

# St Chris



GCSE  
Curriculum  
Information  
2023/25



CONTENTS

GCSE CURRICULUM – THE BASICS ..... 04

GCSE GRADING ..... 05

GCSE CORE CURRICULUM ..... 07

    ENGLISH LANGUAGE AND ENGLISH LITERATURE ..... 07

    MATHEMATICS ..... 07

    COMBINED SCIENCE (TRILOGY) ..... 09

    BIOLOGY, CHEMISTRY AND PHYSICS ..... 09

GCSE OPTIONAL CHOICE SUBJECTS ..... 10

    ART & DESIGN ..... 11

    ART & DESIGN: 3D DESIGN ..... 12

    COMPUTER SCIENCE ..... 15

    DRAMA ..... 16

    FILM STUDIES ..... 19

    FOOD PREPARATION & NUTRITION ..... 20

    FRENCH ..... 23

    FURTHER MATHS ..... 24

    GEOGRAPHY ..... 26

    HISTORY ..... 28

    MUSIC ..... 30

    PHYSICAL EDUCATION ..... 32

    SPANISH ..... 34

OUR SCHOOL ..... 36

KEY CONTACTS ..... 38

# GCSE Curriculum – The Basics

Years 10 and 11 (IV and V Group) are an exciting step for pupils to hone in on their interests and their preferred academic choices. St Chris pupils are challenged, inspired and supported to undertake GCSE courses. There is an increased academic demand but also a deepening of understanding, providing the basis for the step pupils will make from the end of Year 11 to the Sixth Form at St Chris.

Pupils follow a curriculum which leads to nine or ten GCSE awards.

The **core curriculum** is compulsory for everyone and includes:

English Language

English Literature

Mathematics

Sciences (2 or 3 GCSEs)

The remaining four subjects are chosen from a broad range of options.

Pupils are strongly advised to opt for those subjects that they enjoy and are good at. Higher Education and career aspirations should also be considered.

Wherever possible it is sensible to aim for a balanced programme of study. However, the School does not require a pupil to choose courses to include all the main curriculum areas (languages, humanities, creative subjects and technology). It is possible, therefore, to select a combination of subjects tailored to individual strengths and needs.

St Chris provides advice and consultation for pupils and parents to help them make appropriate choices. This booklet is the starting point for that discussion as it provides the essential information about the GCSE courses provided at St Chris.





# GCSE Grading

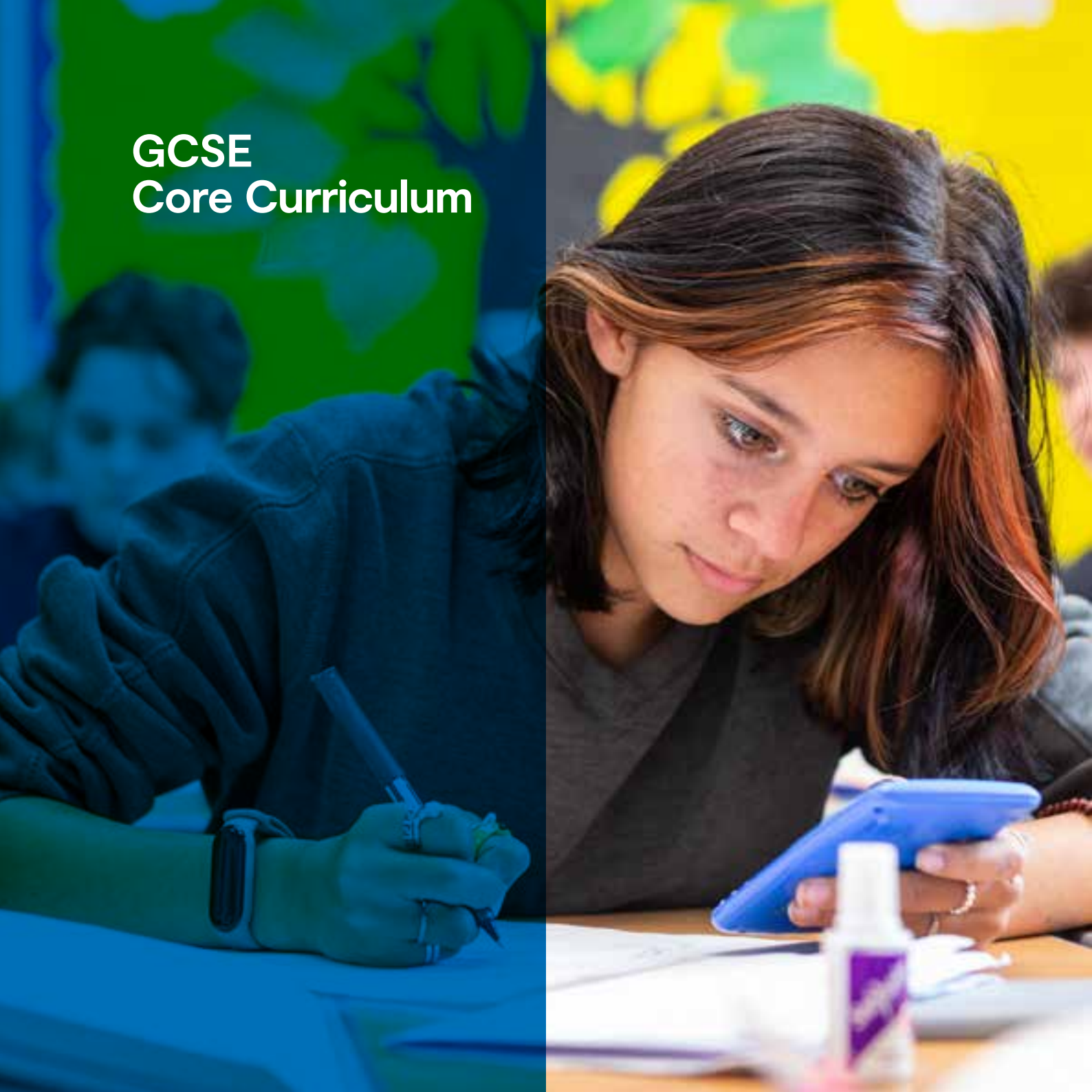
GCSE's are graded on the 9 to 1 scale – where 9 is the highest grade that can be achieved. The diagram below shows the equivalent grade in the old grading structure.

A GCSE pass grade is considered to be grade 4 and above.

Old Grading Structure	Current Grading Structure
A*	9
	8
A	7
B	6
	5
C	4
D	3
E	2
F	
G	1
U	U



# GCSE Core Curriculum



All pupils undertake the following courses:

# English Language & English Literature

Examining Group ..... AQA  
Syllabus Titles ..... English Language (8700)  
..... English Literature (8702)

GCSE English lessons at St Chris are split into two separate courses: English Language and English Literature. Both are compulsory for all students.

## ENGLISH LANGUAGE

The English Language course focuses largely on functional, real world English skills. Students are assessed in two rigorous examinations after two years of study. Each exam paper is divided into two sections; Reading and Writing.

The Reading section requires students to read and interpret a number of unseen text extracts from a variety of sources, genres and time periods, including nineteenth-century fiction and non-fiction. Understanding is then assessed through a series of questions which deal with the students' ability to comprehend, infer, evaluate, analyse and summarise the written word.

The Writing section asks students to produce their own original writing, both fiction and non-fiction, based on a set task. This is where students are also assessed for spelling, punctuation and grammar.

## ENGLISH LITERATURE

The English Literature course is text based and students will have studied a variety of literary works throughout Years 10 and 11 including a play by Shakespeare, a text from the twentieth-century, a nineteenth-century novel and a wide range of poetry. Students are assessed in two 'closed book' examinations which test the students' detailed understanding of the set texts and which take the form of a series of essay questions.

The English Department at St Chris is committed to giving students the best possible preparation for their GCSE exams. With this in mind, in Key Stage Three we are already developing the skills needed and 'drip feeding' the specific GCSE assessment criteria to students so that they are familiar and confident when they start Year 10.

# Mathematics

Examining Group ..... Edexcel (Pearson)  
Syllabus Title ..... Mathematics (1MA1)

GCSE Mathematics is assessed by examination only at the end of Year 11 (V Group). It is a tiered qualification. There are two tiers:

- **Foundation tier – grades 1 to 5 available**
- **Higher tier grades – 4 to 9 available (grade 3 allowed).**

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The assessment for each tier of entry consists of three externally-examined papers (Paper 1 – non-Calculator, Paper 2 and 3 – Calculators are allowed), each paper is 1hr 30 minutes long and is out of 80 marks each; all three must be from the same tier of entry.

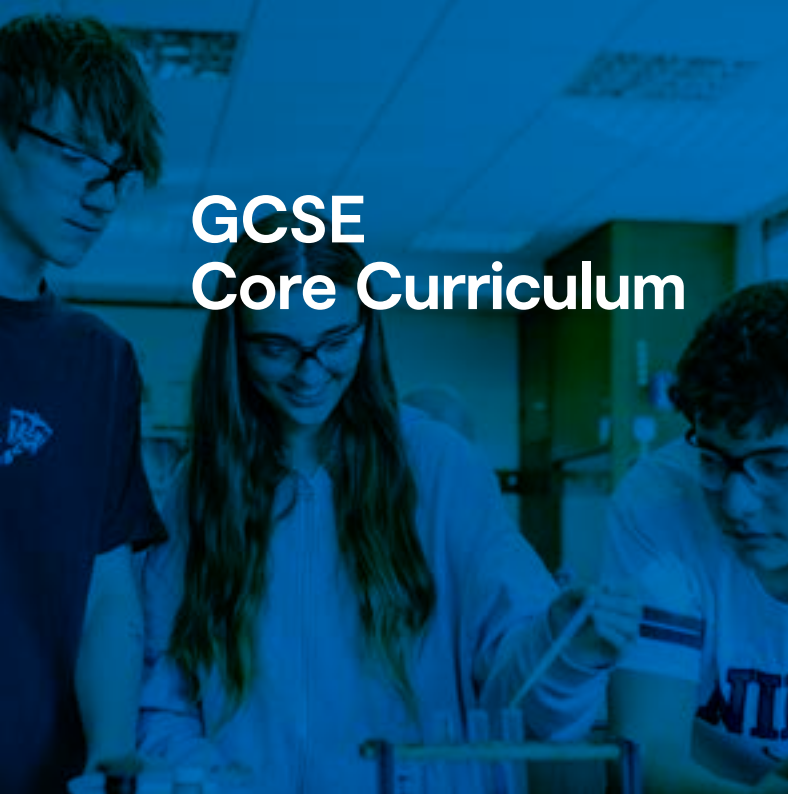
The GCSE course comprises topics from the following main areas:

- **Number: prime numbers; fraction arithmetic; percentages and interest calculation; standard form; surds; consequences of estimating**
- **Ratio: the fact that ratio is a relationship and can help solve many everyday problems**
- **Algebra: one of the key languages in maths and how to model situations in general and solve for particular known facts**
- **Graphs: how to present information visually and use graphs to help solve problems**
- **Geometry: to use properties of shape to solve problems; Pythagoras and Trigonometry**
- **Probability & statistics: outcomes of multiple events; 0 – 1 probability scale, Venn & tree diagrams; independent & dependent events; inference about populations from sampling; correlation etc.**

The GCSE has been designed to give students a solid understanding of concepts, the opportunity to achieve fluency in mathematical processes and gain confidence in applying these to problem-solving in a wide variety of contexts.



# GCSE Core Curriculum



## Combined Science (Trilogy), or Biology, Chemistry & Physics

Examining Group.....	AQA
Syllabus Titles .....	Combined Science: Trilogy (8464, Double Award); or ..... Biology (8461) ..... Chemistry (8462) ..... Physics (8463)

Progress in lessons and test results in Year 9 (III Group), Year 10 (IV Group) and Year 11 (V Group), allow us to decide the best combination for each individual which can be used to achieve either two GCSEs in the double award or three GCSEs in the separate sciences.

The strongest science students will follow the three separate GCSE courses: Biology; Chemistry; Physics. Other students will work towards two GCSEs called Combined Science: Trilogy.

There is no coursework element in any of the specifications; however, questions in the written exams will draw on work students have experienced when carrying out practical activities, some of which are compulsory.

All pupils will take their GCSE written papers at the end of Year 11.

### COMBINED SCIENCE: TRILOGY (DOUBLE AWARD)

Students will take the following written terminal papers:

Biology	Biology 1, Biology 2
Chemistry	Chemistry 1, Chemistry 2
Physics	Physics 1, Physics 2

Each paper is 1 hour 15 minutes, 70 marks and worth 16.7%.

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

The qualification will be graded on a 17-point scale:

9-9 (highest)

9-8

9-7 etc. all the way down to 1-1

All the exams are in May/June at the end of Year 11.

**BIOLOGY, CHEMISTRY, PHYSICS**

The separate science GCSEs in Biology, Chemistry and Physics have an assessment structure as follows:

Students will take the following written terminal papers:

Biology	Biology 1, Biology 2
Chemistry	Chemistry 1, Chemistry 2
Physics	Physics 1, Physics 2

Each paper is 1 hour 45 minutes, 100 marks and worth 50%.

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

All pupils will take their GCSE written papers at the end of Year 11.

Full details of science courses from AQA can be found here:  
<http://www.aqa.org.uk/subjects/science/gcse>



# GCSE Optional Choice Subjects

Art & Design

Art & Design: 3D Design

Computer Science

Drama

Film Studies

Food Preparation & Nutrition

French

Further Maths

Geography

History

Music

Physical Education

Spanish



# Art & Design

Examining Group..... EDUQAS

Syllabus Title..... GCSE Art and Design

## ASSESSMENT

Students are provided with a wide range of stimulating creative opportunities to explore their interest in Art and Design in ways that are personally relevant and developmental in nature. Students can choose any one of the following titles: Art, Craft and Design, Fine Art, Textile Design, Three-Dimensional Design, Graphic Communication and Photography.

## PORTFOLIO

(60% of qualification)

This component is designed to enable students to effectively develop an introductory foundation of core skills and encourage engagement with exciting creative experiences that build fundamental learning, knowledge, contextualisation skills and critical thinking.

Students focus on acquiring valuable skills which include experimentation, risk-taking, drawing, the application of the formal elements and the ability to analyse and synthesise information and ideas, alongside developing and refining techniques.

This element of the course culminates in a practical project/ portfolio, in which students develop, in consultation with their teacher, a body of work based on a theme, concept or specific design brief that is of personal significance and links to the contexts of contemporary and/or past artists, designers or craftspeople.

At St Chris the portfolio usually consists of a foundation skills-based module, a whole class gallery visit, a major practical project and a mock exam project. Students are also encouraged to participate in creative ventures at school such as clubs and options in the Recycled Fashion Show, jewellery, darkroom photography, pottery and set design. These could all support a strong portfolio. In addition, there are weekly after school supervised sessions in the Art Room run to support students with practical work.

## EXTERNALLY SET ASSIGNMENT

(40% of qualification)

This component represents the culmination of students' GCSE study and provides both focus and challenge. Students are required to develop a personal response to one of a varied range of stimuli within specified time constraints.

The Externally Set Assignment materials consist of a series of assignments based on themes, visual stimuli and written briefs set by the exam board. Students are required to select one of the set assignments and to develop a personal response. Students will develop their response over a preparatory period, which at St Chris is through the spring term of Year 11. Responses must take the form of critical, practical and contextual preparatory work and/or supporting studies, which will inform the resolution of these ideas in a sustained focus study. Following the preparatory study period, students will work in a two day exam (at the end of the spring term) for a period of 10 hours sustained focus study to realise their response. At the conclusion of their preparatory study and exam, students will be required to select, evaluate and present their submissions for assessment.

Art supplies costs: General art supplies are included within the School Fees however, due to the broad range of materials and techniques available to our students, additional charges can sometimes be made where individual specialist materials are required for practical work.

# Art & Design: 3D Design

Taught by specialist 3D Design staff in our extensive St Chris workshop, with advanced facilities for wood/metal/plastics/CAD/CAM work.

Examining Group.... AQA

Syllabus Title..... GCSE Art & Design: Three  
Dimensional Design (8205)

## ASSESSMENT

### PORTFOLIO

(60% of qualification)

- Undertaken from the start of Year 10, through to the end of the autumn term in Year 11.
- Students build up a broad portfolio of creative three dimensional work, based around two substantial coursework projects: one wide ranging and sculptural; the other more product based and technical in nature with a focus on furniture and lighting.
- Students have access to an extremely well equipped and resourced industry standard workshop, and will be using advanced techniques such as hot metalwork, MIG welding, laminating, forging, casting, laser cutting, carving and fabrication.
- We have a strong emphasis on experimenting and exploring creative ideas directly through making. The great majority of lessons are workshop based, with homework then being to record and develop ideas in the student's sketchbook.
- Students are taught how to keep a sketchbook that tells the "journey" of their project, including: the focus and aims of their work; personal research into inspirational designers and artists; the development and evaluation of their own creative ideas, trips and visits along with drawing, photography, CAD and annotation used to communicate these.
- Students should be interested in 3D Design, spend time looking at design on-line, and be excited to visit galleries, exhibitions and design shops in their own time if they wish to access the highest grades.

## EXTERNALLY SET ASSIGNMENT

(40% of qualification)

Preparatory period (one term) + 10 hours supervised exam time in the workshop.

- Students respond creatively to a chosen starting point, from a list of contexts set by the exam board in January of Year 11.
- Preparation for this takes place during the spring term of Year 11, involving research, model making, developing ideas and making components.
- There is then a supervised Practical Making Exam in the 3D Design workshop, usually undertaken for two days (equalling 10 hours) at the very start of the summer term. There is no written exam.

Pupils should consider 3D Design if they enjoy:

- Making things and working creatively with their hands;
- Problem solving, and working out how to make things;
- Working more independently and managing a project over a long period of time. (being self-motivated and organised with project work and sketchbooks is a core skill);
- Looking at the work of artists, architects, sculptors, product designers, jewellers and researching other sources;
- Coming up with artistic creative ideas of their own;
- Keeping creative sketchbooks and enjoying exploring thoughts and ideas on paper;
- Freehand sketching and Designing 2D and 3D shapes on the computer through CAD;
- Using and knowing about a range of materials, tools and machines.

The differences between Year 9 3D Design work and GCSE 3D Design are a greater focus on:

- Weekly sketchbook work – researching your own sources, including the work of artists, architects and product designers as starting points for your own work;
- Updating sketchbooks every week at home to explore, record and communicate your developing ideas;
- Creative experimentation in the workshop using many more tools, processes and materials;
- Updating sketchbooks every week at home to explore, record and communicate your developing ideas;
- Smaller classes so more individual help in the workshop, as well as two lessons per week rather than one.



The 3D Design Department offers after school “Shed” sessions for approximately 3 hours each week (coordinating with the St Chris “late bus”) to exam candidates, where students in Year 10 to Year 13 work side by side. Coming to regular after school sessions again helps students to access the higher grades.

Portfolio project costs: Parents/carers and candidates should be aware that there will be a charge made for project materials. This will only be for materials embedded within completed work taken home. The charge will vary depending on the expense of materials used, and typically ranges between £30 - 60; very occasionally up to £100 if a lot of expensive materials have been used.





# Computer Science

Examining Group..... OCR

Syllabus Title..... GCSE Computer Science  
(J276)

## WHY STUDY COMPUTER SCIENCE?

“The future is still so much bigger than the past” Sir Tim Berners Lee

In a century that will be shaped by how we use computers and technology, understanding how computers and networks work and the ability to program them will be essential. There is also the sheer joy and excitement that comes with programming and creating exciting projects like games and ‘bots’. Computer science is not just for those who are ‘into’ technology, it is there for anyone who is curious, creative and enjoys a challenge.

## WHAT WILL YOU NEED TO BE GOOD AT?

Some experience of programming is helpful but not essential; although you will need to be someone who:

- Likes solving problems and being creative
- Has a genuine interest in how computers work and enjoys making cool projects
- Is willing to learn from mistakes and use them to inform future actions

## WHAT DOES THE COURSE INVOLVE?

The study of computer systems: architecture; memory; storage; networks; network topologies, protocols and layers; security; system software; the ethical, legal, cultural and environmental concerns.

The study of computational thinking, algorithms and programming; producing robust programs; computational logic; translators and facilities of languages; data representation.

There are two terminal written exam papers; both are 1 hour 30 minutes long and each worth 50%. There is also a formal programming project requirement (20 hours in total) that consolidates the learning through practical activity.

## HOW WILL YOU BE TAUGHT?

Lessons will be split between practical coding sessions and content and will always be interactive with pupils encouraged to share their thoughts and ideas.

## WHAT CAN YOU DO WITH THE QUALIFICATION?

Students who take GCSE Computer Science will be able to continue their studies by taking A level Computer Science.



# Drama

Examining Group..... AQA

Syllabus Title..... GCSE Drama (8261)

## THE COURSE AIMS TO DEVELOP:

- Understanding drama
- Devising drama
- Texts in practice

## COMPONENT 1: UNDERSTANDING DRAMA

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

### How is it assessed?

Written exam: 1 hour 45 minutes; Open book; 40%. Multiple choice (4 marks); four questions on a given extract from the set play chosen (46 marks); one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks).

## COMPONENT 2: DEVISING DRAMA (PRACTICAL)

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

### How is it assessed?

Devising log (60 marks);

Devised performance (20 marks); 40%.

This component is marked by teachers and moderated by AQA.

## COMPONENT 3: TEXTS IN PRACTICE (PRACTICAL)

Performance of two extracts from one play (students may contribute as a performer or designer). Free choice of play but to contrast with the set play chosen for Component 1.

### How is it assessed?

Performance of Extract 1 (25 marks) and Extract 2 (25 marks); 20% of GCSE.

This component is marked by AQA.

## THEATRE TRIPS

Students can expect to see at least one production a year with the School.





# FILM STUDIES



*Film: The only Art form created in the 20th century*





# Film Studies

Examining Group..... EDUQAS

Syllabus Title..... GCSE Film Studies (4810)

## WHAT IS FILM STUDIES?

Film is one of the main cultural innovations of the 20th century and a major art form of the last hundred years. GCSE Film Studies enables students to study a diverse range of films; learn to analyse the key elements of film form; explore the significance of film in a social, cultural and historical context; and put all of this into practice in the production of their own short film or screenplay.

## HOW IS IT ASSESSED?

GCSE Film Studies is assessed through examination and practical coursework. Exams are worth 35% each and are as follows:

### COMPONENT 1: KEY DEVELOPMENTS IN US FILM

Students are required to answer a range of questions which include; short form questions that assess their knowledge and understanding of genre and narrative, and of key developments in film and film technology; and longer essay-style questions which require them to write about the films they will have studied in class.

### COMPONENT 2: GLOBAL FILM: NARRATIVE, REPRESENTATION AND FILM STYLE

Students are required to answer a range of questions; both short form questions that assess their knowledge and understanding of the way films use the key elements to convey meaning and context, and longer essay-style questions which require them to write about the films they will have studied in class.

**COMPONENT 3:** Assessed internally and moderated externally and requires students to produce either a short film or a screenplay responding to a brief set by the exam board. This must be accompanied by an evaluation of their work.

## WHO SHOULD TAKE IT?

Pupils should consider GCSE Film Studies as an option if they already enjoy:

- **Film! An interest in a wide range of film is essential**
- **Applying skills of analysis to a range of different texts**
- **Being creative**
- **Investigating the world around them**
- **Film production and post-production**

# Food Preparation & Nutrition

Examining Group..... AQA

Syllabus Title..... GCSE Food Preparation  
& Nutrition (8585)

GCSE Food Preparation & Nutrition offers a focus on practical cooking skills and the opportunity to develop a thorough understanding of nutrition, the origin of foods and a working knowledge of the characteristics of ingredients.

**Exciting and contemporary** – It's designed to motivate students to develop the high level of knowledge, understanding and skills to cook and apply the principles of food science, nutrition and healthy eating.

**Keeps the subject meaningful** – Students learn about improving lives through better knowledge of food, where it comes from and how it affects our bodies.

**Inspiration from around the world** – Explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

## THEORY CONTENT

(50% of qualification)

This content is covered throughout five components:

- Food
- Nutrition & Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

100 marks (1 hour 45mins written paper)

## PRACTICAL CONTENT

(50% of qualification)

**Food Preparation Task:** Students' understanding of the working characteristics, functional and chemical properties of ingredients.

**Food Investigation Task:** Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Teacher assessed and moderated by the exam board.





Quelle  
est  
ta  
nationalité?



# French

Examining Group..... AQA

Syllabus Title..... GCSE French (8658)

## LISTENING PAPER

(25% of qualification)

**Section A:** Questions in English, to be answered in English or non-verbally

**Section B:** Questions in French, to be answered in French or non-verbally

## READING PAPER

(25% of qualification)

Understanding and responding to different types of written language.

**Section A:** Questions in English, to be answered in English or non-verbally

**Section B:** Questions in French, to be answered in French or non-verbally

**Section C:** Translation from French into English

## WRITING PAPER

(25% of qualification)

Structured writing task (90 words); Open-ended writing task (student responds to two compulsory detailed bullet points, 150 words in total); Translation from English into French (50 words).

## SPEAKING TEST

(25% of qualification)

Externally set, internally conducted, externally assessed.

Communicating and interacting effectively in speech: Role-play – 15 marks (2 minutes); Photo card – 15 marks (3 minutes); General conversation – 30 marks (5–7 minutes)

The emphasis at GCSE is on communication. Our objective is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

The course covers three distinct themes that apply to all four question papers:

- **Theme 1: Identity and culture**
- **Theme 2: Local, national, international and global areas of interest**
- **Theme 3: Current and future study and employment**

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

# Further Mathematics

Examining Group..... AQA

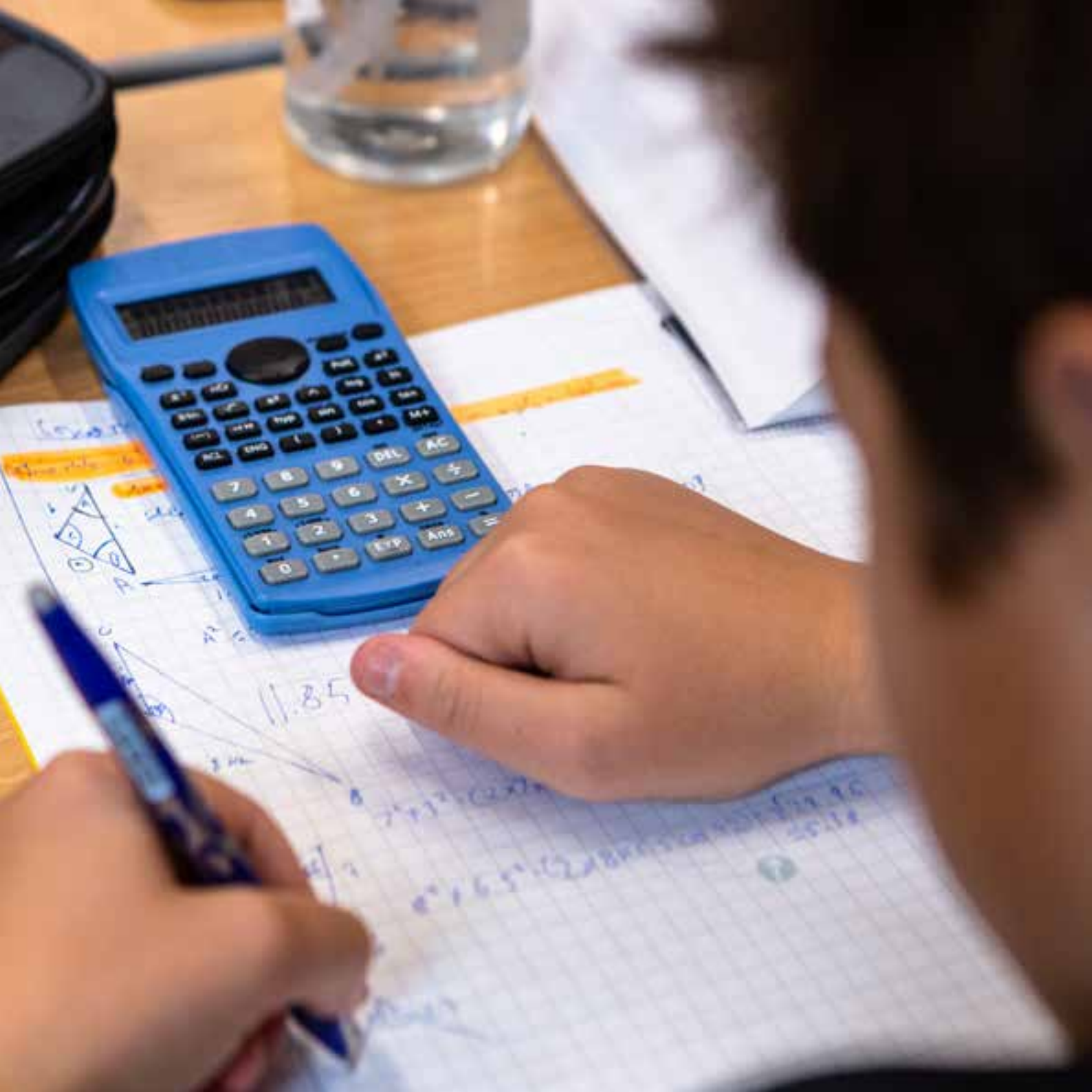
Syllabus Title..... AQA Level 2 Certificate in  
Further Maths (8365)

Students who are expected to achieve grades 7, 8 and 9 in GCSE Mathematics are invited to take an additional qualification, AQA Level 2 Certificate in Further Mathematics.

This is an optional additional qualification and is particularly beneficial for those students who are keen to progress to study A Level Mathematics or Further Maths. This programme of study starts in Term 2 of Year 10 and involves students attending an extra mathematics lesson after school, once a week with additional independent study.

This qualification supports high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their GCSE (Key Stage 4) curriculum.

The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.



# Geography

Examining Group..... Edexcel (Pearson)

Syllabus title ..... GCSE Geography B (1GB0)

## COURSE OUTLINE GCSE

Geography is both engaging and relevant. It is a qualification that enables students to explore the world, the issues it faces and their own place in it. The course has a clear and coherent structure focused on enquiry based learning that helps to develop transferable skills and prepares students to succeed in their chosen pathway. Fieldwork is an integral part of the course and enables students to develop their skills and knowledge of fieldwork techniques and practices.

## ASSESSMENT

### GLOBAL GEOGRAPHICAL ISSUES

Written examination – 1 hour 30 minutes

Students are examined on three topics – Hazardous Earth; Development Dynamics and Challenges of an Urbanising World. This is to enable students to develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global, and of social, political and cultural contexts.

The exam includes multiple-choice, short open, open response and extended writing questions.

### UK GEOGRAPHICAL ISSUES

Written examination – 1 hour 30 minutes

Students are examined on three topics in the context of the UK – The UK's Evolving Physical Landscape; The UK's Evolving Human Landscape and Geographical Investigations. This allows students to gain an understanding of the interactions between people and environments, the change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts. Students carry out urban and coastal fieldwork and apply it to contemporary situations and issues.

The exam includes multiple-choice, short open, open response and extended writing questions.

## PEOPLE AND ENVIRONMENT ISSUES – MAKING GEOGRAPHICAL DECISIONS

Written examination – 1 hour 30 minutes

This is a decision-making paper in which students are expected to apply geographical knowledge, understanding and skills appropriately and creatively to real-world contexts. The exam is based around a 'geographical issue' which student explore using the resource booklet provided.

The paper includes multiple-choice, short open, open response and extended writing questions. This exam covers content from the following four topics: People and the Biosphere; Forests under Threat; Consuming Energy Resources and Making a Geographical Decision.

All students are subject to SPAG marks (marks that can be lost or gained based on spelling, punctuation and grammar).







# History

Examining Group..... AQA

Syllabus Title..... GCSE History (8145)

This is an exciting and highly challenging GCSE History course. There are four components all of which are assessed through written examination.

## **PAPER 1: UNDERSTANDING THE MODERN WORLD** (50% of qualification)

Written exam: 2 hours (84 marks including 4 for spelling, punctuation and grammar)

### **SECTION A, PERIOD STUDY: GERMANY, 1890-1945: DEMOCRACY AND DICTATORSHIP**

This unit will examine the development of Germany during the rise and fall of democracy and the subsequent rise and fall of Nazism. Students will learn about the political, economic, social and cultural aspects of these changing times and the key individuals who shaped change. The unit specifically focuses on Kaiser Wilhelm and the impact of the First World War on Germany; Weimar democracy and political unrest; the Stresemann era; economic developments prior to World War Two; the impact of the Depression and support for Nazis; the establishment of Hitler's dictatorship and the experience of Germans under the Nazis including opposition and resistance.

### **SECTION B, WIDER WORLD DEPTH STUDY: CONFLICT AND TENSION: THE INTER-WAR YEARS, 1918-1939**

This unit will focus on the needs and interests of different individuals and states looking at national self-determination, internationalism and the peace settlement. Students will study the armistice; the Versailles Settlement and the impact of the treaty; the League of Nations, diplomacy outside of the League and the failure of the League to prevent war in 1939; the development of tension leading up to the Second World War; the Policy of Appeasement and the outbreak of World War Two in 1939 considering the responsibility of key individuals such as Hitler, Stalin and Chamberlain.

## **PAPER 2: SHAPING THE NATION**

(50% of qualification)

Written exam: 2 hours (84 marks including 4 marks for spelling, punctuation and grammar)

### **SECTION A, THEMATIC STUDY: BRITAIN: HEALTH AND THE PEOPLE: C1000 TO THE PRESENT DAY**

This unit looks at how medicine and public health developed over a long period of time. Students will examine the importance of seven factors (war, superstition and religion, chance, government, communication, science and technology, the role of the individual) and how these factors resulted in change over time. Students will focus on medieval medicine and public health in the Middle Ages; the impact of the Renaissance on medicine and surgery, the growth of hospitals and the prevention of disease; the development of Germ Theory and revolutionising surgery with anaesthetics, antiseptics and aseptic surgery; modern treatments including antibiotics, the impact of war and technology on surgery, new surgical techniques and the NHS.

### **SECTION B, BRITISH DEPTH STUDY INCLUDING THE HISTORIC ENVIRONMENT: ELIZABETHAN ENGLAND, C1568-1603**

This unit is an in depth study of the last 35 years of the reign of Elizabeth I. There is a focus on economic, religious, political and social events, and historical controversies of the time period. Students will assess the court of Elizabeth; the difficulties of being a female ruler, the problem of marriage and succession, rebellions against her; living conditions and fashions; theatre; the poor; explorers; Mary Queen of Scots; conflict with Spain.

Part of this unit will involve a study of the historic environment of Elizabethan England. Students will study a specific site in depth and examine its historical context. The site studied is changed each year and students will be expected to answer a question on the specified site. Although there is no requirement to go to the site, we endeavour to visit the site in V Group if it is close enough to the school.

# Music

Examining Group..... OCR

Syllabus Title..... GCSE Music (J356)

GCSE Music is based on five Areas of Study providing performance, composition and appraisal opportunities. Pupils will study music from the past and present, from the western tradition and other world cultures. There will also be opportunities for pupils to further their understanding of musical styles of their own choosing.

## AREA OF STUDY 1: MY MUSIC

(spotlight on my instrument)

Pupils learn about their instrument (or voice), its capabilities, limitations, and repertoire. They will practice, rehearse, perform, and compose a piece in any style they wish.

## AREA OF STUDY 2: THE CONCERTO THROUGH TIME

Pupils study the Concerto and its development from 1650 to 1910.

## AREA OF STUDY 3: RHYTHMS OF THE WORLD

Pupils study the traditional rhythmic roots from four geographical regions of the world: India and the Punjab; Eastern Mediterranean and Middle East; Africa; Central and South America.

## AREA OF STUDY 4: FILM MUSIC

Pupils study a range of music used for films including: music composed for a film; music from the Western Classical tradition used within a film; music that has been composed as a soundtrack for a video game.

## AREA OF STUDY 5: CONVENTIONS OF POP

This involves the study of a range of popular music from the 1950s to the present day, focussing on: Rock 'n' Roll of the 1950s and 1960s; Rock Anthems of the 1970s and 1980s; Pop Ballads of the 1970s, 1980s and 1990s; Solo Artists from 1990 to the present day.

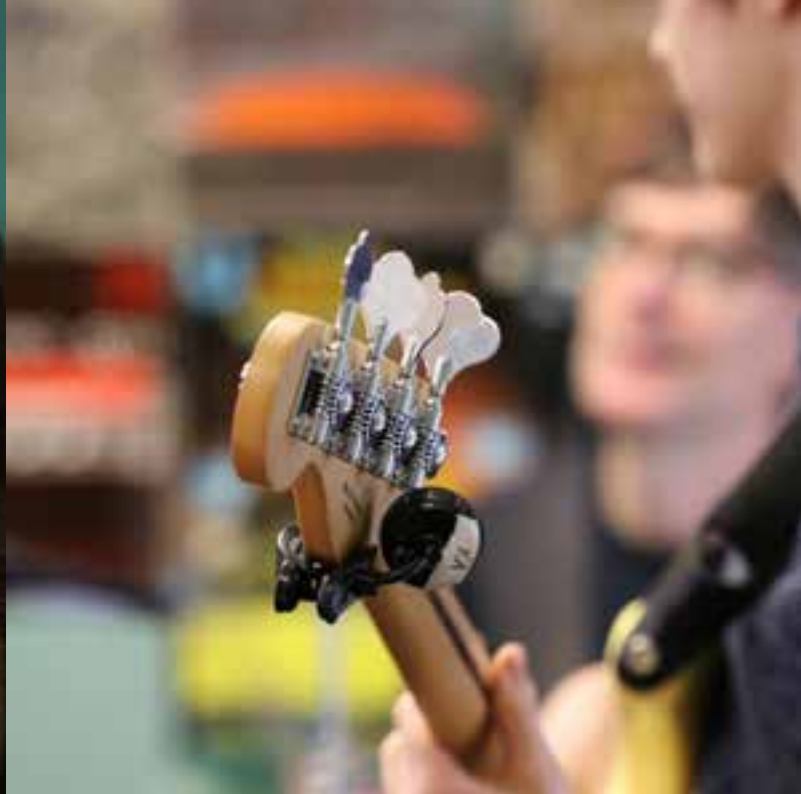
## HOW IS IT ASSESSED?

Integrated Portfolio: One performance and one composition, to a self-determined brief, for their own instrument. (30% of qualification)

Practical Component: Pupils record one performance in an ensemble and produce one composition in response to a brief set by OCR. (30% of qualification)

Listening and Appraising: The Listening Exam assesses aural perception and understanding of the content of the Areas of Study 2-5. Pupils listen to extracts of music and answer questions about them. The exam lasts 1 hour 30 minutes. (40% of qualification).





# Physical Education

Examining Group..... EDUQAS

Syllabus Title..... GCSE Physical Education  
(601/8444/9)

## THE GCSE IN PHYSICAL EDUCATION REQUIRES STUDENTS TO:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance;
- Understand how the physiological and psychological state affects performance in physical activity and sport;
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas;
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- Understand the contribution which physical activity and sport make to health, fitness and well-being;
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport;

## THE SUBJECT CONTENT FOCUSES ON FIVE KEY AREAS:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in physical activity and sport

## HOW IS IT ASSESSED?

### Component 1: Introduction to physical education

Written examination: 2 hours, 120 marks  
(60% of qualification)

A range of short and extended answers, which can be drawn from any part of the specification; some questions will have stimuli/sources

### Component 2: The active participant in physical education

Non-exam assessment: 80 marks (40% of qualification). It is internally marked and externally moderated.

Students are assessed in three different activities in the role of player/performer in at least one individual activity and in one team sport (20 marks/10% for each performance). Learners are also assessed through a written analysis of one of their chosen activities (20 marks; 10%).

## WRITTEN PERFORMANCE ANALYSIS AND EVALUATION

20 marks (10%) are equally divided between the analysis and evaluation elements.

Students must design, monitor and evaluate a personal training programme to provide recommendations that will improve their performance in one of their assessed practical activities. Students must collect, present, analyse and evaluate appropriate data for the personal performance analysis; they must use specification theory to support their choices throughout the design, implantation and evaluation stages.





# Spanish

Examining Group..... AQA

Syllabus Title..... GCSE Spanish (8698)

## LISTENING PAPER

(25% of qualification)

- **Section A: Questions in English, to be answered in English or non-verbally**
- **Section B: Questions in Spanish, to be answered in Spanish or non-verbally**

## READING PAPER

(25% of qualification)

Understanding and responding to different types of written language.

- **Section A – questions in English, to be answered in English or non-verbally**
- **Section B – questions in Spanish, to be answered in Spanish or non-verbally**
- **Section C – translation from Spanish into English**

## WRITING PAPER

(25% of qualification)

Structured writing task (90 words); Open-ended writing task (student responds to two compulsory detailed bullet points, 150 words in total); Translation from English into Spanish (50 words).

## SPEAKING TEST

(25% of qualification)

Externally set, internally conducted, externally assessed.

Communicating and interacting effectively in speech:

Role-play – 15 marks (2 minutes); Photo card – 15 marks (3 minutes); General conversation – 30 marks (5–7 minutes.)

The emphasis at GCSE is on communication. Our objective is to enable students 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.

The course covers three distinct themes that apply to all four question papers:

- **Theme 1: Identity and culture**
- **Theme 2: Local, national, international and global areas of interest**
- **Theme 3: Current and future study and employment**

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.





# Our School



- 1** Main Reception
- 2** Arunside
- 3** Junior School
- 4** Theatre
- 5** Swimming Pool
- 6** Sixth Form Centre
- 7** Senior School
- 8** Arundale Boarding House





# Key Contacts

## HEAD

Emma-Kate Henry

## HEAD OF SENIOR SCHOOL & HEAD OF BOARDING

Rich Jones

## HEAD OF SIXTH FORM & DESIGNATED SAFEGUARDING LEAD

Nat Baker

## DIRECTOR OF CO-CURRICULAR

Emma Roskilly

## SENIOR ACADEMIC LEAD

James Stirratt

## SENIOR PASTORAL LEAD

Cordy Lewis

## CURRICULUM AND DATA LEAD

Sophie Bharaj

## ADMISSIONS DEPARTMENT

Sarah Davis – Senior Admissions Registrar

+44 (0) 1462 650 947

admissions@stchris.co.uk

Main School Switchboard

+44 (0) 1462 650850

hello@stchris.co.uk

**stchris.co.uk**





Barrington Road Letchworth Garden City Hertfordshire SG6 3JZ

[stchris.co.uk](http://stchris.co.uk)   

**ST. CHRISTOPHER SCHOOL**  
LETCHWORTH GARDEN CITY