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Welcome to this guide to the curriculum choices your sons and daughters face looking ahead to the next two years.

In year 9 we teach foundational courses to provide a broad range of subjects and an introduction to general academic themes. This is a conscious decision to avoid premature specialisation and to encourage all pupils to think creatively across disciplines.

As of September pupils embark on GCSE courses that culminate in public examination at the end of Year 11. These are of course important years. GCSE courses lay the foundation for the interests and passions that will lead to study at a higher level. They provide the beginnings of independent learning with the experience of revising for and completing challenging external examinations. Pupils have the opportunity to develop a strong work ethic and the ability to work smart as well as hard, planning and juggling their commitments. In due course GCSEs will form an important part of a university application, especially to the Russell Group of 24 leading UK universities, demonstrating the breadth of an applicant's interests and achievements.

The aim of this guide is to set out clearly the curriculum options at Fulham Senior. It

also provides some background about our tutorial support and monitoring system, and information about the careers education and guidance available to support pupils.

Each subject offered at Fulham Senior is described in detail in the following pages in order to assist parents and pupils to make the right choices. If you have any questions, please direct them to Miss Northey or the relevant subject teacher who would be delighted to help. This booklet should be kept for reference throughout the GCSE period.

Academic Progress Grades will be sent to you every half term with a report on your son or daughter's progress. We also have a Year 10 parents' meeting and a Year 11 parents' meeting in the Spring Term. In addition, staff members are happy to talk to parents at any time if you have specific concerns - these are always best tackled immediately rather than waiting for the next report or meeting.

I hope that the first term at Fulham Senior has been fulfilling, with your son or daughter making the most of the many academic, cultural and sporting opportunities that we have to offer. We look forward to seeing you and consulting on their progress over the coming months.

**Mr Will le Fleming**, Headmaster-elect  
**Miss Arabella Northey**, Deputy Head



## THE SCHOOL CURRICULUM - YEARS 10 AND 11

### General Introduction

Our aim is for all pupils to continue to follow a broad and balanced curriculum with study of each of the following areas of learning:

- ❖ aesthetic, creative, literary
- ❖ human, social
- ❖ linguistic
- ❖ mathematical
- ❖ moral, spiritual
- ❖ physical
- ❖ scientific
- ❖ technological

The most important points about GCSE/iGCSE are these:

1. The quality of the results is what matters, not the number of passes;
2. Pupils should follow enjoyable and diverse courses that reflect their strengths and interests;
3. Many GCSE and iGCSE examinations are offered at two tiers levels of difficulty, which determines the range of the final grade that can be achieved. More information is in the subject pages.



## THE SCHOOL CURRICULUM - YEARS 10 AND 11

September 2018 - June 2020

### COMPULSORY SUBJECTS

#### **NON-GCSE EXAMINATION SUBJECTS**

Physical Education  
PSHCE (Personal, Social, Health and Citizenship Education)  
Enterprise

#### **GCSE EXAMINATION SUBJECTS**

English Language  
English Literature  
Mathematics  
Biology  
Chemistry  
Physics  
A Humanities (History, Geography)  
A Modern Foreign Language (French, Spanish)

### ADDITIONAL GCSE SUBJECTS

Each pupil is asked to select two further choices from the subject list below:

French
Spanish
Religious Studies
Art & Design
Computer Science
Drama
Geography
History
Latin

In choosing your subjects you should give careful consideration to:

- The subjects you most enjoy;
- The skills needed in each subject;
- The advice of your subject teachers;
- Any plans you may have for A-Level studies in the Sixth Form;
- Keeping a balance in your timetable.



## IMPORTANT DATES FOR SUBJECT SELECTION

### The process

Pupils are asked in early January to make a selection of their preferred options. At this stage pupils have a free choice, which is not binding, but forms the basis of the timetable blocks for the options. We will do our best to accommodate as many choices as we can. To that end the initial choice is as free as possible although some subject combinations may be impossible to timetable. Some subjects are also limited in the number of pupils that they can accommodate and selection criteria will be applied.

The Year 9 parents' evening on Thursday 11<sup>th</sup> January gives further discussion time with your child's teachers. The final choice needs to be submitted by Friday 9<sup>th</sup> February. Notification of the subjects that can be provided for each pupil will be confirmed during the week ending 23<sup>rd</sup> March.

At each stage in the process, pupils will be encouraged to discuss their choices with their subject teachers and parents. Further advice is readily available from the Deputy Head (Miss Northey). It is important that choices are discussed as widely as possible.

Whilst in general it is best for a pupil to continue with the subjects in which they feel most confident, please note that it is not usually possible to take a subject at A Level that has not been taken for GCSE. Also, certain subjects at GCSE are prerequisites for entry into some higher education courses and career fields. Your son or daughter should take account of any aspirations of this kind when making choices.

Parents are advised that the minimum requirement for automatic progression to the Sixth Form at Fulham Senior is 55 points (based on the introduction of new GCSE grading 1-9).

### Important Dates:

- 12 December                      School Report on pupil progress and attainment
- 11 January                         Year 9 Parents' Evening
- 9 February                         Option choices submitted
- 23 March                          Confirmation of Options



## MONITORING ACADEMIC PROGRESS

### At Fulham Senior the Curriculum in Key Stage 4 aims to:

- *prepare pupils for the opportunities, responsibilities and experiences of adult life and promote a lifelong love of learning;*
- *be inclusive by providing opportunities for all pupils to develop their skills and knowledge and to realise their potential;*
- *provide a framework that serves the needs of teaching and learning;*
- *promote the spiritual, moral, social and cultural development of all pupils;*
- *encourage the personal, mental and physical development of pupils;*
- *identify and develop transferable skills for the 21st Century;*
- *cater for the individual needs, interests and aspirations of each pupil.*

### To achieve these aims the curriculum will:

- be **broad** to ensure that each pupil is able to develop a wide range of skills and understanding;
- be **balanced** to ensure that each element of the curriculum is given appropriate emphasis to achieve the above aims and promote a lifelong love of learning;
- ensure that pupils are able to **access** the full range of higher education courses, institutions and career pathways;
- be **personalised** to ensure that the individual needs of each pupil are met through the provision of appropriate choice, pace, challenge and support at all levels;
- be **stimulating** to promote independent and lifelong learning;
- be **progressive** to build upon prior knowledge and experience through the introduction of appropriate challenge at all levels;
- allow the development of **transferable skills** and cross-curricular understanding;
- be designed to promote **individual pathways** and flexibility within a structure informed but not constrained by the requirements of external examination syllabuses.

By addressing the issue of **each individual's needs**, we will move towards a classroom ethos that recognises the concept of personalised learning.

Education in Key Stage 4 at Fulham Senior will build on what the most successful teachers do best, to create an educational experience with personalised learning at its heart. This means a system in which every pupil matters; careful attention is paid to their individual learning styles, motivations and needs; there is rigorous use of pupil target setting linked to high quality formative assessment and marking; lessons are well paced and enjoyable; and pupils are supported by partnerships with others beyond the classroom.

### It is our policy to promote stretch and challenge in three ways:

#### 1. Within the classroom:

- ✓ To encourage departments to run workshops, master classes or bring visiting speakers or outside agencies into the school.
- ✓ To introduce target-setting at all levels to establish appropriate and challenging expectations that evolve during a programme of study.
- ✓ To promote a departmental focus on assessment for learning.



- ✓ To include the provision of stretch and challenge as a focus for departmental planning.
- ✓ To promote stretch and challenge through the provision of open-ended tasks and extension activities or through the independent learning opportunity afforded by individual coursework assignments.
- ✓ To focus upon the development of independent learners.

## 2. A personalised curriculum:

- ✓ Where possible, to make provision within the curriculum for a range of extension courses and qualifications i.e. Duke of Edinburgh Awards, Arts Awards.
- ✓ To make reasonable adjustments to a pupil's programme, if appropriate, to promote the development of gifts and talents.
- ✓ To provide the opportunity for pupils to undertake additional qualifications.
- ✓ To provide a lesson allocation that allows the opportunity for exploration beyond the confines of examination syllabi.
- ✓ To support the development of individual pupils who exhibit particular flair, gifts or talents in any area of the curriculum or extra-curricular activity through formal and informal mentoring schemes.

## 3. Enrichment activities:

- ✓ To support pupils' attendance at lectures or visits, or to enrich their classroom experience through membership of external organisations.
- ✓ To support the formation and maintenance of subject-based clubs and societies.
- ✓ To promote pupil involvement in the promotion and running of subject-based activities through initiatives such as the Subject Mentors Scheme.
- ✓ To develop a Life-Skills programme that focuses on the development of a range of transferable skills as well as a stimulating programme of physical, mental and intellectual challenge.
- ✓ To support the development of a broad range of extra-curricular activity.
- ✓ To support the opportunity to gain formal recognition or external accreditation of performance through extra-curricular activity in Music, Drama, Physical Education, Technology, Art, Duke of Edinburgh and Debating.
- ✓ To promote fieldwork, trips and visits as an integral part of the experience of all pupils.

To **track and monitor individual pupil performance** in key stage 4, regular feedback of performance and progress will be shared with pupils and parents using baseline data generated through scores gained and subsequent GCSE predictions via MidYIS (Middle Years Information System) or YELLIS (Year Eleven Information System) test data.

The tracking and monitoring grade system using baseline data is designed to help pupils reach their **potential** in each of their subjects.

The aim is to achieve a situation where parents, pupils and teachers receive frequent and accurate information about individual pupil **progress and prospects** in each academic subject studied at GCSE level.



## Feedback given to pupils and parents:

**MAG** (*Minimum Achievable Grade*) is the starting point for monitoring pupil progress.

A **WA** (*Working At*) grade will provide regular feedback on current levels of performance.

A **WT** (*Working Towards*) grade will indicate a target for future achievement.

Over the life of an examination cycle, a pupil will be encouraged to raise their **WT** by achieving consistently high or improving **WA**. **WT** will be used as a motivational tool to encourage additional achievement. It should **not** be seen as a *predicted grade* until the very end of the exam cycle.

The system is designed to be flexible enough to be used for regular feedback and for individual motivational purposes. It relies on professional judgment by individual teachers about the performance and potential of each pupil.

**WT** will not become a ceiling to achievement, it will be used as a motivational tool and teachers will use it in this way.

## The Achievement Grades (GCSE level):

**MAG** – Minimum Achievable Grade (9 - 1)

- ❖ Informed by nationally standardised data and predictions based on performance on MidYIS or YELLIS baseline tests and performance throughout Key Stage 3. **MAG** does not change over the GCSE cycle.

**WT** – Working Towards (9 - 1)

- ❖ A flexible, aspirational, but **achievable target**. At GCSE-Level the initial **WT** is determined by subject teachers in conjunction with nationally standardised predictive data and Key Stage 3 performance. Subject teachers will review and update the grade as appropriate during the examination cycle.

**WA** – Working At (9-1)

- ❖ **Current level of performance** based upon GCSE attainment grades. **Initially it is possible that WA may start well below WT** with the gap closing as the courses progress.
- ❖ As **WA** approaches/reaches **WT**, the target (WT) can be revised upwards as appropriate. Similarly WT can be revised downwards.
- ❖ It is an important principle of **successful target setting that the targets are achievable**.

## Reporting Schedule/Process:

- **Early September:** Tracking and Monitoring grade sheets will be in pupil's planners and all information logged within them. This grade sheet will indicate a starting grade (MAG) and a (WT) grade at the start of the two-year cycle.





## TUTORIAL TIME AND PSHCE PROGRAMME

At Fulham Senior pupils have the same tutor for Years 10 and 11, thereby providing continuity for what is a crucial stage in their educational development.

Over this two-year period, the emphasis of the Personal, Social, Health and Citizenship Education (PSHCE) programme is predominantly on study skills, self-awareness and teenage health and social issues. The aim of these highly interactive sessions is to empower the pupils to make informed, well-considered choices and judgements with regard to their life direction and the experiences they may have. The programme is flexible and can be tailored to meet the needs of each year group, as well as reflecting what is going on in the world at the time. In addition, parents and pupils are invited to put forward their views as to which topics should be included in the programme.

The topics covered include:

Year 10:

1. Organising your studies
2. Body image, role models and the influence of advertising
3. Building self-confidence and assertiveness
4. Drugs and alcohol awareness
5. Sexual health
6. Poverty and the inequalities of international trade
7. Prejudice
8. The criminal justice system

Year 11:

1. A-Level choices
2. Revision strategies
3. Stress management
4. Wellbeing and health
5. Immigration and racism
6. Homelessness

All pupils also cover how to stay safe online every year due to the frequent changes and evolving challenges encountered in this area.

Wherever possible, specialist external speakers are invited to the school to ensure the pupils receive the most up-to-date information.

In all sessions the pupils are able to debate these important and pertinent issues in a safe, positive and supportive environment.



## PHYSICAL EDUCATION

**Physical Education** - non-examination, compulsory component

In Years 10 and 11, there is a shift in emphasis from team sports to more individual activities, although team games are still offered. The aim of the physical education curriculum during these two years is to prepare the pupils for participating in sporting activities on leaving school.

To this end, an 'option' system is run which enables the pupils to choose from a variety of activities, thereby giving them the opportunity to experience new sports. This sometimes entails using off-site facilities, which also gives pupils experience in participating alongside members of the public.

The list of options offered is by no means exhaustive; if enough pupils wish to do an activity and it can be fitted in, then the option will run. Some of the options include: tennis, life-saving, swimming, badminton, hockey, netball, basketball, aerobics and running. As it is not always possible to offer all these activities at the same time, the pupils are asked to select one activity per term. The options involving off-site facilities incur extra cost. However, costs are kept to a minimum.

## ENTERPRISE AND CAREERS EDUCATION

Enterprise Education is important as students have little experience when they leave school of the skills that employers value (social and team), but they need to be able to validate it through verification of pupil improvement and success. The programme is designed to give an insight of the various aspects of business and to develop the three core strands of Enterprise (Personal, Business and Social). A series of visiting speakers will provide guidance as the pupils look at their own model of an enterprise.

Careers Education forms a continuous thread throughout a pupil's time at Fulham Senior. It aims to provide a framework within which each pupil can develop the self-awareness and experience necessary to make balanced decisions at each stage during their time at School and, we hope, after they leave.

Throughout Year 9 work is done to raise self-awareness and help decision-making in the build-up towards making GCSE option choices.

During Year 10 all pupils are introduced to *Fast Tomato*, a complete Careers Guidance programme, comprising a psychometric assessment test of interests resulting in job and higher education course suggestions, which will assist the eventual choice of A Levels.

In Year 11 we offer a series of tests of aptitude and interest. The Cambridge Occupational Analysts (COA) Profile and Preview results are then explained and discussed at a one-to-one interview with COA staff in December. A report based on these results is given to each pupil, together with other information designed to help preliminary decisions about A Level courses. Advice on subject combinations for particular courses is available from our Careers office.



## COURSEWORK BREAKDOWN

### Coursework

This may be defined as assessed coursework counting towards the GCSE/iGCSE grade. Courses will obviously contain regular internally assessed written work.

Coursework assessment is usually worth between 20% and 60% of the final marks. Work distributed in this way over two years of the GCSE/iGCSE course is described as either 'continuous' or 'periodic.' The skill to be assessed is made known in advance to the pupil. Periodic coursework may well vary in form, even within one subject: it could be a piece of writing done for homework; a design problem or an oral test. Whichever method is used, it is built into the main study of the subject rather than being an extra activity added on for testing purposes. It is the responsibility of the Examination Boards to ensure that coursework is moderated by someone outside the school, either by sending a visiting moderator or by checking samples of work.

When selecting subjects, consideration should be given to the quantity and type of coursework that will be required.

Art & Design (Fine Art)	60% Personal Portfolio	40% Exam
Biology	None	100% - Two Exams
Chemistry	None	100% - Two Exams
Computer Science	None	100% - Two Exams
Drama	60% Coursework	40% Exam
English Language	None	100% - Two Exams
English Literature	None	100% - Two Exams
French	25% Coursework	75% - Three Exams
Geography	None	100% - Three Exams
History	None	100% - Two Exams
Latin	None	100% - Three Exams
Mathematics	None	100% - Two Exams
Physics	None	100% - Two Exams
Religious Studies	None	100% - Two Exams
Spanish	25% Coursework	75% - Three Exams



## SUBJECT SYLLABUS

A more detailed account of each subject is presented on the following pages.

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics
  
- Art (Fine Art)
- Computer Science
- Drama
- History
- Geography
- French
- Spanish
- Latin
- Religious Studies



## ENGLISH

**Course requirements:** At GCSE Level, all pupils are now entered for the new style courses in both English Language and English Literature, graded on a scale of 9-1, with 9 being the highest grade. All assessments are by examination only; there is no written coursework element. The new GCSEs are un-tiered, meaning that the full range of grades (9-1) is available to all candidates (there are no separate Foundation and Higher Tier exams).

### ENGLISH LANGUAGE

**Examination board:** AQA 8700

**Topics studied:** This course addresses the Attainment Targets as laid down by the National Curriculum: Speaking and Listening; Reading; Writing; Spelling; Presentation. Fiction and non-fiction texts from 19<sup>th</sup> – 21<sup>st</sup> century will be explored.

**Assessment:** At the end of the course there will be two written examinations which assess reading and writing. All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing  
1 hour and 45 minutes  
50% of GCSE (25% Reading and 25% Writing)

Paper 2: Writers' Viewpoints and Perspectives  
1 hour and 45 minutes  
50% of GCSE (25% Reading and 25% Writing)

Spoken Language: Teacher set through the course, marked by class teacher. Separate endorsement (0% weighting of GCSE)

### ENGLISH LITERATURE

**Examination board:** AQA 8702

**Topics studied:** Pupils have to show their ability to: respond critically, sensitively and in an informed way to what they have read, heard and seen, referring to the text as appropriate; explore how language, structure and form contribute to the meaning of a text, considering alternative approaches and forms. Choose appropriate ways of responding to different texts and tasks. Pupils will study a range of texts including: prose, poetry and drama.

**Assessment:** Paper 1: Shakespeare and the 19<sup>th</sup> Century novel  
1 Hour and 45 minutes  
40% of GCSE



Paper 2: Modern Texts and Poetry  
2 Hours and 15 minutes  
60% of GCSE

The examinations are closed book; however, some questions will include extracts from the relevant section of the novel or play.

The following elements are divided across the two papers; all texts are chosen from a list set by the examination board:

1. One 19th century prose text (a novel or novella)
2. One 20th century drama or prose text
3. One Shakespeare play
4. A collection of 12-15 thematically related poems
5. A response to an 'unseen' poem and/or prose extract (there is a comparative element in this task)

**Additional information:** There will be theatre trips organised by school to see some of the texts studied.



## MATHEMATICS

**Examination board:** Edexcel GCSE (9-1) Mathematics (1MA1). Higher Tier.

**Course requirements:** Pupils are encouraged to develop an appreciation of Mathematics beyond the GCSE syllabus. They are introduced to a wide range of topics, including some history of Mathematics, through class discussions, problem solving, investigative work and personal research, as well as opportunities to listen to speakers throughout the year to help broaden their view on the applications of Mathematics.

**Topics studied:** The course covers topics in the following areas:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

**Aims and Objectives:**

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

**Assessment:** Pupils take three equally weighted written papers, each of 1½hr duration. Paper 1 is a non-calculator paper, whilst calculators may be used in papers 2 and 3. We would expect pupils to take the Higher Tier assessment, from which grades of 4-9 may be achieved. All papers begin with easier questions to build confidence, and gradually progress in level of demand to adequately challenge higher achievers. Some 50% of the questions on each paper are targeted at grades 7-9.



## TRIPLE SCIENCE

**Course requirements:** All pupils will continue to study all three sciences separately, i.e. a balanced science course, through to GCSE, in two hour periods per week, per subject, gaining three separate GCSE qualifications. A great deal of emphasis is placed on practical work and we are lucky to have well-equipped laboratories. Extensive use of ICT is made by both teachers and pupils to enhance the delivery of Science.

Extra support is provided outside of lessons via a weekly science clinic and a wealth of extra material available on the intranet - the School's virtual learning environment.

## BIOLOGY

**Examination board:** AQA 8461

**Topics studied:** The topics studied are: cells and organisation, infection and disease, bioenergetics, biological responses, inheritance, genetics and reproduction, evolution, ecology and practical skills.

**Assessment:** Pupils take two examination papers, each 1 hour 45 minutes in duration, at the end of year 11. The qualification is graded on a scale of 9 to 1, of which 9 is the highest. Papers can be taken at foundation or higher level; foundation tier papers allow the achievement of grades from 1 to 5, while the higher tier papers allow grades from 4 to 9.

## CHEMISTRY

**Examination board:** AQA 8462

**Topics studied:** The topics studied are: atomic structure & the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources.

**Assessment:** Pupils take two examination papers, each 1 hour 45 minutes in duration, at the end of year 11. The qualification is graded on a scale of 9 to 1, of which 9 is the highest. Papers can be taken at foundation or higher level; foundation tier papers allow the achievement of grades from 1 to 5, while the higher tier papers allow grades from 4 to 9.





## PHYSICS

**Examination board:** AQA 8463

**Topics studied:** The topics studied are energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism, space and practical skills.

**Assessment:** Pupils take two examination papers, each 1 hour 45 minutes in duration, at the end of year 11. The qualification is graded on a scale of 9 to 1, of which 9 is the highest. Papers can be taken at foundation or higher level; foundation tier papers allow the achievement of grades from 1 to 5, while the higher tier papers allow grades from 4 to 9.



## ART & DESIGN: FINE ART

**Examination board:** AQA 8202

**Course requirements:** Art GCSE requires open-mindedness, hard work and dedication. A real passion for the visual world and curiosity about art and artists is also very important. It helps if drawing skills are good and pupils should have a creative mind and be prepared to experiment with imagery, materials and ideas to produce ambitious and exciting works of art. In addition to formal lesson time, to achieve a top grade, some activity time should be spent in the Art Room and there will be some holiday assignments to complete. Good organisation is also vital.

**Topics studied:** In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:

1. drawing;
2. painting;
3. sculpture;
4. installation;
5. lens-/light-based media;
6. photography and the moving image;
7. printmaking;
8. mixed media;
9. land art.

Set themes vary from year to year, e.g. 'Contrasts'. Ideas may be explored initially with mixed media experiments and then via observational and critical research. Subsequent concepts are developed into representational or abstracted outcomes to research/develop/extend and refine ideas leading to individual fine art-biased outcomes of a high standard involving the disciplines of painting, print-making and sculpture, with strong links to contextual studies.

**Assessment:** Sketchbooks are marked regularly and pupils work towards outcomes undertaken during timed examinations (3 in total). It is essential that pupils adhere to deadlines finishing each within the specified time. Under the new specification pupils will be required to create a portfolio of work containing just one sustained project and a selection of further work, rather than the two complete projects previously required. This will allow pupils more time for experimentation in the early part of the course, building skills and confidence before producing a unit of work for formal assessment in the later stages of the course.

**Deadlines:** **COMPONENT 1 'Personal Portfolio' - COURSEWORK (60%)**  
In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.



**COMPONENT 2 Final Examination (40%)**

In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

**Additional information:** A compulsory gallery visit takes place each year to a major exhibition where pupils carry out the critical and contextual element of their coursework e.g. The Victoria and Albert Museum, Tate Modern, The Brighton Pavilion.



## COMPUTER SCIENCE

**Examination board:** AQA 8520

**Course requirements:** GCSE Computer Science is a new GCSE Course that was launched in 2016. Take a look at the world around you. How close to a computer are you? When was the last time you used one? When was the last time you were creative with one? Life without computers is almost unimaginable. There's nothing that doesn't involve computing in some way. Computing is not just about writing code for a computer. There is far more to it than that.

**Topics studied:** Learners following the AQA Computer Science syllabus aim to develop and apply their understanding to develop computer-based solutions to problems and frame their learning and build connections between different topics that include:

1. Data representation – binary, hexadecimal and data storage;
2. Communications & the Internet – data transmission, Internet & Safety;
3. The processor – Logic gates, Logical processing & CPUs;
4. Hardware – Input and Output devices, Memory & Storage;
5. Software – Systems software;
6. Security – Security threats & protection;
7. Ethics;
8. Introduction to Programming –using Python High level programming;
9. Solution development – using worked examples, testing & development methods;
10. Databases – design and queries.

**Assessment:**

**Paper 1: Theory** (1 hour 30 minutes)

This written paper contains short-answer and structured questions. 40% of the overall grade.

**Paper 2: Problem-solving and Programming** (1 hour 30 minutes)

First section: contains short-answer and structured questions. 40% of the overall grade.

**Non-examined Assessment:** contains questions set on the pre-release material provided prior to the examination (20% of the overall grade).

**Additional information:**

A good understanding of ICT is advantageous although not compulsory. Non-compulsory visits and trips along with moderate costs would be advised accordingly.



## DRAMA

**Examination board:** AQA 8261

**Course requirements:** Drama GCSE is a challenging and creative course that requires open-mindedness, dedication and the desire to work collaboratively with others. This highly practical course provides opportunities for pupils to participate in the creation of drama as performers and designers, experimenting with a wide range of theatrical conventions and styles. Through practical exploration pupils develop an awareness and understanding of contemporary professional theatre practice, as well as theatre history. As a further component of the course pupils enjoy opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. A unique subject, Drama promotes the development of academic, practical and inter-personal skills simultaneously.

**Topics studied:**

- Acting and performance styles
- Studying plays from a literary and practical viewpoint
- Performing scripted pieces
- Developing devised productions
- Evaluating and analysing the effectiveness of professional theatre productions
- Developing technical and design skills

**Assessment:**

Written:	40% of total mark – written exam paper
Practical:	60 % of total mark – performance of a Devised piece (accompanied by a Devising Log) and a Scripted piece.

**Additional information:** Regular trips are taken to the theatre. These are organised and supervised by staff and costs are added to the end of term bill. Pupils will also be advised to attend local theatre to broaden their experience of live performance.



## GEOGRAPHY

**Examination board:** AQA 8035

**Course requirements:** The word geography literally means writing about the world. Geography is about trying to make sense of the world we see around us. Why are settlements where they are? How does global trade work? What causes a volcanic eruption? These are all questions in which geographers are interested. Geography is a broad-based subject, that will give you a range of important skills and it is highly valued by universities and employers alike.

**Topics studied:**

### **Physical**

#### *The challenge of Natural Hazards*

- Weather hazards
- Tectonic hazards
- Climate change

#### *The Living World*

- Ecosystems
- Hot deserts
- Tropical rainforests

#### *Physical landscapes in the UK*

- Coasts
- Rivers

### **Human**

#### *Urban Issues and Challenges*

- Focus on Nigeria & London

#### *The Changing Economic World*

- Focus on Nigeria & London

#### *The Challenge of Resource Management*

- Resources in the UK
- Food

#### *Geographical Skills*

- OS maps, data collection, photo interpretation & issue evaluation

**Assessment:**

Pupils sit **three** exam papers. Physical (35%) and human (35%) are both assessed by a mix of questions - multiple choice, short structured responses and extended writing based on the course content above. Paper 3 assesses geographical skills, issue evaluation and fieldwork skills. Pupils have to answer generic questions about their own fieldwork experience through both short structured responses and extended writing.

**Additional information:**

There is a residential field course to Swanage in Dorset in the late spring/early summer of Y10 costing approximately £175 for three days. This provides the opportunity for the fieldwork data collection which is mandatory and to practise methods and skills for use in Paper 3.



## HISTORY

**Examination board:** AQA 8145

**Course requirements:** The study of history has a wide variety of benefits for pupils. We aim to develop enjoyment of the subject by following a course that is engaging and relevant. The rich content also provides an excellent platform for A Level studies. GCSE History is also well-respected for the skills that it develops. Pupils will need to write in depth, explain key events and form an argument assessed over two exams. The longer answers require an explanation of events across extended periods of time and invaluable skills in essay writing. Pupils develop analytical thinking throughout the course.

**Topics studied:**

The GCSE History content comprises the following elements:

- One period study
- One thematic study
- One wider world depth study
- One British depth study including the historic environment

### **Paper 1. Understanding the modern world**

Section A: Period study

- America, 1920-1973: Opportunity and inequality

Section B: Wider world depth study

- Conflict and tension in Asia, 1950-1975

### **Paper 2. Shaping the nation**

Section A: Thematic study

- Britain: Health and the people: c1000 to the present day

Section B: British depth study including the historic environment

- Elizabethan England: c1568-1603

**Assessment:**

At the end of the course there will be two written examinations:

Paper 1: Understanding the Modern World (1 hour 45 minutes, 84 marks, 50% of GCSE)

Paper 2: Shaping the Nation (1 hour 45 minutes, 84 marks, 50% of GCSE)



## FRENCH

**Examination board:** AQA French 8658

**Course requirements:** French GCSE aims to prepare pupils to take their place in a multilingual global society, by providing a thorough yet engaging course where pupils build on their grammar and lexis, as well as develop an awareness of the French-speaking world and French culture. All pupils are required to study at least one language at GCSE as a GCSE language may be a minimum entry requirement to certain Universities.

**Topics studied:** Pupils study the following themes on which the assessments are based:  
Theme 1: Identity and culture  
Theme 2: Local, national, international and global areas of interest  
Theme 3: Current and future study and employment

Pupils will also learn how to understand and respond to different types of spoken language, to communicate and interact effectively in speech for a variety of purposes, to understand and respond to a variety of written language and to communicate effectively in writing.

**Assessment:** GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take all four question papers at the same tier. This qualification is linear, which means that pupils take all examinations at the end of Year 11.

Paper 1 Listening 25% - Written exam: 35 mins (F) 45 mins (H)  
40 marks (Foundation Tier), 50 marks (Higher Tier)

Paper 2 Speaking 25%

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play.

Role-play - 15 marks 2 mins (F); 2 mins (H)

Photo card -15 marks 2 mins (F); 3 min (H)

General conversation - 30 marks 3–5 mins (F); 5–7 mins (H)

Paper 3 Reading 25% - Written exam: 45 mins (F) 1 hour (H)  
60 marks (for each of Foundation Tier and Higher Tier)

Paper 4 Writing 25% - Written exam: 1 hour (F), 1 hour 15 (H)  
50 marks (Foundation Tier), 60 marks (Higher Tier)

The speaking must be completed by mid-May of Year 11.  
Internal deadlines for homework assignments.

**Additional information:** French – English dictionary would be useful. Optional purchase of AQA GCSE Studio Text Book and CGP Complete Revision Guide.





## SPANISH

**Examination board:** AQA Spanish 8698

**Topics studied:** Pupils study the following themes on which the assessments are based:  
Theme 1: Identity and culture  
Theme 2: Local, national, international and global areas of interest  
Theme 3: Current and future study and employment

Pupils will also learn how to understand and respond to different types of spoken language, to communicate and interact effectively in speech for a variety of purposes, to understand and respond to a variety of written language and to communicate effectively in writing.

**Assessment:** GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take all four question papers at the same tier. This qualification is linear, which means that pupils take all examinations at the end of Year 11.

Paper 1 Listening 25% - Written exam: 35 mins (F) 45 mins (H)  
40 marks (Foundation Tier), 50 marks (Higher Tier)

Paper 2 Speaking 25%

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play.

Role-play - 15 marks 2 mins (F); 2 mins (H)

Photo card - 15 marks 2 mins (F); 3 min (H)

General conversation - 30 marks 3–5 mins (F); 5–7 mins (H)

Paper 3 Reading 25% - Written exam: 45 mins (F) 1 hour (H)  
60 marks (for each of Foundation Tier and Higher Tier)

Paper 4 Writing 25% - Written exam: 1 hour (F), 1 hour 15 (H)  
50 marks (Foundation Tier), 60 marks (Higher Tier)

**Deadlines:** The speaking must be completed by mid-May of Year 11.  
Internal deadlines for homework assignments.

**Course requirements:** Spanish – English dictionary would be useful. There is an optional purchase of AQA GCSE Viva Text Book and CGP Complete Revision Guide.



## LATIN

**Examination board:** OCR J282

**Course requirements:** Latin studied up to GCSE at Fulham Senior concentrates on mastering the language, along with reading an excellent blend of stories from Roman life and its superb literature. Latin still provides one of the very best opportunities to develop skills in literature and language. It gives a marvellous insight into how other European languages work and the foundations of our European culture. So it is ideal for those interested in Law, Languages, History, Literature or Philosophy.

The course leads to a language component designed to be user-friendly, covering mythological stories or Roman domestic life and historical accounts. There are also two literature components, with exciting stories of love and intrigue, parts of letters or scenes from dinner parties etc.

**Topics studied:** The paper has three components, one Language paper and two shorter Literature papers. Pupils build upon and refine their knowledge of Latin language, encountering more advanced grammatical constructions, unseen translations and comprehension questions. In addition, a set vocabulary list must be memorised. Most excitingly, it is the first time that pupils are exposed to original Latin texts, studying poetry and prose from a variety of authors including Catullus, Ovid, Virgil, Caesar and Tacitus. Alternatively, a 'history' sources paper may be studied, covering topics such as Roman Britain, Myths and Beliefs, and Entertainment. It is a stimulating and exciting course, which provides huge academic benefits.

**Assessment:** The examination consists of three papers: Language, Poetry and Prose (or Sources, if taken). Language accounts for 50% of the final grade; Poetry and Prose both equate to 25%. Language includes unseen translation, comprehension and grammar questions; the Poetry and Prose require a demonstration of translation, comprehension and literary criticism skills, including through extended writing.



## RELIGIOUS STUDIES

**Examination board:** AQA 8062

**Course requirements:** Religion and Philosophy has always been, and continues to be for us today, a powerful driving force in society for good and ill. It affects us all, whether or not we are believers. Knowledge of religion is needed to inform our own political and social understanding, to enlighten the subtleties of literature, and to aid our understanding of history. Beyond this, the study of Religious Studies and Philosophy is a fascinating one, interesting for its own sake and useful in that it sharpens the mind and provides an insight into the study of ideas and their accompanying debates.

It forces you to examine your own ideas and raises questions where before you thought there were none. The focus on developing analytical skills means that Religious Studies qualifications are held in high regard by universities and employers.

This course provides an opportunity for pupils to engage with a variety of topical questions around belief, values, meaning, purpose and truth.

**Topics studied:** Component 1 Perspectives on faith: Christianity – beliefs and teachings; practices; sources of wisdom and authority, and forms of expression.

Component 2 Perspectives on faith: Islam – teachings and practices, sources of wisdom and authority, worship, duties and festivals.

Paper 2: Thematic studies:

A – Religion, relationships and families

B – Religion & Life

C – Existence of God

F – Human Rights and Social Justice

**Assessment:** Two written examination papers at the end of Year 11:

Paper 1 - Component 1 – 1 hour 45 minutes

Paper 2 - Component 2 – 1 hour 45 minutes



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