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INTRODUCTION

Welcome to the Kingswood GCSE Curriculum booklet in which Heads of the academic departments explain what you can expect to be doing in each subject offered at GCSE. Although you will all be following the core curriculum – outlined on page 2 – you will also be expected to choose three more subjects from the option lines offered. Obviously, this will entail some very important decision making on your part. Thus, we have put together a timetable for the second half of the Spring Term (page 3) which will give you plenty of opportunities to discuss possible choices with a number of staff.

This stage of Year 9 is an exciting time; your decisions now will shape your GCSE curriculum. Read this booklet carefully. Use your family, your teachers and your friends as sounding boards for your initial ideas. However, do not choose an option subject solely because that is what all your friends will be studying. You must have a genuine interest in and enthusiasm for your option choices. Remember that you will be spending two years focusing on your GCSE courses. You must be positive and fully committed from the outset, determined to fulfil your potential in all subject areas.

As you make your choices, you should bear in mind the following considerations:

- ❖ Your own interests, talents and enjoyment
- ❖ Your realistic chance of success in any given subject
- ❖ Your future requirements, if you know them at this stage. Detailed career decisions are unlikely to be appropriate at the moment, but it is important to know which doors may be closed by decisions made now

You will, of course, continue with Games and PE. You will also be expected to participate fully in the Senior Activities programme. Make your choices carefully, basing them on your enthusiasms and your talents. Your contributions and commitment to Activities will be just as important to your personal development as your curricular subjects.

We hope that you will find the responsibility of thinking about and shaping the next stage of your academic career stimulating and enjoyable.

GCSE CORE AND OPTIONS SUBJECTS FOR SEPTEMBER 2009

Core:

In Year 10, pupils take courses in Mathematics, English, English Literature, Biology*, Chemistry* and Physics*, a core Modern Language (French or German or Spanish) or English as a Second Language, Religious Studies*. (*You will have already embarked on the GCSE courses in these subjects in Year 9.) PE, Games, General Studies and Activities are also mandatory.

Options:

In addition, you are asked to choose three subject options in total, **one only** from each of the lines below:

LINE A	LINE B	LINE C
<i>Art</i>	French <small>(if German or Spanish is core)</small>	Design Technology
Design Technology	Geography	Drama
Drama	History	ESL
Geography	ICT	Geography
History	Music	History
Latin	<i>Physical Education</i>	Music

Please note that for subjects in italics, there will be the possibility of two sets in the line.

(All option courses are offered subject to demand.)

AN OVERVIEW OF THE KINGSWOOD GCSE CURRICULUM

Subject	English/ English Literature	Mathematics	Modern Foreign Language or ESL	Biology + Chemistry + Physics	RS	Line A	Line B	Line C	GS	PE	Games
Periods	5	5	4	9	2	4	4	4	1	1	3

TIMETABLE OF DISCUSSION

SPRING TERM

February GCSE booklet and Options form sent to parents and pupils, for initial discussions over half term

HALF TERM

March Academic departments outline nature of GCSE courses in designated lesson time
Year 9 meeting with Mrs Dawson
Year 9 tutors hold individual discussions with tutees
Year 9 Parents' Meeting on Tuesday 17th March from 6.30pm

SUMMER TERM

April Options forms to be returned to the School Office by 9.00am on Tuesday, 21st April

SETTING PRACTICES

Setting occurs in a few subjects at GCSE level.

English

All pupils will study both English and English Literature in Year 10. Classes will be taught in mixed ability sets, informed by KS3 work and prior achievement. At the end of Year 10 pupil progress will be assessed and, if it is deemed appropriate, some pupils will be advised to enter the English examination only, in order to give them a better chance of doing well in this important qualification. Some pupils may also be advised to take the Foundation Tier examination in English or English Literature if it is judged that this would be to the pupils' advantage. Discussions about these matters will include both the tutor and parents, and changes will be communicated to parents in writing.

Modern Languages

There is no setting involved for pupils learning Spanish, Latin, or French in combination with German or Spanish as there is only one class of each. The remaining Year 10 classes in French and German are set on results of pupils in the Year 9 summer examinations. There are currently two streamed classes for French and German respectively. These sets are reviewed on a termly basis. If you change set, then your teacher will let you know, and your parents will be informed in writing.

The Sciences

Setting takes place again at the end of Y9 in preparation for Y10. Pupils are taught in five science sets. Differentiation in teaching occurs across the sets in order to allow all pupils to fulfil their potential. The lowest set is the smaller in number. Pupils in the lowest set may be entered for the Foundation level examinations in order to give them the best chance to obtain GCSE passes. The maximum grade available on these papers is a C grade.

Setting in science is determined by pupil progress across all three sciences based on test results and internal examinations. This allows for up and down movement between the sets. Pupils are often motivated by the opportunity to move up a set. Set changes are made in January in Y10 and after the Y10 examination in the Summer term. Changes may also be made in Y11 after the mock examination in November. If you change set, then your teacher will let you know, and your parents will be informed in writing.

Mathematics

Mathematics creates sets for students in the autumn term of Year 7. Therefore sets are well established by the beginning of Year 10. Students new to the year group are monitored very closely during that first term to ensure that their setting arrangements are appropriate.

All groups within a particular band (sets 1-3 and sets 4-5) sit the same topic tests to allow for ease of comparison, and departmental staff discuss setting arrangements regularly as a part of their departmental meetings. Therefore, within Key Stage 4, whilst operating a setting system, there are opportunities for students to move when it is deemed appropriate. This discussion normally includes your tutor; any set changes will be communicated to parents in writing.

ENGLISH and ENGLISH LITERATURE

WJEC

Mr D Hughes

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

Everyone in the school is required to study English. We expect that you will be able to write coherently and lucidly in Standard English with few grammatical errors. You should also be able to read challenging fiction, drama, poetry, and non-fiction with understanding and sensitivity.

WHAT WILL I LEARN?

You will improve your writing, reading, speaking, and listening skills. You will be able to develop your ideas fully in writing, using a variety of formats. You will be able to develop ideas in a discussion, create and present a character in a drama-focused activity, and deliver a formal speech on a subject of your choice.

You will learn how to read and write about modern poems by poets from different cultures, **poems written before 1914**, a Shakespeare play, **a post-1914 play**, short prose passages, non-fiction and media texts, **a modern novel**, and **a novel written before 1914**.

(Items in bold font are studied for the Literature examination)

WHAT IS THE NATURE OF THE COURSEWORK?

If you are studying English and English Literature, you will complete six pieces of written coursework: a response to a Shakespeare play, **a response to a pre-1914 novel**, a comparison between two poems by post-1914 poets, at least one of whom must come from “another culture” (for example, Pakistani or Afro-Caribbean), **a comparison between two poems written before 1914**, a piece of open writing (for example, a short story, an extended description, or an autobiography), a piece of closed writing (for example, a newspaper article, a report, a review, a letter, or a speech).

The items in bold font are for the Literature examination only.

The written coursework (four pieces) is worth 20% of the final English mark.

The written coursework (four pieces) is worth 30% of the English Literature mark.

In addition, for the English GCSE, you will perform three speaking and listening tasks: a speech, a drama-focused activity (for example, an improvisation or a monologue), and a group discussion.

The speaking and listening coursework is worth 20% of the final English mark.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

In Year 10, you will complete all of the coursework. After you have given a draft of each piece to your teacher, for his or her editorial comments, you will polish it and submit it for marking. Once a piece has been given a mark, you will not be able to revise it.

In the Autumn Term, you will complete your closed writing and your essay on a play by Shakespeare.

In the Spring Term, you will complete your **pre-1914 prose** essay.

In the Summer term, you will complete your essay on post-1914 poetry and your essay on **pre-1914 poetry**. You will also start your open writing, which will be completed over the summer holiday.

Your finished folders will be marked by your teacher and moderated by the English Department. After your marks have been submitted to the WJEC moderator, he or she will select a sample from the whole year group for external moderation. Marks are not final until the WJEC moderator has accepted or adjusted the department's marks.

During the second year of the course, you will prepare for the two written papers, each of which carried 30% of the GCSE English marks.

For the first section of Paper 1, you will answer questions on a previously unseen prose passage from the English literary heritage. In the second section, you will be given two creative writing tasks.

For the first section of Paper 2, you will respond to two previously unseen non-fiction or media texts. In the second section of the paper, you will complete two writing tasks, one for each of the following triplets: argue/persuade/advise and analyse/review/comment.

If you are entered for English Literature, you will write an examination consisting of questions on a novel, a play, and an unseen poem. This two hour, single paper examination carries 70% of the marks for the English Literature GCSE.

The written papers are externally assessed.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

The skills you develop in GCSE English will be useful for any subject you choose for the sixth form.

WHAT WERE THE ENGLISH GCSE RESULTS LIKE LAST YEAR?

In 2008, 66% of students gained A* - B grades in English, with 98% passing with grades A* - C. In English Literature over 96% of students gained A* - B grades, with 100% passing with grades A* - C.

GENERAL STUDIES IN YEARS 10 AND 11

Mr A E Haines

This is a course for every pupil in Years 10 and 11. It provides an extension from the short Year 9 PSHE course. It is a non-examined course.

Each year group is divided into five equal sized mixed ability groups. Each group will follow a five or six weeks' course of one lesson per week with one teacher. The teachers will have specialist knowledge of the area of study undertaken. Each group then moves on to a different teacher on a carousel system which operates throughout the year. By the end of each year you will have had a course of lessons with each of five different teachers covering a wide range of subjects of general interest.

There are several aims. It is hoped that you will:

- Broaden your awareness of yourself;
- Have a growing awareness of how your relationships with friends and your family change as you get older;
- Strengthen your financial awareness and understanding;
- Understand more about how to research possible careers in the future;
- Improve your study skills and preparation for examinations;
- Consider your rights and responsibilities as a member of society;
- Have a deeper understanding of how government works, whether local or national;
- Learn about how our legal system works, and the role of the courts and police;
- Understand something of how business, finance and the national economy operate.
- Be informed about responsible sexual behaviour and the problems associated with the use of illegal drugs.

MATHEMATICS

Edexcel

Mr G Musto

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

A reasonable grasp of the course content found within the Key Stage 3 National Numeracy Strategy.

WHAT WILL I LEARN?

You will develop analytical skills and learn to solve problems through investigative projects. Mathematics trains you to work in the abstract, to think creatively and come up with concrete solutions. You will learn to absorb, condense and logically present information, to form and communicate opinions, weigh up evidence and handle and interpret data.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

Mathematics is split into **two** tiers of entry: Higher tier and Foundation tier. Each tier has specific course content, and the grades awarded within each tier reflect the degree of difficulty therein. Pupils studying **Foundation** tier can access up to and including a C grade, and at Higher tier can access up to and including an A*. Normally students at Kingswood study the higher tier course in Mathematics.

Regardless of tier of entry, the mathematics course consists of two papers.

Paper 1:	Non-Calculator paper	50%
Paper 2:	Calculator paper	50%

All students are required to bring the necessary equipment to lessons; this includes a scientific calculator. The Mathematics Department recommends the Casio FX83ES for this purpose. Please note this calculator will be suitable for use at both GCSE and A level.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

Mathematics is extremely sought after post GCSE. The interpretative skills will be most useful for AS courses which involve a numerate element such as Economics and Business Studies, Geography, or indeed any of the Sciences, and PE – obviously not forgetting Mathematics and Further Mathematics. **Please note:** entry requirements for A level Mathematics state that students will only be considered for the course if they have already studied Mathematics at Higher Tier GCSE. **A grade A* or A at GCSE is essential to have any real chance of coping successfully with A level Mathematics.**

It is worth remembering that Mathematics GCSE is still one of the few matriculation qualifications for most British universities. If you do not have GCSE Mathematics at C grade or above, you may not be eligible to study certain courses at University.

WHAT WERE THE MATHEMATICS GCSE EXAMINATION RESULTS LIKE LAST YEAR?

58% of all pupils achieved an A* or A grade, and 100% of our pupils achieved C grade or better.

ENGLISH AS A FOREIGN OR SECOND LANGUAGE

Cambridge First Certificate in English (FCE)

Mr S J Forrester

ESL is offered in Years 10 and 11 as the Modern Foreign Language for pupils whose mother tongue is not English and who have not taken French, German or Spanish in their first three years of secondary education. It is taught during those periods on the timetable when the rest of the year group is doing a modern European language. Pupils will take the Cambridge First Certificate in English (FCE) when they are in Year 10. This certificate has widespread recognition in commerce and industry. It is taken by candidates throughout the world in about 100 countries and corresponds to ALTE Level Three.

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

You should already have reached an Intermediate level of English. You should be able to express your own ideas orally and in writing with a reasonable degree of fluency. You should be able to read Graded Readers at ALTE Level 2 without difficulty. You should also have an interest in and knowledge of Britain, its people, culture and way of life and a desire to know more, so that you are able to understand the social environment of your school and feel comfortable in it.

WHAT WILL I LEARN?

You will continue to be taught the five skills of reading, writing, use of English (grammar), listening, and speaking. ESL provides valuable support to you in your other subjects at school by helping you to improve your confidence and proficiency in the language so that you are able to get the most from your studies at GCSE, especially English, and be in a good position to cope with the linguistic demands of subjects at AS/A level.

WHAT IS THE NATURE OF THE COURSEWORK?

There is no actual coursework element in the FCE syllabus but there are set texts which pupils are encouraged to read to give them a wider choice in the Writing paper in the final examination. Pupils are expected to maintain an on-going private reading programme using the extensive resources of the ESL library.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

Topics covered include:

entertainment, food, sport and leisure, technology, relationships, education, careers and employment, crime and punishment, the natural world, weather, holidays and travel, health, house and home, celebrations and customs, fashion and shopping.

Five skill areas are tested: reading, writing, use of English, listening, and speaking. The total examination time is about 5 hours. A candidate's overall FCE grade is based on the total score in all five papers. Grades awarded are A, B, C, D and E. Only A-C grades are passes.

FRENCH

AQA

Mrs C Brown (Second in Languages Faculty)

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

The good news! If you have studied French in Years 7, 8 and 9, you will already be well-prepared for French at GCSE. It will come as no surprise that GCSE is more difficult than the French you have already studied, but this does not mean to say that Years 7, 8 and 9 have been irrelevant. The French you have learnt in these years will have provided you with a sound basic knowledge which will be invaluable when you start to tackle more challenging material at GCSE.

Please note that should you wish to study both French and German at GCSE, then you must choose German as your core language and circle French in Option Line 2.

WHAT WILL I LEARN?

You will be learning how to improve your communication skills by increasing your knowledge of vocabulary and grammar which will enable you to be more accurate when you write and speak French. You will also find out more about the cultural context of the language: customs, food and drink, festivals, regional differences and more about other French speaking countries in the world through ICT, satellite television and French cinema. You will have the opportunity to speak French with the French Assistant(e) during one of your GCSE years and take part in the annual French Exchange to Toulouse.

WHAT IS THE NATURE OF THE CONTROLLED ASSESSMENT TASKS?

Coursework has been replaced with two “controlled assessment” tasks, either based on teacher-produced stimulus material or material distributed by AQA. If you are aiming at a grade C and above you will be expected to produce 600 words in total for both tasks. You will be guided by your teacher through the initial stages of this task and have access to reference materials, dictionaries and the internet. The final assignments will be written under examination conditions. This work will be externally assessed.

HOW IS THE WHOLE COURSE STRUCTURED?

The course is designed to cover topics which are already familiar and relevant to you so that you will find it easier to comment on them in French. They should also interest you too!

CONTEXTS	SUB-TOPIC
Lifestyle: Health Relationships Choices	<ul style="list-style-type: none">• healthy & unhealthy lifestyles & their consequences• relationships with family & friends• future plans regarding: marriage/partnership• social issues & equality
Leisure: Free time Media Holidays	<ul style="list-style-type: none">• free time activities• shopping, money, fashion & trends• advantages & disadvantages of new technology• plans, preferences & experiences what to see & getting around

CONTEXTS	SUB-TOPIC
Home & Environment: Home & local area Environment	<ul style="list-style-type: none"> • special occasions celebrated in the home • home, town, neighbourhood, region, where it is & what it is like • current problems facing the planet • being environmentally friendly within the home & local area
Work & Education: School/College and future plans Current and future jobs	<ul style="list-style-type: none"> • what school/college is like • pressures & problems • looking for & getting a job • advantages & disadvantages of different jobs

HOW IS THE COURSE ASSESSED?

Assessment in French covers the four skills of reading, writing, listening and speaking. Each of these skills is tested in a separate examination. The listening and reading papers are worth 20% each, while the speaking and writing examinations are equally weighted at 30% each. The listening and reading papers will require pupils to understand French, but to record answers in English. The written controlled assignments require candidates to show their ability to write French. These examinations last between 35 – 60 minutes. The speaking examination can be based on exemplar material produced by AQA or a task devised by your teacher. Both tasks will be dialogues conducted with your French teacher and each task will last 4 – 6 minutes.

You can sit foundation or higher tier for the listening and reading examinations, but the two speaking tasks and the two controlled written assignments are ‘untiered’ and their level is assessed by AQA. It is possible to do higher reading and foundation listening or vice versa, but this does have an impact on your final grade. There is some freedom to choose what suits you best.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

Obviously, GCSE French is essential if you want to continue studying French at AS and A2. However, being prepared to express your opinions and respond to the opinions of others, showing an understanding of and an interest in other cultures and paying attention to the detail of what you are saying and writing, which are all essential for the study of French, are also relevant skills for most other A level subjects.

WHAT WERE THE FRENCH GCSE EXAMINATION RESULTS LIKE LAST YEAR?

In 2008 76.5% of students gained A/A* in GCSE French.

GERMAN

AQA

Mr R J Duke (Head of German/Head of Languages)

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

You should continue learning German if you enjoy the language and are motivated to deepen your understanding of the subject. If you are culturally curious you will gain much from the course. You should enjoy communicating and will gain greater confidence to articulate your ideas in German. Linguistic flair will be advantageous from the outset, but a disciplined approach to learning vocabulary and new grammatical structures is also a prerequisite for success.

With the continued expansion of the European Community a working knowledge of German as a language is becoming even more useful skill to have in the workplace, and as a tourist. There are currently over one hundred million speakers of German as a first language and a substantial number of Eastern Europeans for whom German is a second language. Being able to communicate effectively in German is a portable skill that will open up opportunities in your future professional lives, as well as offering you greater freedom to travel and to forge social contacts with people across Europe. It is worth noting that Germany lies at the heart of Europe with nine neighbouring countries and that the word German is synonymous with the successes of, amongst others, BMW, Mercedes and Siemens.

Please note that should you wish to study both French and German at GCSE, then you must choose German as your core language and circle French in Option Line 2.

WHAT WILL I LEARN?

You will develop an understanding of the spoken and written forms of German in a variety of contexts, as well as developing the ability to communicate effectively in the target language. You will learn to use a range of vocabulary and structures, whilst developing your knowledge and understanding of German grammar. You will have the opportunity to apply your knowledge through rôle-play, research on cultural aspects including film and ICT work. You will gain cultural awareness of countries and communities where German is spoken. You will be able to give your opinion in German on a range of topics. You will learn to read and respond to different types of written language, including texts from ICT-based sources. You should acquire positive attitudes to modern foreign language learning in general. There is also the chance of participating on the highly successful annual exchange to Münster which takes place currently in the first term. Our pupils have enjoyed wonderful hospitality and the Christmas markets. You will have an opportunity to speak with a native German assistant during one of your two GCSE years.

WHAT IS THE NATURE OF THE CONTROLLED ASSESSMENT TASKS?

Coursework has been replaced with two “controlled assessment” tasks either based on teacher-produced stimulus material or material distributed by AQA. If you are aiming at a grade C and above you will be expected to produce 600 word in total for both tasks. You will be guided by your teacher through the initial stages of this task and have access to reference materials, dictionaries and the internet. The final assignments will be written under examination conditions. This work will be externally assessed.

HOW IS THE WHOLE COURSE STRUCTURED?

The course is designed to cover topics which are already familiar and relevant to you so that you will find it easier to comment on them in German. They should also interest you too!

CONTEXTS	SUB-TOPIC
Lifestyle: Health Relationships Choices	<ul style="list-style-type: none"> • healthy & unhealthy lifestyles & their consequences • relationships with family & friends • future plans regarding: marriage/partnership • social issues & equality
Leisure: Free time Media Holidays	<ul style="list-style-type: none"> • free time activities • shopping, money, fashion & trends • advantages & disadvantages of new technology • plans, preferences & experiences what to see & getting around
Home & Environment: Home & local area Environment	<ul style="list-style-type: none"> • special occasions celebrated in the home • home, town, neighbourhood, region, where it is & what it is like • current problems facing the planet • being environmentally friendly within the home & local area
Work & Education: School/College and Future plans Current and future jobs	<ul style="list-style-type: none"> • what school/college is like • pressures & problems • looking for & getting a job • advantages & disadvantages of different jobs

HOW IS THE COURSE ASSESSED?

Assessment in German covers the four skills of reading, writing, listening and speaking. Each of these skills is tested in a separate examination. The listening and reading papers are worth 20% each, while the speaking and writing examinations are equally weighted at 30% each. The listening and reading papers will require pupils to understand German, but to record answers in English. The written controlled assignments require candidates to show their ability to write German. These examinations last between 35 – 60 minutes. The speaking examination can be based on exemplar material produced by AQA or a task devised by your teacher. Both tasks will be dialogues conducted with your German teacher and each task will last 4 – 6 minutes.

You can sit foundation or higher tier for the listening and reading examinations but the two speaking tasks and the controlled written assignments are ‘untiered’ and their level is assessed by AQA. It is possible to do higher reading and foundation listening or vice versa, but this does have an impact on your final grade. There is some freedom to choose what suits you best.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

German combines well with any other subject at A level. Knowing German will enable you to acquire other Germanic and Scandinavian languages more easily in the future for business or leisure purposes. You should not assume that learning German is a skill that will only be of use for a career in languages; many universities actively welcome German at A level for entry on courses involving science, medicine and business, as well as traditional arts subjects.

WHAT WERE THE GERMAN GCSE EXAMINATION RESULTS LIKE LAST YEAR?

In 2008, 52.8% of candidates taking GCSE German achieved A*/A grades.

SPANISH

AQA

Mrs C Brown (Second in Languages Faculty)

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

It is important to have displayed a good understanding of the grammar covered in Year 9. A genuine desire to become more informed about other societies and cultures will be to your advantage. You will be able to apply this understanding to the learning of a new language. A general awareness of Spain and aspects of Spanish life is advantageous, as is a natural curiosity to find out more about another culture.

Please note that should you wish to study both Spanish and French at GCSE, then you must choose Spanish as your core language and circle French in Option Line 2.

WHAT WILL I LEARN?

Your understanding of the spoken and written forms of the Spanish language will improve, as will your communication skills. In addition to developing your linguistic ability you will be able to learn about Spanish-speaking issues and life and culture in Spain. Study sources include ICT, authentic Spanish texts, film and role-play. You will learn to apply your knowledge through each of these media and express yourself articulately in another foreign language. You will acquire the ability to read and respond to genuine Spanish texts, as well as listening to native speakers. This insight into different cultures and ways of life will help you to foster a positive approach to other societies.

WHAT IS THE NATURE OF THE CONTROLLED ASSESSMENT TASKS?

Coursework has been replaced with two “controlled assessment” tasks either based on teacher-produced stimulus material or material distributed by AQA. If you are aiming at a grade C and above you will be expected to produce 600 word in total for both tasks. You will be guided by your teacher through the initial stages of this task and have access to reference materials, dictionaries and the internet. The final assignments will be written under examination conditions. This work will be externally assessed.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

The course is designed to cover topics which are already familiar and relevant to you so that you find it easier to comment on them in Spanish. They should also interest you too!

CONTEXTS	SUB-TOPIC
Lifestyle: Health Relationships Choices	<ul style="list-style-type: none">• healthy & unhealthy lifestyles & their consequences• relationships with family & friends• future plans regarding: marriage/partnership• social issues & equality
Leisure: Free time Media Holidays	<ul style="list-style-type: none">• free time activities• shopping, money, fashion & trends• advantages & disadvantages of new technology• plans, preferences & experiences what to see & getting around

CONTEXTS	SUB-TOPIC
Home & Environment: Home & local area Environment	<ul style="list-style-type: none"> • special occasions celebrated in the home • home, town, neighbourhood, region, where it is & what it is like • current problems facing the planet • being environmentally friendly within the home & local area
Work & Education: School/College and future plans Current and future jobs	<ul style="list-style-type: none"> • what school/college is like • pressures & problems • looking for & getting a job • advantages & disadvantages of different jobs

HOW IS THE COURSE ASSESSED?

Assessment in Spanish covers the four skills of reading, writing, listening and speaking. Each of these skills is tested in a separate examination. The listening and reading papers are worth 20% each, while the speaking and writing examinations are equally weighted at 30% each. The listening and reading papers will require pupils to understand Spanish, but to record answers in English. The written controlled assignments require candidates to show their ability to write Spanish. These examinations last between 35 – 60 minutes. The speaking examination can be based on exemplar material produced by AQA or a task devised by your teacher. Both tasks will be dialogues conducted with your Spanish teacher and each task will last 4 – 6 minutes.

You can sit foundation or higher tier for the listening and reading examinations but the two speaking tasks and the controlled written assignments are ‘untiered’ and their level is assessed by AQA. It is possible to do higher reading and foundation listening or vice versa, but this does have an impact on your final grade. There is some freedom to choose what suits you best.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

Naturally it is essential to take GCSE Spanish if you are considering the subject at sixth form level as well. However, this subject would be useful indirectly to other subjects in the sixth form because it practises interactive skills and encourages you to think freely, and develop opinions and ideas.

WHAT WERE THE SPANISH GCSE RESULTS LIKE LAST YEAR?

In 2008, 65.2% of pupils gained A*/A grades.

RELIGIOUS STUDIES

OCR

Mrs L J Court

Religious Education is a core subject taken by all students in Years 9-11; it comprises two lessons a week. In Years 9-10 all students follow the GCSE course (Religious Studies). At the end of Year 10 students choose whether to continue with the examination course or to follow a non-examination course (Religious Education) instead. In 2008-09 95% of Year 11 chose the GCSE course. Students joining in Year 10 who wish to take the GCSE course are given additional support.

WHAT WILL I LEARN?

- **Christianity** The basic beliefs and practices of the Christian faith community. This includes a study of the various denominations, places of worship, the importance of the Bible, and Rites of Passage e.g. infant baptism and marriage.
- **Issues**
 - a) Life and Death Issues: abortion; embryo research; euthanasia
 - b) War and Peace: Just War Theory; Pacifism
 - c) Prejudice and Discrimination: gender; racial; class; disability
 - d) World Issues: the environment; responses to global poverty
 - e) The Family: relationships; divorce; remarriage

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

Structure

Year 9: Denominations; Places of Worship; Festivals; Pilgrimage

Year 10: Rites of Passage; The Bible; Christian Beliefs; Prejudice, World Issues

Year 11: Life and Death Issues; War and Peace; Religion and the Media

Assessment

There are four units; two relate to Christianity and two to Ethical Issues.

Each unit will be assessed by a one hour examination.

There is controlled assessment tasks.

WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL FOR?

Transferable skills such as the high level of analysis required in evaluative questions are particularly useful for subjects such as English, History, Politics, Geography, Biology, and Economics and Business Studies. There are also strong curricular links with Theatre Studies, Art and Music.

WHAT WERE THE GCSE EXAMINATION RESULTS LIKE LAST YEAR?

98% of students achieved grades A* - C, 51% of students achieved A/A*.

SEPARATE SCIENCE (Biology 4411, Chemistry 4421, Physics 4451)

AQA

Dr N Sheffrin

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE STARTING THIS COURSE?

All students must continue these courses as a minimum science requirement at Kingswood School. The courses continue to develop the ideas taught in Year 9, both in terms of content and practical skills.

WHAT WILL I LEARN?

The main areas of the specification for Science include content from Biology, Chemistry and Physics and cover all aspects of a good science education, with particular emphasis on evaluating evidence and the implications of science for society. The Unit 2 courses follow on from the work covered in the Unit 1 courses covered in Y9. The specification and the content continues to be from Biology, Chemistry and Physics, but now with greater emphasis on explaining, theorising and modelling scientific ideas.

During the course, pupils will be able to apply their knowledge with understanding to scientific examples from domestic, industrial and environmental contexts and there will be opportunities for pupils to use key skills to organise and present information clearly and logically using a variety of techniques, including the use of ICT.

BIOLOGY UNIT 2 Y10	CHEMISTRY UNIT 2 Y10	PHYSICS UNIT 2 Y10
Cells	Structure and bonding	Motion
Photosynthesis	Structure and properties	Speed
Ecology and energy flow	Reaction calculations	Work, energy and momentum
Enzymes	Rates of reaction	Static electricity
Homeostasis	Energy and reactions	Current electricity
Inheritance	Electrolysis	Mains electricity
	Acids alkalis and salts	Nuclear physics
BIOLOGY UNIT 3 Y11	CHEMISTRY UNIT 3 Y11	PHYSICS UNIT 3 Y11
Exchange of materials	Periodic table	Turning forces
Transport systems	More acids and bases	Light and sound
Microbiology	Water	Electromagnetism
	Energy calculations	Stars and space
	Analysis	

WHAT IS THE NATURE OF THE COURSEWORK?

Coursework is assessed within each science and the best score from two pieces goes forward. There are two components, an Investigative Skills Assignment, (ISA), worth 85% of the coursework, and a Practical Skills Assessment, (PSA), worth 15%. They are both marked internally and moderated by the examination board. The ISA is based on practical results generated by the pupil and then assessed by a 45 minute written paper that takes place during normal lesson time. The PSA is assessed routinely during class practical work.

HOW IS THE COURSE STRUCTURED AND ASSESSED?

The final examinations are made up from three papers for each science, examined by 45 minute written papers for each unit. Each unit contributes 25% of the final grade for the paper and the coursework makes up the final 25% of the marks. Pupils obtain 3 GCSE grades, one for each of the sciences. The grades may vary between the sciences, depending on the aptitude of the pupil for each science.

The examination papers for all courses are tiered. The majority of candidates will enter the Higher Tier papers where they can gain A*- D grades. The Foundation Tier allows grades up to, but not greater than, grade C. Candidates will be entered for papers that match the ability level which they have demonstrated during the course.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

The sciences support many other subjects at AS and A2 level. Biology overlaps with some areas of geography and sports science and is highly recommended for medical and veterinary courses along with Chemistry, which is essential and links well with either of the other sciences at A level. Physics has a mutualistic association with Mathematics at A level, and the application of Physics concepts is also important in Design Technology. It is an essential element for a future in engineering. Physics and Music are becoming increasingly popular as combinations.

WHAT WERE THE SCIENCE GCSE EXAMINATION RESULTS LIKE LAST YEAR?

There was 100% pass rate at grade C or above. 61% achieved grade A* or A, 28% grade B and 11% grade C.

Will you be as good or better?

ART (FINE ART)

AQA

Mr C Main

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

Basic drawing and painting skills should be of a good standard and so should your knowledge of colour and perspective. You should have a willingness to experiment and work with a wide range of different media and be prepared to present and discuss your work in front of your class. You should be actively visiting galleries for information and inspiration.

WHAT WILL I LEARN?

You will learn to **visually record** by

- a range of approaches and media of observations, experiences and ideas from a primary stimulus;
- employing visual elements such as line, tone, colour, form, compositional organisation, structure and scale;
- experimenting with practical ideas in ways to support the development of your final pieces;
- relating processes and media to develop your own area of study.

You will learn to **understand contexts in Art, Craft and Design** by

- integrating into your own practical work the knowledge and understanding of visual language gained from analysis and evaluation of images, objects and artefacts and their contexts, including some first hand experience of original work.

You will learn to **practically develop** by

- developing and exploring ideas using a wide range of media, processes and resources in two and three dimensions including, where appropriate, ICT;
- reviewing, modifying and refining work as it progresses, including recognising and rectifying technical problems;
- experimenting with paint, drawing, printmaking, casting, carving and construction.

You will learn to **realise your intentions** by

- presenting a personal response (final piece/conclusion) which demonstrates the realisation of intentions. Also by trusting and following through your own developed ideas.

WHAT IS THE NATURE OF THE PORTFOLIO?

The purpose of coursework, which makes up 60% of the overall mark, is to provide you with an opportunity to demonstrate achievement through response to set requirements. You will use knowledge and understanding through a range of approaches and applications in the 'Fine Art' area of study, using independent judgements that extend your thinking and development of practical skills. Three units of work and a mock exam will be completed and put forward for assessment. A unit of work is formed from work that is produced from conception to completion which contributes to a realisation of intentions, and provides evidence of response to the specification requirements.

The course involves some visits and workshops, including a trip to London in Term 3 and another trip in Term 4. The cost for each of these visits will be approximately £25-£30. You will also have a chance to work with visiting artists and have access to the department darkroom.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

The three main research projects are structured to prepare the individual student for their examination and to respond to the coursework criteria. Titles and final pieces are changed each year to keep the course fresh for new candidates and also for the teaching staff. Project one is teacher led with a focused final piece. Project two is observational based and is a combination of teacher/pupil directed

study with a strong emphasis on contextual studies. This project is slightly longer and will allow for multiple final outcomes in varying mediums, such as sculpture or printmaking. Within these projects pupils work heavily on research and development of ideas to reach an individual and personal response.

The practical examination at the start of the Summer Term takes ten hours, usually over two days. However, the Board issues starting points in the Spring Term on 1st January so this gives pupils ample time to prepare for the examination and develop incredibly thorough responses. This work should not be underestimated and should contribute significantly to the awarding of the remaining 40% of the marks.

Coursework and the examination is marked internally, and then moderated at the Centre by a moderator appointed by the examination board.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

Gaining an A* - B at GCSE will let you take the subject further to AS, then on to A2.

WHAT WERE THE 2008 ART EXAMINATION RESULTS LIKE LAST YEAR?

There was 100% pass rate, with 75% achieving A*/A grades.

DESIGN AND TECHNOLOGY (Resistant Materials)

OCR

Mr J Allison

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 programme of study within the National Curriculum. Kingswood students who have followed the Year 9 course, either at the core or roundabout level, will normally be accepted for the GCSE course.

WHAT WILL I LEARN?

This course is designed to encourage students to develop an awareness of the nature and significant importance of Design and Technology in a rapidly changing society. Students learn to combine practical skills with an understanding of aesthetic, social and environment issues, function and industrial practices, which are essential in the Technological field.

The course aims for students to become autonomous and problem solvers as individuals and members of a team. The course allows students to progress either directly to employment, or to study for an Advanced level qualification in Design and Technology and GNVQ Manufacturing and Engineering.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

There are four Units.

Unit A551: Developing and applying design skills: 30% of the full course is internally assessed.

Unit A552: Designing and making Innovation Challenge: 20% of the full course is externally assessed and consists of two 3 hour sessions plus 30 minutes reflection time. This is the new practical examination that encourages flair, innovation and working with a range of modelling materials.

Unit A553: Making, Testing and Evaluating: 30% of the full course is internally assessed.

Unit A554: Designing Influences: this is an externally assessed written examination. Worth 20% of the full course, this 1.5hr paper will be taken in the June of the examination year.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

GCSE qualifications are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications. Many candidates who enter employment with one or more GCSEs undertake training or further part time study with the support of their employer. Candidates who are awarded mainly grades C to A* at GCSE are well prepared for study at Advanced Level within the National Qualifications Framework. Specifically, students who achieve a grade C or above are well prepared to study AS/A level Design and Technology available at Kingswood in the Sixth Form.

WHAT WERE THE DESIGN & TECHNOLOGY EXAMINATION RESULTS LIKE LAST YEAR?

In 2008 there was a 100% pass rate.

DRAMA

AQA

Mr D Harding

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

Students who are considering taking Drama as an option at GCSE must have a genuine interest in **making** (*exploring, devising, shaping and interpreting*), **performing** (*presenting and producing*) and **responding to** (*evaluating and applying knowledge and understanding*) drama. However, no specific learning or level of attainment other than reasonable proficiency in literacy and numeracy is necessary for candidates to undertake a course of study in this subject. The GCSE course will build upon the drama content included within Key Stage 3 programmes of study.

WHAT WILL I LEARN?

The course aims to encourage candidates 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 author's 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.

WHAT IS THE NATURE OF THE COURSEWORK?

The coursework contributes 60% of the final GCSE mark. Each piece of coursework is marked out of 60 (for further details on this, see below). The student's highest two marks are submitted to the exam board. There are a possible fourteen different options on which students can be assessed: Devised thematic work; Acting; Theatre in Education presentation; Improvisation; Physical Theatre: Set; Costume; Costume: Make-up; Properties; Masks; Puppets; Lighting; Sound and Stage Management. In the past few years students have tended to choose from the first four options.

Students will usually be given between four and six weeks to work on a project before they are assessed.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

In the first half term of Year 10 students will work on a range of skills and techniques which they will be able to use throughout the remainder of the GCSE course such as mime, physical theatre, stage fighting, use of tableaux, writing and performing monologues, mask work, stage lighting and sound.

In the second half of the first term the class is divided into groups to rehearse and perform an extract from a script using previously learnt skills. This is performed to fellow class members and assessed using examination criteria. However, it is not submitted as a piece of coursework.

In the Spring Term the students explore the history of theatre through a combination of practical workshops and written work. They then produce a written project.

In the final term of Year 10 the class is once more split into groups to create and perform their first piece of examination coursework: a Theatre in Education play which they perform at the Prep School towards the end of June.

In Year 11 the students produce two more pieces of coursework which will be performed to an audience in the Kingswood Theatre or Drama Studio (see above). One of these pieces of work will be

moderated by an external moderator. Students will also study one play in depth from a practical perspective on which they may choose to answer two questions in the written examination.

Throughout the course students will regularly attend theatre trips arranged by the department and will also be encouraged to watch as many productions as possible in their own time. All students choosing Drama as an option at GCSE level will also be expected to be involved in school productions.

Assessment of this examination comprises two components: coursework and a written paper.

Coursework (60%)

The coursework is internally assessed and moderated by AQA.

Candidates are required to present two pieces of practical work, each worth 60 marks and split into two sections worth 15 and 45 marks.

Assessment is based on the following two parts

- Process and understanding of skills development, in which candidates' ability to 'recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas' is assessed (15%)
- Final presentation: either performance or demonstration/artefact(s) (45%)

Written Paper (40%) 1.5 hours

The written paper is set and marked by AQA.

Section A

Practical work completed during the course (one question, from each of four sections, each worth 10 marks).

Section B:

Study and performance of a scripted play (a choice between two questions both divided into two sections worth 20 marks each).

Section C:

Study of a live theatre production seen (a choice between two questions both divided into two sections worth 20 marks each).

Candidates must answer Question 1 from Section A and choose one further question from either Section B or Section C.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

As Drama is primarily a subject that is about communication, it is useful for all A Level subjects. In particular, it supports English Literature, Politics, Modern Foreign Languages, PE, Music and, obviously, Drama and Theatre Arts.

WHAT WERE THE DRAMA GCSE EXAMINATION RESULTS LIKE LAST YEAR?

100% achieved C or higher; 72.7% gained A*/A.

GEOGRAPHY

AQA

Mrs D Jenner

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THE COURSE?

It is assumed that anyone studying Geography up to this point has, during Key Stage 3, acquired some geographical knowledge and skills which will be developed further during the GCSE course.

WHAT WILL I LEARN?

During the two year course you will learn about three physical and three human topics. Through these you will learn about the natural forces that have shaped our planet and how our actions and activities have affected the world we live in. Through a variety of case studies you will gain an understanding of the need for sustainable management of both our physical and human environments.

WHAT IS THE NATURE OF THE COURSEWORK?

You will carry out one local fieldwork investigation which will involve the collection of primary data. The coursework, including the write up, will be carried out as a “controlled assessment”.

HOW IS THE COURSE STRUCTURED AND ASSESSED?

The course has three parts:

Unit 1: Physical Geography (35.5%)

This includes physical processes and their effects on people, including management. Options include:

- The Restless Earth
- Rocks, Resources and Scenery
- Water on the Land
- Ice on the Land
- The Coastal Zone

This is examined by a one and a half hour written paper worth 75 marks.

Unit 2: Human Geography

This includes the impact of people and our activities in a variety of locations. Options include:

- Changing Urban Environments
- Globalisation
- The Development Gap
- Tourism

This is examined by a one and a half hour written paper worth 75 marks.

Unit 3: Local Fieldwork Investigation (25%)

This is the coursework element described above. It is a controlled assessment which will take about ten weeks of teaching and is worth 60 marks. We aim to undertake two field trips over the two years and one of these will be to collect data for coursework.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

Geography is an A level subject in its own right but also has many transferable skills. It is probably the most versatile subject in the curriculum as it can be combined with any other. It offers breadth to those requiring it in their range of A level qualifications. Many universities now look for a subject such as this which offers diversity and balance for their others subjects.

WHAT WERE THE GEOGRAPHY GCSE EXAMINATION RESULTS LIKE LAST YEAR?

56% gained A or A*. The Geography Department welcomes and supports all with a positive attitude to the subject and a desire to pursue it.

HISTORY

OCR

Mr P P G MacDonald

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

All pupils who have studied History between the ages of eleven and fourteen should have the skills and understanding necessary to embark on a course in GCSE History. However, only in exceptional circumstances should a pupil consider taking GCSE History if English is their second language.

The most important elements we are looking for in a GCSE student are interest in the subject and a willingness to work hard. These characteristics should ensure that you enjoy a rewarding course and secure a fine grade at the end of Year 11.

WHAT WILL I LEARN?

GCSE History is a popular choice, in part because the content is interesting and thought-provoking. The course is based entirely in the twentieth century, helping pupils to understand the way in which the world of today was created. Contemporary issues, for example the war in Iraq, are understood far more when compared and contrasted with the world's response to the dictators of the 1930s. Current debates in areas like Human Rights are also illuminated when compared to the struggles of the Suffragettes or the persecution of the Jews in Nazi Germany.

The course ranges widely across the twentieth century. An overview of the years 1918-1939 embraces topics like the Peace Settlements of 1919, the failure of the League of Nations, the Depression of the 1930s and the causes of World War II. A Depth Study of Germany between 1918 and 1945 looks at why democracy collapsed in Germany in the early 1930s and how Hitler took power and created a dictatorship. The course also includes a study of the Suffragette Movement in Britain before the First World War and the impact of that conflict on British society.

During their studies, pupils develop an understanding of a range of political and economic vocabulary that is invaluable in today's environment. They also develop the ability to construct rigorous and well-supported analysis of issues, a skill of value to all. Critical evaluation of source material is also a part of the course and enables pupils to develop their ability to sift and process information effectively in today's information-heavy world.

WHAT IS THE NATURE OF THE CONTROLLED ASSESSMENT TASK?

The Controlled Assessment is undertaken in Year 11 on aspects of twentieth century history. The Controlled Assessment topics are taught normally and then pupils undertake an extended question on the material designed to test various skills, including the ability to explain events and evaluate historical sources. Pupils are given clear advice concerning the requirements of the examiners.

HOW IS THE COURSE STRUCTURED AND ASSESSED?

The final grade is determined by pupil performance in the three elements of the examination.

Paper 1: 45%

A written paper taken at the end of Year 11. A range of questions on International Relations, 1918-1939, and Germany 1918-1945.

Paper 2: 30%

A written paper taken at the end of Year 11. A paper designed to test a student's ability to evaluate historical sources on Britain between the years 1890 and 1918.

Paper 3: 25%

Controlled Assessment undertaken during the first two terms of Year 11 (see previous page).

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

A GCSE in History is valuable for students intending to study History, Economics and Business, Politics, English and all Arts and Humanities based subjects at A Level. However, given the communication and evaluative skills it seeks to develop it is a useful preparation for all prospective sixth formers, regardless of what they decide to study.

WHAT WERE THE HISTORY GCSE EXAMINATION RESULTS LIKE LAST YEAR?

The GCSE History results in 2008 were excellent.

40% of students gained a Grade A*

88% of students gained Grades A*/A

98% of students gained Grades A*-B

98% of students gained Grades A* - C

INFORMATION COMMUNICATIONS TECHNOLOGY

OCR

Mr S Snowden

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 programme of study within the National Curriculum. In the case of Kingswood students, the programme undertaken in Years 7 and 8 (ISEB Certificate of Achievement in ICT) meets this requirement.

WHAT WILL I LEARN?

In this course you will develop your understanding of the software used in Key Stage 3. That is: word processing; spreadsheets; data handling packages; presentation packages and web page design packages. You will extend your practical skills and knowledge of ICT using the packages mentioned in a range of contexts, including those of industry, commerce and the community. You will begin to recognise the impact of new technologies on the methods of working in the outside world and on social, legal, economic, ethical and moral issues. You will develop the ability to critically appraise Information Systems in order to develop an understanding of their capabilities and limitations. You will also learn how to solve a variety of work-related problems through the design and use of Information Systems and the underpinning principles and techniques.

WHAT IS THE NATURE OF THE COURSEWORK?

There are two pieces of coursework. The first of these will be completed in Year 10 and focuses on the use of ICT in a business setting. The context for this coursework is set by the examination board, and will require you to use a range of software packages. The context or business area is changed every two years. The minimum amount of time for the completion of this piece of coursework is 12 hours. The second piece of coursework will be undertaken in Year 11 and will require use of more advanced features within one software package to develop an operational system complete with user documentation. This will normally be within the same context as the coursework completed in Year 10. Coursework is carried out under semi-exam conditions.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

The course consists of four modules; two modules will be completed during the first year of the course. These models are Unit 1 which is an externally set test and consists of a one hour multiple choice question paper. Unit 2 is the first of the two pieces of coursework described above. Unit 3 is the second coursework unit and will be completed in Year 11. The final unit is an externally set examination which will be based on a commercial organisation and its use of ICT. The examination board will supply support material twelve months prior to this examination and candidates will be allowed to take any preparation work and research they have completed based upon this material into the examination itself, but this work will not be assessed.

Overall this GCSE is available at 2 tiers - Foundation and Higher. The Foundation tier assesses grades G to C and the Higher tier D to A*. The two units assessed by examination contribute 40% of the overall grade and the coursework 60%.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

This course is an excellent preparation for students considering AS and A2 ICT in the Sixth Form, and the study of ICT in a variety of commercial and business contexts will be useful for those considering Economics and Business Studies. The ICT skills developed will also support the use of ICT in all subjects studied at Sixth Form level.

LATIN

OCR

Mrs S Dakin

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

If you enjoyed the first year of Latin and coped well with it, then there is every reason to carry on to GCSE. An interest in language and a logical mind are obvious advantages. Apart from the inherent value of learning about the language and culture of the Roman world, the benefits to your knowledge of English grammar and spelling will be considerable. If you do drop the subject now, it will not be possible to take it up again at Kingswood.

WHAT WILL I LEARN IN THE COURSE, AND HOW IS IT STRUCTURED?

Year 10: The Cambridge Latin Course completes the linguistic work necessary for GCSE by means of stories dealing with the lives of rich and poor during the early Roman Empire. Bad housing, overcrowding in a cosmopolitan city, poverty, crime, wealth, social climbing and political corruption sit alongside great literature, major engineering achievements, the code of law, and the organisation of the army.

Year 11: There is more to the course than knowing your noun and verb endings (though you have to). The GCSE examination involves reading, in Year 11, extracts from major Latin authors. The verse set text is often part of Virgil's Aeneid, one of the most moving documents of western literature, or a selection of miscellaneous poems, witty, romantic, sometimes sad, sometimes rather rude. The prose selections cover topics ranging from the Druids in North Wales, skulduggery in the imperial family, the eruption of Vesuvius, what the witches of Thessaly got up to, and the bustling, dangerous, but always exciting city that was ancient Rome.

WHAT IS THE NATURE OF THE COURSEWORK?

There is no coursework.

HOW IS THE COURSE ASSESSED?

Several short examinations are taken, as follows:

Paper 1:	Language*	30%
Paper 2:	Verse set texts	30%
Paper 3:	Language Paper 2**	20%
Paper 4:	Roman life	20%

Both Higher and Foundation Tier papers exist.

*A single story is told through a mixture of translating and comprehension of three passages. A vocabulary list is provided for students to learn in advance, and any word in the passages which does not appear on this list is given.

**A short passage is given to translate into English.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

For those wishing to study Latin at AS or A2, obviously GCSE is essential, but it provides an excellent base for the study of any modern language. This is obvious in the case of Spanish and French, but Latin is, in common with German, an inflected language, i.e. uses cases. Much of English Literature, especially pre-Twentieth Century, presupposes some knowledge of the world of Classics. A study of History will also greatly benefit from a fairly advanced study of Latin, both in terms of information, and the use of logical thought.

Equally, a good grade in Latin GCSE does have a tendency to impress university admissions officers.

WHAT WERE THE LATIN GCSE EXAMINATION RESULTS LIKE LAST YEAR?

In 2008 there was a 100% pass rate with 77 % at A*/A.

MUSIC

AQA

Mr R Mainwaring

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE?

First and foremost, you must have an enthusiasm and love for music and music-making. Whilst the examination board does not expect any prerequisites for starting this course, it is the Music Department's policy that you should ideally demonstrate an ability on one instrument (including voice) of at least Grade 3 standard. Theory of music is not a major part of the course, though you will be expected to understand fundamental concepts and principles which equate to at least Grade 3 standard.

WHAT WILL I LEARN?

You will learn to develop an understanding and appreciation of a range of different kinds of music, extending your own interests and increasing your ability to make judgements about musical quality. You will also acquire further knowledge, skills and understanding needed to:

- make music, both individually and in groups;
- develop a life-long interest in music;
- progress to further study, e.g. A/AS level and other equivalent qualifications.

You will also learn to develop broader life-skills and attributes, including critical and creative thinking, aesthetic sensitivity and emotional and cultural development.

WHAT IS THE NATURE OF THE COURSEWORK?

You will spend much of your time performing and composing. 80% of the GCSE is coursework, much of which can be completed at any time in Year 10 or Year 11. You will have time during lessons to work on your folios, but you will be expected to use a lot of initiative and work independently at home and in the Music School, especially in Year 11.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

There are four areas of the course, three of which are coursework modules:

Composing: 20%

A folio of **one** composition in any style or genre. Submissions will be by **either** recording with score, **or** recording with detailed annotation.

Performing: 40%

One **solo** and one **ensemble** performance. Assessment may be conducted at any stage during the course and the recorded evidence retained for submission.

Composing and Appraising Music: 20%

One composition based on an AQA set assignment, arising from one of the three strands of study. The **composition**, submitted as a score and/or annotation, must also be accompanied by a recorded **realisation**, and is accompanied by a **written evaluation**.

Listening and Appraising Test: 20%

A listening and written paper of 1 hour. All five *Areas of Study* will be included in the test: *Rhythm and Metre, Harmony and Tonality, Texture and Melody, Timber and Dynamics, Structure and Form*. These areas of study will be taught through three historical contexts – *The Western Classical Tradition, Popular Music of the 20th and 21st Centuries*, and *World Musics*.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

An ability to work independently towards deadlines (eg concerts, recording sessions) through self-disciplined practice and creative thought will be useful for any subject. Other skills that will be acquired and developed will include presentational skills, an ability to work in both macro and micro spheres, an ability to reflect objectively on one's personal work, and an ability to solve problems through imaginations and logic.

WHAT WERE THE MUSIC GCSE EXAMINATION RESULTS LIKE LAST YEAR?

As with previous years, pupils were very successful at Music GCSE last year. 100% of pupils gained A*/A grades. Pupil numbers have been steadily increasing over the last few years. Perhaps though, as important, pupils leave the GCSE course with a CD of highly personal performances and compositions of which they are rightly proud. They will also compete in the annual KATS Awards for the coveted title of GCSE Composition of the Year.

PHYSICAL EDUCATION

AQA

Mr T Reeman

WHAT SKILLS AND KNOWLEDGE MUST I HAVE BEFORE EMBARKING ON THIS COURSE

No specific knowledge is required but an interest in sport is essential if a good grade is to be achieved. Good practical ability in a variety of sports is also advantageous with 60% of the course being based on practical assessment.

WHAT WILL I LEARN?

All students will learn a range of issues relating to Physical Education and Games. They will develop their skills and understanding through selected practical activities as well as developing their knowledge of factors that affect participation and performance. Rules, etiquette and convention will also be developed along with a promotion of the health benefits and risks associated with taking part in physical activity. Students will also develop the skills to analyse and improve their own and others' performance.

WHAT IS THE NATURE OF THE COURSEWORK?

The coursework element has been removed and instead candidates are expected to implement aspects of the previous coursework, a Personal Exercise Programme, into their practical options. This requires them to demonstrate an ability to coach, officiate at, or organise a particular sporting event.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

Practical assessments make up 60% of the overall grade. Students are required to show their ability, understanding and input in four activities, chosen from at least two different practical areas.

The written paper is worth 40% and is one and a half hours long, focusing on the factors affecting performance and participation in physical activity.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

Physical Education can help with a number of A levels but especially the Sport and P.E. A level. The physiology included also provides a good foundation for Biology.

WHAT WERE THE P.E. GCSE EXAMINATION RESULTS LIKE LAST YEAR?

The results were very impressive with 23 out of 31 students achieving an A grade, 13 of these being A*. This is in line with the general trend of results that the department achieves annually. Over the past two years, 62 students have taken P.E. with 53 achieving an A or A* grade.