



GCSE

Curriculum and Options



Calday Grange Grammar School offers a curriculum that is challenging and ambitious for all students. We have built a curriculum at Key Stage 4 that provides students with the best opportunities for their Sixth Form studies and in preparation for life after school.

On leaving Calday, we aim to give all students the opportunity:

- To gain a place at any university in the UK or overseas
- To obtain a professional apprenticeship

Your son is now approaching a stage when there are choices to be made on his future. We hope to enable him to make these choices in an intelligent and informed way and we recognise that you want to be part of this process.

These decisions are important and the school has careful procedures in place to ensure that each student has made the correct choices.

These core subjects form the English Baccalaureate at GCSE and this is the basis for our GCSE curriculum, plus the options highlighted in this booklet.

Please read this booklet and discuss the options on offer.

The Key Stage 4 Curriculum at Calday

The Key Stage 4 curriculum is designed as an academically challenging and balanced programme of education. We have designed a flexible curriculum which allows students to move at an appropriate pace through their GCSE courses and access additional challenging qualifications

At GCSE level the candidates are graded 9 -1 although we would expect the majority of our entries to be graded 9 – 5. From 2014 all GCSE courses have been examined by final examination and internal assessment. The weighting of these components varies across subjects. Careful and methodical application throughout the course will be rewarded. GCSE examinations attempt to assess the ability to acquire, retain, examine and evaluate concepts. The candidates who achieve most at GCSE demonstrate a capacity for independent thought and thorough preparation and organisation.

From September 2018 all subjects at GCSE were reformed in line with Government plans.

The GCSE examination is not based exclusively on the ability of candidates to recall factual information. Of course, the acquisition of knowledge is still important, but it is only one of the components assessed at GCSE. The examination will test a range of skills, such as ability to use evidence, to evaluate, to draw conclusions, and to understand concepts. In several subjects some of the skills tested are essentially practical. The nature of the examination makes it particularly important that candidates develop the ability to think independently and to work under their own initiative.

The GCSE examination is intended to be positive rather than negative. It is designed to test what a candidate does know rather than what he does not know. Its purpose is to encourage rather than to discourage. Thus, within most examinations, questions are structured. The easier ones will be accessible to all candidates while other questions will be more demanding and will be linked to higher grades.

The GCSE examination questions are highly structured and designed to be accessible to candidates of all abilities (some subjects make use of tiered entry). However the examinations will contain more challenging questions which will differentiate between the candidates. GCSE courses are demanding, students who fail to invest sufficient time and effort throughout the two years will underachieve.

It is vitally important that candidates understand the importance of achieving a good set of GCSE grades. The majority of our students will apply to Higher Education and as part of that application will be required to disclose their GCSE results. Obviously, students with strong GCSE records will increase their chances of getting offers on their preferred courses at the established universities

The English Baccalaureate

The English Baccalaureate is an umbrella grouping of subjects:

Mathematics

English Language

Sciences (combined or separate sciences)

Language

History or Geography

The Ebacc is not a qualification in itself. It will enable recognition of students' achievements across this core of selected academic subjects in getting good passes in rigorous GCSEs.

It is anticipated that the majority of students will follow a curriculum that will lead to ten GCSE qualifications. As part of the plans to provide a more personalised curriculum, a small number of students will be identified, by teachers and through discussion with parents throughout the course, to follow possibly fewer GCSE qualifications. It is our experience which tells us that each year there are always a small number of students who find the demands of 10 or more GCSE subjects too great and these students may be de-entered for subjects in the months prior to the main examinations. This is very much the exception rather than the rule, but by identifying these students earlier it enables them to have more taught curriculum time to spend on other subjects.

It is not the quantity of GCSE qualifications that is important but the quality of the grades achieved. All students should be able to achieve their targets by the end of Year 11.

The 10 GCSE Subjects

English Baccalaureate Subject	Number of GCSE Qualifications
English Language/Literature	2
Mathematics	1
Biology	1
Chemistry	1
Physics	1
Modern Foreign Language	1
History or Geography	1
Option 1 *	1
Option 2 *	1

* Students may choose an additional two GCSE subjects from the following option choices:

- An extra MFL, one from: Chinese or French or German or Russian or Spanish
- The option to do History AND Geography
- Computer Science
- D&T Product Design
- Drama
- Fine Art
- Music
- Physical Education
- Religious Studies

As well as these choices, students will receive timetabled lessons in PSHE, Religious Education and Games.

Course Subject Information

CORE SUBJECTS

[English Language](#)
[English Literature](#)
[History](#)
[Geography](#)
[Mathematics](#)
[Modern Foreign Languages](#)
[Sciences](#)

OPTIONAL SUBJECTS

[Computer Science](#)
[Design and Technology](#)
[Drama](#)
[Fine Art](#)
[Physical Education](#)
[Music](#)
[Religious Studies](#)

ENGLISH LANGUAGE and ENGLISH LITERATURE

All students will follow the Edexcel GCSE (9-1) English Language and GCSE (9-1) English Literature.

ENGLISH LANGUAGE

Specification: [EDEXCEL 1EN0](#)

Component 1 (1EN0/01) will be externally assessed. It will involve:

1. Reading - questions on an unseen 19th-century fiction extract.
2. Writing - a choice of two writing tasks, linked by a theme to the reading extract.

Component 2 (1EN0/02) will also be externally assessed. It will involve:

1. Reading - questions on two thematically linked, unseen non-fiction extracts.
2. Writing - a choice of two writing tasks, linked by a theme to the reading extracts.

The preparation and study of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately recorded grade, alongside the overall grade issued. Grades will appear as: Pass, Merit or Distinction.

ENGLISH LITERATURE

Specification: [EDEXCEL 1ET0](#)

Component 1 (1ET0/01) will be externally assessed. It will involve two sections:

- A - Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
- B - Post-1914 British play or novel: ONE essay question. Closed book - no texts are allowed in the exam.

Course Subject Information

Component 2 (1ET0/02) will be externally assessed. It will involve two sections:

- A. 19th-century novel: a two-part question, with the first part focused on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- B. Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection.
Part 2: ONE question comparing two unseen contemporary poems.

All information is correct at the time of printing (January 2017).

HISTORY

Specification: [EDEXCEL 1H10](#)

The subject comprises four main components and it is assessed by written examination.

Thematic Study: Medicine in Britain c1250 – present, including a case study on the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.

Period Study – The American West, c1835-c1895, covering the Plains Indians and the settlement of the Plains by various white American groups (including homesteaders, Mormons, cattle ranchers), and the final struggle between the Indians and the white Americans for control of the Plains.

British Depth Study – Anglo-Saxon and Norman England, c 1060-1088, studying Anglo-Saxon society, the succession crisis, the Norman Conquest, the securing of the kingdom and the key features of Norman England.

Modern Depth Study – Weimar and Nazi Germany, 1918-39 covering the Weimar Republic, the rise of Hitler, Nazi control and dictatorship, and Life in Nazi Germany.

GEOGRAPHY

Specification: [AQA 8035](#)

All students will follow the AQA Specification leading to a GCSE qualification in Geography. This specification highlights the critical importance of Geography for understanding the world and for stimulating an interest in places. The specification develops an understanding of physical processes and factors that produce a diverse range of landscapes. This includes the interdependence of physical environments and the interaction between people and the environment as well as an understanding of the need for sustainable management of both physical and human environments.

The department makes use of a range of learning techniques including investigating, problem solving, decision making and role play. A range of resources are used: maps, satellite images, photographs and video films on DVD and the internet. Information Technology is used for research and for presenting and analysing data.

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There are three examined components to the course. The first examination paper 'Living with the physical environment' involves the study of tectonic, weather and climate hazards. It also includes climate change, tropical rainforests and either a desert or a cold environment as well as a study of the physical landscapes of the United Kingdom to include coastal, river and glacial landscapes. Paper 2 is entitled 'Challenges in the human environment' and covers urban issues and challenges in different parts of the world, the changing economic world to include development and industrial change in the UK and abroad and the challenge of resource management relating to food, water and energy. The final examined paper is a skills-based paper involving an issue evaluation relating to a pre-release case study, geographical skills relating to maps, statistics and graphs and fieldwork skills acquired through two field studies that must be carried out. Fieldwork is a compulsory element of the course and students will need to have completed fieldwork from both a physical and a human environment.

Please note that the specification has yet to be finally accredited and the information shown is subject to change.

MATHEMATICS

Specification: [EDEXCEL 1MA1](#)

All students study the Edexcel (9-1) Specification 1MA1 course leading to a qualification in GCSE Mathematics. The 4 broad topics studied at this level are "Statistics and Probability", "Number and Algebra", "Ratio and Proportion" and "Geometry and Measures".

The Mathematics Department aims to equip students with the skills to apply maths appropriately in situations where the need arises and consequently, elements of functional Maths and problem solving have been embedded into the curriculum. In addition to learning the core skills, lesson structure incorporates investigational work, problem solving strategies and mental skills so that by following the course, students will be prepared for the next level of Mathematics, be it further qualifications, employment based applications or everyday use.

The assessment at GCSE is through 3 equally weighted written examinations to be taken at the end of the period of study. This assessment is usually at the Higher tier of entry, enabling access to the highest numerical grades, although in some circumstances the Foundation tier of entry is appropriate.

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MODERN FOREIGN LANGUAGES

The purpose of GCSE studies in Modern Languages is to enable students to develop their confidence in the use of Modern Language in both written and spoken forms. Students also use a range of materials in order to familiarize themselves with aspects of foreign culture. All subject areas make extensive use of the language laboratory to work with individuals and groups on improving their language skills.

CHINESE

Specification: [AQA 4670](#)

The GCSE examination will require all the candidates to demonstrate an ability to understand and respond to spoken language and written language, to communicate in speech and in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification.

FRENCH

Specification: [AQA 4655](#)

The GCSE examination will test your proficiency in listening, reading, speaking and writing. The emphasis is on the language used as a means of practical communication equipping the students to use French, not only on holiday or writing to “pen-pals”, but also later in life as part of a career, for you will learn how to make telephone calls, make travel arrangements and hotel reservations and write simple business letters. We expect students to develop the knowledge and confidence to speak, write and understand French in most day-to-day situations. An annual trip will be offered.

GERMAN

Specification: [EDEXCEL 1GN0](#)

The German GCSE course will equip students with the skills to interact in a variety of meaningful and relevant situations. The content of the course focuses on topics, which will allow students to communicate with their peers from German speaking countries and which will benefit them in their future careers. The assessment is based on the skills of speaking, writing, reading and listening and will also include translation skills, both from and into German. Students will be offered a range of situations to apply their knowledge throughout the course, including the chance to begin a partnership with a student from the Europa Schule Gladenbach, leading to an optional exchange with our German partner school, which takes place in year 10.

RUSSIAN

Specification: [EDEXCEL 1RU0](#)

The aims of the GCSE Russian course are similar to those of the other modern foreign languages. Students will continue to develop their oral, written and comprehension skills leading to GCSE which will equip students with the skills to interact in a variety of meaningful and relevant situations. The assessment is based on the skills of speaking, writing, reading and listening and will also include translation skills, both from and into Russian. From year 9 the students are offered to go on our annual Russian trip (Moscow and St.Petersburg) as well as a host of various extra-

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curricular activities and field trips, such as the theatre, Russian circus, ballet and watching Russian football teams play at Anfield and Goodison Park.

SPANISH

Specification: [AQA 8698](#)

The Spanish GCSE course will centre on developing the ability to communicate using spoken and written Spanish in a wide variety of formal and informal situations. The course will have at its core the grammatical application of language. You will also learn about the culture of the country. Assessment is through terminal Listening, Writing and Reading papers together with a Speaking Examination.

SCIENCES

Specification: **Biology** [AQA 8461](#)

Specification: **Chemistry** [AQA 8462](#)

Specification: **Physics** [AQA 8463](#)

Specification: **GCSE Combined Science Trilogy** [AQA 8464](#)

All students will follow separate courses in year 9 and 10. The science subjects are taught by specialist teachers. At the end of Year 10 a decision will be made concerning two possible routes for GCSE Science entry. This decision will be based upon student progress in Year 9 and Year 10 and performance in the internal end of year examinations in each science subject. Students failing to achieve a minimum level 4 in each of the three science subjects in the internal examinations will follow the combined science trilogy course in Year 11.

COMPUTER SCIENCE

Specification: [AQA 8525](#)

As the government has recently stated, computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web related technologies has exploded resulting in new challenges for employers and employees.

The AQA specification in Computer Science is designed to address some of these challenges by preparing students for a world in which they will need to know how to control devices rather than simply using software created by others. Students taking the GCSE in Computing will learn how to create applications that will run on mobile devices, operate in a web enabled environment and learn how to create simple computer games together with how the underlying hardware operates.

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DESIGN AND TECHNOLOGY – PRODUCT DESIGN

Specification: [EDEXEL 1DT0](#)

The course should appeal to those who are interested in Design and the work of designers. They should enjoy looking at and analysing manufactured products. In designing their own products, students may choose to work in resistant materials, graphics, textiles and/or electronics.

DRAMA

Specification: [AQA 8261](#)

This course provides students with an opportunity to build on skills developed in the Key Stage 3 programme. The course has three assessed components: two elements of coursework and a written paper. 60% of the marks are awarded for the coursework.

The subject content for GCSE Drama is divided into three components:

- Understanding drama
- Devising drama
- Texts in practice

Component 1 - students study a set text and analyse live theatre. It is assessed in a 1hr 45m, open book exam.

Component 2 - consists of creating and performing a piece of devised theatre (20 marks) and completing a record of the process in a devising log (60 marks).

Component 3 - the third component is a performance of two extracts from one play and is 20% of the GCSE.

FINE ART

Specification: [AQA 8202](#)

This is a broad and exciting course that offers the opportunity to explore a range of materials and media including painting and drawing, mixed media, printmaking, lens based media, new media and sculpture. The students are asked to convey a personal response to an idea, theme or issue. The course is an intensive one and students are expected to commit to their work beyond timetabled lessons in order to achieve the highest grades. The grades for this examination are weighted at 60% for controlled assessment and 40% for a 10 hour practical examination with preparation time.

Controlled Assessment consists of a portfolio of work (Unit1) that is completed over 4 terms. The portfolio for the full course consists of more than one extended collection of work exploring a wide variety of skills and techniques and exploring works by a range of artists. Research and development of ideas and skills is a key element to the course. This

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coursework begins at the start of Year 10 and ALL work produced forms part of the assessment. Themes studied in the past include: Local Landscape, Self-Identity, Animal forms, Still Life, Urban Landscape and Natural Structures.

Homework is an important part of the course and is assessed as part of each major project. All homework set must be completed to a high standard and handed in promptly. A period of one week is usually allowed in order for students to spend at least two hours completing it.

The final examination - (Unit 2 - Externally set task) commences in January of Year 11. The questions are set by the exam board and candidates have an extended preparation period before a final 10 hour practical examination takes place. The work produced in the preparation period forms a vital part of the examination assessment (75%). The final assessment takes the form of an exhibition. All work for assessment is displayed and consequently the layout and presentation are very important. Work is marked using four assessment objectives that explore the development of ideas, experimentation with materials, recording of ideas and presentation of a personal response.

PHYSICAL EDUCATION

Specification: [OCR J587](#)

In this qualification, students can achieve up to 60% of total marks in written examinations (theory) and 40% of total marks through controlled assessment (practical coursework). Students will study a number of theory aspects which will form the basis of their knowledge to be able to answer questions set in the written examination, but these topics should also help students become more competent in their assessed practical performance. The theory students will be covering is designed specifically for them to apply it to other aspects of the course; from helping students understand body systems that contribute to physical performance, through to helping students perform a different role such as official or coach. Due to the practical nature, the course is suited to individuals with strong sporting abilities and who thrive in active participation in sport.

Internal assessment

Learners are internally assessed, externally moderated through the NEA in three practical activities and one Analysing and Evaluating Performance task (AEP). 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.

For students to perform well in the practical side of this course, it is important that individuals have at least 1-2 sports in which they are actively participating in to a good standard.

Analysing and Evaluating Performance task (AEP)

In addition to practical performances, learners will be assessed in an analysing and evaluating performance task (AEP), which is a written task, which will take place under controlled conditions in lesson time.

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MUSIC

Specification: [EDEXCEL 1MU0](#)

The course has 3 components: Performing, Composition and Appraising.

Component 1: Performing – 30%

Students must prepare a solo performance and an ensemble performance

Both solo and ensemble performances must add up to minimum of 4 minutes. The performances can be one or more pieces. The performance can be on any instrument or the voice and in any style. There is an option to do the solo and ensemble performances on different instruments.

GCSE music students must be prepared to practise their instruments regularly and must have lessons on this instrument. It is also anticipated that students will involve themselves in extracurricular music activities.

Component 2: Composing – 30%

Students must submit two compositions, of a combined duration of at least 3 minutes:

- One in response to a brief set by the examination board
- One free composition set by the students

Students do not have to perform the music that they have composed but need to notate the composition using one of the following methods: computer software, traditional staff notation, graphic notation or a written account. Students can use a Digit Audio Workstation (DAW) to compose by editing and processing sequenced compositions using live recordings, using audio samples and MIDI materials.

Component 3: Appraising – 40%

This unit requires the student to sit a 105 minute (1 hr 45mins) paper. The assessment will consist of 9 questions. The paper will include multiple choice, short open, and extended writing questions. In Section A students respond to six questions based on recorded extracts of the set works. These works will have been studied throughout the course; there will be one question on musical dictation and one question on an unfamiliar piece of music (although it will be closely related to one of the set works). In Section B students will answer one question and compare an extract of one of the set works with an extract from an unfamiliar set work (again related to one of the set works).

There are four Areas of Study and two pieces in each area:

- AoS 1: Instrumental Music 1700 – 1820 (Bach and Beethoven)
- AoS 2: Vocal Music (Purcell and Queen)
- AoS 3: Music for the Stage and Screen (Wicked and Star Wars)
- AoS 4: Fusions (Afro-Celtic and Samba)

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RELIGIOUS STUDIES

Specification: [AQA 8063](#)

Component One

Beliefs, teachings and practices of Sikhism and Christianity. Looking at the foundations of both of these religions and then seeing how they affect the behaviour of individuals and groups. For example, how does Christian teaching on forgiveness affect the behaviour of a believer when someone has been nasty to them?

Component Two

Four Religious, philosophical and ethical studies themes:

Theme B: Religion and life. Looking at the origins and purpose of the universe and whether science, religion or both provide answers to questions of origin and purpose' Looking at the origins and purpose of human life and whether we should allow abortion and euthanasia.

Theme D: Religion, peace and conflict. Looking at issues in warfare and the resolution of conflict. What attitude should we have to warfare? What role does religion play in warfare?

Theme E: Religion, crime and punishment. Looking at issues concerning crime and how we deal with a criminal. What is achieved for society by punishment? Why do people commit crime? How can religion influence the way people are treated?

Theme F: Religion, human rights and social justice. Looking at prejudice and discrimination and how we ensure a just society for all people Looking at the gap between rich and poor people in the world and how we ensure all people can access a minimum standard of living.

Guide to University Course Requirements

Below is a small sample of available university courses and their requirements. This only a guide and does not cover every university.

Key to abbreviations -

- R Subject Required 1 One of the marked subjects is required 1P One of the subjects is preferred
 P Subject Preferred 2 Two of the marked subjects are required 2P Two of the marked subjects are preferred

	Mathematics	Physics	Chemistry	Biology	Art	Geography	History	English	Mod. Languages	DT	Latin	Lang. GCSE	
Agriculture	1P	1P	R*	1P									*Generally
Archaeology/Ancient History													
Architecture	P*				R*					P			*Generally
American/European Studies	Sometimes History or English or a suitable language												
Art					P*								*Generally
Biochemistry	2	2	R*	2									*Generally
Biology	1	1	P	1									
Business Studies/Accountancy	P*												*50% of cases
Chemistry	1P	1P	R										
Classics											P	R	
Computer Science	R*												*Mostly
Dentistry	2P	2P	R*	2P									*Mostly
Economics	P												
Engineering	R	R	R*							P			
English									R				
Environmental Science	2P	2P	2P	2P		2P							
Geology	1P	1P	1P	1P		1P							Sometimes 2
History							P					P	
Languages									R				
Law													
Mathematics	R*												*Occasionally FM
Medicine	2*	2*	R*	2*P									* sometimes specific GCSEs are required
Metallurgy	R	1	1										
Microbiology	2	2	2	2									
Ophthalmic	2	2	2	2									
Pharmacology	1	1	R	1									
Pharmacy	2	2	2	2									
Physics	R	R											
Politics/ Philosophy													
Psychology													Sometimes a science
Social Studies													
Surveying	1	1											
Veterinary Science	1	1	R	R*									

Please note that a number of subject departments do not require students to have a GCSE in their subject for entry to their Post 16 course

GSCE Courses

SUBJECT	BOARD	SYLLABUS	COURSEWORK / CONTROLLED ASSESSMENT	EXAMINATION	PRACTICAL / ORAL	NUMBER OF PAPERS
Biology	AQA	8461		100%		2
Chemistry	AQA	8462		100%		2
Chinese	AQA	4670	Speaking 30% Writing 30%	Listening and Reading 40%		4
Combined Science Trilogy	AQA	9464		100%		6
Computer Science	AQA	8525		100%		2
Drama	AQA	8261	60%	40%		1
DT (Product Design)	EDEXCEL	1DT0	50%	50%		1
English Language	EDEXCEL	1EN0		100%		2
English Literature	EDEXCEL	1ET0		100%		2
Fine Art	AQA	8202	60%	40%		1
French	AQA	4655		75%	25%	4
Geography	AQA	8035		100%		3
German	EDEXCEL	1GN0		75%	25%	4
History	EDEXCEL	1HI0		100%		3
Mathematics	EDEXCEL	1MA1		100%		3
Music	EDEXCEL	1MU0	30%	40%	30%	3
Physical Education	OCR	J587	40%	60%		2
Physics	AQA	8463		100%		2
Religious Studies	AQA	8063		100%		2
Russian	EDEXCEL	1RU0		75%	25%	4
Spanish	AQA	8698		75%	25%	4

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