



GCSE Handbook 2017 - 2019

GCSE COURSES AT GODOLPHIN

2017-2019

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.

In general, assessment is through:

- 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.
- Controlled assessment, where students complete an assignment or piece of coursework in controlled conditions with limited help and guidance from their teachers.

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.

These core subjects are:

- English Language
- English Literature
- Mathematics
- A modern foreign language: either French, or German or Spanish
- Science: either Double Award Science, which gives two IGCSE awards, or Biology, Chemistry and Physics as three separate awards. Some students may study only Biology – this is a decision taken during the Fourth Year based on progress with the course. 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, although of course those studying separate Science will have a greater depth of knowledge to draw upon as a foundation for A-level study. Furthermore, Science at A-level, and indeed Maths, are considerably more advanced than they are at GCSE and so it is important to

consult your daughter's teachers about suitability for these subjects in particular as GCSE grades are not always a useful indicator.

Most students then choose up to three '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, Health, Social, Citizenship, Economic and Religious Education (PHSCEE). GCSE Ancient Greek may then be taken as an optional “extra” in session time.

However, there is scope for negotiation within this framework, and the final programme for each individual should reflect her own 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. The girls attend the GCSE options subject fair which offers an opportunity for one-to-one discussions with staff about GCSE courses.
3. 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, which provides an ideal opportunity for parents to discuss likely GCSE choices with subject teachers and tutors.
4. Begin to write the School Timetable, by creating GCSE option blocks which reflect these programmes and which take account 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

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

GCSE Grading

It is worth briefly explaining that in some subjects, GCSEs will be graded from 9-1 rather than A*-G. New GCSEs are being taught to students in the Fourth Year from September 2016 in Art, Greek, Drama, Food, English Language, English Literature, Latin, Geography, Music, RS, French, German, Spanish, Maths and statistics from September 2017. This grading system is likely to expand to other GCSE subjects in the future.

In essence, 9 is the new top grade and 1 the new bottom grade. Here are a few key things to remember:

- Bottom of Grade 1 = bottom of Grade G
- Grade 5 is the new government-defined “pass”. Grade 5 covers the top 1/3 of the old C grade and the bottom 1/3 of the old B grade.
- Bottom of Grade 7 = bottom of Grade A
- The old A* and A grades will be split 3 ways into Grades 7, 8 and 9. Far fewer students will get a 9 than used to get an A*

- About 20% of students who achieve a Grade 7 or above will achieve a grade 9. It is more complex than this but this is a good ballpark. It will vary between subjects and each year.

George Budd
Academic Deputy

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ART, CRAFT AND DESIGN

Syllabus	AQA Art, Craft and Design; Code 8201/C 8201/X	
Assessment	One Coursework unit containing three separate projects	60%
	One Externally Set Assignment unit comprising one project based on an external examination paper	40%

The Externally Set Assignment 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 Assignment takes place.

Course Structure

The course demands that students work in both two and three dimensions from a variety of materials within the Art Craft 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 Assignment unit of work can be produced in the area of their choice.

Students will make three organised visits to art galleries/museums during the first year of the course plus a workshop led by an external artist. In addition to this it is expected that each student will develop her work by making additional museum and gallery visits to boost her studies 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.

Mr Nick Eggleton, Head of Art

CLASSICS – Latin and Greek

Syllabus OCR Latin J282, and Classical Greek, J292.

Students can take Latin, Greek, or both for GCSE. Assessment is by one 90 minute Language exam, and two one hour Literature 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?

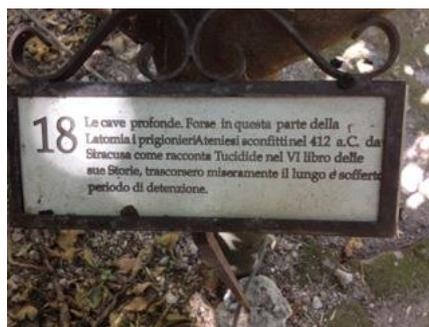
Everyone is of course entitled to their own opinion; but a subject that helps students learn how to cut through all the waffle and get to the heart of an argument, and then to express their own views in clear, succinct, accurate language is hardly useless or out-of-date, and those are skills which will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



Mrs Primrose Campbell
Head of Classics

CLASSICAL CIVILISATION

Syllabus OCR Classical Civilisation J199

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 two topics each examined by a 90 minute written paper, which asks for a mixture of short and long answers. There is one thematic study, looking at myth and religion through literary and visual/material sources, and one paper involving an in-depth study of culture and related literature.

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! This study of Homer's epic goes hand in hand with a look at the culture of ancient Mycenae, examining particular sites, their archaeology and the valuable role they play in the understanding of the age. The Mycenaean Age is also rich in sculpture, frescos and jewellery, as well as the famous tombs and their accompanying treasure, meaning that learners can study a wide range of fascinating materials.

The exploration of religion and mythology in the ancient Greek and Roman world will surely prove to be engaging and appealing. We will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles to both the Greek and Roman world. These are well known stories which students will enjoy studying in increased depth. Myth as a symbol of power will also be explored, as will ever popular myths about the underworld – Sisyphus, Tantalus and Orpheus, to name just a few. We will also look at the role of religion in the everyday lives of Ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world, and provides opportunity for the study of a wide variety of material remains, including remarkable temples and works of art.

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 transferable 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.



COMPUTER SCIENCE

Syllabus Cambridge IGCSE Computer Science, 0478

Overview Computers are widely used in all aspects of business, industry, government, education, leisure and the home. Whatever your career plans, whether it's working in film, medicine, engineering or economics, a study of Computer Science, and particularly how computers are used in the solution of a variety of problems, is essential to all of us. This IGCSE Computer Science qualification helps you to develop the skills to solve problems and design systems using computational thinking. It is an intensely creative practical subject that involves invention and excitement, where you can apply the knowledge and skills learned in the classroom to solve real-world problems.

What will you study? In this course we will study the fundamental principles of computer science. We will look at the components that make up digital systems, and how they communicate with one another and with other systems. We will also study the impacts of digital technology on the individual and society. We will learn to think creatively, innovatively, analytically, logically and critically, applying these skills to solve problems by designing and writing programs.

There are two components to this course. The first component, Theory, focuses on the physical elements of computer science and the associated theory. The second, Problem-solving and Programming, focuses on using the core theory of computer science and the application of computer science principles to develop algorithms and practical programming skills.

How will you be assessed? The two components are assessed as follows:

1. Paper 1 Theory (60% of total IGCSE). One hour forty-five minute written paper.
2. Paper 2 Problem-solving and Programming (40% of total GCSE). One hour forty-five minute written paper, 40% of which is based on a pre-release programming task.

Is this course for you? This course provides excellent preparation for higher study and employment in Computer Science, and many others areas such as Engineering, Medicine, Psychology, Mathematics and the Sciences. A-level Computer Science is listed as a useful qualification for many degrees offered by the Russell Group Universities.

The increasing importance of computing and computational thinking means there is a growing demand for professionals who are qualified in this area, and the valuable thinking and programming skills that you will develop on the course are extremely attractive in the modern workplace.

If you want to find out more, please speak to Mrs Davis.

Mrs Sandra Davis, Head of Computing

DESIGN AND TECHNOLOGY

Syllabus AQA Design and Technology

This qualification has been re-designed to be more relevant to designing and making in the 21st Century. Students learn about contemporary technologies, materials and processes and study a combination of elements from: Resistant Materials, Electronics, Graphic Design and Textiles.

It places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

How it's assessed:

Written exam: 2 hours (100 marks) 50% of GCSE

- Section A – Core technical principles (20 marks)
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks)
Several short answer questions (2–5 marks), and one extended response to assess a more in depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks)
A mixture of short answer and extended response questions including a 12 mark design question.

Non-exam assessment (NEA): 30–35 hours approx. (100 marks) 50% of GCSE

- A substantial design and make task, completed as a controlled assessment 'project' that includes: Investigating, Designing, Making, Analysing and Evaluating
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This GCSE course teaches content from a combination of four material areas, but students will be able to choose a specialism (Resistant Materials or Graphics) as the focus of their project and for the technical element of the written exam.



Mrs Suzie McNulty, Head of Design & Technology

DRAMA

Syllabus OCR Drama

This GCSE course gives students the opportunity to explore the subject from a range of perspectives by devising their own, original work; by bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal. Students can choose to be assessed as either a performer or as a designer in the non-exam components. This means that students have the choice to complete the course as a performer, as designer or through a combination of both roles.

The qualification is made up of three components. There are two non-exam assessments (60% of the overall qualification) and one exam assessment (40% of the overall qualification). Theory and practical work are integrated throughout the course and all texts and examinations are explored and prepared for using a mix academic and physical techniques.

Component 1: Devising Drama (60 marks) – Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board. They can choose to work as a performer or designer in this component. All performances will be supported by a portfolio which is evidence of the student's devising process and can be made up of a combination of writing, images, observation notes and artefacts.

Component 2: Text Performance (60 marks) – Students will study a text chosen by the centre, and will take part in two performances of two extracts from the text. They can work as a performer or designer in this component. Students are required to produce an accompanying concept document which outlines their intentions for the performance.

Component 3: Written Examination (80 marks):

Section A (50 marks) – Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board.

Section B (30 marks) – This section asks the students to review a performance they have seen on their course. They will be primarily assessed on their ability to analyse and evaluate but will also be marked on their accurate use of subject specific terminology.

There are four assessment objectives which underpin the marking and assessment of this course:

- AO1:** Create and develop ideas to communicate meaning for theatrical performance
- AO2:** Apply theatrical skills to realize artistic intentions in live performance
- AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- AO4:** Analyse and evaluate their own work and the work of others

Mr David Hallen, Head of Drama

ENGLISH LANGUAGE & LITERATURE (Core)

Syllabus: OCR English Language

The OCR GCSE (9-1) English Language specification is designed to help young people explore communication, culture and creativity, to develop independent and critical thinking skills, and to engage with the richness of our language and literary heritage. Students are encouraged to read high-quality texts across a range of familiar genres and styles, to support them in acquiring a love of reading. They're also given the opportunity to experiment with their own writing in a range of contexts and styles.

This course encourages students to read critically and use the knowledge they gain from wider reading to inform and improve their own writing. The clear distinction between the contexts of the two main components develops students' awareness of how writing is crafted for different purposes, audiences and forms. This is designed to support them as critical readers and help them make conscious choices when planning their own writing.

There are two exams: one focusing on non-fiction texts and writing tasks, the second focusing on literary texts and creative writing tasks. Both exams put equal emphasis on reading and writing skills. There's a focus on authentic and engaging unseen texts from the 19th to 21st centuries, to provide students with an enriched curriculum that can be effectively integrated with the GCSE (9-1) English Literature course.

Students also develop their speaking and listening skills, presenting a topic of their choice and responding to questions for an assessment which is endorsed separately.

Syllabus: OCR English Literature

The OCR GCSE (9-1) English Literature specification is designed to encourage students to engage critically with and explore a variety of texts across the major genres, including modern texts and texts from different cultures, as well as classic literature including Shakespeare.

Underpinned by a skills-based approach, the emphasis is on building students' confidence in developing and articulating a fresh, individual response to texts that is supported and justified.

The structure of the course is clear and coherent to help students focus on developing their expertise in reading and responding critically to different types of literary texts, making connections across texts, and developing skills of analysing 'unseen' literature.

There are two, 2-hour exams. All students have the opportunity to answer both extract-based and discursive-style questions, exploring key themes and ideas in their chosen poetry, prose and drama texts, as well as evaluating language, form and structure.

Examples of texts that students may study include *Never Let Me Go* by Kazuo Ishiguro, *An Inspector Calls* by J. B. Priestley, *Pride and Prejudice* by Jane Austen, *Great Expectations* by Charles Dickens, *Jekyll and Hyde* by Robert Louis Stevenson, *Jane Eyre* by Charlotte Bronte, and a range of poetry contained within an anthology, grouped by themes of 'Love and Relationships', 'Conflict', and 'Youth and Age'. They will also study one Shakespeare play from a selection including *Romeo and Juliet*, *The Merchant of Venice* and *Macbeth*.

Mrs Cristina George, Head of English

FOOD PREPARATION AND NUTRITION

Syllabus AQA Food Preparation and Nutrition

Why Study Food Preparation and Nutrition? This new GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills. It ensures students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. It supports and links well with Science subjects in addition to the knowledge and practical skills acquired being important life skills.

Course Content: Food preparation skills are integrated into 5 core topics:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

The range of food and ingredients studied reflect the recommended guidelines for a healthy diet, based on the main food commodity groups. These food groups include:

- Bread, cereals, flour, oats, rice, potatoes and pasta
- Fruit and vegetables
- Milk, cheese and yoghurt
- Meat, fish, soya, eggs, beans, nuts and seeds
- Butter, margarine, oil and sugar

The majority of the course is delivered through preparation and making activities.

Assessment: Written Examination: 1 hour 45 mins. 100 Marks – 50% of GCSE
The written paper examines students' theoretical knowledge of food and nutrition.

Non Examination Assessment : 50% of GCSE

This consists of one food investigation report and one food preparation assessment;

- Food Investigation 15%. Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.
- Food Preparation Assessment 35%. Students plan, prepare, cook and present a 3 course menu within 3 hours.

The skills developed over the two years will prove useful for those students wishing to take the Leith's Diploma.



Mrs Catherine Complin, Head of Department

GEOGRAPHY

Syllabus Edexcel Geography 'A' - Geographical Themes and Challenges (1GA0)

This specification takes a thematic approach, with content organised by physical and human environments. It enables students to explore the people-environment challenges we face in the UK. Students will sit three written external examinations, with each paper being 1 hour and 30 minutes, during the Summer Term of their Fifth Year.

GCSE Geography allows students to develop:

- an understanding of the processes which affect physical and human environments
- an understanding of location on a local, regional and global scale
- the ability to use and understand geographical data and information
- an understanding of how communities around the world are affected and constrained by different environments.

Assessment and Content

Paper 1 : The Physical Environment - 1 hour and 30 minutes (37.5%)

- The Changing Landscapes of the UK: Coastal and river landscape studies.
- Weather Hazards and Climate Change: Tropical storms and drought.
- Ecosystems, biodiversity and management: Tropical rainforests and temperate deciduous rainforests.

Paper 2 : The Human Environment - 1 hour and 30 minutes (37.5%)

- Changing Cities: Studies of a UK city and a city in the developing or emerging world.
- Global Development: A study of a developing or emerging country.
- Resource management: A study of water or energy.

Paper 3 : Geographical Investigations - Fieldwork and UK Challenges - 1 hour and 30 minutes (25%)

- **Fieldwork:** One physical and one human investigation.
- **UK Challenges:** A study drawing across The Physical Environment and The Human Environment. Students use geographical skills to investigate a contemporary challenge drawn from one or more of the key themes: Resource consumption and environment stability; Settlement, population and economics; and, Climate Change.

Compulsory Residential Field Trip: This syllabus states that: "All candidates must carry out fieldwork, outside the classroom and school grounds, on at least two occasions." Therefore, each student studying GCSE Geography will need to attend a compulsory residential field trip. It will be UK-based with the destination dependent on the year group and availability of a field studies centre. It will take place during either the summer term of the Fourth Year or during the Autumn Term of the Fifth Year, and will be a long weekend. Please budget for an approximate cost of between £250-£350.

Mrs Sarah Collishaw, Head of Geography

GEOLOGY

Syllabus EDUQAS (WJEC) GCSE Geology

Assessment Two terminal papers

Geological Principles – 1hr 15mins On Screen Test 50%
Investigative Geology – 1hr 30mins Written Test 50%

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 you have studied Geology you 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. The specification requires students to undertake at least two single day field work visits. One of these will take the form of a Geology based investigation. Students will take observations and make field notes relating to the investigation, these will then be used to draw conclusions about the Geology of the area. Skills gained during the fieldwork sessions and the investigative work covered during the year will be examined through the Investigative Geology written paper.

Likely locations for the field visits will be Kimmeridge Bay, Osmington Bay and/or other locations along the Dorset coast. There is will be a cost of approximately £30 to cover transport and catering.



Mr Jack McNulty, Head of Geology

HISTORY

Syllabus Cambridge IGCSE History

This very exciting course provides 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 in the Third Year. The course explores a number of topics in detail, and develops important and valuable transferrable skills of analysis and evaluation. There are two exam papers and a piece of coursework.

Content **Paper 1: International Relations since 1919 (40%)**

Section A: Core Content

This examines the following questions:

- How fair were the peace treaties at the end of the First World War?
- To what extent was League of Nations a success?
- Why did international peace collapse in 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the Soviet Union's control over Eastern Europe?
- Why did events in the Gulf matter (from 1970-2000)?

Section B: 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 and why the Weimar Republic collapsed. It looks at the rise of Hitler and how he was able to dominate Germany by 1934. It looks at how the Nazis controlled Germany, what it was like to live in Nazi Germany and how life changed during the Second World War.

Paper 2: The Cold War – Sources (33%)

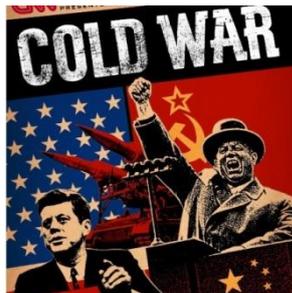
A source-based exam on the extent to which the USA was successful in containing the spread of Communism after the Second World War.

Coursework (27%)

A piece of coursework written on an aspect of Germany in the period 1918-1945.

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 There is a really enjoyable and useful revision course ('Hitler on Trial') in the Fifth Year



Dr Alistair Dougall, Head of History

MATHEMATICS (Core)

Syllabus Edexcel's IGCSE syllabus A (4MA0)

Assessment Two terminal two hour examinations, both with calculators

There are two levels of entry - Higher Tier and Foundation Tier a decision upon which level of entry is made is usually taken after the mock examination in Fifth Year on a girl by girl basis.

Higher Tier enables students to gain grades 9 - 4

Foundation Tier enables students to gain grades 5 - 1

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 skills and strategies. The syllabus is taught in five lessons a fortnight and girls are placed in divisions according to their ability and put in the group which we believe will enable them to gain the best possible grade.

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 students 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 students 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.

Mrs Katy Healey, Head of Mathematics

MODERN LANGUAGES

FRENCH, GERMAN & SPANISH (Option & Core)

Syllabus AQA GCSE French 8658/German 8668/Spanish 8698

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 different types of written language;
- to communicate and interact effectively in the spoken language;
- to communicate effectively 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 GCSE 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 Europe, 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 two languages to GCSE level. 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 GCSE 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.



Ms Nicola Daubeney, Head of Modern Languages

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. They are given a free choice as to the style of the music, but one of them will be written to a brief set by the exam board.

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, students 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 45 minutes, which will test their ability to listen to a number of pieces of music carefully and to respond to music that is played. Some of these extracts will be familiar and some will test their general musical knowledge

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.



Mr Robin Highcock, Head of Music

RELIGIOUS STUDIES

Syllabus Eduqas Board GCSE Religious Studies
What's involved? Three exams, one of 120 minutes & two of 60 minutes
What do we study? The syllabus is divided into three sections:

Unit 1: Religious, Philosophical & Ethical Studies in the Modern World (50% of GCSE)

This involves really thoughtful, open exploration & discussion of a wide range of moral & social issues, including sexuality, marriage & divorce, sexism & gender equality; Creation & Evolution, Environment, life after death, abortion, euthanasia; crime & punishment, suffering and human responses to it, human rights, racial prejudice & discrimination, wealth & poverty, freedom of speech & belief, secularisation and the role of Christianity in Britain today. **Assessment:** One 2 hour exam.

Units 2 & 3: Study of Christianity and Hinduism (@ 25% each of GCSE)

This involves getting a deeper knowledge and understanding of the main teachings and practices of these two ancient and important world religions, including for

Christianity: the nature of God, Creation, Jesus Christ, Salvation and the afterlife, Prayer and Worship, Sacraments (baptism & Eucharist), pilgrimage, the Church in the local community and worldwide. **Assessment:** 1 hour exam.

Hinduism: The nature of Brahman, Hindu gods, the eternal Self or Atman, karma & reincarnation, caste, dharma and the human life cycle, worship at home & in Temples, meditation, festivals, pilgrimage to sacred sites and social concerns. **Assessment:** 1 hour exam.

Why should we study this? This new and exciting 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 and Hinduism, apart from being full of wisdom & insight into human nature, is essential for anyone wanting to understand our history, culture, moral values & the society we live in. Apart from all that, with lots of discussion, trips and visits to Temples & Churches, etc., it can be a lot of fun as well!

TRIP to India for 12 days in October Half-Term is all planned...

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 religious and non-religious 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 a soft 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.***"

Mr Paul Sharkey, Head of Religious Studies

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 six 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. Due to the extra syllabus material, 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 course contains more difficult syllabus material and requires the student to take an extra three examinations. The eventual qualifications would be three IGCSEs, one in each of the Sciences: Biology, Chemistry and Physics.

Dr Clinton Thrower, Head of Science

STATISTICS

Syllabus Edexcel GCSE (1ST0) Higher Level

Assessment Two written paper lasting one and a half hours, each with equal weighting.
There is no controlled assessment on the new syllabus.

The syllabus complements the Edexcel iGCSE 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, supporting a wide range of A level subjects including Biology, Psychology, Geography and Economics.

Syllabus Content - taught with a view to the Statistical Enquiry Cycle

Planning and data collection - defining a hypothesis, deciding what data to collect, and developing strategies for processing the data.

Processing, representing and analysing data - understanding how technology can be used, generating the diagrams and comparing the data

Reasoning, interpreting and discussing results in the context of the problem - reaching conclusions in relation to the hypotheses, making predictions and discussing the reliability of the results.

Probability including the Binomial and Normal distributions.

Mrs Katy Healey, Head of Mathematics