is expected of students whilst at school

- **You will only hand in your own original work for assessment.**
- **You will respect the original 'owner' of the information in your written work or portfolio, by citing their name and giving details of where you found the information. For example, if you use someone else's words you will enclose the quote with inverted commas. You will also repeat this information at the end of the piece (this is called a bibliography/references section). The same applies if you have received help. This is the standard practice in the world of learning. Your teacher will give you help with this. You should seek advice and guidance from subject teachers if you are unsure how to do this properly.**
- **You will show when you have downloaded information from the internet.**
- **You will never use another's disk/usb as if it were your own work, nor copy work from a disk/usb belonging to someone else and use it as it were your own.**
- **You will never use someone else's artwork, pictures or graphics (including graphs, spreadsheets etc) as if they were made by you.**
- **You will never let other students use or copy from your work and pass it off as if they had done it themselves.**
- **You can expect all cases of suspected academic misconduct to be fully investigated using the school disciplinary procedures. If proved, you can expect the school to take action against you. What happens will depend on how serious what you have done appears to the school.**

The actions taken by the school, if they believe from the evidence that you have done something wrong, may include the following:

- **Requirement to complete all work under the supervision of a member of staff.**
- **Withdrawal from the relevant qualification.**
- **Withdrawal from all qualifications from the relevant awarding body.**
- **Fixed-term exclusion from school.**

Useful Websites:

General – support for teenagers

- www.childline.org.uk
- www.careerconnect.org.uk/
- www.youthaccess.org.uk

General – parent/carer support

- www.projecteducation.co.uk
- www.parentlineplus.org.uk
- www.bbc.co.uk/parenting/supportforyou

Exam boards

- www.aqa.org.uk (AQA)
- www.edexcel.org.uk (Edexcel)
- www.ocr.org.uk (OCR)

Revision Websites

- www.bbc.co.uk/schools/gcsebitesize
- www.gcseguide.co.uk (Use the 'bookshop' option to see what revision guides are available in each subject area)
- www.s-cool.co.uk

Don't forget...

Essential equipment for lessons at Great Marlow

A charged One to One Device
Clear Pencil Case
Black or Blue Pen **and** a Green Pen
HB Pencil
30cm Ruler
Eraser
Protactor
A pair of Compasses
Calculator (Casio FX85GT)
Glue Stick
Whiteboard Marker Pen - Blue or Black
10 Colouring Pencils
Safety Scissors
Pencil Sharpener



...be equipped to learn!

ENGLISH

Key pieces of information:

- **All students will sit the same exams as there are no tiers**
- **Students will be graded from 9-1**

GCSE English Language has an endorsed component covering spoken language.

This endorsement is reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not contribute to the result of the GCSE English Language qualification.

ENGLISH LANGUAGE: AQA syllabus 8700

For the English Language exams students must be able to interpret, understand and produce non-fiction texts. These skills will all be tested on unseen material from the 19th, 20th and 21st century.

Language paper 1: Explorations in creative reading and writing

- Read one literary extract and answer 4 questions on it.
- Write a descriptive or narrative piece on a particular theme or picture

1 hour 45 min- **50% of English Language grade**

Language paper 2: Writer's viewpoints and perspectives

- Read 2 linked non-fiction texts and answer 4 questions on them.
- Write a piece to express your viewpoint on a particular theme/ idea

1 hour 45min- **50% of English Language grade**

ENGLISH LITERATURE: AQA syllabus 8702

For the English Literature exam students will be asked to analyse key themes and characters throughout a range of different texts. Exams are all closed book, which means students will NOT be allowed the texts in exams with them.

Literature paper 1: Shakespeare and the 19th Century Novel

- 1 question on a key theme or character from Shakespeare's Romeo and Juliet.
- 1 question on a key theme or character from Charles Dickens' A Christmas Carol/ Arthur Conan Doyle's The Sign of Four (novel choice to be confirmed).

1 hour 45 min - **40% of English Literature grade**

Literature paper 2: Modern text and poetry

- 1 question on a key theme or character from J.B. Priestley's An Inspector Calls
- 1 question comparing two poems from the Love and Relationships cluster in the AQA Anthology,

- 1 question analysing a key theme in an unseen poem
 - 1 question discussing an unseen poem
 - 1 question comparing the theme from the unseen poem to a second unseen poem
- 2 hours 15min - **60% of English Literature grade**

Useful Websites:

- There are many unseen elements to both the Language and Literature exams, it is therefore vital that students continue to read to build on their skills.
- Students will be required to own copies of Romeo and Juliet, Sign of Four/ A Christmas Carol and An Inspector Calls. They can access these either through their devices or through a physical copy if they choose to purchase this.
- <https://senecalearning.com/en-GB/>
- <https://www.massolit.io/>

MATHS: EDEXCEL 1MA1

At Key Stage 4 students follow the Edexcel linear syllabus and are entered for either higher or foundation tier as appropriate. Foundation tier will be graded 5-1 and higher tier will be graded 9-4. Students will sit 1 non-calculator paper and 2 calculator papers, each 1½ hours long.

The content of the GCSE Mathematics specifications has been grouped into the topic areas:

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

Homework

Homework is usually set 3 times a fortnight.

Equipment

Students are required to have the following equipment:

- a scientific calculator, such as the Casio fx-85GT PLUS,
- a ruler marked in centimetres and millimetres,
- a half-moon protractor
- a pair of compasses

Textbooks and Revision Guides

We do not require students to purchase a text book. However, should they wish to have a copy of the book at home we use:

Higher Tier: Edexcel GCSE (9-1) Mathematics Higher Student Book- ISBN No 978-1-4479-8020-9 or

Foundation Tier: Edexcel GCSE (9-1) Mathematics Foundation Student Book-ISBN No 978-1-4479-8019-3

We would recommend that students purchase the revision pack (Guide, Workbook and Practice Papers) for the appropriate tier. These are readily available on Amazon or through other online book sellers.

Higher

978-1-4479-8809-0

Revision Guide

978-1-2922-1088-9

Revision Workbook

978-1-2920-9631-4

Practice Papers +

Foundation

978-1-2921-3159-7

978-1-4479-8792-5

978-1-2920-9630-8

Useful websites:

www.drfrostmaths.com

www.bbc.co.uk/schools/gcsebitesize

and www.mathsgenie.co.uk

www.corbettmaths.com

www.piximaths.co.uk

The PiXL Maths App (students will be given the login and password at the start of the academic year)

GCSE COMBINED SCIENCE TRILOGY: AQA syllabus 8464

The Course

The syllabus we are following is AQA Combined Science Trilogy (8464). This course is the one most like the old 'double award'. Students will study the three sciences, but this is not a separate science course.

This is a linear course in which all of the exams are sat at the end of Y11. Students will be given two examination grades. These will be the same or consecutive figures based on student attainment in these exams. For example, students may receive a 4-4 or 4-5 on their examination certificates. It is not possible to achieve two grades that are not the same or consecutive.

Content For Biology AQA 8461

Biology Paper 1 topics 1–4:

Cell biology

Organisation

Infection and response

Bioenergetics

Biology Paper 2 topics 5–7:

Homeostasis and response

Inheritance, variation and evolution

Ecology

Chemistry topics 6–10:

The rate and extent of chemical change

Organic chemistry

Chemical analysis

Chemistry of the atmosphere

Using resources

Content For Physics AQA 8463

Physics topics 1-4:

Energy

Electricity

Particle model of matter

Atomic structure

Physics topics 5-8:

Forces

Waves

Content for Chemistry AQA 8462

Chemistry topics 1–5:

Atomic structure and the periodic table

Bonding, structure, and the properties of matter

Quantitative chemistry

Chemical changes

Energy changes

Assessment

There is no non-examination assessment. However, students are required to carry out the AQA required practicals. These will be carried out in class and questions will appear in the exams at the end of Y11. Attendance in lessons is vital. If students miss a required practical, they will not have the opportunity to do it again, but will instead, be directed to resources on Microsoft Teams.

Homework

Students will have two teachers for science and teachers will alternate in the setting of homework. Homework will be set once a week and will last for 45 minutes.

Books/Guides/Websites:

New Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition - Higher

New Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition - Foundation

GCSE Bitesize.

AQA webpage for Science.

SEPARATE SCIENCE

Triple Science -3 separate GCSEs

Content For Biology AQA 8461

Biology Paper 1 topics 1–4:

Cell biology

Organisation

Infection and response

Bioenergetics

Biology Paper 2 topics 5–7:

Homeostasis and response

Inheritance, variation and evolution

Ecology

Content For Physics AQA 8463

Physics topics 1-4:

Energy

Electricity

Particle model of matter

Atomic structure

Physics topics 5-8:

Forces

Waves

Magnetism and electromagnetism

Space Physics

Content for Chemistry AQA 8462

Chemistry topics 1–5:

Atomic structure and the periodic table

Bonding, structure, and the properties of matter

Quantitative chemistry

Chemical changes

Energy changes

Chemistry topics 6–10:

The rate and extent of chemical change

Organic chemistry

Chemical analysis

Chemistry of the atmosphere

Using resources

Assessment

There is no non-examination assessment.

The entire course is assessed externally through written exams.

There are 6 exam papers: two biology, two chemistry and two physics, all to be taken at the end of Year 11. Each of the papers will assess knowledge and understanding from distinct topic areas.

Each of the 6 papers is a 1 hour 45 minute written exam worth 100 marks - 50% of final grade of 1 GCSE each.

Questions are a mix of multiple choice, structured, closed short answer, and open response.

Students will either be entered for the higher (9-4) or foundation tier (5-1). There is no mixing of tiers permitted.

Therefore, students entered for the higher will complete all 6 papers at higher tier.

At the end of Year 11, students will be awarded 1 grade for each Science, 3 GCSE Science grades in total.

Although there are no non-examination assessments, students will be expected to complete 28 core practicals, all of which will be assessed in the terminal exams. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities.

These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts.

This information is all correct at the time of printing.

However, some of this information could be subject to a sudden change in line with the emerging government policy.

Homework

Students will have three teachers for science and each teacher will set homework. Homework will be set once a week and will last for 45 minutes.

Books/Guides/Websites:

New Grade 9-1 GCSE Physics: AQA Revision Guide with Online Edition

New Grade 9-1 GCSE Biology: AQA Revision Guide with Online Edition

New Grade 9-1 GCSE Chemistry: AQA Revision Guide with Online Edition

GCSE Bitesize.

AQA webpage for Science.

CITIZENSHIP & POLITICS

CITIZENSHIP: EDEXCEL 1CS0

The course content is divided into five themes:

YEAR 10

A: Living together in the UK

This theme explores the idea that the UK is a diverse society of many different communities and groups that live together. Students will study the impact of migration and the nature of identity. They will also consider the different rights and freedoms we have in the UK, such as freedom of speech, tolerance and respect, and the checks and balances needed in relation to these, including debates about freedom of speech and the threat from terrorism.

B: Democracy at work in the UK

This theme investigates the idea of parliamentary democracy in the UK including voting and elections, the role of MPs, making and shaping law and how government is organised and kept in check.

C: Law and Justice

Students explore why we need laws and how law affects us in our everyday lives. They consider how the justice system works in everyday life, including the roles and power of the police and the courts.

YEAR 11

D: Power and Influence

In this theme we question how people exercise power, either as ordinary citizens, the government or the media. We contrast representative democracy in the UK with other less democratic countries. We also explore the UK's role in the world, addressing topics such as the United Nations, the European Union and our role in solving global issues such as war, human rights abuse and poverty.

E: Taking Citizenship Action

Students choose an issue that they find particularly interesting, form a team, investigate it and plan and carry out their own action to address it. They then evaluate what they learned from their action.

Assessment

There are two written papers (each worth 50%). Each examination paper contains a mix of shorter questions based on sources and extended-response questions based around citizenship issues. The second paper also contains a short section about the student's citizenship action.

Recommendations

Citizenship Studies requires students to engage with current affairs and research political issues. It is highly recommended that students subscribe to a news 'app' on their smartphone and/or regularly read a news website or newspaper.

Books/Guides/Websites:

The following websites will be particularly useful:

www.parliament.uk www.bbc.co.uk/news/politics

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html>

RELIGION, PHILOSOPHY & ETHICS

RELIGION, PHILOSOPHY & ETHICS: AQA Specification A 8062

Component 1: The study of religious beliefs, teachings and practices

Within this unit we will study core beliefs and teachings of Christianity and Islam, as well as the influence of their beliefs, teachings and practices on individuals, communities and societies.

Component 2: Thematic studies

This unit will encourage you to consider different religious, philosophical and ethical arguments and their impact and influence in the modern world. You will analyse different perspectives on the issues studied, within and/or between religions, as well as non-religious views.

We will study four units within this component from a choice of:

- **relationships and families**
- **religion and life**
- **the existence of God and revelation**
- **religion, peace and conflict**
- **religion, crime and punishment**
- **religion, human rights and social justice**

Assessment

There are two written papers (each worth 50%). Each examination paper requires candidates to answer a mix of shorter response answers and more extended responses requiring specific religious and philosophical knowledge. Both components will be examined in 2023.

Books/Guides/Websites:

Oxford University Press - AQA - Revision Guide RS A (9-1)

Christianity and Islam

ISBN 978-0-19-842283-9

Seneca <https://senecalearning.com/en-GB/>

BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

ART & DESIGN

ART & DESIGN: AQA syllabus 8201/C and 8201/X

NON-EXAMINATION ASSESSMENT

Students need to complete two non-examination assessments over the course of Year 10 and Year 11. These are comprised of a project responding to the brief of 'Food and Drink', and a second project responding to the brief of either 'Detail', 'Anatomy', or the Natural World. The combined assessment of the NEAs is worth 60% of the final awarded grade. All work is assessed in the same way and evidence of all four marking criteria are assessed equally. Students will mount their projects and submit all non-examination assessments in the first half of the summer term 2024.

EXTERNALLY SET TASK

Students will complete a third project in the Spring and Summer term of Year 11 - an externally set task (exam project) which responds to a brief of the student's choice, stipulated on the exam paper provided by AQA. Students have approximately 12 weeks to complete the research, experimentation and recorded objectives of this project, and produce their final outcome in a 10-hour exam after Easter 2024. Students will submit their externally set project and final outcome for assessment at the end of the 10 hours. The assessment of the externally set task is worth 40% of the final awarded grade.

Books/Guides/Websites:

<http://www.aqa.org.uk>

<http://www.pinterest.com>

<http://www.tate.org>

There are numerous websites for art and design, which you will be directed to when you have started the course.

Homework

It is imperative that students dedicate at least 2.5 hours of homework to their Art and Design studies each week. Regular homework is set with after school catch-up lessons on Mondays and Wednesdays. In Year 11 there is much more emphasis on individual task-setting, learning targets and deadlines.

CHILD DEVELOPMENT

We study the OCR Cambridge National Certificate in Child Development.

It is equivalent to a GCSE, but due to Government rules regarding vocational courses, it is not allowed to be called one.

It is graded as follows:

Distinction* at Level 2 (*2)

Distinction at Level 2 (D2) – this broadly corresponds to the old “A” grade at GCSE

Merit at Level 2 (M2)

Pass at Level 2 (P2) – this broadly corresponds to the old “C” grade at GCSE.

Distinction at Level 1 (D1)

Merit at Level 1 (M1)

Pass at Level 1 (P1) this corresponds to the old “F” grade at GCSE

How the course is broken down

There is an exam (1 hour and 15 minutes) taken in the summer of Year 11. This counts as 50% of the grade.

Topics to be studied include: understanding reproduction and the roles and responsibilities of parenthood antenatal care and preparation for birth; postnatal checks, postnatal provision and conditions for development; how to recognise, manage and prevent childhood illnesses; and child safety will be covered.

There are 7 projects that students complete at school and home which count for the other 50% of the grade.

Projects include: researching equipment for a new nursery; nutritional requirements for 0-5 year olds; comparing the nutrition of breast and bottle milk; making up a formula feed following correct hygiene procedures; researching how children develop from 0-5 years; researching types of play and the benefits to learning; planning play activities for a child; carrying out 2 play activities with a child

Books/Guides

There is a revision guide available to support with the exam work which would be very useful. It costs £10.50. The link to the correct book is:

<https://www.hoddereducation.co.uk/subjects/general/products/general/my-revision-notes-cambridge-national-level-1-2-ch>

Homework

Students are set 2 pieces of homework a week.

DRAMA

DRAMA: OCR 4240

YEAR 10 - Component 1: Devising Drama

This is a non-examined assessment worth 60 marks, 30% of total grade.

Students explore a stimulus provided by the exam board. Students can work as either performers or designers. The students will work in groups to create their own devised drama or individually on a technical aspect (lighting/set/costume) based on the stimulus.

Homework

After school rehearsals and completion of written portfolio.

YEAR 11 - Component 2: Presenting and Performing Texts

This is a non-examined assessment worth 60 marks, 30% of total grade.

Students explore a text and perform two scenes to a visiting examiner. Students can work as either performers or designers completing a pro-forma and a final performance showcase.

Homework

After school rehearsals and completion of pro forma (500 words).

YEAR 11 - Component 3: Drama: Performance and Response

Students will sit a 1½ hour examination worth 80 marks, 40% of total grade.

Section A- Questions based on the text Blood Brothers.

Section B- Extended response to a live theatre production.

Homework

Exam papers and draft live theatre response.

Books/Guides/Websites

Scripts will be provided for Component 2 - Presenting and performing texts

Blood Brothers (Methuen Modern Play) (Modern Classic), Willy Russell.

GEOGRAPHY

GEOGRAPHY: OCR Syllabus A J383

The world is constantly changing. Geography gives you the chance to investigate and understand these changes. If you want to find out more about the world you live in, develop ICT and research skills that will help you in later life and learn through investigating and doing, not just listening and reading then choose Geography.

There are three components in the OCR Geography A qualification:

Component 1: Living in the UK Today

This component is based on the changes that our country is undergoing in both its physical and human geography. Studies of river flooding, coasts and our changing climate are combined with human geography topics concerning population change, the impacts of migration and life in our cities. You will also investigate the environmental challenges that we face over climate change, flooding and our energy security, evaluating the possible solutions to these issues.

Component 2: The World Around US

This component gives you a global view of geographical issues and is an opportunity to investigate places that are very different from the UK. You will study how ecosystems such as tropical rainforests and coral reefs have been directly affected by human activity and examine the environmental challenges that our planet faces in terms of climate change and extreme weather. You will also investigate human geography topics including global economic development, the rise of countries like China and India and Brazil and life in cities such as Shanghai and Rio de Janeiro, exploring the growing interdependence between countries and the global economy.

Component 3: Geographical Skills

In this component you will have the opportunity to enjoy a residential fieldwork visit to Swanage and the Jurassic Coast where you will develop and practice your investigative geographical skills. This topic will be of great use to you in both geography and in supporting your learning and progress in other subjects where you carry out research, analyse data and draw conclusions from your findings. The skills developed here will also help prepare you for A-level studies in geography and other subjects too.

Assessment

There are three written papers (components 1 and 2 worth 30% and component 3 worth 40% of the final mark). There are no non-examination assessments. Each exam paper requires candidates to answer a mix of shorter, data-response answers, plus some longer answers requiring specific case study knowledge. The component 3 exam will also ask about your fieldwork experiences and test your geographical skills.

Books/Guides/Websites

OCR GCSE (9-1) Geography A (Hodder Education) by Rebecca Blackshaw, Jo Payne and Simon Ross

Geographical Skills and Fieldwork OCR GCSE (9 – 1) (Hodder) by Steph Warren

- Keep looking at MS Teams, there will be lots of extra resources, things to read and watch here.
- Login to the GCSE geography PIXL app for loads of practice questions.
- GCSE Pod – for podcast on our topics and revision hints.

HOSPITALITY & CATERING

HOSPITALITY & CATERING: WJEC syllabus 5596 UAO-1

The course is called Hospitality and Catering Level 1/2. The course focuses on preparing students for the vocational sector. Students who follow this course can go onto further study or directly into a career path.

This is an exciting course for students to opt for, as it generates an interest in the hospitality and catering sector through close ties with the working practices of the industry. This course gives an overview of the food industry and types of job roles on offer.

The Course

The written examination is 1½ hours long and worth 40% of the qualification. It takes place at the end of the second year of study. The exam focuses on the theoretical topics used in the rest of the course.

The practical exam is 3 hours in duration and worth 60% of the qualification. Students take this at the end of the second year of study.

Mock opportunities are embedded in the course, prior to all major assessment points.

Course Components

The course is made up of two mandatory units:

Unit 1 The Hospitality and Catering Industry

Unit 2 Hospitality and Catering in Action

The units have been devised around a 'plan, do, review' structure to ensure students have a flavour of working in the real world of catering.

- **Nutrition and food safety**
- **Food preparation and cooking skills**
- **Time management**
- **Planning and communication**
- **Problem solving**

Assessment

The Non-Exam Assessments (NEAs) are:

NEA1 a study of nutrition: the science behind what we eat and how it affects us.

NEA2 this prepares students for the final practical examination.

The final practical examination is an assessed practical task conducted in school. Students are given a set period of time to produce two dishes, which have been planned and practiced in advance.

Students are awarded one of these grades

L2 Distinction*
L2 Distinction
L2 Merit

Level 2 Pass
Level 1 Pass

Books/Guides/Websites:

WJEC Vocational Award Hospitality and Catering Level 1/2 by Anita Tull, Alison Palmer- ISBN 978-1-911208-64-8

WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide by Anita Tull – ISBN 978-1-912820-17-7

WJEC website

A Date for your Diary

The Design and Technology Department often stage a showcase of GCSE and A-level students' work in an exhibition and a fashion show during the spring term. Food and Catering students usually take on the responsibility to provide food and drink in order to showcase their skills.

HISTORY

HISTORY: (Edexcel 1HI0)

This course is designed to help students understand the world around us today. Students study the evolution of ideas and concepts across the medieval, early modern and modern periods. Despite the diverse nature of the topics studied, students learn to make links and draw comparisons across different periods and aspects of the past.

Textbooks, for each topic studied, are issued and there are published revision booklets available to buy. Throughout the course, students should take every opportunity to read around the topic and watch relevant documentaries.

The course comprises of five topics which are assessed in three examinations at the end of the course.

Topic 1 – Medicine in Britain, c.1250-present

This depth study examines the changes in medicine over time. Students will specifically look at how the diagnosis and treatment of diseases are influenced by religious beliefs, scientific theory and the work of individuals. Students examine how these ideas change over time and how that change is influenced by the church, government, science and technology. Key events covered include the Black Death, the Great Plague, cholera epidemics of the nineteenth-century and present-day medicine in Britain. Key individuals such as Galen, William Harvey, Edward Jenner, Florence Nightingale, John Snow and Alexander Fleming are also studied.

Topic 2 – The British sector of the Western Front, 1914-18: injuries, treatment and the trenches

Students focus on the theatres of war on the Western Front and see how medical treatment of soldiers were affected by the conditions of the trenches, terrain, transport, infrastructure and communications. Students study the types of injuries sustained by those fighting on the Western Front but also place this within the context of medicine at the start of the twentieth century.

Topic 3 – Early Elizabethan England, 1558-88

The depth studies focus on a short span of time but require greater look at the complexities of the historical situation. In this topic students look at the Virgin Queen, the issues over her gender and marriage but also the threats that Elizabeth I faced at home such as the religious settlement, Mary Queen of Scots, and those abroad, specifically Spain and the Armada. They will see how Elizabeth I invested in overseas trade and exploration as well as in the development of leisure time with sport and the theatre.

Topic 4 – Superpower relations and the Cold War, 1941-91

Students will study the origins of the Cold War and the ideological differences between East and West. The development and deterioration of relations will be shown through the Cold War crises that mark key events in the twentieth century, but also in this conflict. These events include the establishment of the Berlin Wall, the Bay of Pigs incident, the Cuban Missile Crisis, and the nuclear arms race. Finally the thawing of relations, the importance of Gorbachev's 'new thinking' and the influence of Regan to the fall of the Berlin Wall and its greater significance in the collapse of the Soviet Union.

Topic 5 – Weimar and Nazi Germany, 1918-39

This unit focuses on the newly founded post-war democracy. It looks at the challenges it faces in terms of political, economic and social factors. The course then moves to look at how Weimar Germany allows the development of extreme parties, charting the rise of the Nazis and Hitler to the position of Chancellor.

Students then look at how Hitler takes control, forming a dictatorship, putting down opposition parties, and persecuting minorities. Social aspects of the regime are also studied, specifically looking at the importance of youth and women.

Assessment

The five topics are assessed across three exam papers using a mixture of short-answer knowledge questions, essays and source questions. There is no non-examination assessment component.

Grades 9-1 are available.

MEDIA STUDIES

MEDIA STUDIES: GCSE (AQA Syllabus 8572 Single Award)

GCSE Media Studies engages students in the in depth study of media products in relation to four key areas of media theory:

- **media language** – how the media, through codes and conventions, communicate meanings.
- **media representation** – how the media portrays events, issues, individuals and social groups.
- **media industries** – how the processes of production, distribution and circulation affect media forms and platforms.
- **media audiences** – how the media target and address audiences, how audiences interpret and respond to them, and how members of the audience become producers themselves.

Students are required to study media products from all of the following media forms:

television	film	radio
newspapers	magazines	advertising and marketing
online, social and participatory media	video games	music video

How you will be assessed

This qualification is linear, meaning that students will sit all their exams and submit their non-exam assessment at the end of the course.

There are two 90-minute written exams, each worth 35% of the Media GCSE. There is also a non-exam assessment which is worth 30% of the final grade, for which students have to produce a media product (eg a short film) and a written statement of intent explaining their ideas.

Homework

In Year 10, homework tasks will mainly be reinforcing the terminology and theories of Media Studies or giving students the opportunities to develop their production skills. In Year 11, homework tasks will also involve students working towards the completion of the non-exam assessment.

Books/Guides/Websites:

AQA GCSE Media Studies (Illuminate Publishing) by Mark Richards and Jerry Slater
The Media Student's Book, 5th Edition – by Gill Branston & Roy Stafford (Routledge)
The Media Student's Book Website – www.mediastudentsbook.com
The Advertising Archives – www.advertisingarchives.co.uk
British Board of Film Classification – www.bbfc.co.uk
British Film Institute – www.bfi.org.uk
The Guardian Media Page – www.theguardian.com/uk/media
The Internet Movie Database – www.imdb.com
Ofcom – www.ofcom.org.uk

FRENCH AND SPANISH

FRENCH: AQA syllabus 8658

SPANISH: AQA syllabus 8698

The courses are split into 3 distinct themes:

- **Identity and Culture**
- **Local, national, international and global areas of interest**
- **Current and future study and employment**

GCSE French and Spanish have a foundation tier (grades 5-1) and a higher tier (grades 9-4). There are 4 exams, Listening, Reading, Writing and Speaking which are taken at the end of the 2 year course. All four question papers must be taken at the same tier. Each exam is worth 25% of the final grade.

Books/Guides/Websites:

www.pearsonactivelearn.com - website to accompany the textbook. Login needed from teacher.

www.languagesonline.org.uk - the local language college website.

www.linguascope.com - great for learning/revising vocabulary. User name: **gms123** Password: **(please see your teacher)**.

www.duolingo.com - online language learning site.

www.studyspanish.com - a great website which tests your learning.

www.spanishspanish.com - a good website for practising grammar. Be careful though, some of the pronunciation that you may hear is Southern American

www.bbc.co.uk/languages - you can watch video clips and much more.

www.bbc.co.uk/schools/gcsebitesize - allows you to do revision exercises then do 'exams'.

www.quizlet.com - interactive games, study modes and practice tests make learning fun and effective for any subject.

oye.languageskills.co.uk - website with lots of exercises to practise Spanish. It has Listening exercises too. The site is free to use after 4pm so no need to register. Use the beginner and intermediate sections (ignore the year groups).

www.spaleon.com - helps to practise conjugation of Spanish verbs and has a verb conjugator included.

www.lyricstraining.com - listen to French/Spanish songs and fill in the gaps to improve your listening skills.

www.wordreference.com - online dictionary.

zut.languageskills.co.uk - website with lots of exercises to practise French. It has Listening exercises too. The site is free to use after 4pm so no need to register. Use the beginner and intermediate sections (ignore the year groups).

www.linguno.com - french verb conjugation practice. Sign up for a free account.

www.languagesonline.org.uk - languages website from the Royal Grammar School in High Wycombe for both French and Spanish.

Also: Revise AQA GCSE (9-1) French or Spanish revision guide and/or workbook.

MUSIC

MUSIC: Eduqas (part of WJEC)

The areas of study are as follows:

1. Musical Forms and Devices
2. Music for Ensemble
3. Film Music
4. Popular Music.

There are three components to the exam.

Component 1: Performing

A minimum of two pieces one of which must be an ensemble performance. The other piece may be either solo and/or ensemble.

One of the pieces performed must link to an area of study of the learner's choice.

This is coursework based worth 30% of the final grade.

Component 2: Composing

Two compositions, one of which must be in response to a brief set by WJEC linked to an area of study.

The second composition is a free composition for which learners set their own brief.

The non-examination assessment is worth 30% of the final grade.

Component 3: Appraising – Written Exam – 40%

Eight questions in total, two on each of the four areas of study. Two of the eight questions are based on extracts set by WJEC.

- Toto by Africa (released 1982)
- Badinerie from Orchestral Suite No.2 by Bach (1738-39)

Students will sit a written exam, worth 40% of the final grade.

Homework

Homework is set weekly and will contain a listening, analysis or theory task. It is expected that students will practise their instrument regularly and join at least one extra-curricular ensemble.

Resources

Course specification: <https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=13198>

- BBC Bitesize: GCSE Music - Eduqas - BBC Bitesize
- WJEC/Eduqas GCSE Music Revision Guide

PHYSICAL EDUCATION

PHYSICAL EDUCATION: OCR J587

The course builds on the knowledge and practical skills established in KS3 PE. It offers exciting opportunities to be involved in a number of different physical activities that promote a comprehensive understanding of an active and healthy lifestyle. Students are continually supported within GCSE PE, throughout both the theory and practical elements. It is strongly advised that students attend extra-curricular activities, and are regularly competing in sport, inside and outside of school.

You will:

- **develop your knowledge and practical skills in a range of physical activities**
- **examine the effects of exercise and how training can improve performance**
- **identify ways to develop and maintain a healthy active lifestyle**
- **appreciate the benefits of promoting 'sport for all'**

Performance of three activities taken from the two approved lists:

- **one from the individual list**
- **one from the team list**
- **one other from either list**

Assessment

Physical factors affecting performance (01) - 1 hour written paper - worth 60 marks, 30% of total GCSE.

Socio-cultural issues and sports psychology (02) - 1 hour written paper - worth 60 marks, 30% of total GCSE.

Performance in physical education (03) - 80 marks non-exam assessment (NEA) - worth 40% of the final grade.

Competitive Logs

Over the two-year course, students must produce a competitive log for their 3 practical activities; this is submitted at the end of Year 11. This log should include all information on training/ matches and events that students have competed in.

Twitter- @GMS_PE **Instagram-** @GMS_PE

Books/Guides/Websites:

My Revision Notes: OCR GCSE PE (1-9)

OCR GCSE Physical Education: Student Book

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

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

Student Support

- **Targeted lunchtime and after school revision sessions**
- **After school extra curricular clubs (practical assessment)- these sessions link directly to GCSE specifications**
- **Year 11 mentoring**
- **Key word glossaries**
- **Saturday revision sessions, 4 weeks prior to the exam**

Homework

Homework will be set weekly and will include a variety of tasks, including both practical and theoretical content, alongside answering past paper questions. Homework will be placed on Microsoft Teams, alongside lesson resources.

STATISTICS

GCSE STATISTICS: EDEXCEL 1ST0

The GCSE Statistics foundation tier course, taught in the autumn term of Year 10, will consolidate much of the statistical learning in the GCSE Mathematics at higher tier. The GCSE Statistics higher tier course, taught later in Year 10 and in Year 11, will extend the students' statistical knowledge and cover many of the topics taught in A-level Statistics and Mathematics.

Assessment

This course will be assessed by two examinations, taken at the end of the two year course. Each examination will be equally weighted, with all topics potentially being tested on each paper. As the Statistical Enquiry Cycle is a major element of the course, students will complete a number of statistical investigations throughout the two year course.

There are two tiers of entry:

Higher grades 9 to 4 (two 1½ hour examinations)

Foundation 5 to 1 (two 1½ hour examinations)

It is expected that the vast majority of Great Marlow students will sit the higher tier examination.

Course Outline

The aim of this course is to increase students' awareness of the role that statistical analysis can play in their lives. It deals with obtaining, representing and processing data in order to extract information and draw conclusions. The course will cover the following areas:

Planning a Statistical Investigation: hypothesis, planning an investigation, experiments/surveys, appreciation of constraints.

Data Collection: types of data, obtaining data, census data.

Sampling: conducting a survey/experiment.

Representation: diagrammatic representation.

Data Analysis: measures of central tendency and of spread.

Other summary statistics includes Time Series, Quality Assurance, Correlation, Regression, Estimation and Probability.

Use of ICT

Extensive use is made of ICT throughout the course. Students will be able to download and install a copy of Autograph at home to support their learning.

Books/Guides/Website

The examination board, Pearson/Edexcel, will produce a revision guide that will be available for students to buy. There will be a pack of past examination papers available in Year 11 to help students prepare for their two examinations. In addition, there are a number of web sites that will be used throughout the course. These include:

- www.drfrostmaths.com
- www.ons.gov.uk
- www.khanacademy.org

DESIGN & TECHNOLOGY: RESISTANT MATERIALS OCR syllabus J310

DESIGN & TECHNOLOGY: GRAPHICS OCR syllabus J310

DESIGN & TECHNOLOGY: TEXTILES OCR syllabus J310

What's included?

You will be studying under your chosen D&T material area namely:

- **Resistant Materials**
- **Graphics**
- **Textiles**

However, your certificate will only show **D&T AS THE SUBJECT**.

During the two year course you will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, you will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions you may develop later on. You will also learn about wider design principles and the effect of design on users and the world we live in.

You will then develop a deeper knowledge and understanding of specific materials and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions, through the study of existing design solutions.

You will complete an iterative design challenge where you will 'explore' real needs and contexts, 'create' solutions and 'evaluate' how well the needs have been met and the problem solved. "Explore, create, evaluate" is a process that occurs repeatedly as design iterations are developed to continually improve the outcome, building clearer needs and better solutions, meaning ideas and prototypes can be developed into successful products in the future.

The OCR content requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of Design & Technology as a pivotal STEM subject.

How is it assessed?

The non-examination assessment (NEA Task)

- **is worth 50% of the qualification**
- **is an iterative design challenge**
- **is released by OCR in June of Year 10 and is a contextual challenge**

There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'.

Assessment

The written exam is worth 50% of the qualification and will take place at the end of year 2 of the course.

This is a single examination component with questions covering both 'core' and 'in-depth' content of your chosen material area.

This examination is 2 hours

GCSE grading system (9-1)

Important dates

We aim to have our annual showcase of our GCSE and A-level students' work in an exhibition and a fashion show during the spring term. Letters will be sent to you closer to the time via Groupcall Xpressions.

Books/Guides/Websites

OCR GCSE website

Collins revision guide (OCR Design & Technology

bbc.co.uk/schools/bitesize

Design & Technology AQA Complete Revision & Practice

Homework

This will take the form of a variety of practical and theory tasks and may involve using the facilities available in school after regular lesson time.

FOOD TECHNOLOGY

FOOD AND NUTRITION: OCR syllabus J309

During the two year course you will study a wide range of theory and practical skills in lessons and have a lot of practical opportunities. The course consists of 3 components, which have been explained below:

The NEA Tasks- Non-Examined Assessment replaces controlled assessment

NEA Task 1 forms 15% of the qualification

- **This will consist of Practical Food Investigation/Experiments and written reports for their outcomes**
- **There will be a focus on how the chemical properties of ingredients achieve a particular result in the preparation and cooking of food. Practical experimentation will help candidates understand the working characteristics of ingredients**

NEA Task 2 focuses on Food Preparation and Presentation which forms 35% of the qualification

- **This will consist of a practical examination and written folder**
- **OCR set the tasks annually, information is sent to centres in November of Year 11**
- **Focus: consider the influence of lifestyle and consumer choice when developing meals and recipes**
- **Plan, prepare, cook and present**

All students will be expected to bring in ingredients every other week for a practical lesson- the class teacher will support students with the list and days in which it will be needed.

The main NEA tasks will be completed in Year 11 but during Year 10 students will undertake a mock NEA to practise the much needed high level skills required to succeed in the NEA component of the examination.

This will require experimenting with a range of food ingredients. To cut costs for parents and carers and ensure the right skills are being used, the department asks parents and carers to make a £30 contribution to cover the practical examinations in both years. Letters will be sent through Groupcall Xpressions nearer the time. There will be a written mock exam in the summer term of Year 10.

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Assessment

The written exam is worth 50% of the qualification and will take place at the end of year 2 of the course. This examination is 1½ hours long

GCSE grading system (9-1)

Books/Guides/Websites:

OCR GCSE Food Preparation and Nutrition by Val Fehners- published by Hodder

OCR website

GCSE Food Preparation & Nutrition - Complete Revision & Practice

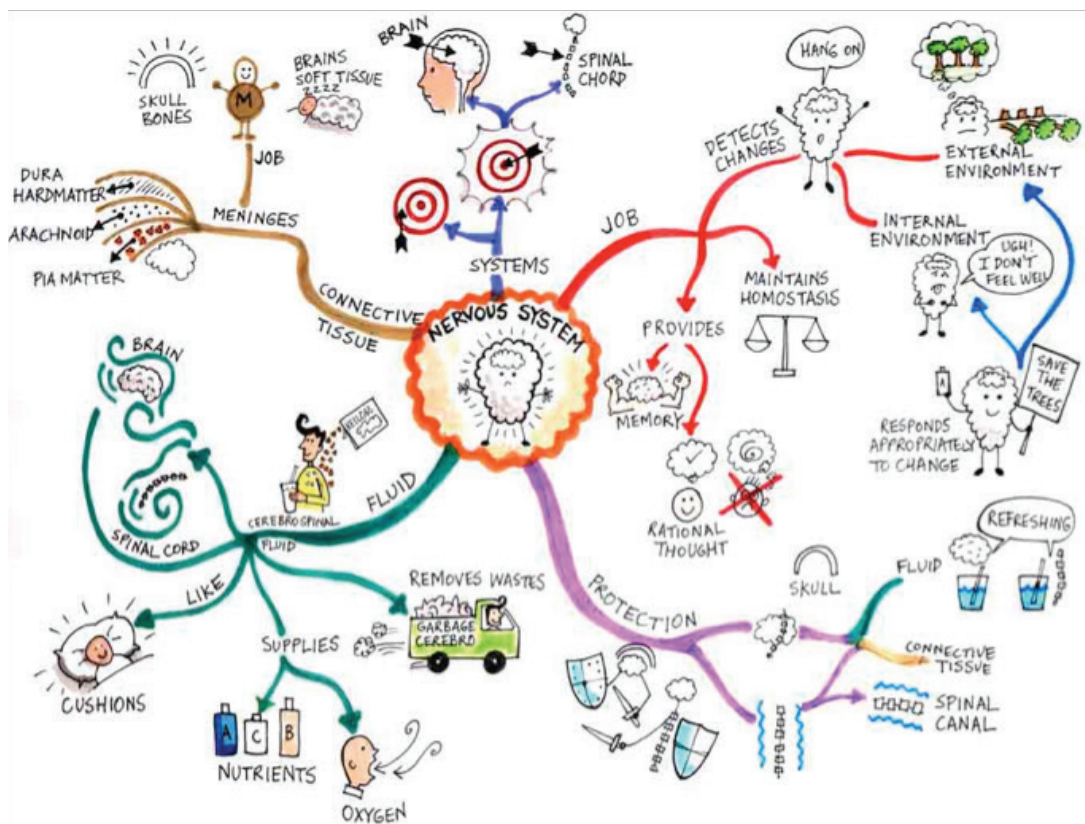
There will be a mock exam in Year 10.

Important dates:

The Design and Technology Department have an annual showcase of GCSE and A-level students' work in an exhibition and a fashion show during the spring term. Letters will be sent to you closer to the time via Groupcall Xpressions.

Revision Techniques

Mind Maps



Ten steps to revision success:

1. **Revision Space:** Find a good place to work. It should be quiet and uncluttered.
2. **Revision timetable:** Draw up a revision timetable - it's crucial. It should be realistic, cover all subjects and allow you time off to relax.
3. **Make notes:** Don't just read through your classwork, make notes. One useful tip is to gradually condense your notes so they fit on the back of a postcard.
4. **Revision Guides:** Get a recommendation from your teacher as to which are most useful and then make sure you use them!
5. **Questions and Answers:** Write out some questions and answers to see how much you're actually remembering.
6. **Listen in:** Record your notes and then play them back walking down the street or whilst you're in bed.
7. **Prompts:** Put key words and phrases on sticky notes around the house, so you'll see them
8. **Seek help!** Don't go it alone. They say a problem shared is a problem halved. So, get friends and family on board to help you revise.
9. **Past papers:** Make sure you have some past papers, they're a really good way of knowing what to expect in the exam.
10. **Relax:** If you panic you're lost! The exams are going to happen so you might as well give yourself the best chance of doing well by starting to revise early and by keeping calm.

You can also refer to our comprehensive Revision Guide on the school website for more tips and techniques. <https://www.gms.bucks.sch.uk/wp-content/uploads/2021/06/Exam-Revision-techniques-Guide.pdf>