

Kingswood
School • Bath



**GCSE Courses
2016 – 2017**

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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. 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.

TIMETABLE OF DISCUSSION

SPRING TERM

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

HALF TERM

23rd February, 2016 GCSE Subject Choices options evening in the Theatre
15th March, 2016 Year 9 Parents' Meeting in the Ferens building from 4.45-6.30pm **OR** 7-9pm

SUMMER TERM

21st April, 2016 GCSE Options forms to be returned to the School Office by 4.30pm
(Earlier returns from pupils or by email or post will be accepted.)

GCSE CORE AND OPTIONS SUBJECTS FOR SEPTEMBER 2016

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 another Language, Religious Studies*. PE, Games, General Studies and Activities are also mandatory.

(*You will have already embarked on the GCSE/IGCSE courses in these subjects in Year 9.)

Options:

We use a computer program to support our options system, in order to do our best to ensure a personalised service. This means that you can choose your **three** options (in order of preference) from the subject list below, rather than being constrained by timetabling columns. Of course, we cannot guarantee that each student will end up with their preferred combination. However, we shall try to ensure that everyone is satisfied and will confirm that you have your choices early on in the Summer term. **(All option courses are offered subject to demand.)**

GCSE Options Subject List

Art, Classical Civilisation, Computer Science, Design Technology, Drama, EAL, French*, Geography, German*, History, Latin, Music, Physical Education, Spanish*.

(If you wish to take another language as well as your core MFL.*)

After filling in the GCSE choices form, please return it to the School Office by 4.30pm on Tuesday 12th April

Failure to meet the deadline will mean that we shall not be able to include your requests when organising the option lines. This could result in a timetable structure which does not accommodate your choices.

AN OVERVIEW OF THE KINGSWOOD GCSE CURRICULUM

Subject	English & English Literature	Maths	MFL or EAL	Biology + Chemistry + Physics	RS	Option 1	Option 2	Option 3	GS	PE	Games
Periods	6	5	4	9	2	4	4	4	1	1	3

SETTING PRACTICES

Setting occurs in a few subjects at GCSE level at Kingswood School.

English

Setting in English is flexible and will change depending on the composition of the year group. All pupils will study both English and English Literature in Year 10. Class sizes ensure that learning is always personalised and that the students are at the centre of the curriculum. We endeavour to ensure that each student is placed in a group where they will be stimulated and inspired, as well as prepared for their examinations. After the Year 11 mock examination results in November, if it is deemed appropriate, some pupils will be advised to enter the English Language examination only, in order to give them a better chance of doing well in this important qualification. Discussions about this 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 Latin, or French in an Option line (in combination with German or Spanish), as there is only one class of each. The remaining Year 10 classes in French, German and Spanish are set informed both by KS3 work and on results of pupils in the Year 9 summer examinations. 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 Year 9 in preparation for Year 10. Pupils are taught in six science sets. Differentiation in teaching occurs across the sets in order to allow all pupils to fulfil their potential. The lowest set is the smallest in number. Pupils in the lower sets will be entered for the Double Award IGCSE Science examinations in order to give them the best chance to obtain good GCSE passes.

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 Year 9 and Year 10 and after the Year 10 examination in the Summer term. Changes may also be made in Year 11 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

In every year group sets are adjusted annually to take into account both the relative pupil progress and the intake of new students. Therefore, sets are well established by the beginning of Year 10. Students new to the year group are set according to their entrance examination and are monitored very closely during that first term to ensure that their setting arrangements are appropriate.

All groups 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. If you change set, then your teacher will let you know, and your parents will be informed in writing.

GCSE GRADES AWARDED IN AUGUST 2018

When pupils receive their GCSE examination results in August 2018 they will no longer be awarded A* - G grades in the vast majority of their subjects, Design Technology and Classical Civilisation being the exceptions. Instead they will receive a number from 9 – 1 (9 being the highest) for the subjects they have studied. Currently the Department for Education considers a 'good pass' to be a C grade. You will notice from the diagram below that this will rise to a 5 under the new grading system, raising the bar nationally.

You will also note that a new grade 7 is equivalent to the bottom of a current A grade. This means that students who currently achieve A grades or better should expect to achieve a new grade 7 or better in the reformed GCSE subjects. OFQUAL have made it clear that students who are within the top 20% of those achieving at least a grade 7 will be expected to achieve grade 9.

The key points are in the diagram below and Full details can be found in the following web link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/460142/new_gcse_grading_structure.pdf

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

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

As an Independent school, Kingswood may choose to use IGCSE specifications rather than GCSE programmes of work. We shall continue to enter our 2016-18 GCSE cohort for IGCSE examinations in Biology, Chemistry, Physics, English Literature, Mathematics and Religious Studies. These subjects will fall into line with the new numerical grading system over a period of time but, in August 2018, all of them apart from Mathematics will remain with A* - G grades, so the whole year group will have a mix of numbers and letters on their results certificates.

ENGLISH LANGUAGE and ENGLISH LITERATURE

GCSE (OCR) English Language and IGCSE (CIE) English Literature

Mr S Campbell

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 and enjoy 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. In discussions, you will be able to develop ideas, present your views formally and take on role-play, as appropriate.

You will learn how to read literary texts, including Shakespeare, drama, poetry and contemporary prose; and develop the ability to analyse and write informed personal responses.

WHAT IS THE NATURE OF THE EXAMINATIONS?

In **English Language**, during the course, you will prepare for TWO written papers (both 2 hours), which each carry 50% of the final GCSE English mark.

Paper 1 is based on **non-fiction** and requires you to answer a series of questions on passages from texts from the 19th, 20th and 21st centuries. There will be two passages and neither will have been seen before the examination. You will then write your own piece of non-fiction.

Paper 2 is based on **fiction** and requires you to answer a series of questions on passages from texts from the 20th and 21st centuries. There will be two passages and neither will have been seen before the examination. You will then write your own piece of -fiction.

In **English Literature**, during the course, you will prepare for TWO written papers (one of 1 hour 30 minutes; one of 45 minutes) which carry 75% of the final GCSE English Literature mark.

Paper 1 will include questions on the *novel* studied for examination and the collection of *poetry* studied for examination. Whilst this is a closed text examination, copies of the poems and extracts from the novel will be printed in the paper.

Paper 2 will require you to answer one question on the *drama* text studied for examination (which may be a Shakespeare play). This is an open text examination.

All written papers are externally assessed.

WHAT IS THE NATURE OF THE COURSEWORK?

In **English Language**, there is no coursework.

In **English Literature**, you will complete TWO pieces of coursework which will focus on your ability to analyse a text. You will be encouraged to develop a personal response to all that you read and to develop precise analytical tools. This coursework will be worth 25% of the final GCSE mark.

The English Literature coursework folder will be moderated internally before the Examination Board selects a sample to moderate externally.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

The reading, writing and communication skills you develop in GCSE English and English Literature will be useful for any subject you choose in the sixth form.

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

WHAT WERE THE ENGLISH GCSE RESULTS LIKE LAST YEAR?

In English 61% of pupils gained A*/A grades and 100% A*- C grades.

In English Literature 77% of pupils gained A*/A grades and 100% A*- C grades.

GENERAL STUDIES IN YEARS 10 AND 11

Mrs S Marshall

This is a non-examined course for every pupil in Years 10 and 11, which follows on from the PSHCE curriculum at Key Stage 3.

Each year group is divided into five equal sized mixed ability groups. Each group will follow a six or seven weeks' course of one lesson per week with one teacher. The teachers have specialist knowledge of the area of study undertaken and review the syllabus to take into account the changing nature of politics, technology and current trends.

Each group 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 drugs.

Topics will vary but currently include:

- Marriage and Parenting
- Politics and Economics
- Sex, Drugs and Healthy Relationships
- Mental Health
- Taking Risks
- Diet and Body Image
- Careers

MATHEMATICS

Edexcel IGCSE (Specification A)

Mr C Redman

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

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

WHAT WILL I LEARN?

Mathematics is a subject which trains you to think both abstractly and creatively and come up with logical and irrefutable solutions. Throughout the course, you will develop analytical skills and learn to solve complex problems by breaking them down into smaller steps. You will develop the ability to accurately model and interpret results and to communicating your conclusions clearly and succinctly. You will become proficient in written and mental numerical calculations, handling and interpreting data and in the language of algebra. You will be given the opportunity to master all the tools required to take Mathematics to A Level.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

IGCSE Mathematics is split into two tiers of entry (Higher and Foundation). 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 grades 1 to 5; at Higher tier, pupils can access grades 4 to 9. Normally, students at Kingswood study only the Higher tier course in Mathematics.

Regardless of tier of entry, assessment consist of two examinations (i.e. there is no coursework element). Both examinations allow the use of calculators and are two hours in duration; both examinations carry equal weighting and are of equal difficulty; any content from the course could be tested in either paper.

All students are required to bring the necessary equipment to lessons; this includes a scientific calculator. The Mathematics department highly recommends the Casio FX83GT PLUS 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 Key Stage 4. The interpretative skills will be most useful for AS courses which involve a numerate element such as Economics, Physical Education, Geography, or any of the Sciences. It is, of course, a requisite for Mathematics and Further Mathematics.

Please note: Kingswood entry requirements for AS Mathematics state that students will only be considered for the course if they have studied Mathematics at Higher Tier GCSE (or IGCSE) and have attained a grade 8 or 9. For AS Further Mathematics, a grade 9 is required to be accepted onto the course.

It is worth remembering that the current C grade in Mathematics GCSE (or IGCSE) is a requirement for matriculation onto most courses at most British universities. An increasing number of university courses are now setting their minimum grade for matriculation at a B grade. If you do not have a C grade in Mathematics (or a B grade at certain universities), you may not be eligible to attend university.

WHAT WERE THE MATHEMATICS GCSE EXAMINATION RESULTS LIKE LAST YEAR?

This will be the first year with the new 9-1 grading structure. However, last year 35% of all Mathematics GCSE grades were at A* and 62% were at A*/A grade. 100% of pupils achieved a C grade or higher.

ENGLISH as an ADDITIONAL LANGUAGE

Cambridge First Certificate in English (FCE)

Mr S Forrester

EAL 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. EAL 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 EAL 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 examination is divided into four papers and the total examination time is three and a half hours. A candidate's overall FCE grade is based on the total score in all four papers. Grades awarded are A, B, C, D and E. Only A-C grades are passes.

FRENCH

Exam Board to be confirmed – currently AQA

Miss S Brookes (Head of French)

Please note that should you wish to study both French and German at GCSE, then you must choose German as your core language and French as an option.

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 Years 7, 8 and 9. You should continue learning French 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 French. Linguistic flair will be advantageous, 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 French as a language is becoming even more useful skill to have in the workplace, and as a tourist. There are currently over 80 million speakers of French as a first language and it is the second most commonly taught foreign language, after English. French is an official working language of the UN, the International Red Cross, The European Economic Community, NATO, and the International Olympic Committee, amongst others. Being able to communicate effectively in French 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. Indeed, the decline in numbers studying French nationally presents a great opportunity for those with French skills in the job market.

WHAT WILL I LEARN?

You will develop an understanding of the spoken and written forms of French 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 French grammar; this will be tested to some extent through the medium of translation. You will have the opportunity to apply your knowledge through role-play, research on cultural aspects including film, French literature, and ICT work. You will gain cultural awareness of countries and communities where French is spoken. You will be able to give your opinion in French 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 Toulouse which takes place currently in the Easter Holidays. Our pupils have enjoyed wonderful hospitality and the chance to gain a real insight into everyday life in France. Pupils who have taken part in the exchange often feel much more confident in their ability to sustain a conversation in French on their return.

We **strongly encourage** pupils to consider the exchange during the GCSE course. You will have an opportunity to speak with a native French assistant during at least one of your two GCSE years.

HOW IS THE WHOLE COURSE STRUCTURED?

The GCSE French examinations reflect young people's interests and the topics should be of relevance to you. The course is designed to cover three themes divided into four sub-topics which are already familiar and relevant to you so that you will find it easier to comment on them in French.

Theme 1: Identity and culture
Topic 1: Me, My Family and Friends <ul style="list-style-type: none"> • Relationships with family and friends • Marriage/partnership Topic 2: Technology in everyday life <ul style="list-style-type: none"> • Social media • Mobile technology Topic 3: Free-time activities <ul style="list-style-type: none"> • Music • Cinema and TV • Food and eating out • Sport Topic 4: Customs and Festivals in French speaking countries and communities
Theme 2: local, national, international and global areas of interest.
Topic 1: Home, town, neighbourhood and region Topic 2: Social issues <ul style="list-style-type: none"> • Charity/voluntary work • Healthy/unhealthy living Topic 3: Global issues <ul style="list-style-type: none"> • The environment • Poverty/homelessness Topic 4: Travel and tourism
Theme 3: Current and future study and employment
Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions

WHAT IS THE NATURE OF ASSESSMENT?

The GCSE course contains **no coursework or controlled assessment**. Assessment in French covers the four skills of reading, writing, listening and speaking. Each of these skills is tested in a separate examination. Each skill is worth 25% of the overall mark. The GCSE course offers pupils exposure to more transactional and useful language skills preparing our pupils for realistic scenarios on an exchange or in the workplace abroad. The speaking element puts more emphasis on creativity, fluency and spontaneity. The speaking examination consists of three parts: the pupil has to develop a brief dialogue in the form of a role-play, respond to questions based on a photo, and the final part is a more general conversation based on two themes. Depending on the tier sat, this examination could last 7 - 9 minutes or 10 - 12 minutes with 12 minutes of supervised preparation. This examination is conducted by the students' French teacher. The listening and reading papers will require pupils to understand French, but to write the majority of their answers in English. The written examination requires candidates to show their ability to write in French **without** a dictionary to help them. These three examinations last between 35 – 60 minutes. There is **no** possibility of a mixture of foundation tier or higher tier papers. Students have to do all four papers at the same level.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

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

WHAT WERE THE FRENCH GCSE EXAMINATION RESULTS LIKE LAST YEAR?

In 2015, 28% of students taking GCSE French achieved an A*/A grades and 83 % achieved A* - B grades.

The following links highlight the need for future employees in the UK to have good language skills:

<http://www.bbc.co.uk/news/education-27948049>

<http://www.theinformationdaily.com/2013/11/20/alarming-shortage-of-uk-foreign-language-speakers-reveals-survey>

<http://www.k-international.com/blog/does-the-uk-need-more-foriegn-language-speakers/>

GERMAN

Exam Board to be confirmed – currently AQA

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

Please note that should you wish to study both French and German at GCSE, then you must choose German as your core language and French as an option.

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 Years 7, 8 and 9. 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, 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. German remains the UK's most important European trade partner. 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.

For further information on the advantages of studying German, please follow this link to the Goethe Institut: <http://www.goethe.de/lrn/prj/zgd/en867247.htm>

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; this will be tested to some extent through the medium of translation. You will have the opportunity to apply your knowledge through role-play, research on cultural aspects including film, German literature, 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 Autumn term. Our pupils have enjoyed wonderful hospitality and the Christmas markets. We **strongly encourage** pupils to consider the exchange during the GCSE course. You will have an opportunity to speak with a native German assistant during at least one of your two GCSE years.

HOW IS THE WHOLE COURSE STRUCTURED?

The GCSE German examinations reflect young people's interests and the topics should be of relevance to you. The course is designed to cover three themes divided into four sub-topics which are already familiar and relevant to you so that you will find it easier to comment on them in German.

Theme 1: Identity and culture
Topic 1: Me, My Family and Friends <ul style="list-style-type: none"> • Relationships with family and friends • Marriage/partnership Topic 2: Technology in everyday life <ul style="list-style-type: none"> • Social media • Mobile technology Topic 3: Free-time activities <ul style="list-style-type: none"> • Music • Cinema and TV • Food and eating out • Sport Topic 4: Customs and Festivals in German speaking countries and communities
Theme 2: local, national, international and global areas of interest.
Topic 1: Home, town, neighbourhood and region Topic 2: Social issues <ul style="list-style-type: none"> • Charity/voluntary work • Healthy/unhealthy living Topic 3: Global issues <ul style="list-style-type: none"> • The environment • Poverty/homelessness Topic 4: Travel and tourism
Theme 3: Current and future study and employment
Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions

WHAT IS THE NATURE OF ASSESSMENT?

The GCSE course contains **no coursework or controlled assessment**. Assessment in German covers the four skills of reading, writing, listening and speaking. Each of these skills is tested in a separate examination. Each skill is worth 25% of the overall mark. The GCSE course offers pupils exposure to more transactional and useful language skills preparing our pupils for realistic scenarios on an exchange or in the workplace abroad. The speaking element puts more emphasis on creativity, fluency and spontaneity. The speaking examination consists of three parts: the pupil has to develop a brief dialogue in the form of a role-play, respond to questions based on a photo, and the final part is a more general conversation based on two themes. Depending on the tier sat, this examination could last 7 - 9 minutes or 10 - 12 minutes with 12 minutes of supervised preparation. This examination is conducted by the students' German teacher. The listening and reading papers will require pupils to understand German, but to write the majority of their answers in English. The written examination requires candidates to show their ability to write in German **without** a dictionary to help them. These three examinations last between 35 – 60 minutes. There is **no** possibility of a mixture of foundation tier or higher tier papers. Students have to do all four papers at the same level.

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. However, 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, engineering, medicine and business, as well as traditional Arts subjects.

WHAT WERE THE GERMAN GCSE EXAMINATION RESULTS LIKE LAST YEAR?

In 2015, 37% of students taking GCSE German achieved an A*/A grades and 100 % achieved A*- C grades.

If you would like to find out more about the course, please use the following hyperlinks:

<http://www.aqa.org.uk/subjects/languages/gcse/german-8668>

The following links highlight the need for future employees in the UK to have good language skills:

<http://www.bbc.co.uk/news/education-27948049>

<http://www.theinformationdaily.com/2013/11/20/alarming-shortage-of-uk-foreign-language-speakers-reveals-survey>

<http://uk.pressking.com/press-room/languagejobboard-com/German-language-still-in-high-demand-in-the-UK-005148>

<http://www.k-international.com/blog/does-the-uk-need-more-foriegn-language-speakers/>

SPANISH

Exam Board to be confirmed – currently AQA

Mr D Walker (Head of Spanish)

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 as an option.

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 also advantageous.

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 and the Spanish speaking world. Study sources include regular use of ICT, authentic Spanish texts, film, Spanish songs 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 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. There is also the opportunity to participate in the annual Spanish Exchange to Morzalzaral in Madrid. We would **strongly encourage** pupils to consider this trip during the GCSE course as it can be invaluable in terms of confidence and fluency in the target language. It also gives pupils a 'real' experience of Spain and allows them to put into practice what they have studied in the classroom.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

The GCSE Spanish examinations reflect young people's interests and the topics should be of relevance to you. The course is designed to cover three themes divided into four sub-topics which are already familiar and relevant to you so that you will find it easier to comment on them in Spanish.

<i>Theme 1: Identity and culture</i>
Topic 1: Me, My Family and Friends <ul style="list-style-type: none">• Relationships with family and friends• Marriage/partnership
Topic 2: Technology in everyday life <ul style="list-style-type: none">• Social media• Mobile technology
Topic 3: Free-time activities <ul style="list-style-type: none">• Music• Cinema and TV• Food and eating out• Sport
Topic 4: Customs and Festivals in Spanish speaking countries and communities

<i>Theme 2: local, national, international and global areas of interest.</i>
Topic 1: Home, town, neighbourhood and region Topic 2: Social issues <ul style="list-style-type: none"> • Charity/voluntary work • Healthy/unhealthy living Topic 3: Global issues <ul style="list-style-type: none"> • The environment • Poverty/homelessness Topic 4: Travel and tourism
<i>Theme 3: Current and future study and employment</i>
Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions

HOW IS THE NATURE OF ASSESSMENT?

The GCSE course contains **no coursework or controlled assessment**. Assessment in Spanish covers the four skills of reading, writing, listening and speaking. Each of these skills is tested in a separate examination. Each skill is worth 25% of the overall mark. The GCSE course offers pupils exposure to more transactional and useful language skills preparing our pupils for realistic scenarios on an exchange or in the workplace abroad. The speaking element puts more emphasis on creativity, fluency and spontaneity. The speaking examination consists of three parts: the pupil has to develop a brief dialogue in the form of a role-play, respond to questions based on a photo, and the final part is a more general conversation based on two themes. Depending on the tier sat, this examination could last 7 - 9 minutes or 10 - 12 minutes with 12 minutes of supervised preparation. This examination is conducted by the students' Spanish teacher. The listening and reading papers will require pupils to understand Spanish, but to write the majority of their answers in English. The written examination requires candidates to show their ability to write in Spanish **without** a dictionary to help them. These three examinations last between 35 – 60 minutes. There is **no** possibility of a mixture of foundation tier or higher tier papers. Students have to do all four papers at the same level.

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 2015, 58% of students taking GCSE Spanish gained A*/A grades, 79% gained A* - B grades, and 100% achieved A* - C grades.

RELIGIOUS STUDIES

Edexcel IGCSE

Mr M Thatcher

Religious Studies is a core subject taken by all students in Years 9-11. The newly introduced IGCSE course comprises two lessons a week and is designed to encourage an open-minded and critically objective investigation into the study of religion. Any student joining in Year 10 who wishes to take the IGCSE course is given additional support, as required.

WHAT WILL I LEARN?

There are two parts to the IGCSE. Part I focuses on Islamic Studies and Part II on Beliefs and Values. By studying a wide range of topics, students will come to understand and appreciate the vital role and function that religion and spirituality plays in today's world.

Part I: Islamic Studies

Topics include: Islamic Festivals and Celebrations; Islamic Law and Ethics; Islamic Worship: Public and Private; Pilgrimage and Community; The Life and Teaching of the Prophet Muhammad; The Qur'an and its authority.

Part II: Beliefs and Values

Topics include: Belief and Unbelief; Destiny, Purpose and the Meaning of Life; Evil and Suffering; Equality and Human Rights; Free-will and Determinism; Life after Death; Marriage, Divorce and Family Life; Medical Ethics; The Universe and the place of humans within it.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

Structure

Year 9 – Part I: Islamic Studies

Founders and Leaders; Religious Texts and Authority; Rules for Living; Worship and Celebration; Places of Worship and Pilgrimage.

Year 10 – Part II: Beliefs and Values

Christian, other multi-faith and secular attitudes towards: The Universe, Human Beings and their Destiny and Ultimate Reality and the Meaning of Life.

Year 11 – Part II: Beliefs and Values

Christian, other multi-faith and secular attitudes towards: Relationships, Families and Children and Rights, Equality and Responsibilities.

Assessment

Both parts of the IGCSE are assessed through a single 2½ hour examination in the Summer Term of Year 11. There are no controlled assessment tasks.

WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL FOR?

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

WHAT WERE THE GCSE EXAMINATION RESULTS LIKE LAST YEAR?

Whilst there is no direct comparison with this course, in 2015, 58% of students taking OCR's Religious Studies GCSE achieved A*/A grades.

SEPARATE SCIENCE (Biology 4BIO, Chemistry 4CHO, Physics 4PHO) IGCSE EdExcel

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 Year 10 and Year 11 courses follow on from the work covered in Year 9.

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	CHEMISTRY	PHYSICS
Nature and Variety of Living Things	Principles of Chemistry	Forces and Motion
Structure and Function in Living Things	Chemistry of the Elements	Electricity
Reproduction and Inheritance	Organic Chemistry	Waves
Ecology and Environment	Physical Chemistry	Energy resources and Energy Transfer
Use of Biological Resources	Chemistry in Industry	Solids, Liquids and Gases
		Magnetism and Electromagnetism
		Radioactivity and Particles

HOW IS THE COURSE STRUCTURED AND ASSESSED?

The final examinations are made up from two papers for each science. The first paper is 2 hours in duration, made up of 120 marks and worth 66.7% of the total marks. The second paper is 1 hour in duration, made up of 60 marks and worth 33.3% of the marks.

The examination papers for all courses are no longer tiered at Higher or Foundation level. Instead, the examination papers become harder as the pupil progresses through the paper. The style of the questions vary from short responses for 1 or 2 marks to longer responses for up to 8 marks. All candidates will be encouraged to complete the whole paper to the best of their ability. The papers allow for grades A* to G.

All pupils follow the IGCSE Separate Science courses for Biology, Chemistry and Physics in Years 9, 10 and 11. After the GCSE mock examinations in November of Year 11, pupils who will obtain better grades for the Double Award Science specification are moved to this parallel course across all three sciences. There is no reduction in the timetable because of this change. Parents are consulted by letter and any proposed move is discussed at Parents' Evening in Year 11.

WHAT IS THE NATURE OF THE COURSEWORK?

There is no coursework in this specification but investigative techniques are assessed in the theory papers, so a good background in practical work is provided throughout the course as part of normal lesson activities.

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 is an essential element for a career in Engineering. The application of Physics concepts is also important in Design Technology.

WHAT WERE THE SCIENCE GCSE EXAMINATION RESULTS LIKE LAST YEAR?

In 2015, 82% of students achieved A*/A grades in Biology, 52% A*/A grades in Chemistry and 73% A*/A grades in Physics.

Further information about the Separate Science courses can be found on the EDEXCEL examination board website at www.edexcel.org.uk.

ART (FINE ART 8202)

AQA

Mr S Brown

<http://www.aqa.org.uk/art-and-design/gcse/art-and-design-8201-8206>

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

As a creative subject, a willingness to explore ideas and to experiment with a wide range of different media is very important. Good observational drawing skills and a developing understanding of painting is also very helpful. You should be prepared to discuss your work and enjoy the process of presenting a sketchbook. Regular visits to galleries for information and inspiration is beneficial.

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.

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. Coursework is completed over four terms and the Portfolio must include 'A sustained project' and 'A selection of further work'.

The course involves some visits and workshops, for which a small charge may be made.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

The course is structured to provide students with the opportunity to:

- actively engage in the process of making and understanding art and design;
- develop creative skills through learning, imagination, exploring and experimenting; develop critical understanding.

The portfolio should include work that shows exploration, research, acquisition of techniques and skills towards a personal outcome(s).

The practical examination or 'Externally Set Assignment' at the start of the Summer term in Year 11, takes 10 hours of unaided focused study under supervision, usually over two days. However, the early release paper on 2nd January 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 a 9 – 6 grade at GCSE will allow you take the subject at A level.

WHAT WERE THE ART EXAMINATION RESULTS LIKE LAST YEAR?

In 2015, 42% of our students achieved A* grades, 90% achieved A*/A grades and 100% of our students achieved A*-B grades.

CLASSICAL CIVILISATION

OCR

Mrs S Dakin

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

No prior knowledge of Ancient Rome or Ancient Greece is required; however, an interest in history and a desire to find out more about the past will make a big difference to the enjoyment of this course.

The course aims to encourage pupils to engage in the process of enquiry into the classical world so that they develop as effective learners and as critical and reflective thinkers. The course aims to develop knowledge and understanding of selected aspects of the classical world and awareness of the continuing influence of the classical world on modern Europe. Classical Civilisation also encourages pupils to reflect upon the similarities and differences between the classical and present societies drawing parallels in order to develop skills of empathy.

WHAT WILL I LEARN AND HOW IS THE COURSE STRUCTURED?

The course affords pupils the opportunity to study both the history and literature of the period in order to enhance their understanding of the ancient world.

The topics studied are:

City Life in Rome: an overview of life and society in Rome during the Republic and Empire.

Pompeii: an in-depth study of this remarkable and unique archaeological site, which has given successive generations an insight into Roman history.

The Odyssey: pupils will study in translation a selection of books within this epic poem and consider its themes such as what makes a hero, women as goddesses and witches, civilisation and barbarism as well as Homer's literary techniques and the world in which he wrote.

Roman Britain: pupils will study the nature of Roman Britain looking at the links the Britons had with the Continent prior to Claudius' colonisation, the conquest of Ancient Britain and the Roman legacy. Pupils will also be able to draw on the evidence presented in Bath for life in Roman Britain.

HOW IS THE COURSE ASSESSED?

One of the units will be examined by controlled assessment. This will involve the candidates being asked to research a given essay question on Roman Britain. The essay should be of 2000 words.

The other three units will be assessed in three separate one hour examination papers. All four units are worth an equal percentage (25%) of the final mark.

WHAT WERE THE CLASSICAL CIVILISATION RESULTS LIKE LAST YEAR

In 2015, 10% of Classical Civilisation grades were A* and 60% were at A* - B.

COMPUTER SCIENCE

Exam Board to be confirmed – currently OCR

Mr G Edgell

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

All students who have studied Computing at Key Stage 3 and are comfortable with core mathematical concepts will be suitable for the course. Primarily, we are looking for students with an interest in Computer Science in a variety of contexts: home, business, recreation and education.

WHAT WILL I LEARN?

This is a course that has real relevance in our modern world. Whilst students will no doubt already have some knowledge of computers and related areas, this course will give you an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, you will investigate computer programming.

Through the study of computer programming, the course will help encourage you to develop critical thinking, analysis and problem solving skills. This should stimulate your interest and engagement with technology and technology-related careers.

Throughout the course you will:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation;
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs;
- think creatively, innovatively, analytically, logically and critically;
- understand the components that make up digital systems, and how they communicate with each other and with other systems;
- understand the impacts of digital technology to the individual and to wider society;
- apply mathematical skills relevant to Computer Science.

WHAT IS THE NATURE OF THE COURSEWORK?

There is one Controlled Assessment task which you will complete.

The Controlled Assessment is a programming project. You will need to create suitable algorithms which will provide a solution to a stated problem, and then code your solutions in a suitable programming language.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

The course consists of three units. The ‘Computer Systems’ unit is assessed in a 1.5 hour examination. This unit makes up 40% of the total mark. The ‘Computational thinking, algorithms and programming’ unit is assessed in a 1.5 hour examination which is also worth 40% of the total mark.

The Controlled Assessment unit makes up the remaining 20% of the marks.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

Students who have taken a Computer Science GCSE will have a sound underpinning knowledge of the subject area which could lead to the study of A level Computer Science. If students want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

The analytical nature of the course will also assist students to develop key thinking skills which will be beneficial across all scientific and mathematically focused subjects.

WHAT WERE THE COMPUTING GCSE EXAMINATION RESULTS LIKE LAST YEAR?

In 2015 33% of pupils gained Grade A*, 58% achieved Grade A and 9% Grade B.

DESIGN AND TECHNOLOGY (*Resistant Materials*)

AQA

Mr B Brown

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 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, or GNVQ Manufacturing and Engineering at another institution.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

There are 2 Units.

Unit 1: Written Paper (45601) 2 hours – 120 marks – 40%. This is a theory examination which has two sections. Candidates will answer all the exam questions. There is pre-release material from which the examination theme is set. This is externally examined.

Unit 2: Unit 2: Design and Making Practice (45602) approximately 45 hours – 90 marks – 60% of the total GCSE marks in a 20 hour controlled assessment. This Unit consists of a single design and make activity and will involve candidates researching, designing and subsequently modelling a functional prototype. Candidates will select a theme from a range of tasks set by the Board which will be submitted in the Summer term of Year 11; it is marked internally and externally moderated.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

Candidates who achieve a grade C or above are well prepared to study A level Design and Technology, available at Kingswood in the Sixth Form.

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

In 2015, 49% of students studying Design and Technology gained an A*/A grade and 100% of students gained A*-B grades.

DRAMA

AQA (awaiting accreditation)

Mrs K Nash

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, regardless of whether or not the subject was taken as a 'core' or 'roundabout' option in Year 9.

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.

HOW IS THE WHOLE COURSE STRUCTURED?

The subject content for GCSE Drama is divided into three components:

1. Understanding drama (written exam)
2. Devising drama (practical and coursework portfolio)
3. Texts in practice (practical)

In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets. Whilst there is a fundamental emphasis on the practical element in this course, the building up of a lively portfolio full of inspiration ideas, collaboration and experimentation and finally evaluation, is also a central part of the course. GCSE Drama allows all students to pursue the course in a way consistent with their preferred creative style. This is an exciting course for students who have a love of performing arts. We aim to develop creativity, confidence and an analytical skill-set that will benefit students across their learning. Students will be expected to attend a live theatre visit (arranged by the department).

Assessment:

- AO1: Create and develop ideas to communicate meaning for theatrical performance.
- AO2: Apply theatrical skills to realise 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.

Component 1: Written Exam (40%)

Component 1 consists of the written paper – an open book exam of 1¾ hours

Section A: multiple choice questions on knowledge and understanding of drama and theatre (4 marks)

Section B: four questions on a given extract from the set play (chosen from a choice of six) (46 marks)

Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks)

Components 2 & 3: Practical Work (60%)

Component 2 (40%) consists of creating and performing devised drama (students may choose to contribute as performer or designer). Students will analyse and evaluate their own work with the creation and development of a coursework portfolio (devising log).

Component 3 (20%) consists of a performance of two extracts from one play (this text must be a contrast to the play examined in the written exam). Students may choose the text and also may contribute as performer or designer.

Extra-Curricular Activities:

Theatre visits are arranged where possible and students are given opportunities to work with professional theatre practitioners (actors, designers, directors).

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

Drama is primarily a subject that is about transferable skills – verbal and non verbal communication, perseverance, collaboration, creativity, problem solving, focus, giving and receiving constructive feedback, dedication and accountability. It is useful for all A Level subjects. Depending on what students wish to go to study post 18, it can be a useful subject for a variety of combinations including (but not exclusively) English Literature, Politics, Law, Modern Foreign Languages, PE, Music, Art, History, Geography and, obviously, Drama and Theatre Studies.

WHAT WERE THE DRAMA GCSE EXAMINATION RESULTS LIKE LAST YEAR?

In 2015 85% of students studying Drama gained A*/A grades and 100% achieved A - B grades.

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. An interest in the subject and a willingness to work hard are both important criteria for choosing Geography.

WHAT WILL I LEARN?

During the two year course, students study a range of topical geographical and environmental issues. Physical themes include the challenges posed by natural hazards, both tectonic and climatic, together with an introduction to climate change and the impact of extreme weather on the UK. Students will also study key landforms within the UK and extend their knowledge of global ecosystems. Human themes include the changes in, and challenges associated, with the management of our food, water, energy and cities together with the issues associated with the global economy and development.

Due to the wide range of resources used, GCSE geographers will learn to use graphical, numerical, statistical and literacy skills. Students will learn how to carry out independent enquiries, through planning and writing up the findings from their fieldwork. Critical thinking is encouraged through the evaluation of different issues, with students needing to draw reasoned conclusions.

ARE THERE OPPORTUNITIES FOR FIELDWORK?

Students will undertake two pieces of fieldwork and use the data they collect to carry out two geographical enquiries, one physical and one human. The processes involved in these, and the skills acquired, will be tested in one of the examination papers.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

The course has three parts and each has its own examination:

Unit 1: Living with the Physical Environment (35%)

- The challenge of natural hazards
- Physical landscapes of the UK
- The living world

Unit 2: Challenges of the Human Environment (35%)

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Unit 3: Geographical Applications (30%)

This includes an issues evaluation and decision making exercise (with the theme being taken from the two units above) and questions on fieldwork, geographical skills and the two enquiries.

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 both Sciences and Humanities. It offers breadth

to those requiring it in their range of A level qualifications. Many universities now look for a subject such as this, as it encompasses such a wide range of skills.

WHAT WERE THE GEOGRAPHY GCSE EXAMINATION RESULTS LIKE LAST YEAR?

45% of our students gained A*/A grade in 2015. The Geography Department welcomes and supports all with a positive attitude to the subject and a desire to pursue it further.

HISTORY

OCR (9-1)

Mr P 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. Much of the course's focus is on the twentieth century, helping pupils to understand the way in which the world of today was created. Important world issues in the present day, such as the problems in the Middle East, are understood far better when examined in the light of developments in the region during the 1980s. Current debates in areas like human rights are also highlighted when compared to the persecution of minorities in Nazi Germany. The impact of conflict on British society through history, examined in a thematic study, also has great resonance in today's world.

The course ranges widely across different periods of History. Having studied the First and Second World Wars in Year 9, students will examine the narrative of international relations across the twentieth century. This will include analysing the peace settlements after the First World War, the failure of the League of Nations, the impact of the Great Depression in the 1930s and the causes of the Second World War. The development of the Cold War is also studied, with case studies such as the Cuban Missile Crisis and the Vietnam War examined. Students will also investigate the aftermath of the Cold War, leading to the rise of the Taliban and the origins of Al-Qaeda. An in-depth study of Germany between 1925 and 1955 looks at why democracy collapsed in Germany in the early 1930s and how Hitler took power, creating a dictatorship, as well as the early stages of German recovery after the Second World War.

The course also features a thematic study of the relationship between war and society over a long period of British history, as well as a depth study on the turbulent period of the Civil War era, 1629-1660. The GCSE is completed with an exploration of the history of a particular castle, leading to a greater understanding of the importance of a specified historical site.

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 and other evidence 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.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

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

Component Group 1: International Relations 1918-2001 and Germany 1925-1955 (50%)

A written paper (1 hour 45 minutes) involving a range of questions on International Relations 1918-2001 and Germany 1925-1955.

Component Group 2: War and British Society c.790 to c.2010 (25%)

A written paper (1 hour) featuring four questions related to the impact of war on British Society.

Component Group 3: Personal Rule to Restoration 1629–1660 with Castles: Form and Function c.1000–1750

A written paper (1 hour 15 minutes) with four questions, two of which are based on sources. Two questions will be on the period 1629-1660 and two will be on the castle that students have been studying.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

A GCSE in History is valuable for students intending to study History, Economics, 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?

34% of our students gained an A* grade in 2015 with 71% gaining an A*/A grade.

INFORMATION COMMUNICATIONS TECHNOLOGY

GCSE EdExcel

Mr G Edgell

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

All students who have studied Computer Science and IT at Key Stage 3 should have the skills and understanding necessary to study for this GCSE. Primarily, we are looking for students with an interest in ICT in a variety of contexts: home, business, recreation and education.

WHAT WILL I LEARN?

In this course you will develop your practical skills and knowledge of the software used in Key Stage 3 including word processing, spreadsheets, data handling, presentation, audio and video editing, and web design packages within real world scenarios. You will also expand your interests in and critical reflections on ICT as an integral part of modern society. 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.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

The course consists of two units, both externally assessed. The controlled assessment presents students with a business related scenario where they will develop a variety of solutions using a wide range of packages. This unit is worth 60% of the overall qualification.

The remaining 40% is assessed through a one and a half hour written examination which comprises of a range of multiple choice, short answer and long answer questions.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

This course is an excellent preparation for the use of ICT in a variety of commercial and business contexts. The ICT skills developed will also support the use of ICT in all subjects studied at Sixth Form level.

WHAT WERE THE ICT GCSE EXAMINATION RESULTS LIKE LAST YEAR?

In 2015, 19% of students taking GCSE ICT achieved A grades, and 75% achieved A-B grades.

LATIN
WJEC/OCR
Mrs S Dakin

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

If you enjoyed the first two years 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.

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

Year 10: We continue with the Cambridge Latin Course. Book III is set in the important Roman town of Aquae Sulis (Bath) and the language work is set in the turbulent military occupation of Britain by the Romans. We encounter more complex Latin sentences and complete our learning of Latin grammar.

Year 11: We turn to the Literature element of the GCSE which involves reading extracts from major Latin authors, material which is often witty, sometimes romantic, occasionally sad, and sometimes rather rude! Pupils also continue practising their language skills in preparation for sitting two unseen translation papers.

WHAT IS THE NATURE OF THE COURSEWORK?

There is no coursework.

HOW IS THE EXAMINATION STRUCTURED?

There are three examination papers. 50% of the total marks are for language skills and are tested in one 1 ½ hour paper. Unseen passages of Latin are given for translation and for reading and answering comprehension questions on. A vocabulary list is issued by the Examination Board and we aim to learn this list through the course of Year 11 so that, although no dictionaries are allowed, pupils should be familiar with all of the words on the examination paper.

The other two papers examine the Literature element of the course and together are worth 50% of the total. Pupils sit one paper on the prose selections and one on the verse selections which we have studied as a class in Year 11. Each of these papers lasts for 1 hour.

The two examination boards offering Latin GCSE are WJEC and OCR and they are very similar. The choice of which Examination Board to use will be based on the set texts on offer.

Last year's results were based on a double award known as a Level 2 Certificate which will no longer be available after 2016:

The results for 2015 were:

Latin Language:	62% A*	25% A	12% B	
Latin Literature:	50% A*	12% A	25% B	12% C

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

For those wishing to study Latin at [A level](#), clearly 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, Politics and Theology 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.

MUSIC

AQA

Mr M Haynes

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 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. 60% 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 portfolios, 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 THREE areas of the course, two of which are coursework modules:

Understanding music: 40%

A listening and written paper of 1 hour. This will test listening skills and understanding of the context of pieces of music. In addition to listening to a wide range of Popular and Classical music, pupils will study songs by the Beatles and a symphony by Haydn.

Performing music: 30%

A portfolio of recordings with a minimum of one **solo** and one **ensemble** performance, which should last between 4 and 7 minutes.

Composing: 30%

A portfolio of **two** compositions in any style or genre. Submissions will be by **either** recording with score, **or** recording with detailed annotation. One composition will be completely free and the second will be produced during Year 11 to a brief set by AQA.

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 imagination and logic.

WHAT WERE THE MUSIC GCSE EXAMINATION RESULTS LIKE LAST YEAR?

In 2015 80% of pupils gained an A* or A grade. Perhaps though, as important, pupils leave the GCSE course with a portfolio of highly personal performances and composition recordings 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. Strong practical ability in a variety of sports is also advantageous with 40% of the course being based on practical assessment in three separate areas. The theory side has been extended for courses starting in 2016 and beyond, but the demands are well within the capability of our students, and a better preparation for those hoping to continue on to A level.

WHAT WILL I LEARN?

All students will learn about 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 requires students to demonstrate practical ability in three different activities: one in a team sport, one in an individual activity and the third from either sphere. There is also a requirement to identify practical weaknesses in one of their chosen sports and indicate ways in which to improve those aspects of the activity.

HOW IS THE WHOLE COURSE STRUCTURED AND ASSESSED?

Practical assessments make up 40% of the overall grade. Students are required to show their ability, understanding and input in three activities chosen from at least two different practical areas.

There are two written papers of 1 hour 15 minutes each, worth 30% at the end of the two year course.

Paper 1 is on 'The Human Body and Movement in Physical Activity and Sport' which includes applied anatomy and physiology, movement analysis, physical training and use of data.

Paper 2 is on 'Socio-cultural Influences and well-being in Physical Activity and Sport'. This includes sports psychology, socio-cultural influences and health, fitness and well-being.

FOR WHAT SIXTH FORM SUBJECTS WILL THIS COURSE BE USEFUL?

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

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

In 2015, 52% of our students gained an A*/A grade, 87% gained A* - B grade, and 100% gained A* - C grade.