



GCSE OPTIONS

2022

To love learning and strive for the greater good

The GCSE Curriculum

The following examined subjects are normally studied by all Perse students at GCSE: English language, English literature, mathematics, biology, chemistry and physics, plus one modern foreign language.

Pupils choose four GCSE options from those listed in this booklet and will be following the new reformed 9-1 syllabuses for all main curriculum GCSE courses.

Non-examined subjects that are taken by all students include games, PE and PSHEE (Personal, Social, Health & Economics Education). These provide curriculum balance, as well as opportunities to develop practical and sporting skills, and to examine a range of contemporary issues in addition to the social, moral and spiritual issues covered through our assembly programme.

In addition, we offer pupils a range of subsidised extra-curricular (ancient history, art & design, history, music, and modern foreign languages) options. Pupils will also be required to choose one additional mini-elective, including two additional art and design GCSE courses, or a Higher Project Qualification (HPQ) research project (one taught period a week) alongside their GCSE subjects. The HPQ allows students to demonstrate a wider interest for a subject area which extends beyond the classroom and through which research skills are developed and research process assessed. A summary of this and the additional options is provided in this booklet.

GCSE pupils also benefit from a coordinated careers guidance programme led by our Head of Careers & Work Experience, Mrs Hodgkiss (careers@perse.co.uk). Pupils take Morrisby careers profiling tests in the summer of year 10, with a follow-up meeting in year 11.

In year 11 pupils will get a chance to attend our Careers Fair, and the vast majority devote a week after GCSEs to at least one careers experience placement. Pupils in year 11 also take part in the timetabled Enrichment Programme which offers a range of skill and service-based activities.

Options for Years 10 and 11

Each pupil must choose **four** of these subjects to study in years 10 and 11, including at least one modern foreign language:

Ancient History	<i>also available as a two-year extra-curricular subsidised course</i>
Art & Design	<i>3D design and photography also available as two-year extra-curricular subsidised courses as part of the mini-elective option</i>
Computer Science	
Design & Technology	
Drama & Theatre Studies	<i>becomes a main column academic subject (six periods per fortnight) and includes RADA certification but does not follow a GCSE course</i>
French	
Geography	
German	
Gratin	<i>a combined Greek and Latin course</i>
History	<i>also available as a two-year extra-curricular subsidised course</i>
Latin	
Mandarin	
Music	<i>also available as a one-year fast-track option</i>
Religious Studies	
Spanish	

Please note that all extra-curricular subsidised provision in ancient history, art, history and modern languages will attract an additional fee.

Pupils have a free choice of subjects (there is no 'columns' system). We will be able to accommodate the great majority of pupils' choices. In the event that we are not able to accommodate an individual pupil's combination of subjects, we will contact pupils and parents to discuss the possible options. We reserve the right not to run a subject if pupil numbers are very small, although we very much hope not to have to exercise that right.

For further information on individual subjects, please contact the relevant Head of Department as indicated in the booklet. Please contact your tutor in the first instance for any discussion related to GCSE choices.

In addition, for further advice please do not hesitate to contact:

Dr P Slatford
Head of Year 9
PASlatford@Perse.co.uk

Mr E Pearson
Head of Middle School
EGPearson@Perse.co.uk

Dr G Davies
Assistant Head
Teaching & Learning
GTDavies@Perse.co.uk

Ancient History

OCR 9-1 GCSE (J198)

Overview

Ancient History at GCSE is the study of ancient civilisations and the evidence they left behind them. Throughout the course, as well as finding out about the ancient world, you will learn about how to make best use of the evidence that survives from it. We will consider how accurate the sources available to us are and to what extent they allow us to understand past civilisations. Any textual sources studied during the course are read in English translation (no knowledge of Latin or Greek is required).

No prior study of Ancient History is required to succeed at GCSE, although study of the subject in year 9 would certainly be useful, as would any other prior historical or classical study. Please note that there is no overlap in the course content of Ancient History, Latin or Gratin and you can certainly opt for a mixture of these subjects if you wish.

Content and Structure

You will study four topics during years 10 and 11:

- **The Persian Empire from 559 BC to 465 BC**, a period in which successive Persian kings conquered much of the Near East, creating a tolerant and cosmopolitan empire that was the superpower of its age. Conquest and expansion eventually brought it into contact, and ultimately conflict, with the city-states of ancient Greece, as described by the Father of History, Herodotus.
- **The Foundations of Rome from 753-440 BC**, in which we follow the story from the establishment of the city of Rome by Romulus, through the reigns of six more kings, past the establishment of the Roman Republic, to some of the challenges that faced Rome long before it became the centre of a large empire.
- **Alexander the Great from 356-323 BC**, the story of one man who changed world history. Your work in this topic will be based around a selection of literary sources (by Arrian, Diodorus Siculus and Plutarch) and some archaeological evidence (including coins, sculpture and a mosaic).
- **Cleopatra and the relationship between Rome and Egypt 69-30 BC**, a topic which allows you to study one of the great women of world history and also how the Romans came to take control of the rich, ancient land of Egypt. Your work in this topic will be based around a selection of literary sources (including texts by Suetonius and Virgil) and archaeological evidence (chiefly coins).

Assessment

All four topics are assessed within two written examinations at the end of year 11.

In addition to the standard route, this course can be followed as a two-year extra-curricular option within the mini-elective column.

Mr R Wilbur
Head of Ancient History
rtwilbur@perse.co.uk



Video Presentation

Art & Design

Pearson Edexcel 9-1 (1ADO)

Overview

The course will offer you the opportunity to develop your visual literacy and broaden your practical skills alongside your creative process. You will learn to progress your own ideas over a sustained period, experiment with a variety of media, techniques and processes and gain a greater understanding of Art and Design through studying the work of other artists and designers.

The course will suit students who are willing to try new things, take creative risks and experiment whilst developing their own style. Students should be good at organisation, time management and be able to think for themselves, being self-motivated and able to take initiative. This is a fantastic opportunity for students to express their own viewpoint and understanding of the world, to be a creative producer rather than a passive consumer of visual content and generate a vibrant portfolio of their own original artwork and research.

Art at GCSE is an essential choice should students want to do go on to do a practical Art degree or other design-based degree to gain employment in one of Britain's world class Creative Industries. Students interested in studying Architecture will need to combine Art with Maths and Physics, and those wishing to study History of Art would find this combines well with History, English, and Modern Foreign Languages.

Content and Structure

The course consists of two units, which together make up GCSE grade.

Unit 1: Art, Craft and Design Portfolio (60% of the GCSE)

The portfolio will be made up of one major project that represents a selection of your best work. You will be given starting points, such as Natural Form, or Identity, from which you develop individual paths of discovery. Each term in year 10 you will move between disciplines such as painting and drawing, printmaking, sculpture, ceramics, digital design, and digital photography. Drawing is the foundation to all your work, gathering information as well as idea development. Digital software is often used to record information and develop visual ideas quickly. Outcomes are always varied and often involve a variety of media. Independent research is required and annotation in your sketchbooks counts toward 25% of your assessment. Coursework runs from the beginning of year 10 to the end of Michaelmas Term of year 11. With the help of your teacher, you will then select the best work to form your portfolio. We will also aim to go on a guided visit to a national Gallery or Museum in each year of the course, when appropriate.

Unit 2: Art, Craft and Design Externally Set Assignment (40% of the GCSE)

The Externally set Assignment is an advance release paper comprising of a single starting point or phrase to begin your own ideas. You will develop your own work from this starting point in January and then develop and plan ideas prior to the exam in April. At the end of this period, you will undertake a 10-hour controlled assessment where you will create your planned finished piece. Work is then presented in your portfolio and in a final exhibition for moderation.

Homework

You will be set homework on a weekly basis. This may include detailed research, sketchbook work, developmental practical work, drawing or other forms of recording and gallery visits (virtual or physical where appropriate). Early in the course homework takes the form of specific tasks set by your teacher. As you develop this time is allocated for independent practical work and research. Tasks are set as assignments on teams and recorded in a weekly feedback sheet in the back of your sketchbook.

Mr B Keeble
Head of Art
bkeeble@perse.co.uk



Video Presentation

Computer Science

Edexcel GCSE (1CP2)

Overview

Computer Science is a discipline which suits anyone interested in logical reasoning and efficient methods. It most obviously benefits those who plan a future in STEM subjects, but it equally has the potential to be highly rewarding and relevant for students with an interest in languages, art or music.

The course follows naturally from that studied in year 9 with new topics as well as opportunities to gain a deeper understanding of previous concepts. We will continue to use Python as our main programming language.

Pupils opting for Computer Science should enjoy problem-solving and be willing to persevere in the development of their programming skills. You will already recognise how frustrating it can sometimes be when a program does not work straight away, and you should expect to need a degree of resilience and self-motivation when it comes to practical work.

Content, Structure and Assessment

The course is assessed through one written paper of 90 minutes and one on-screen paper of 2 hours:

- **Paper 1 (50%) Principles of Computer Science:** This paper will assess topics 1-5. These are computational thinking, data, computers, networks and issues & impacts. The paper consists of five questions; one on each of the topic areas, in a range of formats.
- **Paper 2 (50%) Application of Computational Thinking:** This paper will assess topic 6: Problem solving with programming; understanding what algorithms are and what they are used for in relation to creating programs. Students are required to design, write, test and refine programs in order to solve problems. This will be completed using an IDE, on-screen using Python 3 and consists of six compulsory questions.

Mr D Gwilt
Head of Computer Science
djgwilt@perse.co.uk



Design & Technology

OCR 9-1 GCSE (J310)

Overview

If you would like to become a Designer, creative problem solver or an Engineer and you enjoy designing and making, then Design and Technology at GCSE must be an exciting opportunity. Students will be required to problem solve, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

This is a highly applied course *with no bias to electronic based projects*. The majority of year 11 will be spent on the coursework project, you will be expected to develop and practise research skills, project management and independent problem solving; *self-motivation is important to maintain progress during this time*.

During year 11 **all homework** time is dedicated to the coursework portfolio – this requires consistent effort. Spending the standard homework-time each week will give enough time to complete all the requirements of the coursework-report to a high standard.

Content and Structure

During year 10 students will learn theory and gain practical and design skills necessary to undertake their coursework. The following units will be studied:

- Identifying requirements
- Learning from existing products and practice
- Implications of wider design
- Design thinking and communication
- New and emerging technologies
- Materials
- Polymers

These topics vary in depth and content, whilst a few of these can be completed in a small number of weeks, some such as 'Identifying Requirements' require more time. The Design Engineering topic is studied in-depth which is further assessed in the final exam.

In year 11 students work independently on their coursework where they must investigate a design context, develop ideas, model these and then build a functioning prototype. A design-portfolio is maintained throughout the process and must detail all design decisions made during the iterative journey.

Assessment

The course is assessed in two parts as follows:

- | | | |
|-----------------------------|---------------|-------------|
| • Written paper (one paper) | 2hr | 50% of GCSE |
| • Coursework project | Approx. 50hrs | 50% of GCSE |

Mr N Mainiero
Head of Design and Technology
nmainiero@perse.co.uk



Drama & Theatre Studies

Overview

Students who successfully complete this course will gain an internal Perse Drama Certificate and elements of study will also be assessed by external examiners (i.e. RADA Awards). The course will make good use of the Performing Arts Centre facilities and we hope that trips to see professional theatre will form an integral part of the learning experience.

The aims of the course are to:

- Discover and study a range of theatrical texts, genres, and practitioners.
- Nurture an appreciation for the role and importance of theatre and the arts in society.
- Broaden and expand creativity and imagination.
- Develop practical and performance skills.
- Encourage independent thinking, and nurture critical and reflective thinking.

This course offers students in years 10 and 11 a programme of study which will be - for the most part - internally assessed. The course will suit students who have already followed the year 9 Drama course, but it can also be accessed by those coming to curricular Drama for the first time. The course will complement students' other externally examined I/GCSE courses at this stage and will provide opportunities for students to build confidence, to express individual creativity and self-expression, and to develop core presentation skills.

Content and Structure

Year 10 study currently consists of six units: Improvisation; 21st Century Theatre; Physical Theatre; Performing Shakespeare; Acting for Screen; Devising Project.

Year 11 currently contains the three remaining units: Audition Technique; Creative Portfolio; Major Project.

The course will occupy six of the seven fortnightly column periods with the other period used as an additional Supervised Private Study period to assist with wider student workload. In addition, after the Lent half-term in year 11, lesson time will be reduced and tapered to enable students to concentrate on public examination preparations.

Assessment

Course assessment will be through a combination of continual formal and informal assessment. Submitted portfolio work will collate material from both years, whilst maintaining a rigorous approach, validity and providing a sense of achievement. Performance pieces will be moderated by specialist staff; RADA qualifications will be assessed by visiting examiners. Please note that a separate, smaller RADA-only option (2 periods per cycle) will be offered in year 10 alongside this main course for those not wishing to study the full programme.

Mr C Green
Director of English and Drama
cejgreen@perse.co.uk

Mr A Pritchard
Theatre Practitioner in Residence
ajpritchard@perse.co.uk



French

AQA 9-1 GCSE (8658)

Overview

The course offers an opportunity to explore exciting aspects of Francophone culture (film, literature, food, sport, music), whilst at the same time developing transferable skills. Studying French not only allows pupils to gain proficiency in another language, but also fosters communication, analysis, literacy and problem-solving skills and teaches cultural understanding.

The course will suit pupils who enjoy travelling and those who would like to keep study and work options open. French is highly regarded by universities and it remains the most sought-after language among UK businesses. Equally, one of the best ways to stand out and impress in an international job market where businesses are global is by being able to work in more than one language.

The course will complement any combination of subjects at GCSE and beyond. French can be studied with almost any other subject at university, from sciences to humanities and arts to languages. Furthermore, in recent years, several Perse pupils have also found work experience abroad or chosen to study in France.

Content and Structure

By the end of Year 9, pupils have already completed a third of the GCSE course, having studied one of the main themes (Identity and Culture) and much of the core grammar. This gives them a real advantage as they move into Year 10 and Year 11, ensuring there is plenty of time to develop the skills necessary for exam success and to extend beyond the syllabus linguistically and culturally.

In Year 10, pupils deepen their understanding of the Francophone world, exploring exciting destinations, finding out about French celebrations and discovering (and tasting!) French cuisine. They also study many contemporary world issues, gaining new perspectives on environmental problems and seeing the work of French charities such as Médecins sans Frontières and Emmaüs.

In Year 11, as pupils think about their own future plans and work experience, we move on to the theme of Education and Employment. Pupils talk about their own ideas and ambitions, whilst perfecting GCSE exam technique.

In Year 10 and 11 pupils have fortnightly sessions in small groups with our native French assistants. For those wishing to extend themselves further, there is a very popular French exchange to St-Jean-de-Luz as well as the opportunity to take part in an inter-school debating competition and regular French society talks.

Assessment

The course is assessed by exam and there is no coursework. Pupils sit four different papers, each testing one of the main language skills:

- Listening (25%) — 45 minute paper assessing pupils' ability to understand spoken language. Pupils answer a range of questions in English and French.
- Speaking (25%) — A 10-12 minute exam conducted by the pupil's teacher. This includes a role play, discussion of a photo and general conversation.
- Reading (25%) — A one hour exam where pupils answer questions in English and French on texts and translate a short passage from French to English.
- Writing (25%) - A 75 minute exam which consists of two writing tasks (90 words and 150 words) and translation of a short paragraph into French.

Dr M Ellison
Acting Head of French
msellison@perse.co.uk



Geography

OCR 9-1 A GCSE (J383)

Overview

The geography GCSE course will offer an opportunity to study really exciting content, but also to develop your skills. Employers value GCSE, A-Level and university geography because it develops students' valuable skills of communication, literacy, analysis, numeracy and problem solving. It promotes thinking skills and creativity; essential in the modern workplace. At the end of the course students will have a better understanding of contemporary issues such as globalisation, our urbanising planet, the growth of China, the impact of extreme weather events, strategies for controlling population growth and climate change. There isn't another subject more relevant for the twenty first century workplace.

The course will suit students who are interested in finding out more about the world in which they live. It will also suit students who want to be outdoors; the subject is the only GCSE with a compulsory fieldwork element—we will be taking you to both Epping Forest (day trip) and the Jurassic Coast in Dorset (residential) as part of your GCSE. Geography is a practical as well as an academic subject, and there will be opportunities to use computer packages. There are a multitude of extension possibilities available, provided by the department.

The course complements both humanities and science subjects. It will be helpful for those thinking longer term about any service sector job, research-based degree courses, medics and more. Its skills focus means it will be relevant to nearly any career path you may be heading down.

Content and Structure

Geography is the study of Earth as home to humankind. The GCSE geography course consists of exciting and contemporary issues key to students working in the 21st century in any career path. It has a mix of human, physical and environmental geography. The Living in the UK Today unit gives students a grounding on the geographies of the country they need most to understand (ours!)—its inequalities, the urban problems facing our cities and how we might manage the growing threat of climate change. Recent politics only goes to highlight how important this 'big picture' understanding of the UK is. In an increasingly globalised world, it is also more important than ever to understand big picture global geographical issues of our times. The World Around Us looks at disparities between the world's richest and poorest, examines threats to global ecosystems such as coral reefs and tropical rainforests and explores the impacts and management of extremes hazards and global climate change. Many Perse students will go on to work in multinational corporations and an empathy for the issues faced in other countries is as important in the workplace as an understanding of the geographies back home. The Geographical Skills unit is an excellent addition to help students develop their skills including spatial literacy and mapping, numeracy and written skills.

Assessment

The course is assessed through two 60-minute papers (Living in the UK Today and The World Around Us) and a final 90 minute paper called Geographical Skills. This paper tests your ability to interpret data presentation, some map skills and some very basic statistics. There is no coursework element although an understanding of fieldwork skills is required for the exam.

Please come and talk to us if you are not already convinced of the relevance of a geography GCSE to your future career path. You'll love it!

Mr J Riley
Head of Geography
jriley@perse.co.uk



German

AQA GCSE

Overview

The Y9 course provides solid preparation for the key grammatical elements of GCSE German, in order to equip pupils with the linguistic tools they need in Y10 and 11. A variety of topics are covered, using high frequency language and grammar to support themed vocabulary learning.

Content and Structure

Our work continues in year 10 with closer analysis of the language system, all within a clearly communicative approach but recognising that acquisition of a language does place a premium on the need for developing analytical skills. Topic areas, while remaining fundamentally based in practical communication, develop sophistication and a range of language to prepare pupils for the exam topics. We shall be looking at the three themes of:

1. Identity and Culture (self, family and friends; technology; free time activities; customs and festivals)
2. Local, national, international and global areas of interest (home, town, neighbourhood and region; social issues; travel and tourism)
3. Current and future study and employment (jobs, career choices and ambitions)

The text book we use in German (Oxford AQA) has been chosen to give pupils insight into aspects of life and culture in German-speaking countries. In year 10/11 pupils have the opportunity to participate in the German exchange to Hamburg for one week. This is an excellent chance to practise the language outside the classroom as well as to experience the culture of this vibrant city. The course places emphasis on the four language skills - listening, reading, writing and speaking. This last component is examined internally either by the main class teacher or by our native speaker Mrs Sibylle Wilson who also gives conversation classes on a regular basis in both years 10 and 11. All pupils have access to online learning programmes for individual study at least once a fortnight.

Assessment

The course is assessed through the following papers:

- Paper 1 – Listening (a 45 minute examination)
- Paper 2 – Speaking (10 – 12 minutes, comprising a role play, photo card discussion and general conversation)
- Paper 3 – Reading (a 1 hour examination, with questions and answers in English and German and a translation from German into English)
- Paper 4 – Writing (1 hour 15 minutes, incorporating a structured writing task, an open-ended writing task and translation from English into German)

Mr D Brunskill
Head of German
dabrunskill@perse.co.uk



Video Presentation

Gratin (Greek & Latin)

OCR 9-1 GCSE (J282 Latin; J292 Greek)

Overview:

In year 10 you will use 'Latin Stories' and Part 2 of Taylor's 'Greek to GCSE', among other textbooks and resources, to become familiar with all the language features needed for GCSE in both ancient languages, before moving on to the study of the literature set for GCSE. In year 11 you will complete the study of the set literature as well as undertaking regular language work. The GCSE examinations at the end of year 11 require translation (into English) and comprehension of "unseen" Greek and Latin stories, either the translation of simple English sentences into Greek/Latin or the recognition, analysis and explanation of language features, and literary analysis of the prepared set literature.

Language

Translation and comprehension of Greek/Latin stories are practised regularly throughout the course as these skills are tested in the GCSE language examinations; this work also introduces you to many of the most famous stories of antiquity. A small number of marks in the language exams are available for either translating simple sentences into the ancient language or for answering questions about grammar, and during lessons you will practise the skills necessary to complete either one of these options. There are set vocabulary lists for the language papers, and systematic learning of vocabulary and grammar forms an important part of the course. Given the pace of this course, pupils will often need to learn vocabulary independently, without regular testing in class.

Literature

In year 10 we begin to look at both Greek and Latin texts as works of literature to prepare for the study of the GCSE set texts, which are drawn from the works of some of the greatest authors of the ancient world. You will read two set texts, in both languages (thus four in total); one in prose and one in verse for each language. The prose set text in Latin is very likely to be part of the fantastical sagae Thessalae (by Apuleius) and Cicero's account of Pythius, whilst in Greek it will be a series of extracts from the historian Herodotus. The verse set text for Latin is most likely to be a selection from Virgil's epic poem, Aeneid, book 6 and continuing the genre of epic, in Greek it will be a portion of Homer's Odyssey, book 7. There is one examination on each of your set texts, in each of which you will be expected to translate passages from the text and to answer questions on its content and style.

Study of Greek and Roman culture arises naturally from the work in years 10 and 11, helping to put the language and literature into its historical, social and political context. These aspects are not, however, formally examined; you can therefore opt to study both Gratin and Ancient History as there is no overlap between the subjects. It is essential that students have studied Gratin in year 9 to elect this option.

Assessment

The course is assessed by three terminal examinations in each language and there is no Controlled Assessment or coursework.

*N.B. This course, colloquially known as 'Gratin', is only available to students who wish to study both Greek and Latin. This will provide the unique opportunity to achieve 2 separate GCSEs in the space of one timetabled option. Pupils will be expected to attend a weekly after-school lesson and to complete additional work beyond lessons. Anyone interested in this programme should make contact with the Head of Classics before submitting their options, to discuss their suitability for this demanding joint course. **It is not possible to study Greek as an option independent of Latin.***

Mr S Foster
Head of Classics
sjfoster@perse.co.uk



Video Presentation

History

OCR B SHP 9-1 (J411)

Overview

The History GCSE course is both exciting and thought-provoking, covering events from the early middle ages to the present day. This course encourages pupils to be curious and to develop their own opinions, as well as to forge a questioning and discerning approach to a wide range of written and visual sources. The ability to construct and express an argument, both orally and on paper, will be a major part of the GCSE course and gives pupils a genuinely transferrable life skill. This particular GCSE course offers an opportunity for pupils to explore the similarities and differences between people's lives in the past and their own lives. The course will suit pupils with an enquiring mind and those who enjoy learning about the past. It complements all other humanities-based subjects, especially Ancient History, English and Geography. Most importantly, it gives pupils the tools they need to critically navigate our information-rich world, often dominated by 'fake news'.

Content and Structure

The following topics are studied over two years, offering a dynamic and resonant view of history.

- **World Depth study: Life in Nazi Germany 1933-45:** this topic deals with all aspects of the impact of the Nazi regime, on those living in Germany after the Nazis come to power in 1933 and on those directly impacted by the Nazi occupation of Europe during World War 2. It also, crucially allows pupils to study the Holocaust.
- **British Depth study: The Elizabethans, 1580-1603:** this topic examines the end of Elizabeth's reign when she faced multiple potential threats from plots and the Spanish Armada. It also looks at the lives of ordinary Elizabethans and the explorers who set off to distant lands.
- **History Around Us:** This is an exciting part of the GCSE course that gives pupils the opportunity to examine a local site and trace its' development over time.
- **Period study: The Making of America, 1789-1900:** this topic follows the unfolding narrative of the making of America from 1789 to the end of the nineteenth century as the USA became the world's leading economic and political power. It includes a particular study of the impact of westward expansion on the lives of Native Americans.
- **Thematic study: Migrants to Britain c. 1250 to the present:** this topic examines the experiences of migrants from Europe and beyond, examining the reasons for that migration and the contributions made by migrants to Britain.

Assessment

The course is assessed through three exam papers, two 1 hour 45-minute papers and the 1-hour History Around Us paper. There is no coursework element.

Mrs N Long
NLong@Perse.co.uk



Latin

OCR 9-1 GCSE (J282)

Overview

In year 10 you will make use of Books 4 and 5 of the Cambridge Latin Course, Latin Stories and other textbooks, to ensure you are familiar with all the language features needed for GCSE; in the second half of the year you will move on to the study of the literature set for GCSE. In year 11 you will complete the study of the set literature as well as undertaking regular language work. The GCSE examinations at the end of year 11 require the translation (into English) and comprehension of “unseen” Latin stories, either the translation of simple English sentences into Latin or the recognition, analysis and explanation of language features, and literary analysis of the prepared set literature.

Language

Translation and comprehension of Latin stories are practised regularly throughout the course as these skills are tested in the GCSE language examination; this work also introduces you to many famous stories from the ancient world. A small number of marks in the language exam are available for either translating simple sentences into Latin or for answering questions about Latin grammar, and during lessons you will practise the skills necessary to complete either one of these options. There are set vocabulary lists for the language paper, and systematic learning of vocabulary and grammar forms an important part of the course.

Literature

In year 10 we begin to look at Latin texts as works of literature to prepare for the study of the GCSE set texts, which are drawn from the works of some of the greatest authors of the ancient world. You will read two set texts, one in prose and one in verse. The prose set text is likely to focus on part of the fantastical sagae Thessalae (by Apuleius) and Cicero's account of Pythius. The verse set text is most likely to be a selection from Virgil's epic poem, The Aeneid, book 6. There is one examination on each of your set texts, in which you will be expected to translate passages from the text and to answer questions on its content and style.

In order to put the language in its historical, social and cultural context, the study of Roman society, beliefs and political and military institutions is a continuous element of the course, though this is not formally examined. Please note that you can opt for both Latin and Ancient History as there is no overlap between the courses.

Those selecting GCSE Latin will be expected to have completed the year 9 course.

Assessment

The course is assessed by three terminal examinations and there is no Controlled Assessment or coursework.

Mr S Foster
Head of Classics
sjfoster@perse.co.uk



Video Presentation

Mandarin

AQA GCSE (8673)

Overview

Entering the second of our three-year GCSE course, year 10 will continue to engage with the grammatical components of Mandarin, as well as the cultural elements of the Chinese language, in order to develop their application and comprehension. The course offers a communicative approach to learning Mandarin, with an opportunity for pupils to take part in performances, group presentations, role-plays and discussions. Moreover, an in-depth analysis of the written form, including a study of character composition and essay-writing technique, aims to encourage pupils to develop greater sophistication and range of language.

Course Content

The course places emphasis on the four language skills - listening, reading, writing and speaking. The topics covered will build upon core thematic content from year 9, however yielding discussion to a greater depth and developing prior vocabulary. We shall cover the topics of Family and Routine; Local area and Regions; Social Activities; Festivals and Traditions; Education and Future plans. We continue with the Jin Bu series, moving onto the second book, whilst interweaving this with the AQA-endorsed Dragons textbooks. These textbooks, alongside teacher-generated resources, will cover GCSE themes in depth and give pupils insight into aspects of life and culture in Chinese-speaking countries.

Upon entering year 11, pupils are introduced to new topics, where global and social issues become a greater focus for the final part of the course. This provides much scope for a cultural study of Chinese-speaking countries as well as an observation of the differences between the Eastern and Western world. Pupils engage in the topics of Healthy lifestyles, the Environment and Technology, Media and Entertainment.

Pupils have regular oral lessons in small groups with a native speaker as part of their timetable. All skills are practised on a regular basis in lessons as to thoroughly prepare pupils for the AQA Mandarin GCSE examinations. Pupils are strongly encouraged to support their learning with a range of multimedia resources from films to literature. They are provided with online resources for extra-curricular learning and enrichment. In addition, the school library and the Mandarin SharePoint page offer a wealth of resources for pupils to take advantage of.

Assessment

In Y11 four GCSE papers are taken:

- Paper 1 – Listening;
- Paper 2 – Oral (based around a role play, a discussion of a picture and topic selected by the candidate, followed by one additional topic)
- Paper 3 – Reading (including a Chinese poem/ literary extract and translation into English)
- Paper 4 – Writing (including a translation into Chinese)

Each skill (listening, reading, writing and speaking) is weighted evenly (25%).

Miss H Bolton
Head of Mandarin
hebolton@perse.co.uk



Music

OCR 9-1 GCSE (J536)

Overview

Music GCSE will offer students the opportunity to explore a wide range of musical styles. It will also allow students to develop their composition and performance skills and will suit those who enjoy listening to music and have a passion for composing and performing. Students must be having instrumental lessons throughout the course and we would expect most pupils to have achieved at least grade 4 on their instrument before starting the two-year course. With its emphasis on creativity, the GCSE course will complement any combination of subjects and is a very popular option.

Content and Structure

The course consists of three components: composition, performance and listening. Pupils will be expected to prepare performances on their chosen instrument and will eventually submit recordings of two of their performances (one solo and one ensemble) along with two composed pieces. They will also study a wide variety of musical styles which include:

- The Concerto Through Time
- Rhythms of The World
- Film Music
- Conventions of Pop

These topics will form the basis of the students' compositions and they will also be required to demonstrate their understanding of these musical styles in the listening exam.

Assessment

The course is assessed through non-examined assessment tasks worth 60% and a listening exam worth 40%. The non-examined assessment components are completed in the Michaelmas term in the year of examination and consist of two compositions and two performances. The Listening and Appraising exam takes place in the exam period at the end of the course.

As an alternative to opting for music as one of the subject choices, there is the opportunity to study music GCSE after school as an extra-curricular option. In almost all cases, we would expect pupils to have studied music in year 9 and they should have grade 6 on their instrument if they are

to opt for this one-year course. The after-school course carries the usual extra-curricular GCSE fee and will take place on Wednesdays from 4.15 pm – 5.30pm. If you are interested in this option, please ensure that you have discussed your suitability for it with Ms Pledger (or your year 9 teacher) and indicate this request (which is in addition to four other curriculum options) on your response form.

Ms K Pledger
Head of Curricular Music
kpledger@perse.co.uk



Video Presentation

Religious Studies

AQA 8062 A

Overview

The course will offer an in-depth study of philosophy, ethics and the role and influence of religious, secular and humanist beliefs and values on society. It is a popular and interesting course that is extremely relevant to our local and global context. This course gives students the chance to identify, investigate and respond to ethical and philosophical issues, to examine important questions and explore how they relate to human experience, including questions about the meaning and purpose of life.

This course will suit all students and particularly those who value discussion, critical thinking and enjoy the exploration of ideas but want the certainty of a clear exam structure at the end of the course. It complements all other subjects well to offer breadth and perspective.

Religious Studies is a very broad subject and has developed considerably from traditional RS courses. Issues such as the ethics of abortion, euthanasia, gender and sexuality are explored alongside arguments for the existence of God, the problem of evil, the impact of a multi-faith and pluralist society, and the ethics of war and pacifism. It is an excellent course for developing critical thinking skills and offers students the chance to develop their own ideas and thoughts about the world they live in, in the framework of academic study. The course considers the history of thought, and how different eras have formulated new ideas and possibilities.

Religious Studies is a course that embraces pluralism and will examine atheist, agnostic, and non-religious perspectives in response to the key questions.

Content and Structure

The course is divided into two distinct papers which are split over years 10 and 11 so students study some philosophy and ethics alongside some religion in each year:

- The study of religions: beliefs, teachings and practices: students will study two religions in depth.
- Thematic studies: students will study four themes from; relationships & families, Religions & Life, The existence of God and revelation, Religion, peace & conflict, Religion, crime & punishment, Religion, human rights & social justice.

Assessment

Each paper is assessed by exam and there is no coursework. The two components of the course are examined separately, with papers consisting of both structured and open-ended questions. Each exam is 1 hour and 45 minutes. Questions consist of 1, 2, 4, 5 & 12 marks. This tiered approach to marking is beneficial in terms of gaining high marks in the final exam.

Homework load is very reasonable and students are well practised in exam technique and expectations by the end of the course.

Miss A Cockerill
Head of Philosophy, Ethics and Religion
arcockerill@perse.co.uk



Video Presentation

Spanish

AQA GCSE (8698)

Overview

The course will offer the opportunity to build on the foundations of language acquisition laid down in previous years, and prepare students for those wishing to continue to A-level, whilst developing a range of transferable skills. Pupils in Year 10 are also offered the opportunity to participate in our exchange programme with our link school in Toledo, where pupils will spend a week with host families and experience the Spanish school system as well as cultural trips, in addition to participating in the inter-school debating competition and Spanish cultural talks throughout the year.

The course will suit students who have studied Spanish as a core language since Year 7 or earlier. However, the Spanish GCSE option is also open to any pupil who has embarked on a Spanish course in Year 9 as a beginner, and classes are set accordingly.

The course will complement any combination of subjects at GCSE and beyond. As the second most spoken language in the world, Spanish is seen by employers as one of the most valuable languages for trade, business and economy. The resulting diversification of skill sets enables individuals to stand out in a competitive market.

Content and Structure

The course consists of three themes: Identity and culture; Local, national, international and global areas of interest; Current and future study and employment. Topic areas, while remaining fundamentally based on practical communication, develop sophistication and include a range of language to prepare pupils for the examination topics. A variety of departmental resources are used in lessons, complemented by the AQA GCSE Spanish textbook, which is endorsed by the exam board and allows for in-depth preparation of all examination skills. Pupils will also engage with a variety of authentic texts and adapted literature extracts to offer an insight into aspects of life and culture in Spanish speaking countries. There is a strong emphasis on developing confident communication and grammatical accuracy to tie in with the AQA GCSE syllabus and we take full advantage of the opportunities offered to us through our virtual language laboratory.

Assessment

The course is linear and is assessed by exam in Year 11. Students sit four different papers, placing emphasis on each of the main language skills:

- Listening (25%): 45 minute paper with a range of questions in English and Spanish.
- Speaking (25%): A 10-12 minute exam plus preparation time, conducted internally by the student's teacher. This includes a role play, discussion of a photo and general conversation. Preparation is supplemented by fortnightly conversation classes with our Spanish Assistant throughout years 10 and 11.
- Reading (25%): A 1 hour exam where students answer questions on texts in English and Spanish and translate a short passage from Spanish to English.
- Writing (25%): A 75 minute exam consisting of two written tasks (90 and 150 words respectively) and one translation task.

Miss K E M Nugent
Head of Spanish
kemnugent@perse.co.uk



Video Presentation

Additional Year 10 Electives

In addition to their main curriculum choices, year 10 students also choose one of the following for two periods a fortnight of curriculum time:

- Higher Project Qualification (HPQ)
- RADA Shakespeare Drama certificate
- ICT (Office certification, inc. Microsoft Office Specialist)
- ICT (touch typing)
- Sports Science
- GCSE Art options (Photography or 3D design)
- Supervised Private Study to assist with other commitments/workload

More information is given about the HPQ research qualification on the next page. The art options are also explained in more detail and these would be supplemented with an additional extra-curricular session.

Drama

The one-year, stand-alone Drama course will complement the wide range of Drama activities available at the Perse and there is no requirement to have studied the year 9 Drama course. It will include the opportunity to complete two stages of the prestigious RADA Shakespeare certificate which require a short performance in front of an external examiner. The course will represent an excellent opportunity to develop important skills whatever students' broader ambitions might be: public speaking; developing confidence; spoken diction and clarity; persuasive skills; performance, covering

- Acting; improvisation; devised work; mime.
- A basic survey of technical aspects of theatre (lighting; sound; effects).
- Introduction to other skills of the theatre (production; direction; stage management; costume; make-up; masks).
- At least one theatre trip.
- An opportunity to be 'on the inside' in assisting with some School productions.

Please note that the entry fee for the first stage RADA certificate taken as part of the course will be covered by the School, whereas the second stage fee will be charged directly to students.

ICT certification

Facilitates self-study on a variety of ICT 'industry' certification options that we can offer as a registered Certiport online testing centre. Exams, which are sat during the year, are completed online. Students study Microsoft Office Specialist certification in PowerPoint, Outlook, Word and Excel. Some students specialise later in the year to study databases or programming for which there is a small charge.

ICT touch typing

Facilitates self-study of this invaluable skill. Students that use word- processing as part of their access arrangements in exams are strongly encouraged to choose this option.

Sports Science

Students have the opportunity to study for an internal PE certificate two periods per fortnight. This aims to give students an opportunity to extend and enrich their knowledge of, and passion for, sports science. They experience the subject beyond the playing field by exploring the theoretical aspects of sport, and help students relate to the topics through their own sporting performance. The course covers anatomy, exercise physiology, history of sport and psychology amongst other aspects. Students will create their own Personal Exercise Programme as part of the course.

Higher Project Qualification

AQA

Overview

The HPQ provides an exciting opportunity for students to conduct an independent piece of research on a topic of their choice, which is not tied to the curriculum. The course is designed to foster students' interest, expertise and understanding of their chosen topic.

The Course will offer the opportunity to:

- Discuss and develop a research question.
- Plan, review and undertake the necessary research, culminating in an extended essay.
- Develop a range of learning and research methods appropriate to individual projects.
- Gain enhanced, transferable independent learning skills.

The course will suit students who want to demonstrate their intellectual curiosity and develop their research skills. Students will also need to be dedicated and resilient as they will be expected to work independently outside of the supervision sessions, and make use of the school holidays.

Undertaking an HPQ can complement any GCSE. As well as potentially gaining detailed understanding of a related (but not overlapping) topic, students will also develop a wide range of relevant, transferable skills in areas such as: time management, ICT (OneNote, databases, citation tools) and communication (planning/writing an extended essay; verbal presentation of findings).

The HPQ will be completed over the course of Year 10. In the Michaelmas term, students identify their broad research topic and find a range of initial sources before submitting a formal 'research proposal'. Lent term is the main research period, with students planning their essays and reports before writing their first drafts over the Easter holidays. In the first half of the summer term, all students present their findings to an audience, before making final revisions to their projects. The submission date is in June 2021.

Assessment of the HPQ takes place at the end of the course, when students submit their research logs, extended essays (which answers the research question) and their reports (which reflect on their experiences). The presentation is also a required element of the course.

The Higher Project Qualification is process driven: sixty per cent of the available marks are awarded for active participation in the planning, project management and reflective elements of the course. The remaining forty per cent of the marks reward the development and realisation of the project aims. There is no examined element. Assessment will be in accordance with the qualification assessment objectives and will be undertaken by a member of staff trained in the assessment of Higher Project Qualification, but not a specialist in the research area.

It is important to understand that the research is expected to be at a level appropriate to students in Years 10 and 11. As the Higher Project Qualification assessment objectives reward the process, there is no credit available for higher level research or original outcomes.

Miss E Bellamy
Head of HPQ
embellamy@perse.co.uk



Video Presentation

Art & Design: Three-Dimensional Design

Pearson Edexcel 9-1 (1TD0)

Overview

The course will offer you the opportunity to develop and broaden your practical skills and creativity. You will learn to progress your own ideas over a sustained period, experiment with a variety of 3D media and gain a greater understanding of Art and Design through studying the work of other artists and makers. Three-Dimensional Design is defined as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

The course will suit students who are practical, interested in materials and their properties. Being able to think independently and problem solving would be an advantage. Students should be good at organising their time as this is an extra-curricular option. The course would complement subjects such as Art, Design Technology, Chemistry, Physics and Maths.

Content, Structure and Assessment

The course is made up of two units, which together make up GCSE grade.

Unit 1: Three-Dimensional Design Portfolio (60% of the GCSE)

The portfolio will be made up of one major project that represents around 15 weeks of work. You will be given starting points, such as Natural Forms, from which you develop individual paths of discovery. Each term in Year 10 you will move between disciplines such as sculpture and ceramics. Drawing is a foundation skill that is used to gather information as well as idea development. Computers and digital cameras are often used to record information and develop visual ideas quickly. Outcomes are always varied and often involve a variety of 3D media. Independent research is required and annotation in your sketchbooks counts toward 25% of your assessment. Coursework runs from the beginning of Year 10 to the end of Michaelmas Term of Year 11. With the help of your teacher, you will then select the best work from the portfolio ready for assessment.

Unit 2: Art, Craft and Design Externally Set Assignment (40% of the GCSE)

The Externally set Assignment is an early release paper comprising of a single starting point or phrase to begin your own ideas. You will develop your own work from this starting point in February and then develop and plan ideas prior to the exam in April. At the end of this period, you will undertake a 10-hour controlled assessment where you will create your planned finished piece. Work is then presented in your portfolio and in a final exhibition for moderation.

Homework

You will be set homework on a weekly basis. This may include research, sketchbook and developmental practical work, and visiting galleries. Early in the course homework takes the form of specific tasks set by your teacher. As you develop this time is allocated for independent practical work and research. You will write homework tasks into a record sheet in the back of your sketchbook and your teacher will provide feedback directly on to this record sheet.

Mr B Keeble
Head of Art
bkeeble@perse.co.uk



Art & Design: Photography

Pearson Edexcel 9-1 (1PYO)

Overview

This new course will offer you the opportunity to develop your visual literacy and broaden your practical photographic skills alongside your creative process. You will learn to progress your own ideas over a sustained period, experiment with a variety of media, photographic techniques and chemical and digital processes and gain a greater understanding of photography through studying the work of other photographers, artists, and graphic designers.

The course will suit students who are willing to try new things, take creative risks and experiment whilst developing their own style. Students should be good at organisation, time management and be able to think for themselves, being self-motivated and able to take initiative. It will be useful for students to have access to their own DSLR although these will be provided if necessary. This is a great opportunity for students to express their own viewpoint and understanding of the world, to generate a vibrant portfolio of their own original photography and research.

Content and Structure

The course consists of two units, which together make up the GCSE grade.

Unit 1: Photography Portfolio (60% of the GCSE)

The portfolio will be made up of several projects that represent a selection of your best work. You will be given starting points, such as documentary photography or photographing people's Identity, from which you develop individual paths of discovery. In year 10 you will move between disciplines such as chemical (wet) processing, cyanotypes, solarisation darkroom techniques as well as manual operation of DSLR's incorporating traditional aperture, shutter speed, depth of field and composition. Students will work with studio, documentary, experimental imagery, and a moving image unit before choosing their own final pathway for their coursework in the second year of the course.

Digital software including the Adobe Creative Suite will be used to record information and develop visual ideas quickly. Outcomes are always varied and often involve a variety of digital and analogue techniques. Independent research is required and annotation in your sketchbooks counts toward 25% of your assessment. Coursework runs from the beginning of year 10 to the end of Michaelmas Term of year 11. With the help of your teacher, you will then select the best work from the portfolio ready for assessment. We will also aim to go on a guided visit to a national Gallery or Museum in each year of the course, when appropriate.

Unit 2: Photography Externally Set Assignment (40% of the GCSE)

The Externally set Assignment is an advance release paper comprising of a single starting point or phrase to begin your own ideas. You will develop your own work from this starting point in January and then develop and plan ideas prior to the exam in April. At the end of this period, you will undertake a 10-hour controlled assessment where you will create your planned finished piece. Work is then presented in your portfolio and in a final exhibition for moderation.

Homework

Weekly tasks may include detailed analysis, research, sketchbook and developmental work, photo shoots or other forms of recording and gallery visits (virtual or physical where appropriate). Early in the course homework takes the form of specific tasks set by your teacher. As you develop this time is allocated for independent practical work and research. Tasks are set as assignments on teams and recorded in a weekly feedback sheet in the back of your sketchbook.

Mr B Keeble
Head of Art
bkeeble@perse.co.uk

