

GCSE INFORMATION BOOKLET



Myddelton College



HEADMASTER'S WELCOME

Myddelton College is a happy, caring and kind environment where pupils are encouraged to fulfil their potential, while always demonstrating honesty, kindness and respect. We have high academic expectations for all of our pupils, ensuring that our curriculum is designed to equip all pupils to thrive in the 21st century. We are committed to giving pupils a diverse range of experiences in which they can develop personally and socially, as well as providing a mindfulness curriculum to help our pupils cope with pressures of life in the global world. At Myddelton College, every pupil is treated as an individual and unique.

We ensure that we inspire a thirst for knowledge and a desire to know more, as they set out on their journey of discovery. Pupils are encouraged to use their time wisely and to take every opportunity as a golden ticket, stretching boundaries and surprising themselves with their own ability and priceless moments. Expectations are high and pupils flourish not only academically, but also through our values of arts, a love for the outdoors and sporting ability. The values of Myddelton have been founded upon the "Three Pillars of Myddelton."

These are three areas in which we believe every Myddeltonian should excel: Resilience, Scholarship and Fellowship.

The GCSE (Key Stage 4) curriculum for Years 10 & 11 at Myddelton College comprises a common core of subjects taken by all pupils, and a selection of option subjects of the pupil's own choice. Pupils are able to take Single



Sciences (Biology, Chemistry and Physics) alongside three options, or Combined Science: Trilogy alongside four options.

As a 21st Century school we prepare our students to be independent leaders in the globalised modern economy. We take a holistic approach to education meaning that we want to develop the whole person. This means that in addition to academic excellence Myddelton College also develops a person's physical, mental and creative talents.

A handwritten signature in black ink that reads "A. Allman".

Mr Andrew Allman
Headmaster



MAKING THE RIGHT CHOICE



The transition from Year 9 into Year 10 is an exciting time. Opportunities arise to study new subjects or to extend knowledge and understanding in existing subjects of interest. The core offering of English, Mathematics and Science is important to facilitate access to the widest possible range of future education, employment or training prospects. Optional subjects enhance the core and enable pupils to construct a personalised curriculum that supports them in pursuing their aspirations.

Whilst the core is compulsory, there are still elements of choice and flexibility. Most international pupils study the English 2nd Language

course but may choose the English 1st Language course if they can display the appropriate aptitude either before or upon arrival. English, Mathematics and Science are all offered at different tiers – higher or foundation. Decisions about tier are not made until January of Year 11 and are based upon each pupil's performance throughout the two-year course. Many pupils are keen to identify the optional subjects they want to study, but perhaps the most important decision in Year 9 is which to choose from the two science pathways: Individual Sciences or Combined Sciences: Trilogy.

Individual Science Pathway

Pupils study Biology, Chemistry and Physics and take individual examinations in all three disciplines. They are awarded one GCSE qualification per science, three in total. In addition to the core and sciences, pupils can choose three optional subjects. This pathway is highly recommended for pupils who wish to study scientific subjects in greater depth and pursue A Levels, higher education or a career in a scientific field. It is also more widely recognised than Combined Science: Trilogy when considering employment or study outside of the UK.

Combined Science: Trilogy Pathway

Pupils study Biology, Chemistry and Physics, but not in as much detail as the Individual Science Pathway; approximately 2/3rds of the content of the Individual Science specifications are examined. This requires less teaching time and so pupils electing for this pathway may study four optional subjects in addition to the core and sciences. They are awarded two GCSE qualifications overall in Combined Science – the qualifications are not specific to any scientific discipline. This pathway suits pupils for whom scientific study is less important for their future education and career prospects. Studying Combined Science: Trilogy will not preclude pupils from studying scientific subjects at A Level, but they will not be as well prepared for scientific A Levels by following this pathway.

The Options Process

During the spring/summer terms of Year 9, pupils are asked to consider the science pathways and identify subjects they may wish to

study for GCSEs. New subjects will be considered and we welcome recommendations from pupils and parents alike. We host an Options Evening to allow you to meet and discuss option choices with subject staff and pupils are subsequently asked to choose their favoured optional subjects, plus two reserve subjects, in order of preference. From this information, Option Blocks are constructed which meet the vast majority of pupil choices. Sometimes it is not possible to offer certain subjects, or the option blocks do not allow a specific choice, but form tutors, subject specialists and senior staff will give advice and support to any pupils whose choices cannot be accommodated, identifying suitable alternatives. All pupils receive confirmation of their subject choices before the end of Year 9.

Advice: If you have a career or university already in mind, check their entry requirements as sometimes specific GCSEs may be required. Don't select subjects based upon what your friends want to study or who may be teaching the lessons, it is the subject that is important. If you do not know what you would like to study, consider subjects from different areas such as a language, one of the humanities subjects, a creative or performing arts subject, etc. and build up a broad and balanced curriculum. It also helps to consider subjects that you enjoy or something new. Speak with your parents and other relatives, teachers and peers to get their advice.

Mr Ian Lloyd
Senior Deputy Headmaster



CORE SUBJECTS

English

English Literature

English as a Second Language

Mathematics

Sciences – Biology, Chemistry and Physics, Combined Science: Trilogy

OPTION SUBJECTS

Art

Business Studies

Computer Studies

Drama

Geography

History

Music

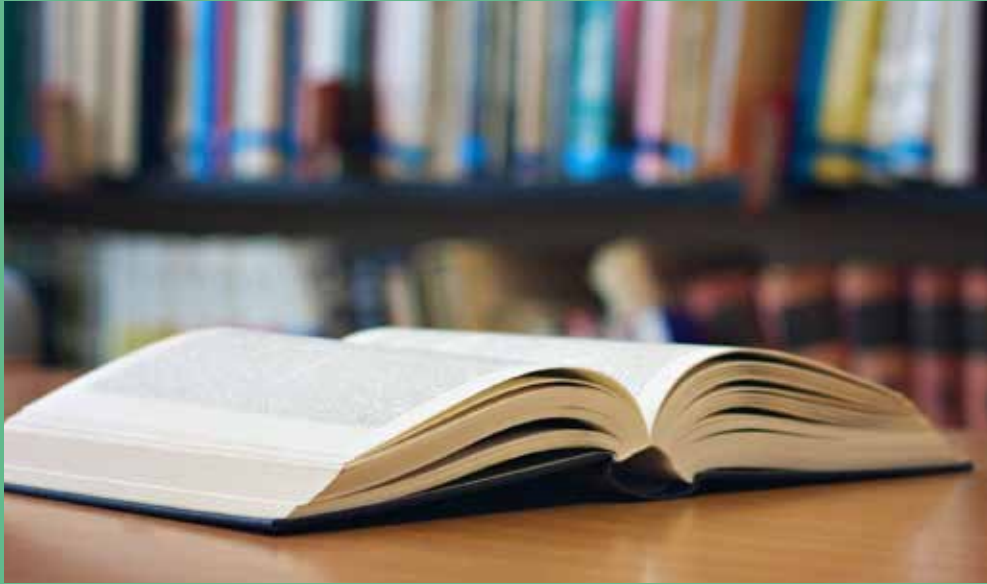
Physical Education

Religious Studies (PPE)

Spanish

Statistics and Further Mathematics

CORE SUBJECTS



ENGLISH LANGUAGE AQA

INTRODUCTION

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively.

Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. .

SPECIFICATION AT A GLANCE

Paper 1: Explorations in Creative Reading and Writing

What's assessed:

- Section A: Reading • one literature fiction text
- Section B: Writing • descriptive or narrative writing
- Assessed • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE



Paper 2: Writers' Viewpoints and Perspectives

What's assessed

- Section A: Reading • one non-fiction text and one literary non-fiction text
- Section B: Writing • writing to present a viewpoint
- Assessed • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE

Non-examination Assessment: Spoken Language

What's assessed

(AO7–AO9) • presenting • responding to questions and feedback • use of Standard English
Assessed • teacher set throughout course • marked by teacher • separate endorsement (0% weighting of GCSE)

WHAT ENGLISH LANGUAGE CAN DO FOR YOU

GCSE First Language English offers the ability to respond perceptively to a rich array of reading passages; and inspire you to write in a range of text types for different audiences and purposes.

CORE SUBJECTS

ENGLISH LITERATURE

AQA

INTRODUCTION

The GCSE has been designed to inspire, challenge and motivate every student, no matter what their level of ability. The specification is fully co-teachable with GCSE English Language. Students who study both will greatly benefit from the transferable skills learnt across the two subjects.

SPECIFICATION AT A GLANCE

Paper 1: Shakespeare and the 19th-century novel

- Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

- Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.
- Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
- Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem

with a second unseen poem.

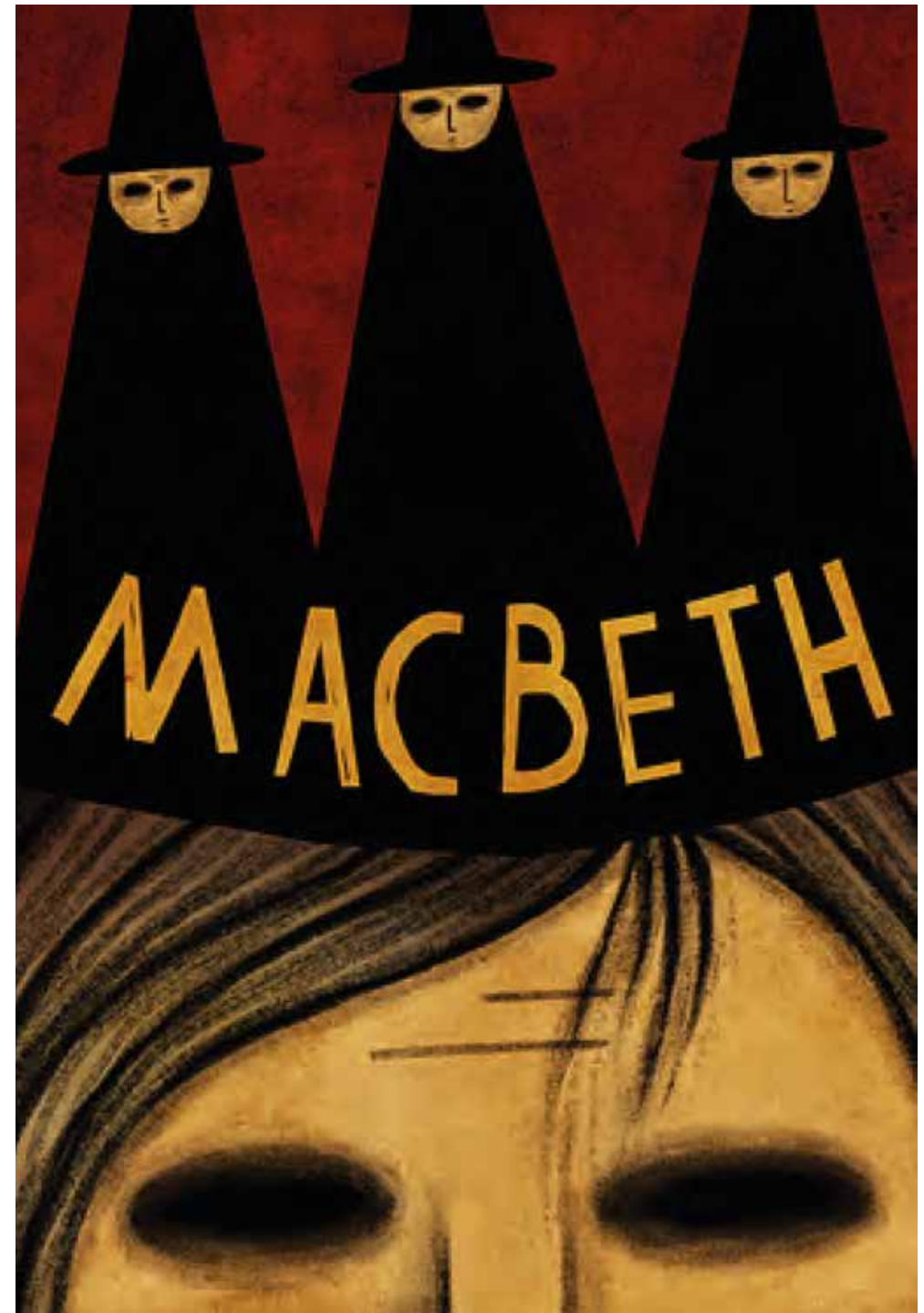
All assessments are closed book: any stimulus materials required will be provided as part of the assessment. All assessments are compulsory.

Paper 1: 1 hour 45 minutes • 64 marks • 40% of the GCSE

Paper 2: 2 hour 15 minutes • 96 marks • 60% of the GCSE

WHAT ENGLISH LITERATURE CAN DO FOR YOU

GCSE English Literature offers you the aptitude to respond astutely to an iconic assortment of material for analysis and discussion to stimulate you to rediscover an appreciation for reading.



CORE SUBJECTS



ENGLISH AS A SECOND LANGUAGE Pearson/Edexcel

INTRODUCTION

Pearson Edexcel International GCSE in English as a Second Language 4ES

The Edexcel International GCSE in English as a Second Language (ESL) is designed as a qualification for students obtaining their secondary education through English as a medium of instruction. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages (CEFR). The framework has been developed as a design tool to identify linguistic abilities. This examination series targets a range of abilities from level B1 (intermediate) to C1 (advanced) of the CEFR.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to develop the following:

- an understanding of a wide variety of complex reading texts, recognising implicit meaning and

adapting own style and speed of reading to different texts and purposes

- an understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- the ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies
- the skills necessary for further study or employment, either in English-speaking countries or where English is used as the main medium of communication for business and commerce

QUALIFICATION AT A GLANCE

The Pearson Edexcel International GCSE in English as a Second Language (ESL) qualification comprises two assessments:

- Paper 1 - a written examination paper
- Paper 2 - a written examination paper

Separately endorsed assessment of spoken English

Students can also be entered for the optional, separately assessed and endorsed English speaking examination.
Paper 3 - will be awarded separately from Paper 1 and Paper 2 on a grading scale from 9 to 1.

All papers are assessed externally, set and marked by Pearson.
Single tier of entry.
Availability: January and June

COMPONENT/PAPER OVERVIEW

Paper 1: Reading and Writing Paper code 4ES1/01

Assessment Time: 2 hours

This paper assesses reading and writing skills in separate exercises.

Reading

Passages will be taken from a variety of sources, including fiction, and may include factual information, explanation, opinions and biographical writing.

Part 1 – Skimming and scanning skills. Part 2 – Read for both gist and detail. Part 3 – Read for both gist and detail, follow a line of argument or discussion, and identify attitudes and opinions in the text. Part 6 – Read for details to be included in the summary writing (see Writing section).

Writing

Part 4 – Short piece of writing in response to a given situation. The writing can take the

form of a letter, email or postcard and students may have to both provide information and ask for required information. Part 5 – Factual piece of writing based on own knowledge and interests. The writing can take the form of a report or article. Part 6 – Respond to one or two short texts, approximately 500 words in total, and complete a summary.

Paper 2: Listening Paper Code 4ES1/02

Assessment Time: 50 minutes

Part 1 Listening to short extracts; identifying the item, place or event being described. Part 2 – Listening for detailed information. Part 3 – Following a discussion or argument; identifying attitude and opinions of speakers; following instructions. Part 4 – Listening to a complex argument or discussion; understanding the overall message; identifying attitudes and opinion.

Paper 3: Speaking (optional) Paper code 4ES1/03

Assessment Time: 9-12 minutes

Part 1 – Introductory interview with student (2-3 minutes). Part 2 – Student talk (1 minute preparation, plus a talk of 1-2 minutes). Part 3 – Extended discussion (5-6 minutes)

What IGCSE English Second Language can do for you

This Qualification will support your secondary education through English as a medium of instruction, or your study of English to enhance your future educational or employment prospects.

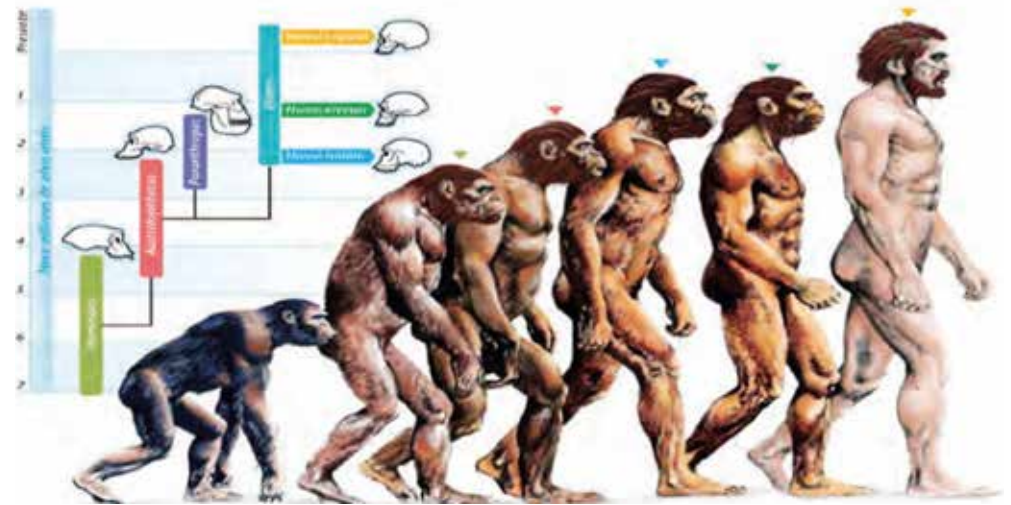
Progression to A Level – IGCSE English as a Second language enables successful progression onto level 3 qualifications (such as A levels) and beyond in other subjects, as well as further study in English. In addition, this qualification is recognised by universities and employers, giving you a wide range of options in both your education and career.



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AQA

The content is organised into broad topic areas:



AQA

This specification encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do.

The following topics will be studied over the two years:

- Assessment: 2 x 1 hour 45 minutes written exams.

As well as a subject focus, the biology syllabus enables learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- develop an interest in, and care for, the environment
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- develop an understanding of the scientific skills essential for both further study and everyday life.

CORE SUBJECTS



CHEMISTRY

AQA

INTRODUCTION

The course is designed to develop a broad understanding of chemical facts, concepts and principles, the skills in chemical investigation and an ability to evaluate the benefits and drawbacks of modern scientific developments.

SPECIFICATION AT A GLANCE

The following topics will be studied over the two years;

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere

10. Using resources

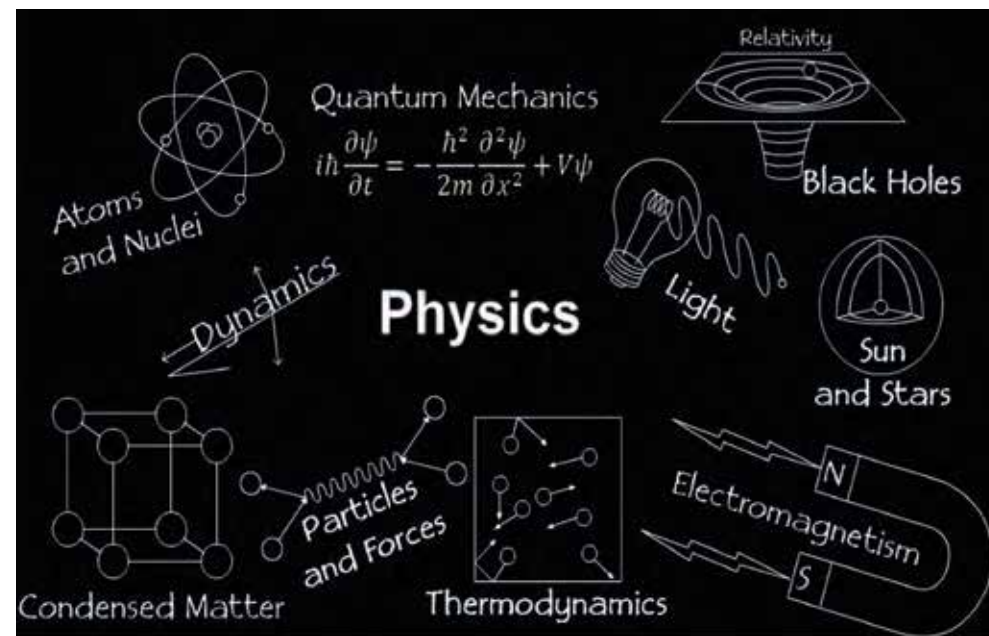
Assessment: 2 x 1 hour 45 minutes written exams.

Your route through the syllabus and Assessment

At the end of the second year, pupils can take either the foundation or higher tier assessment pathway consisting of two papers, both 1 hour and 45 minutes long. The papers include multiple choice, structured, closed short answer and open response questions covering topics 1 – 5 (paper 1) and 6 – 10 (paper 2). They are weighted at 50% each of the total qualification.

WHAT CHEMISTRY CAN DO FOR YOU

Chemistry is a vibrant and exciting subject. It is involved in everything around us - from the making of new materials to understanding biological systems, from the food we eat to the medicines which keep us healthy, and from the quality of the water we drink to keeping the air we breathe pure.



PHYSICS

AQA

INTRODUCTION

The course covers a wide range of Physical concepts starting with General Physics where we look at: forces, energy, motion and other basic principles of Physics. The course is designed to provide a foundation for the key concepts in the field of Physics. The course is designed to develop transferable skills and so is practical in nature.

SPECIFICATION AT A GLANCE

The following topics will be studied over the two years:

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves

7. Magnetism and electromagnetism

8. Space physics (physics only)

Assessment: 2 x 1 hour 45 minutes written exams

WHAT PHYSICS CAN DO FOR YOU

Physics is all around us. It is why we are here. Studying Physics enables learners to appreciate how the world works around us; whether natural or man-made.

During Physics lessons you will discover key principles that govern our world and find out about the key people that have shaped our understanding of the Universe. Lessons are practical in nature and so you will develop key transferable skills that will help in all your studies while developing specific laboratory skills.

AQA

1. Conservation and dissipation of energy
2. Energy transfer by heating
3. Energy resources
4. Electric circuits
5. Electricity in the home
6. Molecules and matter
7. Radioactivity
8. Forces in balance
9. Motion
10. Force and motion



11. Force and pressure
12. Wave properties
13. Electromagnetic waves
14. Light
15. Electromagnetism
16. Space physics

Assessment: 2 x 1 hour 15 minutes written exams

WHAT COMBINED SCIENCE TRILOGY CAN DO FOR YOU:

The Combined Science specification offers a reduced content over the Separate Science subjects but still of sufficient depth to gain entry on any of the science A level courses. In addition it prepares learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- develop an interest in, and care for, the environment
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- develop an understanding of the scientific skills essential for both further study and everyday life.



OPTION SUBJECTS



ART & DESIGN

WJEC

INTRODUCTION

Art & Design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times.

This course would appeal to learners who wish to explore practical work through a range of two and/or three-dimensional processes and include new media and technologies in addition to traditional media and processes.

SPECIFICATION AT A GLANCE

The WJEC GCSE Art and Design is conceived as a two year linear qualification. It consists of two units: Unit 1, the Portfolio (60% of qualification, internally assessed, externally moderated) and Unit 2, the Externally Set Assignment (40% of qualification, internally assessed, externally moderated).

This specification promotes the adoption of Welsh contexts within GCSE Art & Design. It encourages teachers to provide learners

with opportunities to engage with a Welsh perspective in their creative practice. Where appropriate learners must be encouraged to develop and apply their knowledge, understanding and skills.

The Externally Set Assignment also reflects a Welsh perspective by using Wales based primary-sourced images and references to Welsh artists, designers and craftspeople as appropriate.

WHAT ART & DESIGN CAN DO FOR YOU

Art and Design helps equip learners with lifelong skills including:

- confidence and enthusiasm as they develop technical skills in two- and/or three-dimensional form and composition
- the ability to identify and solve problems in visual and tactile forms
- the ability to develop ideas from initial attempts to outcomes.

This course balances a thorough knowledge and understanding of the subject and helps to develop the skills learners need for their next steps in education or employment.

OPTION SUBJECTS



BUSINESS STUDIES Pearson/Edexcel

INTRODUCTION

The study of Business Studies gives you a greater understanding of the world we live in and how businesses interact with other businesses, and with their customers.

During the GCSE course you will study a total of 10 units, these include learning about entrepreneurship, marketing and business finance. Each unit will be filled with tasks, research activities, presentations and a chance to put real life business situations into our studies.

SPECIFICATION AT A GLANCE

Year 1

Enterprise and Entrepreneurship
Spotting business opportunities
Putting a business idea into practice
Making the business effective
Understanding external influences on a business

Year 2

Growing the business
Making marketing decisions
Making operational decisions
Making financial decisions
Making human resource decisions

Your route through the syllabus and Assessment

The paper is assessed through two exam papers, both 1 hour 30 minutes in duration. Paper 1 contains short answer and data response questions, and Paper 2 is a case study with essay questions. Both examinations are equally weighted in terms of marks.

WHAT BUSINESS STUDIES CAN DO FOR YOU

Business Studies is the most exciting and relevant subject of modern times. Every career path you could go down, and every job you could do involves business; whether this be working in a business, owning a business, or managing a business, the skills you learn during the course will be forever applicable.



COMPUTER SCIENCE

AQA

INTRODUCTION

Computer science aims to develop students understanding of the main concepts of problem solving using computers. Pupils are encouraged to apply their understanding to develop computer-based solutions to complex problems. The specification is inspiring and allows students to appreciate the fundamental principles of computing.

ASSESSMENT

Paper 1: Computational Thinking and Problem Solving

- Written examination: 1 hour 30 minutes, 50% of qualification

This paper examines computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science (algorithms, programming, data representation and computer systems).

Paper 2: Written Assessment

- Written examination: 1 hour 30 minutes, 50% of qualification

This paper is a mixture of multiple choice, short answer, longer answer and extended response questions assessing theoretical knowledge of data representation, computer systems, computer ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

Programming Project

The programming project develops an ability to use the knowledge and skills gained through the course to solve a problem, by following a systematic approach to problem solving and software development. Whilst not directly assessed, the skills developed can be applied to exam questions on computational thinking. It will result in the production of a computer program along with the computer programming code itself which has been designed, written and tested to solve a problem. The development is recorded in a written report and is expected to total 20 hours during timetabled lessons.

WHAT COMPUTER SCIENCE CAN DO FOR YOU

An understanding of how computers work is an essential skill in this day and age and an ability to program is a hugely valuable asset in many fields of work and study. Many disciplines are finding a use for computational skills due to the all-pervasiveness of data and the requirement to transform and analyse it. You should study Computer Science if you are intrigued by the power of computers to change our world, enjoy solving problems and have a creative streak.

DRAMA

INTRODUCTION

Students will study what makes an excellent actor, designer, director and producer, refining their own performance skills and/or design skills. They will study a wide range of styles, as well as famous drama practitioners and put their techniques into practise. If opting for the acting route, pupils will perform two contrasting sections from a play differing from the set text with an accompanying evaluation of their performance, plus devise and perform their own piece with accompanying portfolio and evaluation.

If opting for the design route, students will design and realise their chosen skill for one of the scripted performances by the acting students with accompanying evaluation, and design and realise their chosen skill for a devised piece, again with accompanying portfolio and evaluation.

For the written exam, all students will answer questions on the set text as well as a piece of live theatre that they have seen.

SPECIFICATION AT A GLANCE

Across the three components students will study:

- one complete performance text; War Horse
- two extracts from a second contrasting performance text placed within the context of the whole text
- either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.

Students will have the opportunity to work practically as designers and/or performers on:

- one devised performance using the techniques or characteristics of their chosen theatre practitioner or genre
- one performance based on the second contrasting performance text using sections of text from the two extracts.

In Components 1 and 2, students are given the opportunity to develop acting and/or

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design skills as appropriate to their interests. They may choose the same skill for each component, or a different skill for each component.

Students must choose from the list below:

- performing (acting)
- lighting design
- sound design
- set design (including props)
- costume design (including hair and make-up).

WHAT DRAMA CAN DO FOR YOU

Drama GCSE can lead on to any Performing Arts based qualification, and links well with Psychology, Business Studies, English, Art, D.T., Biology and P.E.

Various careers utilising Drama, apart from in the Performing Arts & creative fields are; Managing Director, Sales, Personal Assistant, Events Manager, Childcare, Politics, Law, Teaching, Presenter, and Entrepreneur / Business Owner.



OPTION SUBJECTS



GEOGRAPHY

INTRODUCTION

Geography is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, interpreting satellite imagery, and fieldwork skills.

Fieldwork, or working outside the classroom is a really important part of geography. Students will visit a variety of geographical locations as a brilliant opportunity to experience some of the things you learnt about in class, see things differently and, of course, have fun.

SPECIFICATION AT A GLANCE

Living with the physical environment

- Section A: The challenge of natural hazards
- Section B: The living world
- Section C: Physical landscapes in the UK

Challenges in the human environment

- Section A: Urban issues and challenges

- Section B: The changing economic world
- Section C: The challenge of resource management

Geographical applications

- Section A: Issue evaluation
- Section B: Fieldwork

Geographical skills

Assessment: 2 x 1 hour 30 minutes and 1 x 1 hour 15 minutes written examinations

WHAT GEOGRAPHY CAN DO FOR YOU

Geography will enable you to move onto a number of A level courses and employment routes. Geography is a key enabling subject as recognised by the Russell Group of Universities, and bridges the gap between humanities and science subjects. Geography graduates are considered to be some of the most employable graduates, with a key field of employment being in Geographical Information Systems (GIS).

AQA

HISTORY

INTRODUCTION

History is so relevant in today's world. We cannot possibly have a good grasp of current affairs, without an understanding of events in the past. This makes History so relevant to us. History allows us to look at events in the past, and to learn from them; to prevent us from making the same mistakes again. "The more you know about the past, the better prepared you are for the future" (Theodore Roosevelt).

SPECIFICATION AT A GLANCE

Unit 1: Studies in Depth – Wales and the wider perspective - The Elizabethan Age, 1558-1603

The content focuses on the following key questions:

- How successful was the government of Elizabeth I?
- How did the lifestyles differ for the rich and the poor in Elizabethan times?
- How successfully did Elizabeth deal with the problem of religion?

Unit 2: Studies in Depth – History with a European / world focus - The USA: A Nation of Contrasts, 1910-1929

The content focuses on the following key questions:

- Was America a country of religious and racial intolerance during this period?
- Was the 1920s a decade of organised crime and corruption?
- What were the causes of the economic boom experienced in the 1920s, and the end of prosperity in 1929?
- How did popular entertainment, and the role and status of women change during this time?

Unit 3: Thematic Studies from a broad historical perspective - Changes in Health and Medicine, c.1340 to the present day

The content focuses on the following key questions:

- What have been the main causes of illness and disease over time, and how effective were attempts to prevent and treat them?
- How much progress has been made in medical knowledge and the treatment of patients over time?

WJEC

- How effective were attempts to improve public health and welfare?
- A study of an historical site connected with health and medicine

Unit 4: Working as an historian – non-examination assessment (NEA)

Social Conditions and Crime in Jack the Ripper's London

ASSESSMENT:

Unit 1: The Elizabethan Age, 1558-1603: Written examination: 1 hour 25% of qualification

Unit 2: The USA: A Nation of Contrasts, 1910-1929: Written examination: 1 hour, 25% of qualification

Unit 3: Changes in Health and Medicine, c.1340 to the present day: 1 hour 15 minutes. 30% of qualification

Unit 4: Non-Examination Assessment: 20% of qualification

WHAT HISTORY CAN DO FOR YOU:

History is a well valued subject which is highly regarded by universities, and combines well with other subjects. Some of the main skills, such as analysis, synthesis, evaluation and research are transferable, making it a valuable asset.

Most importantly, you should choose to study History because you enjoy it! Because you relish finding out about the past, and past societies; trying to answer the unanswerable.



MUSIC

INTRODUCTION

Those students who are interested in taking Music at GCSE need to:

- Be having weekly instrumental lessons on an orchestral instrument, piano or voice and to be approximately grade 3-4 standard
- Be able to read music notation proficiently
- Be approximately ABRSM grade 3 standard in theory
- Be an active and committed member of school music activities
- Have a wide range of listening interests including all classical music genres

The Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:

- Engage actively in the process of academic music study – appraising and analysing music
- Develop their performance skills individually and in groups
- Develop composing skills using all composing platforms
- Broaden their knowledge of different genres and styles of music
- Encourage creativity and understanding skills that are needed to communicate effectively as a musician
- Engage with, and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development

SPECIFICATION AT A GLANCE

Component 1: Performing

Total duration of performance: 4-6 mins

Non-exam assessment: internally assessed
30% of qualification

A minimum of two pieces, one must be an ensemble piece of at least 1 minute duration

One of the pieces performed must link to an Area of Study of the learners choice

Component 2: Composing

Total durations of compositions: 3-6 mins

Non-exam assessment: internally assessed
30% of qualification

Two compositions, one of which must be in response to a brief set by Eduqas

One composition will be linked to an Area of Study and one will be a "free" composition
Component 3: Appraising

Written examination: 1 hr 15 mins

40% of qualification

This component is assessed via a listening examination

Eight questions in total, two on each Area of Study

AoS 1: Musical Forms and Devices

AoS 2: Music for Ensemble

AoS 3: Film Music

AoS 4: Popular Music

WHAT MUSIC CAN DO FOR YOU

Apart from the innate enjoyment musicians gain from playing an instrument and being part of a group, music is part of everyday life and enhances all areas of society. Having a cultural and intellectual understanding of music from Corelli to Collier or Gamelan to Glass gives us a crucial insight into people from around the world. Music has well documented cognitive benefits for all and is an essential part of human existence. Music compliments and enhances all academic subjects.

Various careers utilising music are: composing, performing, teaching, the arts, orchestral management, music therapy, sound engineer, music production and music journalism.



EDUQAS



PHYSICAL EDUCATION (PE) AQA

INTRODUCTION

The GCSE Physical Education specification will enable learners to engage in a course designed to encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways. Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. Learners will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. They will develop their ability to analyse and evaluate to improve performance in physical activity and sport.

SPECIFICATION AT A GLANCE

Paper 1: The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

ASSESSMENT

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

ASSESSMENT

Written exam: 1 hour 15 minutes

- 78 marks
- 30% of GCSE

Non-exam assessment:

Practical performance in physical activity and sport

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

ASSESSMENT

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

A word cloud centered around the word "Religious". The word "Religious" is the largest and most prominent. Other large words include "Faith", "Education", "Philosophy", "Religion", "Question", "Theology", "Diversity", "History", "Bible", "Community", "Jesus", "Atheist", "United", "Answers", "Perspective", "Researcher", "Reality", "Reflective", "Existence", "Disciples", "Empirical", "Training", "Philosopher", "Land", "Israel", "Assessment", "Experience", "Quran", "Personal", "People", "Unknown", "Swinton", "GCSE", "School", "Questions", "Social", "Understanding", "Humanities", "Clarity", "Research", "Analysis", "Faith", "Education".

INTRODUCTION

ASSESSMENT

WHAT RELIGIOUS STUDIES CAN DO FOR YOU

SPECIFICATION AT A GLANCE

Component 1: Religious Beliefs and Practices

ASSESSMENT

Component 2: Thematic Studies

INTRODUCTION

GCSE Spanish takes students into the study of a language that is highly useful in the modern world. Students learn to understand and be understood in a number of tenses and topics that can be adapted to a very wide range of situations and applications.

SPECIFICATION AT A GLANCE

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks

- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks





STATISTICS & FURTHER MATHEMATICS

AQA

INTRODUCTION

GCSE Statistics develops the skills of data handling and probability taught in GCSE Mathematics. Statistics are being used at an increasing rate in business, politics and science. In the real world we are constantly presented with graphs and data in the media, and being able to understand these is a key life skill. Statistics is perhaps the most versatile area of maths, teaching students how to collect, analyse, interpret and present data.

In addition to GCSE Statistics, students will also be able to study for a Level 2 certificate in Further Mathematics. This is equivalent to a full GCSE and is designed to stretch and challenge high achieving mathematicians. This qualification gives an introduction to calculus and matrices, and develops further skills in trigonometry, functions and graphs. Further

mathematics is also an excellent course for students intending to study mathematics beyond GCSE.

Assessment – GCSE Statistics (higher or foundation tier)
 Paper 1 – written examination 1 hour 45 minutes.
 Paper 2 – written examination 1 hour 45 minutes.
 Both papers contain a mix of multiple choice, short and longer questions. A calculator is allowed for both papers.

Assessment – Level 2 certificate in Further Mathematics
 Paper 1 – written examination 1 hour 45 minutes. Non-calculator.
 Paper 2 – written examination 1 hour 45 minutes. Calculator allowed.

Papers contain a mix of short and longer questions. All students take the same papers as they are not tiered.

MYDDELTON COLLEGE:

MICROSOFT SHOWCASE SCHOOL

For the fifth consecutive year Myddelton College has been recognised as a Microsoft Showcase School.

Microsoft Showcase Schools are renowned for their excellence in demonstrating student outcomes resulting from commitment to educational transformation. Myddelton College provides both inspiration and an opportunity for all community members to see and experience the future of digital transformation in education. We are part of an exclusive community from around the world recognised and celebrated for vision and innovation in teaching, learning and assessment, computational and critical thinking, creativity and collaboration and a willingness to promote a growth mind-set amongst educators and students.



As a Showcase School, Myddelton College works closely with Microsoft to lead innovation in educational transformation and communicate an education transformation vision, enabled by technology, through our commitment to host and mentor other schools in the local community and around the globe.

"Microsoft showcase schools are shining examples of those applying purpose driven innovation in a variety of ways to build connections and motivate students and to create community in and out of school. These schools are truly transforming learning and providing more personalised education to students, empowering them to achieve more."
 Anthony Salcito, Vice President, Worldwide Education, Microsoft

Teaching and learning at Myddelton College is underpinned by the 21st century learning skills valued by employers. These skills of collaboration, skilled communication, knowledge construction, self-regulation, real-world problem solving and use of ICT for learning are embedded into the curriculum at the classroom level and supported by the education transformation framework at the whole College level for the benefit of all current and future students.

NOTES

NOTES



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