GCSE Handbook
2015 - 2017

GCSE COURSES AT GODOLPHIN 2015-2017

This handbook aims to help students and parents make informed decisions about the course of study best suited to each individual student. At Godolphin we believe that each girl should follow a broadly based coherent and balanced curriculum. It is important that in the decisions that are made, each girl is advised, supported and encouraged to achieve her best whilst retaining the maximum flexibility with regard to future curriculum and career choices.

We are all aware of the challenges, opportunities and responsibilities that will confront our girls in adult life. We work in partnership with parents in preparing girls for the future and in achieving the high aims and aspirations we have for them.

It is in this spirit that we present the booklet. It aims to direct girls' attention to the future and to assist them in selecting the combination of courses that is most appropriate. Subject teachers are readily available to offer explanation and advice.

The GCSE Examination

Courses of study leading to GCSE – the General Certificate of Secondary Education, or IGCSE (the International General Certificate of Secondary Education) - cover a two-year period. They encourage the development of practical and analytical skills, better understanding and the application of knowledge.

GCSE and IGCSE syllabuses are assessed on the familiar A* - G scale, with grades A* - C being regarded as grades acceptable to universities and employers.

In general, assessment is through:

a) written examination papers at the end of the course. In some subjects there may be some use of differentiated grade papers at different levels or tiers of assessment. These are explained within each subject section.

b) controlled assessment will replace coursework. Students will complete their work in controlled conditions with limited help and guidance from their teachers. This is a response to concerns about plagiarism and custom made essays now available on the internet.

GCSE Restructure

The content, assessment and grading of GCSEs has been the focus of Government scrutiny and, the outcome is that, from September 2015, reformed GCSEs will be taught in certain subjects with other subjects following in September 2016 and 2017. Exams will be linear (at the end of the two year course), tiered assessment opportunities will be limited and, perhaps most importantly, the grading system will be on a 1-9 numerical scale with 9 being the highest and four being the equivalent of a grade C. Information about whether the structure of IGCSEs will also change has suggested that the issue about changing the grades to a numerical scale in being considered. However, we are awaiting confirmation of this and, until we do, IGCSE grades will remain A*-U. More information about GCSE reform and the timetable for change can be found at the following website:

www.ofqual.gov.uk/qualifications-and-assessments/qualification-reform/

The Programme of Study for GCSE

Very few Third Year students know precisely what they will want to do at 16, 18 or 21. Thus it is important to sustain a balanced study programme, which gives each individual a sound, broad based

education to 16, and ensures that the widest possible opportunities are available later on. With this in mind the main GCSE programme at Godolphin includes a compulsory core programme. (Please note that all of these core subjects are **IGCSE.**)

These core subjects are:

i English
ii English Literature
iii Mathematics
iv A modern foreign language, either French, or German or Spanish
v Science - either Double Award Science, which gives two IGCSE awards, or Biology, Chemistry and Physics as three separate awards. Science teachers will place your daughter in either the DAS or Single Science groups, based on their extensive knowledge of the syllabus and after carefully considering which pathway will stand your daughter in the best position to achieve a good grade. A good grade at DAS will not preclude your daughter from studying a science at A Level.

Most students then choose three or more 'option' subjects. In the interests of sustaining as broad an education as possible, one of these could be a humanities subject – Geography, History or Religious Studies, and another a creative or practical subject - Art & Design, Design Technology/Food Technology, Drama or Music. In addition, all students have PE and follow a programme of Personal, Social and Religious Education (Persil). In 2013, following an extensive review of the school curriculum, Geology, Classical Civilisation, IT and Statistics were added to the range of GCSE subjects on offer.

However, there is scope for negotiation within this framework, and the final programme for each individual should reflect her personal strengths and interests.

How GCSE options are made

For Godolphin students the main process for choosing a GCSE course runs through the Spring Term. The new school timetable is constructed during the Spring and Summer Terms, and the GCSE programmes are then finally agreed. The process falls into these phases.

Autumn & Spring Terms

1. Collate information and recommendations from Heads of Department and subject staff so that Third Year tutors and students can identify first preferences for option subjects.

2. Hold discussions, first with tutors, and then with each individual student and her parents, in order to agree a provisional programme of study. An important part of this process is the Third Year Parents' Meeting on Friday 23 January 2015 which provides an ideal opportunity for parents to discuss likely GCSE choices with subject teachers and tutors.

3. Begin to write the School Timetable, by creating GCSE option blocks which reflect these programmes and which take account of available staffing. Since students may not take more than one subject within each option block, changes made after this are possible only within each block.

Late Spring/early Summer Term

4. Work is completed on the 2015/2016 timetable, and we write to parents to confirm their daughter's GCSE programme.

Helen Portas
Academic Deputy

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SUBJECT **PAGE**

ENGLISH & ENGLISH LITERATURE

Syllabus: The Cambridge IGCSE in First Language English

This course involves the study of writing for a variety of purposes in various genres, and the development of a range of skills such as accurate communication using Standard English. The course also focuses on the reading, understanding and responding to a variety of different types of text written in English. The course is integrated with English Literature and all students will take both examinations. There is a core and an extended (higher) tier of entry. The vast majority of our students will take the extended tier examination.

Assessment in the English examination comprises two terminal examinations. The first exam involves reading comprehension with text transformation, analysis of writers' methods, and summary. The second examination involves directed writing, and composition, including a letter or an article, and a narrative or descriptive piece.

Syllabus: The Cambridge IGCSE in English Literature

This involves the study of three texts from a range which includes Shakespeare, classic and contemporary works. There are three terminal exams: the first asks students to write about the prose and poetry texts they have been studying; the second focuses on the drama text they have studied; and the third paper requires students to demonstrate their understanding of unseen poetry and prose.

We will study a range of texts from a collection which in the past has included "The Strange Case of Dr Jekyll and Mr Hyde", "I'm the King of the Castle", "The Tempest", "Silas Marner", the poetry of "Thomas Hardy" and an excellent range of poetry from the Cambridge anthology "Songs of Ourselves". It should be noted that texts for this syllabus are likely to change annually.

Matthew Ryan-East

MATHEMATICS

Syllabus Edexcel's IGCSE syllabus A (4MA0)

Assessment Two terminal two hour examinations, both with calculators

A good result at IGCSE is a very valuable commodity, but Mathematics at Godolphin is also seen as an enjoyable and rewarding subject in its own right.

In the Fourth and Fifth years, the focus of studies by necessity turns to the external examinations. The breadth of the syllabus allows considerable scope and develops problem-solving skill and strategies

Syllabus Content

The course explores in depth, number, algebra, geometry and statistics. These studies build upon the foundations established during the first three years at Godolphin.

The IGCSE enables the girls to explore additional valuable topics such as Set Theory, Functions and Calculus.

As in the first three years, appropriate use of ICT is encouraged but traditional/non calculator methods are also still valued, as is the development of mathematical reasoning, and independent learning.

Preparation for A-level

By far the majority of Division 1 (and quite a number from lower divisions) go on to study Mathematics in the Sixth Form, with a handful of girls also choosing to opt for an additional A-level in Further Mathematics. With this in mind, Division 1 students extend their mathematical knowledge through further topics, leading to the AQA Level 2 Certificate in Further Mathematics.

Katy Healey/Jan Robson

STATISTICS

Syllabus Edexcel GCSE (2ST01)

Assessment A written paper lasting two hours, worth 75% of the total GCSE
An internal assessment with controlled conditions (controlled assessment tasks), worth 25% of the total GCSE

The syllabus complements the Edexcel GCSE in Mathematics, emphasising the theoretical, practical and applied nature of the subject. It is suitable for cross-curricular studies and activities, it provides a background for the study of statistics beyond GCSE level.

Syllabus Content

Planning and data collection
Processing, representing and analysing data
Reasoning, interpreting and discussing results
Probability

Katy Healey/Jan Robson

FRENCH, GERMAN & SPANISH (Option & Core)

Syllabus The Cambridge International IGCSE

General Objectives:

Skills The purpose of the examination is to assess the candidate's ability:

- to understand and respond to the spoken language;
- to read, understand and respond to the written language;
- to communicate accurately in the spoken language;
- to communicate accurately in the written language.

Candidates will be assessed in all the above skill areas

Context The language and tasks expected of candidates will be those which may be needed by a person:

- visiting a French/German/Spanish-speaking country as a tourist or on an exchange or extended visit;
- meeting, assisting or acting as host to a French/German/Spanish-speaking person visiting this country;
- establishing and maintaining contact with French/German/Spanish-speaking countries;
- wishing to explore their own interest through the medium of French/German/Spanish.

Emphasis throughout will be on practical communication.

All students are required to pursue a modern language to IGCSE level (a *core* subject) which may be French, German or Spanish (providing there are enough students wishing to do German or Spanish as their core language to constitute a viable group); students may take French and German or French and Spanish if French is chosen as one of the option subjects. Students' learning in all three languages is supported by the opportunity to take part in language study trips, dependent on uptake, which take place shortly before the oral exam in the Fifth Year.

The ability to communicate in a foreign language is an important practical, social and business asset and, in the context of the European Union, a formal qualification in at least one European language is required by an increasing number of companies and employers. In addition, some universities insist on a modern language GCSE as part of their requirement. We strongly recommend students who are getting on successfully with modern languages to take the languages to IGCSE level; thus those students who are currently studying German or Spanish in the Third Year and who are in Divisions 1 or 2 for French will be advised to take both languages on to IGCSE. Since most people learn French at school, it is a valuable asset to be able to offer a qualification in a second foreign language, and German and Spanish can be of great use in many future careers. It is much easier to gain this qualification when one is still at school rather than attempting to resume the language later at evening classes. As well as equipping students with the basic skills, the IGCSE course offers them enjoyment, a sense of achievement and intellectual stimulation, and provides the foundation for a future general language course or A-level course.

Sarah Smith/Joanne Gilham

SCIENCE

Syllabus IGCSE Edexcel: Double Award & Separate Sciences

Our students will either follow a balanced Double Award course or an enhanced Separate Sciences programme.

Please note that even though the Separate Science course has extra content compared with the Double Award sciences, it must be emphasised that either route is a perfectly good foundation for science A-level courses..

Double Award Science

What is it? This course offers the opportunity to continue all elements of science: Chemistry, Physics and Biology. The eventual qualification is Double Award Science; it counts as two IGCSEs and you would be awarded two grades.

What do I study? The course content is very similar to that of the three separate sciences, since the core content of each separate subject makes up the syllabus for Double Award Science. The individual sciences contain additional sections which DAS students would not cover. The following table gives a breakdown of the content:

Biology:	The nature and variety of living organisms Structures and functions in living organisms Reproduction and inheritance Ecology and the environment Use of biological resources
Chemistry:	Principles of chemistry Chemistry of the elements Organic chemistry Physical chemistry Chemistry in society
Physics:	Forces and motion Electricity and waves Energy resources and energy transfer Solids, liquids and gases Magnetism and electromagnetism Radioactivity and particles

How will it be taught? Students are taught by three specialist teachers and it will amount to ten periods per week. There is a terminal examination in each of the three Sciences

Separate Sciences

Some students will be entered for the three Separate Science IGCSE examinations. These students will be taught at an accelerated pace in the usual timetable allocation. For this reason it is the Science Faculty who choose who this course is suitable for. The eventual qualifications would be three IGCSEs, one in each of the Sciences; Biology, Chemistry and Physics.

Clinton Thrower

RELIGIOUS STUDIES

Syllabus The AQA GCSE [Syllabus A 4052]

What's involved? Two exams of one hour, 30 minutes each.

What do we study? The syllabus is divided into two sections:

(a) ***Christianity: Ethics (unit 2)*:**
This involves a study of moral and social issues like human responsibility for the environment, sexual relationships, marriage & divorce, medical ethics, abortion, euthanasia, war, terrorism, pacifism, racism and sexism, world poverty and Aid organisations.

(b) ***Luke's Gospel (unit 6):*** This involves an exploration of who Jesus might have really been, the major events of Jesus' life and their meaning for Christians (and non-Christians) today, as well as Jesus' most famous ideas and teachings. We also run an increasingly popular (optional) nine day trip to Israel in the autumn half term (politics permitting!) that aims to deepen our understanding of the origins of Christianity and many other issues.

Why should we study this? The GCSE gives us an opportunity to really sort out our thinking on a whole range of very important topics that affect just about everybody at some time or other in their lives. Studying this in a structured way, with up-to-date facts & figures, gives us a chance to test and discover what is really important to us as well as to society in general. The study of Christianity, apart from being full of wisdom & insight into human nature, is essential for anyone wanting to understand our culture, our moral values & the way we think and behave as we do. Apart from all that, with lots of discussion, it can be a lot of fun as well!

Do you have to be 'religious' to do well in GCSE RS? No, you don't. What's needed is a keen interest in human nature, a willingness to explore ideas and how they apply to real life, and a commitment to use the subject to deepen and develop your own thinking. While students have to learn about, understand and present Christian views and attitudes, they are encouraged to question them and to think for themselves.

Will you get a 'good grade'? Over the past ten years we have had fantastically good results. It's not an easy option, however, and it does require enthusiasm and hard work!

What use is RS in getting a good job? Lots! But don't take my word on it ... Sir Michael Heron (Former Chairman of the GPO & Director of Unilever) says *"RS is an excellent training for people entering business, medicine, law or any activity requiring the ability to master detail and focus it. The skills acquired through RS provide the essential balance between mind and heart necessary to successful adulthood in any walk of life."*

Francis Spencer

GEOGRAPHY

Syllabus AQA GCSE Geography 'A'

Assessment	Unit 1: Physical Geography	37.5%
	Unit 2: Human Geography	37.5%
	Unit 3: Controlled Assessment	25%

GCSE Geography provides a sound foundation for those students who intend to continue to study the subject to a higher level. It provides students, especially for whom GCSE will be the end of their formal study of Geography, a clear overall view of the world in the first part of the 21st century.

Unit 1: Physical Geography
The Restless Earth
Rocks, Resources, Scenery
The Living World

Unit 2: Human Geography
Tourism
Changing Urban Environments
Population change

Units 1 and 2 are separate written examinations of 1 hour and 30 minutes each. There is a mixture of structured short and extended questions, with students being required to refer to learned case study knowledge.

Unit 3: Controlled Assessment - Local Fieldwork Investigation

Controlled Assessment in Geography is an enquiry-led investigation into a local issue/topic, the title for which is set by the Examination Board. Candidates are allowed 20 hours of lesson time in which to write up this investigation; part of this time is under 'High Control' which means that students complete it under examination conditions.

Students use fieldwork to investigate one question or hypothesis at a local scale and primary data collection must take place as a vital part of this assessment. This piece of work will be written as an investigative report based on field work, data presentation, data analysis, conclusions and evaluations. An interest in and an awareness of an inquiry approach is essential.

Fieldwork
Field work is a vital component of Geography and is essential for unit 3: Controlled Assessment. We spend a long weekend in Slapton, Devon and this trip is compulsory. We stay at the Field Studies Centre which provides excellent tutoring, fieldwork equipment and accommodation. The approximate cost of this trip is £300 and takes place at the end of the Spring Term of the Fourth Year. Students then use their data to complete their written investigation for the Controlled Assessment examination unit.

Sarah Collishaw

GEOLOGY

Syllabus	WJEC GCSE Geology	
Assessment	Terminal exam paper	75%
	Controlled assessment	25%

What is it? Geology is a science that provides an essential contribution to an understanding of the Earth. The subject centres on the study of minerals and rocks and the processes of their formation and distribution. Uniquely, it introduces the concept of geological time which, with the study of fossils and the rock record, enables a reconstruction of Earth history. It considers the nature of geological hazards and their management and a range of issues that affect people's daily lives. Geology affects the environment we build, providing the resources for the building and manufacturing industries, the energy to fuel them and the environment for society's waste. It is perhaps the most interdisciplinary and integrated of the sciences, providing a broad, scientifically relevant education.

Laboratory work and, particularly fieldwork, for all levels of ability, encourage accurate observation and analysis. These studies also develop a very wide range of skills that are transferable to many learning situations.

Once students have studied Geology, they will never see the world in the same way again.

What will I study?

- Rocks and minerals; How they form and what this tells us about earth processes
- Fossils
- The age of the Earth and Earth history
- Geomorphology
- Human impact on the Earth
- Geological Hazards
- Plate tectonics
- Resources from the Earth
- What do geologists do?

Field Work

Field work is a vital component of Geology, particularly for the 'Controlled Assessment' unit. This unit requires students to visit a field location and undertake an investigation. Students will take observations and make field notes relating to the investigation. These notes are then assessed using the framework provided by the exam board and the results make up the controlled assessment element of the course. To enable this to happen, students will take part in two field work days; we plan to have one in the summer term of the Fourth Year and the other in the autumn term of the Fifth Year. These days will be spent at Dorset coastal locations and will cost approximately £35 for transportation and catering

Jack McNulty

HISTORY

Syllabus OCR Modern World History

This very exciting course gives students the opportunity to study some of the key themes, political events and ideas of the 20th century. It builds on the study of the First World War done and the experience that most students will have had when visiting the First World War battlefields at the end of the Third Year. The course gives students the opportunity to explore a number of topics in detail and to develop the important and valuable transferrable skills of analysis and evaluation. There are two exam papers and an historical enquiry (coursework).

Content **Paper 1:International Relations and the German Depth Study (45%)**

Germany, 1918-1945
This looks at Germany after the First World War and the period of democracy known as the 'Weimar Republic'. It considers the difficult early years of Weimar Germany, the rise of Hitler and why the Weimar Republic collapsed. The girls then study life in Nazi Germany, how the Nazis kept control and how life changed for the people of Germany during the Second World War.

The Cold War, 1945-1975
This looks at the origins of the Cold War and who was to blame. It examines some of the main events of the Cold War and assesses who won the Cuban missile crisis and why the USA failed in Vietnam.

Paper 2: British Depth Study, 1890-1918 (30%)
This looks at how British Society changed in this period. In particular, it looks at the issue of poverty and the Liberal Reforms introduced to help the poor; Votes for Women; and the Home Front during the First World War.

Historical Enquiry (25%)
A piece of coursework written on an aspect of Russia (1905-1941).

Trip Fourth Year historians have the opportunity to take part in an exchange with a grammar school in Berlin (relevant to the Cold War part of the course)

Course Students attend a useful revision course ('Hitler on Trial') in the Fifth Year

Dr Alistair Dougall

CLASSICS

Syllabus OCR Latin and Classical Greek

Students can take either Latin or Classical Greek for GCSE. Assessment is by four one hour exams.

Why study Latin or Greek?

Is there any point in learning a 'dead' language? With all the exciting and different subjects on offer, why would anyone want to spend time on Latin (let alone Greek)? Aren't Classical subjects the most boring, useless, and out-of-date ones anyone could choose?

Everyone is of course entitled to their own opinion; but a subject that helps students learn how to cut through all the waffle and get to the heart of an argument, and then to express their own views in clear, succinct, accurate language is hardly useless or out-of-date, and those are skills which will undoubtedly develop while studying the GCSE course.

We study Latin and Greek not to use them as a means of communication for our own ideas (although, among countless examples, J K Rowling and C S Lewis both read Classics, and rely heavily on classical ideas throughout their stories – Centaurs, Sea-Monsters, Giants, three headed dogs, creatures that turn you to stone, the heroes themselves – all these are classical), but primarily to read what has already been written in them by some of the greatest western writers, thinkers, philosophers and scientists. And in so doing we are in excellent company: for hundreds of years our ancestors have been doing exactly the same, copying, adapting, and being inspired and tantalised by the Greeks and Romans. That means, when students study Latin or Greek, they not only engage with the ideas and insights of the Romans and Greeks themselves, but they understand better the people who came after them. In learning about the Classical world they are learning where our political systems, our legal institutions, our cultural mores, our artistic ideas – not to mention the language we speak – come from.

What does the course involve?

Two main things: language and literature students will also spend some time learning about Greek and Roman civilisation and culture.

Grammar is systematically introduced and logical in structure. It is a tool to use when decoding ancient ideas rather than as a form of medieval torture.

And the literature is amazing: reading something written in the ancient world for someone alive at the time, not watered down or filtered but exactly as it was, is a real thrill – a kind of linguistic time-travelling.

What goes well with Classical subjects?

Anything; both Latin and Greek complement arts subjects that include History, Art, English, Religious Studies, etc., but their logical structure makes them appealing (and useful) to scientists, too.

Andrew Mackay

CLASSICAL CIVILISATION

Syllabus OCR Classical Civilisation J280

Why study Classical Civilisation?

If students are interested in the people who lived in the ancient world, by taking Classical Civilisation GCSE they will explore the ideas which shaped our culture; not only its art, architecture and literature, but also its political institutions and philosophy. You will also be able to study ancient literature in English. A novelist once wrote "the past is a foreign country, they do things differently there". There will be many times when we will feel similar to the ancient Greeks and Romans: we probably share their hopes and anxieties; at others, utterly different - dormice for lunch anyone?

What does the course involve?

There are three topics (each examined in a one hour paper worth 60 marks) and one controlled assessment involving research and writing under controlled conditions (60 marks).

Students will start by studying one of the oldest surviving texts in Greek literature: Homer's great epic of Odysseus' struggle to get home from the Trojan War. They might wonder what relevance these stories about sorcerers and sea creatures might have for us today. But the challenges that faced Odysseus and his men 3000 years ago, help us explore ideas about freedom and one's control over the future, the value of happiness, the justification for war: the same moral dilemmas that we all have to grapple with today. The story is gripping, beautifully told and has more cliff hangers than a soap opera; which is why it is still a great read!

On to the Romans, who controlled a vast Empire with their armies and imposed their way of life on the conquered regions. In Rome itself, the capital of the Empire, the emperors used the massive public buildings as propaganda to dazzle and control, and gladiatorial fights and chariot racing to manipulate public opinion. We will explore the city of Rome, its temples and arenas, and how people lived and were governed. Pompeii, a multicultural city preserved almost intact by the ash from the eruption of Vesuvius in AD69, reflected the success of the Roman Empire and the archaeological evidence provides us with an extraordinary insight into the lives of ordinary people, from the graffiti on the walls to the bread in the ovens. We can explore an ancient town as it was in Roman times and make an interesting comparison between Rome and a prosperous city with all the civilising benefits of the Roman way of life.

Finally the coursework: we will choose a topic to study from a selection, ranging from Roman writers to Greek playwrights; the ancient Olympics or Roman Britain. Two questions will be set and students will research one of these and write a project of 2,000 words.

What goes well with Classical Civilisation?

Anything! So much of what we do today reflects our classical past that the subject will enhance anything students choose to study. The skills they will learn are transferrable too. Reading for pleasure, analysing texts and art, writing essays and making connections across time and subjects will prepare students for deeper study at A-level.

Sara Radice

ART AND DESIGN

Syllabus	AQA Art and Design 4201	
Assessment	Three units of Coursework	60%
	One Externally Set Task	40%

The Externally Set Task takes place in January of the Fifth Year. Candidates receive the question paper in advance and have approximately eight weeks to prepare before a set assignment period of ten hours spread over two days. Coursework must be complete by the time the Externally Set Task takes place.

Course Structure

The course demands that students work in both two and three dimensions from a variety of materials within the Art and Design area. We offer Painting and Drawing, Three Dimensional Design (Ceramics Sculpture) and Textiles (printed, hand-painted, constructed, etc), although students can also work in mixed media, collage, simple printmaking techniques and, provided a girl has some background knowledge and the ability to work on her own, digital photography. Drawing is the common link to all of the above but students do not have to be 'good at drawing' in order to do well on the course.

In the Fourth Year, all students will work in the areas of painting and drawing, three dimensional design and textiles. They will continue to build on their work in three areas of study in the Fifth Year. The Externally Set Task unit of work can be produced in the area of their choice.

Students will make two organised visits to art galleries/museums during each year of the course, but it is expected of each student that she will develop an inquiring mind and make individual visits to galleries in her own time.

Links with Other Subjects Obviously the technical skills and creative ability fostered by this course can have influence in other, but not necessarily all, subjects; for example, the ability to describe ideas accurately through drawing (Biology, History, Geography, etc); the ability to present work in a clear and thoughtful manner (all subjects).

A-Level In general terms, it is necessary to do this course at GCSE in order to go on to A level, although exceptions can be made provided students are dedicated and hardworking.

This course is suitable for students who think, however vaguely, that they might like a career in such areas as Fashion and Textiles, Product Design, Architecture, Industrial Design, Advertising, TV and Film Making, as well as the Fine Arts.

Nick Eggleton

MUSIC

Syllabus Edexcel Music

Assessment

Composing 30%

Composing is the part of the course which many candidates approach with trepidation and then end up enjoying most of all.

Students will write music throughout the course, but at the end of it you will submit two compositions or arrangements. They are given a free choice as to the style of the music, but they should be connected to the areas of study.

Performing 30%

One of the great advantages of this course is that students are given part of the GCSE for work that they would have been doing in any case. GCSE performance is different though, because it is the ability to play with real feeling which is important.

Students will be performing throughout the course but at the end of it, they will perform one solo piece and one ensemble piece.

Listening 40%

By studying music in depth, they learn to understand some of the magic that composers use in putting music together. This helps their own compositions as well as their own performances.

They will sit one written examination lasting one hour and 30 minutes, which will test their ability to listen to a number of pieces of music carefully and to respond to music that is played. All of these extracts will be familiar because they will have studied them.

Music is an exciting and varied course that allows them to exploit their musical talents to the full. It allows students to find out what they most enjoy about music and then use that knowledge to discover more.

The course is suitable for students who are enthusiastic about music. They need to be able to play a musical instrument or sing and should be at about Grade 5 standard by the end of the course. They must also be able to read music.

Robin Highcock

DRAMA

Syllabus AQA Drama

Aims

To encourage students to develop:

- an understanding and response to a wide range of play texts, an appreciation of the ways in which playwrights achieve their effects and the ability to communicate the authors' intentions to an audience;
- an awareness of social, historical and cultural contexts and influences through an investigation of plays and other styles of dramatic presentation;
- increased self and group awareness and the ability to appreciate and evaluate the work of others;
- skills of creativity, self-confidence, concentration, self-discipline and communication.

Assessment Objectives

Students are required to:

- demonstrate ability in and knowledge and understanding of the practical skills in drama necessary for the realisation of a presentation to an audience, working constructively with others;
- respond with knowledge and understanding to plays and other types of drama from a performance perspective and to show an awareness of their social context and genre through written reflection;
- analyse and evaluate the effectiveness of their own and others' work with sensitivity as they develop and present their work in an appropriate format for communication.

Coursework (Internally assessed and externally moderated) 60% of total marks
Students must offer two of the following options, only one of which may be a technical/design skill: Devised thematic work for performance to an audience; Acting; Improvisation; Set; Theatre in Education presentation; Costume; Dance / drama; Make-up; Properties; Marks; Puppets; Lighting; Sound; Stage management. Work for the technical and design skill options must contribute to a group performance of scripted work.

Each option is assessed through 60% practical work (preparatory work and end-product) and 10% response to the process of development.

Written Paper – One hour, 30 minutes *(Externally set and marked)* 40% of total marks
Students may choose any two questions based on the following sections:
Section A : Questions based on practical work undertaken during the course.
Section B: Questions based on texts studied during the course
Section C : Response to live productions seen during the course.

Links with Other Subjects

There are many examples here, e.g. light and sound relate to Physics; all design skills have some Art and Craft element in them; much historical material can be used as stimuli; written and oral skills cross-fertilise with English; study of play texts for English Literature and creation of character with Psychology.

David Hallen

DESIGN AND TECHNOLOGY

Syllabus	AQA Design and Technology Either **Product Design** or **Food Technology**	
Assessment	A coursework project (45 hours – 90 marks)	60%
	A written paper (Two hours – 120 marks)	40%

The Department's aims are based on Design Based Learning (DBL) and what it offers the student. DBL makes learning active and it is accessible to all types of student. It promotes self directed learning and assessment and it promotes and encourages creative and flexible thinking skills. It builds cross curricular links and can extend into the community. The student is encouraged to take the lead and manage her own work. In our increasingly technological age there is a real need for students to be aware of technology, how it affects our lives and how we can apply it to our own advantage. Students interested in the many aspects of engineering, product design, architecture, graphics for advertising and interior design or the huge range of opportunities offered by the food industry will benefit from such a course.

It is, therefore, one of the aims of the Department to reflect what is going on in society and give the students a chance to emulate the real world in the work they do.

Aims of the Course

- To encourage creative thinkers and develop intrinsic initiative.
- To develop knowledge, skill and understanding of technology including its wider effects.
- To encourage students to identify opportunities for technological activity and apply their skills safely and effectively as independent learners.
- To develop the confidence and capability to design, make and critically analyse and evaluate systems, artifacts and environments.
- To develop the knowledge and skills required for the effective and safe organization and management of relevant resources safely and efficiently.
- To apply and develop a high level of ICT capacity in order to communicate and also to support their learning.

Unit 1: Written paper (Two hours)

Students will be tested on their knowledge and understanding of designing and making in the material of their choice (that is materials or food). A preparation sheet is issued at the beginning of March in the year of the examination, which will give advance notice of the design context of the questions.

Unit 2: Coursework Project - controlled assessment (45 hours)

Students will choose their own design brief from a range of broad set materials and work in the preferred material, i.e. materials or food. The aim is to produce an integrated project using knowledge and skills from the preferred material. It is important that the students are able to think creatively. It is not enough for a student to simply copy a design or recipe, they may, however, take an existing object or idea as inspiration on a starting point and develop it further. All their work is recorded in a design folder.

Matthew Berry

FOOD TECHNOLOGY

Syllabus AQA Design and Technology - Food Technology (3542)

Assessment A coursework project (40 hours consisting of a design portfolio and practicals) 60%
One written paper of two hours. 40%

Students can choose to study Food Technology at GCSE higher tier.

Syllabus Content:

Food Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

Subjects covered include: Food Materials and Components, Food Product Design and Market Influences and Food Processes and Product Manufacture.

The Fourth Year focus is on developing and extending the range of practical skills and learning specific subject knowledge. Students will learn about the nutritional properties of foods and the relationship between diet and health, alongside the functional properties of food ingredients and how they behave in different food systems (products). This prepares them fully for the coursework project during which their knowledge and skills are applied allowing them to generate design ideas to solve real practical problems. The units of work that are studied in the Fourth Year include: Bread-making, Cakes, Healthy Eating, Special Diets and Airline Food.

The Fifth Year is devoted mainly to a full design and make coursework project, with sufficient time allocated for preparing for the written paper also structured in. During the design task, students focus on an area of specific interest to them and learn to research, select, analyse and apply information to inform the decision making process. They will apply their subject knowledge and full range of practical skills in the process of trialling and testing and finally developing an original food product to satisfy a specified design situation. Designing an original product in response to identified needs is something specific to Design and Technology and helps the student to grow in confidence and self esteem.

Students who would like to study A-level Food Technology would normally be expected to have achieved an A* - B grade at GCSE Food Technology and/or Science.

Penny Parry-Jones

NB Due to the similar nature of the syllabus in Design and Technology and Food Technology, the Board has placed restrictions on these two subjects being taken in combination. Anyone wishing to consider both subjects should therefore seek advice.

ICT

Exam Board: OCR

Syllabus: GCSE Computing, J275

Overview

This exciting GCSE gives students an excellent opportunity to investigate how computers work and how they're used, and to develop computer programming and problem-solving skills. Students also do some fascinating in-depth research and practical work.

This course will:

Help students learn about critical thinking, analysis and problem solving. We hope students will find it a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life. This three-unit course is designed to give an in-depth understanding of how computer technology works and a look at what goes on 'behind the screens'.

- The computer systems and programming unit will teach the theory about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking, programming and more.
- The practical investigation is all about engaging with computing in the real world. Students investigate a computing topic in more depth and carry out a practical investigation into a computing issue.
- The programming project will call on students to design, code and test a solution to three tasks using a suitable programming language.

Assessment

1. Unit A451: Computer systems and programming (40%). One hour 30 minute written paper.
2. Unit A452: Practical investigation (30%). Controlled assessment Investigative task. Exam board set scenario with a choice of research tasks.
3. Unit B064: Creative use of ICT (30%). 20 hour Controlled assessment Programming task. Design, develop and test a solution to a problem within the exam board set scenario.

Who should study this course?

This course provides excellent preparation for higher study and employment in the fields of computer science, and many others, and the increasing importance of computing means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computing and who then progress to study the subject at A-level will have an advantage over students who have missed out. In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine, among others.

Nigel Everett