

Emanuel School

(I)GCSE OPTIONS  
& SUBJECT INFORMATION

2024–2026







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# Introduction

## Making choices for the Year 10 curriculum

This is an exciting moment in the academic career of Year 9 pupils. For the first time you are being asked to make wide ranging choices about subjects that you want to continue studying, or that you want to try for the first time. At the same time you are deciding to discontinue subjects that you have studied for a number of years.

As you get older, you will have to make increasingly specialised choices; this is the start of that process, and we will work with you so that you are confident that you are making good decisions which will enable you to study productively and achieve your best.

If you have a particular career in mind, some subjects may be more useful for you to take. For example, Art & Design in combination with Mathematics and Physics would be relevant to a career in architecture (although not essential). This may influence your choice of (I)GCSE subjects.

However, it is more common at this stage that a pupil has no clear idea as to what they might do later. Even if they think they know, their ideas may change radically over the next few years. Fortunately, with the broad compulsory curriculum Emanuel offers as a basis, whatever you decide upon now is not going to hinder your future career prospects.

**What universities are looking for in their applicants is a strong (I)GCSE profile of good grades for a broad range of subjects.**

So at this stage, when you are choosing, **the most important factors to consider are:**

- Aptitude and interest in the subject. You are going to be spending a lot of time studying it – **pick what you enjoy, and what you will do well in** (these tend to go together).
- Choose a **breadth of subjects**, which leaves more options open for later.

## (I)GCSE choices at Emanuel for Year 11 courses beginning in Autumn 2024

### 1. Compulsory curriculum

All pupils at Emanuel study the following five or six (I)GCSEs:

- **English Language**
- **English Literature**
- **Mathematics**
- **Sciences (dual or triple award): Biology, Chemistry, Physics**

### 2. A language

Pupils are also expected to study one language, selecting from: **French, German, Latin and Spanish**

### 3. A humanity subject

Pupils must also study one humanity subject, selecting from: **Classical Civilisation, Economics, Geography, History and Religion, Philosophy and Ethics.**

### 4. A further two options

Pupils can then choose a further two subjects from a wide range:

- An additional **language**
- Additional **humanity subjects**
- **Art**
- **Computer Science**
- **Design Technology**
- **Drama and Theatre Studies**
- **Music**
- **Physical Education**

Early next term, you will be given a form to complete to indicate which four optional subjects you would like to take. We will make every effort to accommodate the choices that each pupil makes, although we cannot guarantee that every combination of subjects is available due to timetabling restrictions. However, the school tries hard to make the options work for as many pupils as is practically possible, and 100% success in giving pupils what they have asked for is often achieved. If a pupil's preferred options do not fit, we will talk through the alternatives with them to find an acceptable solution. (Note that if fewer than four pupils choose a subject, we cannot guarantee to run that course and pupils may be given their reserve choice.)



### **Late changes to options:**

It is not usually possible to change a pupil's option subjects after the beginning of Year 10, so it is important to consider these choices carefully.

### **Aiming for high grades for sixth form success**

When choosing (I)GCSE options and thinking about the courses, it is important to understand that the key to future opportunities is high grades, and that the requirements of demanding A levels will be met by pupils who have learned how to study effectively to achieve highly in (I)GCSEs. This readies them for the increased challenges of the A level curriculum, and helps to secure hard-won university places (when an upper sixth former sends off their UCAS application, the only hard data available are their (I)GCSE results, so universities will scrutinise these closely).

In general a 7 at GCSE is the minimum grade you will need to achieve in a subject to be able to study it at Emanuel at A level. Additionally, if you wish to study Mathematics or Physics at A level you will need at least an 8 at GCSE, and those studying Physics at A level must also be studying A level Mathematics. This standard indicates that a pupil will be able to study independently, and can successfully access the much more challenging material presented by the A level courses. These are very achievable targets, bearing in mind that the average grade currently being achieved by Year 11 Emanuel pupils in previous years at (I)GCSE is 8.

### **Careers guidance pre sixth form**

In Years 10 and 11, pupils have lessons in Life Education (following a programme to which the form tutors, heads of year and external speakers contribute) and Games. The Life Education curriculum includes a programme of support for pupils considering their choices post-16.

### **The (I)GCSE specifications Emanuel offers**

On the following pages you will find information about all of the GCSE and IGCSE courses that we offer (whether the subject is compulsory or not).

There have been a number of the changes made over recent years to the (I)GCSE provision in England. In the

new specifications exams are graded on a numerical scale from 9 (top) to 1. Emanuel's academic departments have looked closely at all the available syllabi from the different exam boards for their subjects and chosen those which they believe will most appropriately challenge and equip our pupils for success at sixteen-plus and beyond.

We hope that parents will discuss these choices with their sons and daughters. The notes that follow are to give you some information about the subjects themselves, and some advice about things to think about when making your choices.



# The compulsory curriculum





# English Language

## Head of department

Ms Sophie Routledge  
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## Specification

IGCSE First Language English 0990  
(Cambridge Assessment International Education)

## Background

All pupils in Key Stage 4 study two IGCSE courses in English: English Language and English Literature. Both courses are taught during English lessons throughout Year 10 and Year 11. At the end of Year 11, pupils sit separate examinations and receive separate IGCSE qualifications for each course.

English Language provides the fundamental skills of reading and writing, and is an essential qualification for universities and employers. In the fast-paced modern society we live in, it is now more important than ever for pupils to be able to read critically, challenging the version of the events that is presented to them and understanding the subtle arts of persuasion and manipulation through language. Pupils will also learn to express their own ideas fluently and imaginatively in creative writing, and gain the vital skills of writing to argue and persuade.

Support for pupils struggling to reach the higher grades is provided in the form of a lunchtime 'clinic'; pupils are invited to bring a piece of classwork or homework that needs improvement and will receive individually tailored support in small groups; clinics are also often delivered in the form of workshops, giving students additional opportunity to develop their skills in challenging components of the course.

## Course content

Over the course of the two years, pupils will be taught a range of critical and creative skills in a variety of ways:

- Reading skills through the study of a range of literary fiction and non-fiction, comprehension, and transformative writing exercises, where pupils produce a piece of writing based on a text they have read;
- Writing skills through imitating writer's techniques in their own descriptive and narrative writing, developing arguments through class discussion

and debates, writing speeches, letters and articles, and improving their vocabulary, punctuation and grammar so they can express their ideas with fluency and accuracy.

## How it will be examined

This course culminates in two written exams at the end of Year 11:

### Paper 1: 'Reading Passages'

This two-hour examination provides 50% of the final mark. Pupils read three unseen passages of prose, usually on a similar theme. They are then set a series of short-answer and extended writing tasks. Marks are awarded for comprehending the passage, selecting relevant material from it, and inferring meaning that is implied. Some questions test pupils' understanding of vocabulary, analysis of language, and their ability to summarise ideas from a passage clearly; a transformative writing task at the end of the paper encourages candidates to apply their understanding of a text in their own writing.

### Paper 2: 'Directed Writing and Composition'

This two-hour examination makes up the remaining 50% of the qualification. Pupils read one or two passages (totalling 650-750 words) and then respond to what they have read, developing and evaluating the information in a discursive/argumentative letter or article. Following this, pupils produce a piece of descriptive or narrative writing.

In both examinations pupils are awarded marks for the accuracy of their spelling, punctuation and grammar.

# English Literature

## Head of department

Ms Sophie Routledge  
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## Specification

IGCSE English Literature 0992  
(Cambridge Assessment International Education)

## Background

English Literature is the study of literature written in English, from novels to poetry to plays. This fundamental discipline introduces pupils not only to the rich language of their literary heritage, but to some of the most important ideas, philosophies and cultural moments in our history. Through the study of literature, pupils gain empathy and sensitivity, understand the lives of others and experience worlds that are completely different to their own. A love of reading is a gift to take through life, and something we work hard to instil in our pupils.

## Course content

We feel that it is crucial for pupils to gain a broad understanding and appreciation of literature in English during these years. Consequently, we not only teach the set texts for IGCSE, but pupils will also study a number of supplementary texts during their course. For example, current pupils in Years 10 and 11 can expect to study at least the following: two classic 19th, 20th or 21st century novels; one drama text; a wide range of poetry from 1600 to the present day, and a range of unseen extracts from novels and works of literary non-fiction.

## How it will be examined

All of the marks for English Literature are based on three examinations, taken at the end of Year 11. Please note that any texts specified below are examples only, as set texts change yearly.

### Paper 1: Poetry & Prose

This paper lasts 1 hour 30 minutes and constitutes 50% of the final mark. Pupils write two short essays, one on their set novel (e.g. *Rebecca* by Daphne Du Maurier or *Purple Hibiscus* by Chimamanda Adichie Ngozi) and one on a poem from a set anthology of 15 poems.

### Paper 2: Drama

This paper lasts 45 minutes and constitutes 25% of the

final mark. Pupils write one essay on the drama text they have studied e.g. *A Streetcar Named Desire* by Tennessee Williams.

### Paper 3: Unseen

This paper lasts 1 hour 15 minutes and is worth 25% of the final mark. The paper will contain one poem and one passage from a novel, neither of which the candidates have previously seen or studied. Pupils write an analytical essay on one of the extracts.

## Super-curricular activities and events

The department offers a wide range of super-curricular activities open to pupils in Years 10 and 11 to support and extend their study of literature at IGCSE. This includes visits to West End productions and National Theatre cinema screenings.

We are conscious that pupils in Key Stage 4 often find it hard to make time for reading. The reading challenge is available for all pupils in Year 10 and 11, with a list of 100 books pupils are encouraged to read over the course of the year. There is a fantastic Psychotronic Book Club run by Mr Jones and a Senior Book Club run by Mr Maskell, which meets regularly to discuss novels and plays chosen by the pupils themselves.

Creative writing is encouraged, with visiting poets leading workshops, and pupils entering competitions including Foyle Young Poets and the Christopher Tower Poetry Competition. The Peter Hendry Poetry Prize is run annually and the winner is elected the year's Poet Laureate for their section of the school. There is a weekly Creative Writing Society for pupils who want to share their work and discuss it with others. Pupils are also eligible to join the Senior Literary Society, which meets half-termly to discuss a diverse range of subjects, from the plays of Harold Pinter to the representation of feminine power as laughter in literature. Guest speakers are often invited: last year, the award-winning poet, Daljit Nagra, spoke to the group about his poem 'Look We Have Coming to Dover!'

The English department magazine, *Emu*, is published bi-annually and is open to submissions from pupils in all year groups. We are particularly interested in creative and discursive pieces from pupils in Years 10 and 11. Interested pupils should contact Mr Maskell: anthony.maskell@emanuel.org.uk



# Mathematics

## Head of department

Mr Ross Bishop  
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## Specification

Pearson Edexcel GCSE Mathematics (IMA1)

## Background

All pupils study Mathematics up to GCSE level. Universities and employers will require you to have a pass at GCSE; a strong pass is now a grade 5. Many universities expect more than this for their academic courses, and require at least a grade 6 for Mathematics at GCSE from their applicants.

Just as languages provide the building blocks and rules we need for communication, mathematics uses its own language, made up of numbers, symbols and formulae, to explore the rules we need to measure or identify everyday problems. The Mathematics GCSE encourages pupils to develop confidence and a positive attitude towards mathematics and to recognise its importance in their own lives and in society. Highly valued skills such as the management of money, problem-solving, thinking skills and logical pathways are developed throughout the course and key mathematical concepts for a range of professions (e.g. engineering, medicine and finance) are established.

Essentially, mathematics helps to put a price on things, create graphics, design websites, build skyscrapers and generally understand how things work, and predicts how they may change over time and under different conditions.

## Course content

Pupils will develop their knowledge, skills and understanding of mathematical methods and concepts in accordance with the Edexcel GCSE (9-1) Mathematics specification. They will use their knowledge and understanding to make connections between mathematical concepts and apply the functional elements of mathematics to everyday and real-life situations. We work hard to improve their problem-solving skills and develop the way in which they communicate their ideas both verbally and on paper. Perseverance grows whilst studying Mathematics; the fact that the work demands more than just a cursory thought makes it challenging and worthwhile, and our successful pupils learn to trust

their own intuition and work independently.

We understand that for some pupils Mathematics can be challenging. In recognition of this, we ensure that the lower sets have a smaller number of pupils and offer weekly Mathematics clinics specifically for pupils in Years 10 and 11.

## How it will be examined

The Mathematics GCSE will be assessed through three equally-weighted written examination papers (higher tier) at the end of Year 11.

Paper 1 is the only non-calculator paper; calculators are allowed in Papers 2 and 3. Each exam lasts 1 hour and 30 minutes and is worth one third of the final mark.

# Further Mathematics (optional course beyond timetabled lessons)

## Head of department

Mr Ross Bishop  
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## Specification

AQA FSMQ Level 2 Further Mathematics (8365)

N.B. This is not a GCSE; it is an additional qualification.

## Background and course content

The AQA Level 2 Certificate in Further Mathematics is a Level 2 linear qualification for learners who:

- either already have, or are expected to achieve, grades 7, 8 and 9 in GCSE mathematics;
- are likely to progress to A Level courses in Mathematics and possibly Further Mathematics.

From the summer term of Year 10 students will have the option to study this Further Mathematics course which takes place beyond additional timetabled lessons, in usually one lunchtime period per week until the end of Year 11. This option is open to all students in all sets, but it is a demanding course and requires a significant amount of independent work. If a pupil is considering

this course, it is recommended that they speak to their mathematics teacher or the Head of Department. To study this successfully, they will need to be a motivated student who enjoys mathematics and problem solving.

This qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

It also introduces calculus and matrices and develops further skills in trigonometry, functions and graphs.

## How it will be examined

The AQA Further Mathematics course will be assessed through two equally weighted written examination papers at the end of Year 11.

Paper 1 is a non-calculator paper and paper 2 is a calculator paper. Each exam lasts 1 hour and 45 minutes.





# Sciences: Biology, Chemistry & Physics

## Head of Biology and Science Faculty

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## Head of Chemistry

Mr Harry Bell

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## Head of Physics

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## Specification

- IGCSE Biology 4BI1 (Pearson Edexcel) graded 9-1
- IGCSE Chemistry 4CHI (Pearson Edexcel) graded 9-1
- IGCSE Physics 4PH1 (Pearson Edexcel) graded 9-1
- IGCSE Double Award Science 4SD0 (Pearson Edexcel) graded 9-1

## Background

All pupils study Biology, Chemistry and Physics as separate subjects throughout Years 9 to 11, beginning with content from the IGCSE courses in September of Year 9.

Most pupils will take the three separate science GCSEs in Biology, Chemistry and Physics, but some will move to the Double Award Science course, leading to two IGCSEs at the end of Year 11. This decision is taken in consultation with the pupil and their parents, based on progress demonstrated from the beginning of Year 9 and evidence from major exams.

The Edexcel IGCSE specifications aim to stimulate interest and enthusiasm for science, whilst also being an excellent grounding for progression to A level. The emphasis is on scientific understanding and the development of scientific enquiry and practical skills essential for further study in the sciences.

Each department offers a lunch-time help club for IGCSE pupils who require further support or consolidation of their science learning.

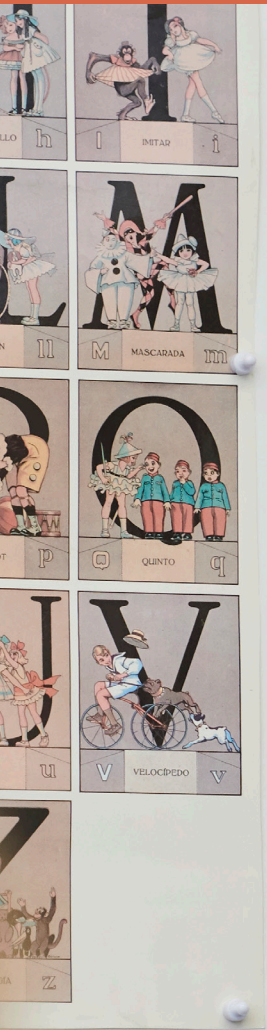
## How it will be examined

The content is assessed through written papers in each discipline of Biology, Chemistry and Physics, comprising both structured and open questions. Understanding of scientific investigations and practical work is assessed in the written papers as there is no coursework element.

## Super-curricular opportunities

There are a wealth of extra-curricular opportunities available to IGCSE science pupils, including attending and contributing to our exciting programme of lunch-time presentations, taking part in competitions such as the Olympiads, and hearing a range of visiting scientists speak about their specialisms. Pupils are also encouraged to explore and develop their own interests through extra reading and attending some of the many lectures in London that are open to the public.

# Languages



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no qu





# French

## Head of department

Mr Chris Kidd  
(chris.kidd@emanuel.org.uk)

## Specification

The specific course code for GCSE French at Emanuel School is 8658 and the examination board used is AQA.

## Background

French is a popular choice within our modern foreign languages curriculum at GCSE. It would particularly appeal to those pupils who have a passion for speaking French and are interested in learning about the language, and enables them to gain an insight into the culture both in France and in other Francophone countries around the world. Besides enjoying speaking the language to a high degree of fluency, pupils will also develop other linguistic skills such as writing, reading and listening. Our provision of digital technology enables our pupils to enhance their aural skills whilst listening to an array of authentic French material. By the end of the two year GCSE course pupils will:

- Develop their ability to communicate coherently with native French speakers in speech and writing, conveying what they want to say with increasing accuracy
- Express and develop thoughts and ideas spontaneously and fluently
- Listen to and understand clearly articulated and standard French speech
- Deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material
- Develop awareness and understanding of the culture and identity of the countries and communities where French is spoken
- Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning where the language may become a medium for constructing or applying knowledge
- Develop language strategies such as skim-reading and dealing with unknown vocabulary, memorising key terms and expressions, translation, role play conversations and using a wide variety of grammatical constructions.

## Course content

The course is split up into three core themes covered over the two years, comprising 12 topics in total.

### Theme 1: Identity and culture

- Topic 1 – Me, my family and friends
- Topic 2 – Technology in everyday life
- Topic 3 – Free-time activities
- Topic 4 – Customs and festivals in French speaking countries / communities

### Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
- Topic 3: Global issues
- Topic 4: Travel and tourism

### Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school / college
- Topic 3: Education post-16
- Topic 4: Jobs, careers and ambitions

## How it will be examined

The AQA examination consists of four elements: **Speaking, listening, reading and writing.**

The **speaking** exam consists of a prepared role-play, a presentation of a photo card on one of the topic areas and a conversation on two of the three themes mentioned above.

The **listening** and **reading** tests require understanding and responding to different types of spoken and written French within the topic areas of the specification. These tests last 45 and 60 minutes respectively.

The **writing** component involves messaging, structured writing tasks and short translation tasks. It lasts one hour 15 minutes.

Each linguistic component (speaking, listening, reading and writing) represents 25% of total marks.

# German

## Head of department

Mr Chris Kidd  
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## Specification:

AQA GCSE 8668

## Background

Nothing can replace your own motivation, willingness to work and aptitude for the subject. However, there are lots of other reasons why motivated and hard-working pupils might like to consider continuing their studies in German:

- German is the mother tongue of more people in Europe than any other language
- Germany plays a major part in the EU and is currently the most important trading partner of the UK within Europe. German is also spoken in Austria and Switzerland. Language skills will be useful and cannot be acquired nearly as quickly as many commercial skills. Your youth is the time to acquire real language skills.
- Advances in communication and technology mean that we have more and more contacts of all kinds with our foreign neighbours. Financial services, retailing, transport, manufacturing, commerce, leisure and law are just some examples of areas where German may be a definite boost to your respective career.
- University courses are widening enormously, and it is now not uncommon for pupils to study German with Engineering, Law or Science as well as the more traditional arts subjects.
- Besides offering sound career opportunities, modern languages help to develop practical confidence, provide an opportunity for valuable academic and intellectual skills and offer insights into other countries, thus helping to break down intolerance and cultural prejudice.

## Course content

We will use the bespoke AQA German GCSE course which, in addition to textual material, provides a wide range of exciting online materials. The aims of the course are to:

- Encourage you to understand and communicate effectively in German;

- Encourage you to learn about all aspects of life in German speaking countries;
- Help develop the skills required to learn any foreign language;
- Allow you to develop an understanding of the grammar of German and the way German works;
- Encourage your enjoyment of German and to provide a basis for further study.

It is important that you feel comfortable in actually using the language, rather than merely recognising words on a page; after all, German is a live language which is heard and spoken by millions of people in real countries, developing ever closer links with our own country. Of course you will do lots of reading and writing because those abilities, too, are essential tools of communication, but you may find that in the classroom you need to use your ears and your voice possibly just as much as your exercise books, because communication is the real key.

## How it will be examined

The AQA examination consists of four elements: **speaking, reading, writing** and **listening**.

The **listening** and **reading** tests require understanding and responding to different types of spoken and written German within the topic areas of the specification. These tests last 45 and 60 minutes respectively.

The **speaking** exam consists of a prepared role-play, a presentation of a photo card on one of the topic areas and a conversation on two of three themes: '**identity and culture**', '**local, national and international areas of interest**' and '**study and employment**'.

The **writing** component involves messaging, structured writing tasks and short translation tasks. It lasts one hour 15 minutes.

Each linguistic component (listening, speaking, reading and writing) represents 25% of the total marks.

# Latin

## Head of department

Mr Paul Adams  
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## Specification

Latin Eduqas GCSE

## Background

What qualities will you need in order to make a success of choosing Latin?

In most cases you will have studied Latin already up to the end of Year 9. You should have an interest in studying a broad span of topics, particularly language and literature. You will feel happy with a structured approach to learning, with a degree of close supervision – most of your homework tasks will be regular, small-scale pieces. Latin GCSE is not so difficult if you feel you have negotiated the first three years of the course confidently, but it does require consistent effort throughout, a willingness to work methodically at solving problems and the ability to prepare thoroughly for the examinations.

Throughout Years 10 and 11 we continue to use the Cambridge Latin Course, along with John Taylor's Essential GCSE Latin. The vocabulary checklists, studied and learned in the Cambridge Latin Course since Year 7, contain most of the words necessary for the GCSE language papers, but the chief source during the two-year course will be the prescribed Eduqas vocabulary list.

For many of you, the option to study Latin in depth at this time is a once-in-a-lifetime opportunity. Many school subjects can be taken up or continued as adults, and pursued in adult education. This is less commonly the case with Latin, which is not an easy subject to dip into if you have not studied it to a suitable level earlier, since each stage of the subject gives access to the next. *Carpe diem!* as they used to say in Rome. Grab the chance while you can!

## Course content

- **Latin Language:** This unit will test you on your understanding of the Latin language. You will study texts and stories in Latin to build knowledge and understanding of Latin vocabulary and grammar. You will be examined on your translation of Latin into English.

- **Latin Literature and Sources:** You will study a selection of Latin literature, both prose and verse, on a theme (currently *'Love and Marriage'*) together with prescribed ancient source materials on the same theme. You will study writers such as Catullus, Ovid, Horace and Pliny, as they agonise over the torment of unrequited love, decide on how best to woo their girlfriends, and curse those who have rejected them. You will be expected to show an understanding of the Latin by explaining or translating extracts, but you will also have an opportunity to show your appreciation of the style and quality of writing by analysing and explaining the prescribed literature.
- **Roman Civilisation:** For this paper you will study a prescribed topic of Roman Civilisation (currently *'The City of Rome'*). You will discuss Rome's foundations and origin stories, buildings, fora and monuments, and the contrast between the lives of the rich and poor. You will draw on a variety of ancient source materials on this topic and you will be expected to demonstrate an ability to construct and develop a sustained line of reasoning which is coherent and contains relevant evidence from across the whole topic.

## How it will be examined

You will take **three** units. The first tests **Latin Language** and is worth 50% of the GCSE. It is examined by a 1 hour 30 minute written paper.

The second is **Latin Literature and Sources** and is examined by a 1 hour 15 minute written paper and makes up 30% of the GCSE.

The final unit is on **Roman Civilisation** and is examined by a 1 hour written paper, making up the final 20% of the GCSE.



# Spanish

## Head of department

Mr Chris Kidd  
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## Specification

AQA GCSE 8698

## Background

A modern language is part of the Emanuel core curriculum, and Spanish continues to be a popular choice as the language is growing in importance in the world. It is the second most-spoken language after Chinese, and provides many opportunities for travel and business. Many pupils combine a language with university degree courses, so you could continue studying Spanish no matter which career you wish to follow. We are passionate about the benefits that learning a language can bring and we strongly believe in languages as a skill for life and something pupils should enjoy and find rewarding.

Our objective is to enable pupils of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. It is also important that you feel comfortable in actually using the language rather than merely recognising words on a page. You will conduct plenty of reading and writing because these abilities are essential tools of communication, but you may also find that in the classroom you need to use your ears and your voice just as much as your exercise books; communication is the real key.

We run a very successful residential GCSE trip during the Easter holidays, where pupils stay in the house of a Spanish family. You will attend Spanish lessons during the morning and take part in organised activities with the other pupils during the afternoon.

## Course content

Over the two years we will cover the following topics on which the assessments are based:

### Theme 1: Identity and Culture

- Topic 1 – Me, my family and friends
- Topic 2 – Technology in everyday life
- Topic 3 – Free-time activities
- Topic 4 – Customs and festivals in Spanish-speaking countries / communities

### Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
- Topic 3: Global issues
- Topic 4: Travel and tourism

### Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school / college
- Topic 3: Education post-16
- Topic 4: Jobs, careers and ambitions

We will use the bespoke AQA Spanish GCSE course book which, in addition to textual material, provides a wide range of exciting online materials. The aims of the course are to:

- Help you to understand and communicate effectively in Spanish and to learn about all aspects of life in Spanish-speaking countries;
- Help develop the skills required to learn any foreign language;
- Allow you to develop an understanding of the grammar of Spanish and the way Spanish works;
- Encourage your enjoyment of Spanish and to provide a basis for further study.

Additional support is available with our Spanish assistant and in our homework club.

## How it will be examined

The AQA examination consists of four elements: **speaking, reading, writing and listening**. All are examined at the end of Year 11 and each is worth 25% of the final grade. There is a foundation and a higher level option for all the exams.

The **listening** and **reading** tests require understanding and responding to different types of spoken and written Spanish within the topic areas of the specification. These tests last 45 and 60 minutes respectively. The **speaking** exam consists of a prepared role-play, a presentation of a photo card on one of the three topic areas, and a conversation on the other two themes. The **writing** component involves messaging, structured writing tasks and short translation tasks. It lasts 1 hour 15 minutes.



# Humanities





# Classical Civilisation

## Head of department

Mr Paul Adams  
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## Specification

Classical Civilisation (J199), OCR (GCSE)

## Background

All pupils are welcome to choose Classical Civilisation for GCSE, even if they have not studied it in Year 9. Those that have studied the subject in Year 9 will have a feel for what it may entail but there is no overlap with the content at GCSE, and you do not need to have studied it earlier in order to be successful.

In Classical Civilisation you will learn about the ancient world of the Greeks and Romans without studying the original languages. Advantages of this approach are that you can study a wide range of topics and read more of what was written in ancient times, while still learning about the Classical World. You can do this if you find Roman life interesting but you do not want to continue with Latin, or if you have never studied Latin.

Classical Civilisation is a broad course which embraces aspects of many subjects – history, literature, art, geography and others. Rather than studying one narrow subject in a broad geographical or historical context, it involves many subjects in the relatively narrow time and space of the ancient world of the Greeks and Romans. As such, it can appeal to people who have very different interests and complements a variety of other GCSE courses. There are opportunities to study outside the classroom through visits to plays and museums, and study tours of Greece and Italy.

## Course content

There are two components to this subject at GCSE:

- **Thematic Study:** for this component, we chose 'Myth and Religion' for study in Year 10. We will study topics such as Gods, Heroes, and Festivals, by reading and analysing literary and iconographical source material.
- **Literature and Culture:** for this component we will choose either 'Roman City Life' or 'War and Warfare'. Each of these topics is designed to explore

the art, literature, society and history of either ancient Greece or ancient Rome through primary sources such as Homer's *Iliad*, Pompeian archaeological remains, as well as tragic and comic plays.

## How it will be examined

The two modules of this subject are examined over two papers:

- **Thematic Study:** 90 marks, 1 hour 30 mins paper (50% of the total GCSE)
- **Literature and Culture:** 90 marks, 1 hour 30 mins paper (50% of the total GCSE).



# Economics

## Head of department

Mr Rupert Tong  
(rupert.tong@emanuel.org.uk)

## Specification

GCSE Economics Course code: J205 Exam Board: OCR

## Background

Economics is not just a theory-based subject; it is about real life. It will help you to learn about markets and the way they operate in today's society. You will gain skills which will be useful in a wide range of jobs, in the further study of economics and in your personal life.

In the Economics GCSE you learn the principles of economics. What is a market? How do they operate? Why don't they always function properly? How will businesses and individuals be affected by the economy? What is the best way to manage the economy? In Economics we attempt to answer these questions and many others. The course takes the pupils through a range of topics from the functioning of a small or 'micro' market, to the performance of the overall or 'macro' economy.

The subject is new to all pupils and there is a high degree of discussion in class.

## Pupils will learn the following skills:

- To develop as an effective and independent learner and as a critical and reflective thinker with an enquiring mind;
- To use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements;
- To apply your knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts;
- To understand the perspectives of a range of different stakeholders in relation to economic activity;
- To consider the moral issues that arise as a result of the impact of economic activity on the environment and economic development;
- To recognise that your economic knowledge, understanding and skills help you to understand current events and provide a basis for your role as a citizen, and for the possible further study of economics.

The course encourages the use of relevant business terms, concepts and methods, and aims to develop skills of numeracy, literacy, presentation, data-handling and interpretation. The subject will appeal to pupils who have a logical mind, who can write well-developed answers and who are numerate.

## How it will be examined

The assessment is by means of two written exams (90 minutes each) which contain a variety of data response, short answer and short essay questions.

## Super-curricular provision

A wide variety of speakers have visited Emanuel in the past to talk to pupils about the subject. These include Spencer Dale (Chief Economist at the Bank of England); Jermyn Brooks (Head of Transparency International) and Baroness Kramer (member of the House of Lords Banking Commission). We also organise trips, both locally to places like the London Metal Exchange, and overseas to places such as New York and Prague.

# Geography

## Head of department

Mr James Harris  
(james.harris@emanuel.org.uk)

## Specification

GCSE Edexcel Geography A Specification code: IGA0

## Background

The study of GCSE Geography can help you to:

- develop a knowledge and understanding of current events from the local area to the global;
- investigate the earth and its peoples;
- study the features of the earth such as mountains, volcanoes, rivers and seas, and hazards;
- develop a range of skills: map-reading, data-collection, ICT and problem-solving;
- gain an understanding and appreciation of the cultures and backgrounds of people from all over the world.

Geographers are much in demand. Almost every business needs people with a good understanding of what is going on in the world – sustainable energy, food miles, transport issues, etc. When you study GIS and GPS systems in Geography you will see how these link to jobs in retail, transport, emergency services, planning and much more. Almost all data and images are geo-tagged these days. Geography allows you to travel while still being in the classroom. It is the subject that bridges the arts and sciences.

Field trips are arranged for GCSE candidates, as exploration and data collection are at the heart of outstanding geographical study. There will be a residential weekend fieldtrip to Swanage to cover the content for unit 3 fieldwork assessment. As middle school geographers, pupils will also have the opportunity to attend lectures at the Royal Geographical Society and to participate in an optional international trip to Sicily.

## Course content and how it will be examined:

### Component 1:

#### **The Physical Environment** (Paper 1 code: IGA0/01)

Written examination: 1 hour and 30 minutes

37.5% of the qualification – 94 marks

#### **Content:**

- The changing landscapes of the UK (coastal landscapes and river landscapes)
- Weather hazards and climate change
- Ecosystems, biodiversity and management

### Component 2:

#### **The Human Environment** (Paper 2 code: IGA0/02)

Written examination: 1 hour and 30 minutes

37.5% of the qualification – 94 marks

#### **Content:**

- Changing cities
- Global development
- Resource management and energy resources

### Component 3:

#### **Geographical Investigations: Fieldwork and UK Challenges** (Paper 3 code: IGA0/03)

Written examination: 1 hour and 30 minutes

25% of the qualification – 64 marks

#### **Content:**

- Geographical investigations – fieldwork
- Geographical investigations – UK challenges



# History

## Head of department

Mr Stephen Jones  
(stephen.jones@emanuel.org.uk)

## Specification

IGCSE Pearson Edexcel

The study of History is valued for the variety of topics studied – political, diplomatic, military, economic and social – and for the key skills that are fostered by historical investigation:

- the analysis of complex historical situations;
- the evaluation of historical evidence;
- the ability to construct a reasoned argument;
- the ability to write coherently and with relevance.

Such skills are to be found in successful politicians, lawyers, journalists, business men and women, managers and many others whose jobs require complex analysis, an ability to argue and an understanding of domestic and international issues.

## Course content

The Edexcel IGCSE course, with its focus on the crucial years of struggle between communism, fascism and liberal democracy, gives pupils a thorough understanding of why the world is the way it is today.

## How it will be examined

Pupils will be assessed on two examinations taken at the end of Year 11:

### Paper 1 (1.5 hour exam, worth 50%)

Pupils will study two of the following units:

- Superpower relations, 1943–72
- Germany, 1918–45
- Russia, 1924–53
- Civil Rights in the USA 1945–74

### Paper 2 (1.5 hour exam, worth 50%)

Pupils will study one investigation and one breadth study in change. Possible investigations are:

- Russia in Revolution 1905–24
- The USA 1918–41

### Breadth study

Pupils will study China 1900–1989

# Religion, Philosophy and Ethics

## Head of department

Miss Anna Hewett  
(anna.hewett@emanuel.org.uk)

## Specification

GCSE Religious Studies AQA

## Background

Religious Studies is a highly valued and well-established qualification for GCSE as it develops students' critical thinking and their awareness of the world and its cultures around them. It is a good basis for many careers as the Religions paper develops empathy and an understanding of diversity within faiths whilst the Themes paper allows pupils to consider different views about how we should live today.

This course would appeal to those who are prepared to:

- think about philosophical and ethical issues;
- ask and answer questions logically;
- weigh up the evidence for and against issues, even if they appear to be an ultimate question;
- talk and listen to others;
- think for themselves;
- understand the values and beliefs of others;
- debate;
- be challenged;
- enjoy discussing current affairs questions such as whether some animals should be granted basic rights.

Pupils will enhance their ability to:

- analyse situations and events logically;
- evaluate arguments and ideas;
- present ideas both orally and in writing;
- debate different points of view;
- use evidence to give in-depth explanations of beliefs.

## Course content

### Component 1: Thematic Studies: Religious, Philosophical and Ethical Studies

Pupils will study four out of the six themes below. Each of the themes will incorporate religious attitudes. 50% of the course time will be spent on the themes.

- **Theme A:** Relationships and Families, e.g. gender prejudice, divorce and remarriage.
- **Theme B:** Religion and Life, e.g. the origins of

the universe, arguments for and against animal experimentation and abortion.

- **Theme C:** The Existence of God and Revelation, e.g. arguments for and against the existence of God including the Design Argument and the First Cause argument.
- **Theme D:** Religion, Peace and Conflict, e.g. arguments for and against the idea of a just war and terrorism.
- **Theme E:** Religion, Crime and Punishment, e.g. the death penalty, the aims of punishment and the effectiveness of the justice system.
- **Theme F:** Religion, Human Rights and Social Justice e.g. the tension between freedom of speech and expressing prejudice and discrimination.

### Component 2: The study of Buddhism and Christianity (beliefs, teaching and practices)

- Christian beliefs and teachings, e.g. evaluating Christian beliefs about the Trinity
- Buddhist beliefs and teachings, e.g. evaluating the karma and the absence of self
- Christian practices, e.g. the role of the church in public life
- Buddhist practices, e.g. meditation and generating positive attitudes

## How it will be examined

Component 1: Thematic Studies and Component 2: Beliefs and teachings will each be examined by a 1 hour 45 minute paper. Each paper is worth 50% of the GCSE grade.

In each paper there will be four sections worth 24 marks. The total mark for each paper will be 101 marks; 96 marks for the content and 5 marks for spelling, punctuation and grammar.

## Super-curricular provision

We are keen for our students to observe people living out their faith in practice. In previous years we have organised a residential visit to the Shrine of Our Lady of Walsingham, where pupils can spend the weekend observing practices associated with Christian pilgrimage and worship, and a day trip to the Buddhist Vihara in Wimbledon. We also take Year 11 pupils to a local foodbank and church centre where they can learn about a variety of social action projects run by a faith community.



## Other options





# Art & Design

## Head of department

Mr Charles Reed  
(charles.reed@emanuel.org.uk)

## Specification

Pearson Edexcel GCSE Fine Art (IFA0)

## Background

Art and Design GCSE is a two-year course, which is made up of coursework and a final examination, for which pupils will have prepared. The course is designed to encourage and develop pupils' aesthetic sense, imagination, visual and written research alongside their practical skills. It also helps to develop creativity, visual analysis, thinking, problem-solving and hand/eye coordination. Great emphasis is placed on the importance of research and development as well as realisation, and pupils are expected to visit London's museums and art galleries to sketch and collect information from primary sources. These visits help stimulate ideas and give context to their own work.

The course will appeal to pupils who are creative and imaginative and want to develop their visual language through both practical work and learning about the work of artists and designers. Pupils should be prepared to take risks with a range of materials. All art work made from the beginning of Year 10 is submitted in the final exhibition for assessment and so Art GCSE will appeal to pupils who work steadily throughout the two-year course.

## Course content

**Component 1 (coursework)** is thematic and divides into two units of work carried out over the two years. It begins from the moment pupils start the course in September of year 10 and continues until the spring of the examination year. Component 1 consists of 60% of the total marks. Pupils will be expected to complete a personal portfolio, which consists of a series of projects based around a theme, with dedicated sketchbooks. These will contain sketches, photographs, research and experimentation with a range of media and development of ideas. All sketchbook work will lead to the realisation of a final piece for each project, e.g. painting, sculpture, print, or other artefact.

## Component 2 (externally set assignment)

The paper for Component 2 is thematic and set by the examination board. Pupils will be given the Spring term to explore and develop the examination theme which will culminate in a 10-hour exam. The externally set exam theme makes up 40% of the total marks.

## How it will be examined

- **Exam 1** – Year 10 Summer term: Pupils will take part in a practical workshop day based around intaglio printmaking techniques
- **Mock exam** – Year 11 Autumn term: Pupils will sit a 10-hour mock exam towards the end of the Autumn term of Year 11. The exam is split over two days. During the exam time they will be making a final piece for which they will have prepared in their sketchbooks during class and homework time.
- **External exam** – Pupils will receive the externally set exam paper at the beginning of the Spring term of Year 11. They will have until the end of the Spring term to prepare for the exam, both in and out of class, and will sit the 10-hour exam just before we break up for the Easter holidays.
- **Exhibition** – There will be an exhibition of pupils' work held in the summer term of Year 11. All the work exhibited will be assessed for their GCSE mark.

## Super-curricular provision

The Art Department organises a day trip to a major London art gallery in September of Year 11 in order to enhance pupils' understanding of how to gather research from primary sources. A weekly Year 10 and 11 sketchbook clinic is run for the benefit of all pupils to allow further practical work in the art studios.

## The future

Those pupils wishing to take Art A level should choose Art & Design as a GCSE option. Future careers in Art & Design include architecture, graphic design, fashion, animation, film, product design, display, fine art, textiles, ceramics, photography, film set and theatre design, interior design, jewellery design, illustration, art therapy, special effects, gaming design, web design, advertising, museum curation, auction house/gallery work, magazine editing, prop making and arts event organisation.







# Design and Technology

## Head of department

Mr Neil Guegan  
(neil.guegan@emanuel.org.uk)

## Specification

AQA GCSE in Design and Technology (8552)

## Background

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness of wider influences upon design and technology including historical, social, cultural, environmental and economic factors. Our GCSE allows pupils to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. Pupils will get the opportunity to work creatively when designing and making, and apply technical and practical expertise. They will also have the opportunity to study specialist technical principles in greater depth.

This is a design-based course combining theoretical content with practical application. Primary research is encouraged and is an iterative\* approach to designing. Various design strategies can be used including sketching, CAD, orthographic projections and modelling. Independence and initiative are expected throughout the course.

*\*Iterative design is an approach of incrementally developing and refining a design based on feedback and evaluation.*

The GCSE and A level qualifications work together to ensure clear progression of knowledge, understanding and design/making skills so that pupils will have a coherent experience of moving from the breadth of the GCSE to the specialisation of A level. We offer numerous after school, weekend and holiday sessions to enable pupils to manufacture high quality prototypes, work on their portfolios and talk to teachers about their theory work.

## Course content

There are four Assessment Objectives for AQA DT GCSE:

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for

purpose.

AO3: Analyse and evaluate.

AO4: Demonstrate and apply knowledge and understanding of technical principles as well as designing and making principles.

## How it will be examined

### Paper 1 Written Paper 50%

#### What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles.

#### In addition

- at least 15% of the exam will assess mathematics
- at least 10% of the exam will assess science

#### How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

## Questions

### Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

### Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

### Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

## NEA 50% 100 marks

- Single design and make task
- Select from a range of given contexts

#### What's assessed

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

# Design and Technology

## How it's assessed

- Non-exam assessment (NEA): 30–35 hours approx.
- 100 marks
- 50% of GCSE Task(s)
- Substantial design and make task
- Contextual challenges for the task are released annually by AQA on 1 June in the year prior to the submission of the NEA

## Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification

- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating
- In the spirit of the iterative design process, the above will be awarded holistically where they take place and not in a linear manner
- Pupils will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA



# Drama

## Acting Head of department

Mr Lee Burgess  
(lee.burgess@emanuel.org.uk)

## Specification

IGCSE Drama (0411 Cambridge International Examinations)

## Background

The IGCSE Drama course is highly practical; the majority of marks are awarded for acting skills. There is also a rigorous written examination, which makes up 40% of the final mark.

Pupils will build on the skills they have acquired during Key Stage 3 to complete a range of script-based and devised tasks, including a solo performance. Practical assessment makes up 60% of the final marks and there is no written coursework to complete.

The two-year course is an opportunity for pupils to experiment with different theatre practitioners (Brecht, Stanislavski and Artaud), and with techniques and strategies for exploring script and character. Pupils will also build on the devising skills they have gained during study of Drama in Years 7 to 9 to create original performance work on their own and in small groups. The essential life skills of collaboration, communication, cultural appreciation, presentation and creative-thinking are taught and developed throughout the course. As well as this, pupils develop essay-writing skills and complete evaluative writing, honing their skills of self-reflection and analysis.

Regular theatre trips, workshops and performances form a large part of the course, and pupils are expected to rehearse their performance work in their homework time in addition to lessons. Pupils enjoy the opportunity to experiment with character and to create their own thought-provoking pieces of work on a range of political and social issues.

It is vital that anyone taking the IGCSE Drama course has confidence as a performer, as solo monologue performances form a large part of the assessment.

## Course content

There are two IGCSE units, which are studied throughout the two year course. These focus on the pupil developing the ability to analyse and explore play texts as director, designer and performer as well as creating their own devised work. In Years 10 and 11, pupils:

- perform in a range of scripted and devised performances individually, in pairs and in small groups;
- learn about key practitioners who have shaped the course of theatre history;
- study ways to develop their skills as directors, designers and actors;
- discover the technical aspects of theatre, working as lighting, set, sound and costume designers in an exciting *Theatre Arts* unit;
- investigate themes and issues through dramatic exploration, which leads to the creation of original performance work in a range of styles;
- create written reflections on their own work and investigate the theory of performance.

## How it will be examined

**(40%)** Pupils will write about their devised piece performed as part of their coursework in their written examination. They study two extracts from a play which is released to the school in December of Year 11. Practical exploration of these extracts leads the pupils to developing their own ideas for how it could be taken from 'page to stage'.

In the written examination pupils answer:

- Up to eight short-answer and extended response questions on the first extract in the provided pre-release
- Two extended response questions on the second extract in the provided pre-release
- Two extended response questions on their own devised piece

**(60%)** Pupils' best marks from their practical work are taken forward to make up 60% of their IGCSE grade. These marks must include:

- A solo scripted performance (3 minutes maximum)
- A scripted pair or group performance (3-5 minutes per candidate, 20 minutes maximum)
- A devised pair or group performance (3-5 minutes per candidate, 20 minutes maximum)





## Director of Music

Mr Charles Janz  
(charles.janz@emanuel.org.uk)

## Specification

Eduqas

## Background

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. GCSE Music will give you the opportunity to study a wide range of musical genres, bringing theory, listening and composition to life in fresh and engaging ways. We know that every pupil has different learning styles and musical tastes, which is why GCSE Music values all music genres, skills and instruments. This subject will broaden your mind and provide a platform to inspire a lifelong interest and enjoyment of music. Some practical ability is necessary either in singing or playing an instrument. Ideally, you will play or sing to a grade 4 standard by the end of Year 11.

## Course content

### Component 1: Performing

*Total duration of performances: 4-6 minutes*

*Non-exam assessment:* internally assessed, externally moderated

*Weighting:* 30% of qualification

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the pupil's choice.

### Component 2: Composing

*Total duration of compositions: 3-6 minutes*

*Non-exam assessment:* internally assessed, externally moderated

*Weighting:* 30% of qualification

Two compositions, one of which must be in response to a brief set by Eduqas. Pupils will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which pupils set their own brief.

In Year 10, pupils have the fantastic opportunity to write a piece of rock or pop music, which is then performed live by a group of professional musicians. In Year 11, pupils compose for a chamber orchestra, which is also performed and recorded live by professional musicians.

### Component 3: Appraising

*Written examination:* 1 hour 15 minutes (approximately)

*Weighting:* 40% of qualification

This component is assessed via a listening examination. There are eight questions in total, two on each of the four areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

Two of the eight questions are based on extracts set by the examination board, which are:

- Badinerie by J.S. Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067)
- Africa: Toto (released 1982)







# Computer Science

## Head of department

Mr Peter MacDonagh  
(peter.macdonagh@emanuel.org.uk)

## Specification

IGCSE Computer Science 0984 (CIE)

## Background

Computer Science is the study of the principles and practices of computation and computational thinking and their application in the design and development of computer systems. Learning computational thinking involves learning to program (that is to write code,) because this is the means by which computational thinking is expressed.

This is a Computer Science course – not a GCSE ICT course – and requires high-level skills in logical thought, creative thinking, memorisation and problem-solving. It is most suited to those pupils with strengths in mathematics and languages.

Pupils who choose this course will develop their understanding of the main principles of problem-solving using computers. They will apply their understanding to develop computer-based solutions to problems by first developing flowchart and pseudocode algorithms and then coding these in Python, a high-level programming language.

They will also learn about a wide range of commonly used devices, parts and practices, so an interest in technology is desirable. The development of a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions, is also a core part of this course.

## Course content

The syllabus is divided into two sections:

### Section 1: Theory of Computer Science

This section covers: data representation (binary systems, hexadecimal and data storage); communication and internet technologies (data transmission, security aspects and internet principles of operation) and hardware and software (logic gates, computer architecture, input and output devices, memory and storage devices, operating systems, high- and low-level languages; security and ethics).

### Section 2: Practical problem-solving and programming

This section covers: algorithm design and problem solving (analysis, design, pseudocode, and flowcharts); programming (programming concepts, data structures and arrays) and databases.

## How this will be examined

The exam comprises two papers:

### Paper 1: Theory – 1 hour 45 minutes (60%)

Short answer and structured questions. All questions are compulsory. No calculators are permitted.

### Paper 2: Problem-solving and programming – 1 hour 45 minutes (40%)

Short answer and structured questions. All questions are compulsory. No calculators are permitted. Half of the marks on this paper are for answering questions based on pre-released material given to candidates in the January of Year 11.



# Physical Education

## Head of Academic PE

Ms Frances Low  
(frances.low@emanuel.org.uk)

## Specification

OCR GCSE Physical Education (9-1) J587

## Background

Pupils will receive a well-rounded introduction to the world of physical education, sport and sport science through the combination of physical performance and academic challenges.

The course will offer pupils the opportunity to develop their skills in a wide range of sports and activities, helping them improve their own performance. It is practically-based and involves participating in a range of practical activities, as well as developing the knowledge to improve their own ability in these activities.

For pupils who enjoy sport, it will therefore be a very rewarding qualification.

## Is Physical Education for me?

Yes if you enjoy:

- exciting opportunities in a number of different physical activities;
- being active and promoting a healthy lifestyle;
- sport and exercise;
- learning about how your body and mind respond and adapt to the demands of exercise;
- exploring the challenges all sports face in the modern commercial climate.

## What will I learn?

You will learn about:

- the diverse nature of sport;
- the link between physical activity and health;
- how athletes need to adapt physically and mentally to the changing sports environment;
- sporting success and failure;
- investigating the impact of technology and commercialism on participation and performance;
- how to make decisions about what to do in your own fitness and training.

## Course content and how it will be examined:

### J587/01 Physical factors affecting performance

Written examination: 1 hour, 60 marks, 30% of the qualification

- Topic 1.1 Applied anatomy and physiology
- Topic 1.2 Physical Training

### J587/02 Socio-cultural issues and sports psychology

Written examination: 1 hour, 60 marks, 30% of the qualification

- Topic 2.1 Socio-cultural influences
- Topic 2.2 Sports psychology
- Topic 2.3 Health, fitness and well-being

### J587/04 Practical Performances

Non-examined assessment: internally marked and externally moderated. 30% of the qualification. 60 marks (20 marks per activity)

- Core and advances skills in three activities from the approved list
- One team activity, one individual activity and a free choice
- A list of activities for which pupils can be assessed can be obtained from Ms Low.

### J587/05 Analysis and Evaluation of Performance

Non-examined assessment: internally marked and externally moderated. 10% of the qualification and 20 marks.

This component draws upon knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.







# Emanuel School

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