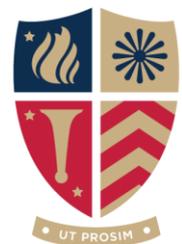


GCSE Courses 2017 - 2019



An Island School with a Global Outlook

RYDE SCHOOL
WITH UPPER CHINE

GCSE COURSES 2017 - 2019

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INTRODUCTION TO YEAR 10 AND YEAR 11 CURRICULUM

The start of Year 10 sees the beginning of IGCSE and GCSE courses with pupils having an element of choice in the subjects they follow. This booklet will explain what lies ahead and guide you through the choices they will make.

The 'core plus options' curriculum at GCSE offers pupils the opportunity to select some subjects according to interest and aptitude, whilst also ensuring that they continue their studies in all the centrally important academic subjects. The school's aim is to provide a broad and balanced educational experience, which will interest and challenge all pupils, but also provide some differentiation and specialisation.

Five subjects make up the core of the curriculum: English (Language and Literature), Mathematics, a Modern Language, Science and a Humanity (either Geography or History). All pupils follow GCSE courses in each of these subjects. In addition, pupils in these years have Games and a Personal Development lesson each week.

In Science, pupils do Dual Award Science unless they opt for Triple Award Science in the options. Both routes can prepare pupils for further study in science and are taught as separate sciences but Dual Award yields two GCSEs rather than three.

This leaves three GCSE option subjects chosen from the following:

- Art
- Business Studies
- Computer Science
- Design and Technology
- Drama
- Extra English and Mathematics
- Geography
- History
- Latin
- Music
- Physical Education
- Religious Education
- Triple Award Science

Pupils wishing to study two or three languages can do so by taking other languages from the options section. Languages assume previous study. We currently offer teaching in French, German, Latin, Mandarin and Spanish. Pupils who speak English as a second language can opt for ESL rather than a modern language.

The English Baccalaureate (EBacc) is a national measure of achievement for Post 14 studies and it is the school's ambition, through the core curriculum, that all pupils reach this standard. The EBacc is based upon the pupils obtaining grades C and above in English Language, Mathematics, a Modern Foreign Language, two sciences and a humanity (either Geography or History). In addition most subjects follow the International GCSE (IGCSE) courses which provide both interest and challenge and are an excellent preparation for Post 16 studies.

You may be aware that there is a new grading system coming into GCSE and IGCSE in most subjects. A numerical grading system of 9-1 will replace the current system of A*-G, with 9 as the highest achievable grade and 1 as the lowest (although there will also be a grade U for those who fail to achieve the minimum requirements for grade 1). Grade 5 will be considered a 'good pass', with performance tables focusing on pupils achieving grades 9-5. The old system takes a C as a benchmark for a 'good pass', but the new 5 will be equivalent to a low B or high C – thus a 'good pass' mark will become harder to achieve than previously. The new system has been designed to reveal differences between candidates at the top end of the spectrum. The current top two grades (A* and A) will be replaced with three top grades (9, 8 and 7).

The pages that follow contain detailed subject-specific information which will help you with the selection of options offered at Ryde School. We would urge parents and pupils to read it carefully and to seek further information where required from the appropriate Head of Department. The Head of Careers, Skills and Lifelong Learning, Mr Stephen Baxter, is also available to offer advice.

**Mr P R Moore, Deputy Head (Academic)
& Mr D P C Blewitt, Director of Studies
January 2017**

THE CAREERS DEPARTMENT

The aim of our careers programme is to develop the pupils' confidence to enable them to make informed decisions about their future and have the self-confidence and all round skills to follow them through. In our changing global economy, it is essential that pupils are given the tools, alongside a good academic education, to help them be competitive as applicants and feel they have the ability to progress positively on their chosen life path. We aim to equip them with the knowledge and skills that are highly valued in the 21st century world of employment.

The delivery of formal careers advice is through weekly timetabled Personal Development periods in Year 9. Pupils in these sessions use a web-based tool to explore and generate ideas for suitable GCSE pathways. They also explore the reasons, expectations and ways of applying for work.

In Years 10 and 11 the extended use of career questionnaires is augmented by individual interviews in the Autumn term of Year 11. By Year 11 careers advice takes the form of whole group, tutor group and individual meetings. External speakers and advisory agencies are invited into school throughout the year during enrichment sessions. Careers advice is ongoing and the careers team is available, by appointment, to both pupils and parents each day. Tutors and Heads of Department also play a role in helping with careers advice.

We are available to advise pupils of all ages on any aspect of progression to GCSE, Post 16 courses, university both in the UK and globally and employment.

Each pupil will have differing aspirations and we have a good track record of helping fulfil them. Our realistic and informed advice is based on the best path for each individual.

**Mr S R Baxter
Head of Careers, Skills and Lifelong Learning**

THE CORE SUBJECTS

ENGLISH AND ENGLISH LITERATURE IGCSE

Head of Department: Miss G Stenning

English is at the heart of the curriculum and the skills pupils develop help them to succeed across their subjects and prepare them for life beyond school. As well as being an important academic subject, English offers pupils the chance to find their own voice and develop into confident individuals, able to think and communicate clearly and effectively, whatever their particular strengths, interests and aspirations for the future.

Exam Board: EDEXCEL IGCSE

Grading System: 9-1

In Years 10 and 11, pupils work towards **two** Edexcel International GCSE qualifications, one in English Language and one in English Literature. Both are assessed entirely by examination: there is no coursework.

ENGLISH LANGUAGE

Pupils study non-fiction and media texts, short stories and poetry from different eras, on various key themes, including “War and Conflict” and “The Female Perspective”, mainly found in the *Edexcel Anthology*. They also learn how to write for different purposes and audiences. They will sit two examinations at the end of Year 11.

Paper 1, **Non-fictional Texts & Transactional Writing** (60% of the IGCSE), will focus on non-fiction texts, including those from the *Edexcel Anthology*, which will be prepared in advance and one that they will not have seen before. They will answer questions that test their ability to interpret and compare those texts. They will then produce a piece of transactional writing, such as an article or speech, which aims to inform, persuade or advise.

In Paper 2, **Poetry & Prose** (40% of the IGCSE), pupils will answer an essay question on one of the prose or poetry texts they have studied in the *Edexcel Anthology* and then produce a piece of personal or imaginative writing.

ENGLISH LITERATURE

Pupils read a modern novel, a modern drama and a Shakespeare play or other ‘Literary Heritage’ text. They will sit two examinations at the end of Year 11.

In Paper 1, **Poetry & Modern Prose** (60% of the IGCSE), pupils will analyse an unseen modern poem, before comparing two poems from the selection they will have studied in the *Edexcel Anthology*. They will then write an essay response to a question on a modern novel, such as *To Kill a Mockingbird*, *Things Fall Apart* or *Of Mice and Men*.

Paper 2, **Modern Drama & Literary Heritage** (40% of the IGCSE), will ask pupils to complete two essay questions. The first will be on a modern play, such as *An Inspector Calls*, *A View from the Bridge* or *Kindertransport*, while the second will focus on a ‘Literary Heritage’ text, such as *Romeo & Juliet*, *Macbeth*, *Pride & Prejudice* or *Great Expectations*.

MATHEMATICS

Head of Department: Dr M Postelnyak

As a core subject all pupils are required to study Mathematics through to GCSE standard. To challenge our pupils, we are now studying for the IGCSE.

**Exam Board: EDEXCEL
Grading System: 9-1**

Now that we have completely moved to the IGCSE exam for all Year 9 sets, this means most pupils will follow a 3-year course, culminating in 2 exams in Year 11. For our top set it will be a 2-year course followed by a one year Additional Maths course (OCR). They will then take exams for both courses at the end of Year 11. This forms an excellent introduction to A Level Mathematics. Furthermore, the course is stimulating, which will stretch our most able pupils, and give a good basis for those wishing to study Further Mathematics. For the remaining sets, we aim to finish the IGCSE course around February/March in Year 11, which means that the vast majority of the syllabus is taught by the time of the mock examinations. This timetable enables pupils plenty of time to fully grasp the course and to broaden their understanding in some of the topics (particularly algebra) so that those wishing to go on to either A level or Higher Level in the IB are prepared to face some of the rigours of those courses. It also ensures that all pupils have plenty of time for revision of their weaker topics.

The Mathematics IGCSE has been examined at two levels: Higher Tier and Foundation Tier, each with its own clearly defined targets. The possible grades at Higher level are 9 to 4 and Foundation has 5 to 1 as potential outcomes. It is likely that all sets will embark on the Higher Tier course initially, but we will have to truncate the syllabus for some as we approach the end of Year 10 so as to maximise their potential for an A or B grade.

All pupils are encouraged to take advantage of the five weekly Maths Clinics as and when they are required, to help fill a gap or illuminate a problem. We also encourage our more mathematically able pupils to take part in National Maths Challenges to help broaden their interest in the subject. As well as the individual Maths Challenges which take place throughout the year, we also have regular training at lunchtimes for Team Challenge Competitions for Year 8 through to Year 10 for those with an interest and aptitude for the subject, from which we then select and enter teams into Regional Team Challenge Competitions.

MODERN LANGUAGES

Head of Department: Mrs T Hall

Following a course in a GCSE language will encourage the understanding and skills required to help pupils take their place in a multilingual global society and provide them with a suitable basis for further study and practical use of the language. We offer French, German, Mandarin and Spanish.

Exam Board: WJEC Eduqas (French, German & Spanish)

Exam Board: EDEXCEL (Mandarin)

Grading System: 9-1

A GCSE in Modern Languages will enable pupils to:

- Develop their ability to communicate confidently.
- Express and develop thoughts and ideas spontaneously and fluently.
- Listen to and understand clearly articulated, standard speech at near normal speed.
- Deepen their knowledge about how language works and enrich their vocabulary.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

The topic areas studied are:

- Youth Culture
- Self and Relationships
- Technology and Social Media Lifestyle
- Health and Fitness
- Entertainment and Leisure
- Customs and Traditions
- Food and Drink
- Festivals and Celebrations
- Home and Locality
- Local Areas of Interest
- Transport
- Local and Regional Features and Characteristics
- Holidays and Tourism
- Environment
- Social Issues
- School/College Life
- School/College Studies
- Work Experience and Part-Time Jobs
- Skills and Personal Qualities
- Applying for Work/Study
- Career Plans

The new GCSE will be 100% externally marked exams with no coursework. Pupils will be entered for either Foundation or Higher level across all four skill areas. Each skill (reading, writing, listening and speaking) is worth 25% of the final grade. The speaking element will be conducted internally by a teacher but marked externally. The writing paper will include a short translation from English into the language as well as writing tasks such as letters or emails.

Careful thought should be given as to which language or languages you wish to continue to study as the new exams require far more independence and knowledge of the language.

For more information please speak to Mrs Hall or your languages teacher.

Head of Department: Dr G Speller

Science is a major contributor to a prosperous society and it is our intention that pupils will develop a keen scientific appreciation that enables them to live with their eyes wide open in this modern world. The skills and understanding gained through IGCSE will enable them to go on to study and work in a diverse range of disciplines that demand logic, critical thinking and problem solving.

Exam Board: EDEXCEL IGCSE

Grading System: 9-1

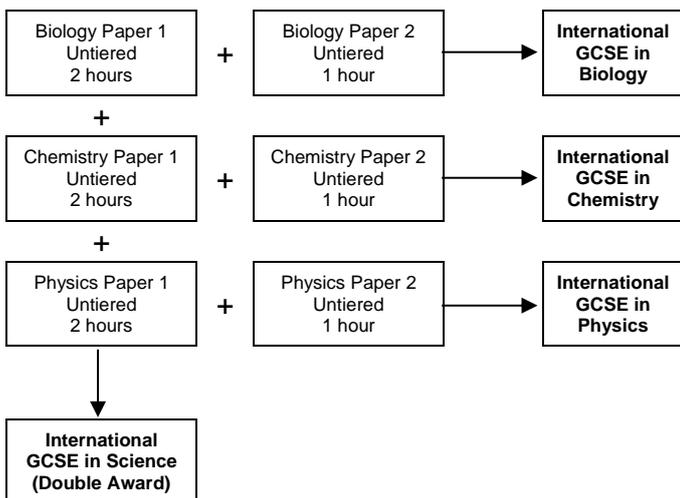
Science plays an essential role in all our lives. It is vital that pupils gain a scientific education that is compelling, relevant and exciting, and at a level appropriate to their abilities and future ambitions. The well-established Edexcel IGCSE science courses aim to do this by providing pupils with a thorough knowledge of the fundamentals of Biology, Chemistry and Physics. The syllabuses are international in outlook but retain a local relevance by allowing opportunities for contextualised learning which develop essential lifelong skills, including creative thinking and problem solving. The content covered encourages pupils' curiosity and develops their core understanding, preparing them to become confident citizens in an increasingly technical world. Science lessons will include a wide variety of activities such as pupil experiments, practical demonstrations, class discussion and debate, and digital learning, modelling and simulations. The curriculum for Edexcel IGCSE sciences provides options for different pathways: keen scientists can develop their skills fully and gain excellent preparation for more advance study such as A Level or the IB Diploma, while pupils for whom science is not a priority can gain a solid grounding in the essential aspects of the subject and the transferable skills it encourages.

The courses

Pupils can choose to study for IGCSEs in each of the three separate sciences, Biology, Chemistry and Physics ('triple science') or opt to take a reduced science course leading to IGCSE Double Award worth two IGCSEs. Pupils will be taught for three lessons per week per subject if studying separate sciences and two lessons per week per subject if following the Double Award. All pupils will be set going into Year 10 with all classes, Biology, Chemistry and Physics taught separately by specialist teachers.

Assessment

Each separate science IGCSE course is assessed by two exams: Paper 1 (2 hours) covering the core content and Paper 2 (1 hour) covering extension material. Double Award is assessed by Paper 1 in each of the separate sciences. All the exams are taken at the end of Year 11 and there is no coursework component.



Biology

Biology is the study of living things. Pupils will discover how plants and animals function, including the human body, as well as learning about the role of Biology in society today and its importance in environmental contexts. The course in Years 10 and 11 is a continuation of the material studied in Year 9. Topics covered include characteristics of organisms, cells, biological molecules and enzymes, human and plant nutrition, along with transport in plants.

Chemistry

Chemistry is the study of the matter and the materials that make up the world. In this course pupils will be studying the nature of that matter, from the atom up. They will learn how scientists can make new materials, using the world's resources wisely. The course in Years 10 and 11 is a continuation of the material studied in Year 9. Topics covered include atomic structure, bonding and the periodic table, qualitative and quantitative analysis, organic chemistry and oil, rates and equilibria.

Physics

Physics aims to describe and explain how the Universe works. Studying Physics will allow pupils to understand both natural phenomena and technological advances more clearly, putting them in a better position to make their own decisions about issues such as whether or not we should build more nuclear power stations. The course in Years 10 and 11 is a continuation of the material studied in Year 9. Topics covered include energy, waves, electricity, forces, motion, nuclear physics, kinetic theory and electromagnetism.

Double Award

Containing two thirds of the material covered in the three separate sciences and providing two identical IGCSE grades, this option is suitable for those pupils who feel that they would like to follow a science course with less content. Learning is clearly defined in Biology, Chemistry and Physics contexts with teaching in one subject reinforcing another and stimulating interest in the third. The course in Years 10 and 11 is a continuation of the material studied in Year 9. Although it would be preferable to take triple science if you intend to study science subjects at A Level or Higher Level IB, IGCSE Double award would not necessarily preclude this.

GEOGRAPHY

Head of Department: Mrs M Burgess

Whatever your passion for the world - fascination with landscapes or concerns about inequality - Geography will provide you with knowledge and transferrable skills that will reward you personally and advance you professionally.

Exam Board: AQA Geography GCSE 8035
Grading System: 9-1

Specification Content

There are three compulsory papers:

Paper 1 – Living with the Physical Environment

Written exam; 1 hour 30 minutes (88 marks - 35%)

Theme 1: Natural hazards

Theme 2: Living World

Theme 3: Physical Landscapes in the UK

Paper 2 – Challenges in the Human Environment

Written exam; 1 hour 30 minutes (88 marks - 35%)

Theme 1: Urban Issues and Challenges

Theme 2: The Changing Economic World

Theme 3: Challenge of Resource Management

Paper 3 – Geographical Applications

Written exam; 1 hour 15 minutes (76 marks - 30%)

Theme 1: Issue Evaluation based on pre-release decision-making material

Theme 2: Fieldwork questions *based on work undertaken at the residential field studies centre **

Theme 3: Geographical Skills - taught throughout course

Why Study Geography GCSE?

There has never been a better or more important time to study Geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, Geography is one of the most relevant courses you could choose to study.

Geography continues to be a popular and compatible academic option subject. The challenging syllabus is designed to allow pupils to acquire knowledge and understanding of a variety of places, environments and geographical patterns on a range of scales from local to global. Further, it attempts to develop pupils' awareness of the ways in which people and the environment interact. It enables and encourages them to acquire and apply various skills and techniques, including map work, fieldwork and ICT.

*Cost of approx. £150 for three day/two night residential fieldwork trip

HISTORY

Head of Department: Mr P Stott

GCSE History offers an opportunity to study and understand history from a wide range of perspectives, geographical locations and topic areas.

Exam Board: AQA
Grading System: 9-1

Paper 1 Period Studies:

International Relations 1918 - 1939

- The Paris Peace Conferences and Treaties
- The League of Nations
- International Crises in the 1920s
- The Impact of the Great Depression
- The Rise of the European Dictators
- The Causes of World War Two

USA 1920 - 1973

- The Roaring Twenties
- The Economic Boom and American Culture
- The Wall Street Crash
- The Great Depression
- Roosevelt's New Deal
- Black Civil Rights in the 1950s
- Martin Luther King and Civil Rights
- The Anti-Vietnam War Peace Protests

Paper 2 Thematic Studies:

Migration, Empires and People 790-Present

- Vikings and Anglo-Saxons
- The Norman Invasions
- The 100 Years War
- The Colonisation of North America
- The American War of Independence
- The Empire in India and Africa
- Migration to Britain
- The End of the Empire

Elizabethan England 1568-1603

- Elizabeth's Court and Parliament
- The Essex Rebellion 1601
- Life in Elizabethan Times
- Hawkins, Drake and Raleigh
- Mary, Queen of Scots
- War with Spain
- The Elizabethan Environment

The course covers a range of topics and is designed to introduce pupils to many different types of historical study and will act as an excellent springboard for further study or as a solid foundation for understanding the world in which we live today.

THE OPTION SUBJECTS

ART

Head of Department: Miss O Crean

Art is about exploring and developing your visual skills in response to the world around you. You will do this through your own practice as well as developing an understanding of the world of art outside the classroom, exploring its historical developments and contemporary interpretations.

ART AND DESIGN

Exam Board: AQA

Grading System: 9-1

Candidates should produce practical and critical/contextual work associated with the endorsements listed below. They may also explore and develop ideas by combining or overlapping the areas of study:

- **Fine Art:** drawing, painting, mixed media, sculpture, land art, installation, printmaking, lens-based and/or light-based media: film, animations, video and photography.
- **Textile Design:** fashion and costume, printed and/or dyed fabrics and materials, domestic textiles, constructed and/or stitched and/or embellished textiles.
- **Three-Dimensional Design:** ceramics, sculpture, installation, jewellery, body adornment, exhibition design, design for theatre, television and film, interior design, product design, environmental art and design, and architectural design.
- **Photography:** lens-based and light-based media including theme-based photography (portrait, landscape, still-life, reportage), documentary photography, photo-journalism, narrative photography, experimental imagery, photographic installation, new media practice, video, television and film.

Candidates are required to integrate critical, practical and theoretical study in art, craft and design that encourages direct engagement with original work and practice. Where direct engagement may not be possible, the expectation is that work should include appropriate and explicit critical study.

GRAPHIC COMMUNICATION

Exam Board: AQA

Candidates will be able to work in one or more area(s) of Graphic Communication such as those listed below. They may explore overlapping areas and combinations of areas:

- Illustration
- Advertising
- Packaging design
- Communication graphics
- Design for print
- Animation
- Digital media
- Lens-based and light-based media: Film, animation, video and photography
- New media practices such as computer generated imagery

Assessment Criteria for Art and Design and Graphic Communication

Candidates should produce practical and critical/contextual work associated with the endorsements listed below. They may also explore and develop ideas by combining or overlapping the areas of study:

Component 1: Portfolio

What is Assessed?

A portfolio that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupil's course of study.

How is it assessed?

- No time limit.
- 96 marks.
- 60% of GCSE Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit.

Component 2: Externally Set Assignment

What is assessed?

Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How is it assessed?

- Preparatory period followed by 10 hours of supervised time.
- 96 marks.
- 40% of GCSE Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Both the coursework and exam are marked using the following criteria and pupils are encouraged to develop an understanding of these assessment objectives throughout the course to support the development of their ideas:

- Recording observations, experiences and ideas.
- Analysing and evaluating images and artefacts, understanding and context.
- Developing and exploring ideas using media and processes. Reviewing, modifying and refining work as it progresses.
- Making a personal response. Realising intentions and making an informed connection with the work of others.

BUSINESS STUDIES

Head of Department: Mr J Willetts

Business is all around us – we work, spend money and enjoy our time off. We are taking part in business activity all the time, whether we realise it or not! In this course, we look at how business affects us, as well as how we affect business.

Exam Board: CAMBRIDGE IGCSE Business Studies (0450) (provisional)
Grading System: A*-G

The breadth of the business world is reflected in the knowledge and skills needed for the introduction to the world of Business and Economics. The course covers six broad areas:

- 1. Understanding Business Activity:** Business activity; Classification of businesses; Enterprise, business growth and size; Types of business organisation; Business objectives and stakeholder objectives.
- 2. People in Business:** Motivating workers; Organisation and management; Recruitment, selection and training of workers; Internal and external communication.
- 3. Marketing:** Marketing, competition and the customer; Market research; Marketing mix; Marketing strategy.
- 4. Operations Management:** Production of goods and services; Costs, scale of production and break-even analysis; Achieving quality production; Location decisions.
- 5. Financial Information and Decisions:** Business finance; Needs and sources; Cash-flow forecasting and working capital; Income statements; Balance sheets; Analysis of accounts.
- 6. External Influences on Business Activity:** Government economic objectives and policies; Environmental and ethical issues; Business and the international economy.

All assessment is through two exams at the end of the course:

Paper One - 90 minutes. Four questions requiring a mixture of short answers and structured data responses.

Paper Two – 90 minutes. Four questions based on a case study, provided as an insert with the paper.

Each exam is worth 50% of the final mark.

If pupils are interested in learning about the environment they will be based in after their education, then they have the aptitude for this subject. An interest in news, current affairs and documentaries will also give a good insight. There will be a variety of methods to deliver and engage: question and answer sessions, individual task work, group work, discussions, role-play, pupil presentations, the use of ICT, timed exam questions and mock exams. Over the duration of the course pupils will carry out independent research, have a willingness to contribute to class discussions and activities, and have the drive and commitment to succeed.

COMPUTER SCIENCE

Head of Department: Mr A Johnston

Design and Technology helps young people to recognise the need for new or modified products and systems. The subject aims to give pupils the capability and confidence to design, make and evaluate such products for themselves.

Exam Board: CAMBRIDGE IGCSE
Grading System: A*-G

Computer Science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems.

While pupils will no doubt be familiar with the use of computers and other related technology from their use of ICT at home and in school, the IGCSE Computing course gives pupils a real, in-depth understanding of how computer technology works. Pupils will learn what goes on “inside the box”, understanding how hardware and software work and how to write programs.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving pupils a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for pupils who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include software development, game creation, engineering, financial and resource management, science and medicine.

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area.

Pupils who have taken an IGCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

The course is made from two assessment sections; each assessed by a written, 1 hour 45 minutes examination paper.

1. The Theory of Computer Science - 60% of the overall marks.

This section covers the body of knowledge about computer systems.

2. Practical Problem-solving, Programming and Databases - 40% of the overall marks.

This section covers algorithm design and problem-solving and the use of pseudocode and flowcharts in designing solutions to problems. It also covers the use of data structures and data types to store and retrieve data. 20 of the 50 marks for this paper are from questions set on pre-release material.

DESIGN AND TECHNOLOGY

Head of Department: Mr M Glasbey

Design and Technology helps young people to recognise the need for new or modified products and systems. Design and Technology gives pupils the capability and confidence to design, make and evaluate these products and systems for themselves.

Exam Board: EDEXCEL
Grading System: 9-1

Pupils opting for Design and Technology will find the syllabus very broad with the emphasis very much on original and imaginative design, complimented by the relevant craft skills needed in order to solve the design problems identified. The course encourages the development of creative skills and gives an opportunity to identify, examine and solve problems in three-dimensional form and in a wide range of materials. Pupils not only work in the three traditional manufacturing materials of wood, metal and plastic, but are encouraged to consider ceramics, textiles or fibre composites such as GRP or carbon fibre as a working medium.

In addition to the development of design and practical skills the course also develops an appreciation for the role technology plays in today's world. It hopes to make pupils more aware of the environmental and social consequences of technological and industrial development. By the end of the course pupils should be able to make their own value judgements of commercial products on aesthetic, technical, economic and moral grounds.

Assessment is in the form of a written theory exam and a practical coursework task, 50% of the marks being awarded to each element on a 1 to 9 scale, 9 being the highest mark achievable. The practical assessment is a contextual design and make task set by the board in the second year of the course. No restrictions are made regarding materials which can be used and so students can work to their strengths and interest on this element.

The broad nature of the material covered by Design and Technology and the fact that it fosters technological understanding while encouraging a questioning approach makes it a relevant subject for any student, whatever their personal interest or career ambition. This course is beneficial not only to those aiming for a future in design or engineering but anyone who wants to function fully in our modern industrial society.

DRAMA

Head of Department: Mr T Bull

A Year 10 pupil stands at a complex crossroads in their personal and vocational development. By including Drama alongside their other subjects this keeps alive their growth as communicators and collaborators, as well as being an inspiring journey of creativity and self-discovery.

Exam Board: EDEXCEL
Grading System: 9-1

Component 1 – Devising

Collaborating on an original piece of drama, as performer or designer.

Component 2 – Performance from a text

Two key extracts from a play text are presented by a group to an external examiner.

Component 3 – Theatre in Practice

A one and a half hour exam, at the end of the course, on interpreting aspects of their set text and responding to a live theatre experience.

How is it assessed?

- Create and develop ideas to communicate meaning for theatrical performance **(20%)**
- Apply theatrical skills to realise artistic intentions in live performance **(30%)**
- Demonstrate knowledge and understanding of how drama and theatre is developed and performed **(30%)**
- Analyse and evaluate your own work and the work of others **(20%)**

Drama has a proven track record in promoting self-confidence and the skills of presentation, performance, communication, leadership and teamwork - essential advantages at interview for college and employment.

The pupil *with* Drama experience may have the edge on the pupil *without*.

LATIN

Teacher in Charge: Miss C Parkes

Per aspera ad astra - Through difficulties to the stars

**Exam Board: WJEC (GCSE)
Grading System: 9-1**

The Latin course provides the foundations for understanding language construction and structure of several European languages as well as offering the opportunity to interpret and analyse various Latin texts. The richness in language as well as history makes Latin one of the most challenging and yet rewarding subjects on offer in schools today.

The examination is split into two sections. The first focuses on language and its vocabulary, morphology and syntax in order to read, understand and interpret Latin. The second focuses upon literature themes and sources enabling pupils to develop their knowledge and understanding of ancient literature, values and society before selecting, analysing and evaluating evidence to draw informed conclusions. Ultimately pupils should be able to develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources.

Currently Latin is offered as an extra subject off timetable; pupils will be expected to attend 3-4 sessions each week, either before school starts, during lunchtimes or after formal lessons have finished.

From a national perspective Latin seems to be enjoying something of a rebirth and examination success is looked upon favourably by universities.

MUSIC

Head of Department: Mr A Grubb

GCSE Music is a very rewarding course that offers pupils with an interest and ability in music the opportunity to listen to, compose and perform in a wide variety of musical styles from popular, world and classical music.

**Exam Board: EDEXCEL
Grading System: 9-1**

Why study the GCSE Music course?

This new 9-1 GCSE course, gives you the opportunity to really understand how music is put together. Looking at the music of others will then allow you to understand the techniques involved in creating your own. This, in turn gives you the opportunity to explore your own creativity and musicality, whether writing, performing or listening to music.

60% of the course is assessed by practical coursework, in other words, **making music!** This will allow you to show your skills throughout the course rather than just in one exam at the end. Previous students taking GCSE Music have really enjoyed this practical element to the course, often seeing it as a refreshing break from their other academic subjects.

Performance 30% - Over the course, pupils will perform two pieces. One will be a solo and the second a group performance. The expected standard at the end of the course is approximately Grade IV Associated Board, Rockschoool or equivalent, so pupils should be around Grade III at the start of the course in order to achieve the higher grades.

Composition 30% - Pupils will compose two pieces as coursework. One will be a free composition where they can choose and develop their own style. This gives pupils the opportunity to study and write in a musical style that they enjoy.

The other will be to a set brief, chosen from a choice of four given by the Board, each brief relating to one of the four areas of study listed in the Appraising section below. For example, if choosing the topic - Music for Stage and Screen, pupils could be writing a film soundtrack or show song.

Composition does require some knowledge of theory from the start but pupils will have the opportunity to learn compositional skills as the course develops and will become experts at using score writing computer software.

Appraising 40% - Pupils will develop their listening and appraising skills, gaining a much better understanding of how music is created through the study of the following 8 contrasting set works from four areas of study:

Instrumental Music 1700 – 1820 - JS Bach: 3rd Movement from Brandenburg Concerto no 5 in D major, Beethoven: 1st Movement from the "Pathétique" piano sonata

Vocal Music - Purcell: Music for a While, Queen: Killer Queen

Music for Stage and Screen - Schwartz: Defying Gravity (Wicked), John Williams: Main Title / rebel blockade runner (from the Star Wars Episode IV soundtrack)

Fusions - Afro Celt Sound System: Release, Esperanza Spalding Samba Em Preludio

Other related pieces will also be introduced and listened to throughout the course in order to gain a wider understanding of styles

Knowledge, understanding and musicality will be tested in an exam lasting 1 hour 45 minutes, sat at the end of the course and based on extracts of the set works and related other music.

PHYSICAL EDUCATION

Head of Department: Mr J Mitchell

An interesting balance of theory and practical work involving biology, psychology and social issues.

Exam Board: AQA
Grading System: 9-1

Subject Content

1. Applied Anatomy and Physiology.
2. Movement Analysis.
3. Physical Training.
4. Use of Data.
5. Sports Psychology.
6. Sociocultural Influences.
7. Health, Fitness and Wellbeing.

Assessments

Paper 1: The Human Body and Movement in Physical Activity and Sport (1 hour 15 minutes – 30% of GCSE)

Pupils will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. They will also look at the basic principles of movement and their effect on the body.

What is Assessed?

- Applied Anatomy and Physiology.
- Movement Analysis.
- Physical Training.
- Use of Data.

Paper 2: Sociocultural Influences and Wellbeing in Physical Activity and Sport (1 hour 15 minutes – 30% of GCSE)

Pupils will develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport, as well as understanding the benefits of participating in physical activity and sport to health, fitness and wellbeing.

What is Assessed?

- Sports Psychology.
- Sociocultural Influences.
- Health, Fitness and Wellbeing.
- Use of Data.

Non-Exam Assessment: Practical Performance in Physical Activity and Sport (40% of GCSE)

What is Assessed?

- Practical performance in **three different physical activities** in the role of **player/performer (one** in a team activity, **one** in an individual activity and a **third** in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

For each of their three activities, pupils will be assessed in progressive drills and in the full context. Pupils will be assessed on their analysis and evaluation of performance to bring about improvement in one activity.

RELIGIOUS EDUCATION

Head of Department: Ms H McComb

GCSE Religious Studies offers pupils an informed opportunity to develop their knowledge and understanding of religious concepts, religious belief, worship, celebrations and the thorny issues within religious perspectives and ethical issues.

Exam Board: OCR
Grading System: 9-1

GCSE Religious Education gives pupils the opportunity to study Christianity in depth. Pupils will acquire knowledge and develop understanding of the beliefs, values and traditions of Christianity. They will consider the influences of Christian beliefs, values and traditions and they will evaluate Christian religious responses to thorny dilemmas. Studies also consider identification, investigation and responses to fundamental questions of life raised by religion and human experiences, including questions about the meaning and purpose of life.

Religious Education will give pupils the ability to develop essential academic skills reflected in the assessment objectives. Therefore, pupils will need to be able to recall, select, organise and deploy knowledge. They will have to describe, analyse and explain the relevance and application of the Christian religion, as well as demonstrating the ability to present a balanced evaluation of Christian responses to religious and moral issues, using relevant evidence and argument.

EXAMINATION RESULTS

GCSE results shown below cover the period 2014- 2016

SUBJECT	Number of Candidates	A*	A	B	C	D	E	F/G/U
Art and Design	70	5	11	22	19	8	3	2
Biology	138	35	43	42	13	5	0	0
Business Studies	63	1	5	12	23	17	3	2
Chemistry	136	54	44	24	11	3	0	0
Chinese	6	4	0	1	1	0	0	0
Design and Technology	109	18	28	34	22	6	1	0
Drama	77	12	22	16	16	8	3	0
English Language	251	26	65	82	59	16	2	1
English Literature	228	34	62	81	39	11	1	0
English as a Second Language	14	0	3	6	4	1	0	0
French	200	59	42	52	40	7	0	0
Geography	142	34	40	34	21	12	1	0
German	1	1	0	0	0	0	0	0
History	125	14	40	37	18	12	3	1
ICT / Computer Science	37	5	12	9	7	3	0	1
Latin	20	3	5	5	1	3	2	1
Mathematics	251	70	63	58	43	14	1	2
Music	31	13	14	2	2	0	0	0
Physical Education	53	2	10	17	17	5	2	0
Physics	137	45	49	30	11	2	0	0
Religious Education	11	0	1	3	5	0	2	0
Russian	5	4	0	1	0	0	0	0
Science	113	0	23	41	32	15	1	1
Science (Additional)	108	1	12	39	33	15	4	4
Spanish	49	10	18	10	7	4	0	0
TOTALS	2375	450	612	658	444	167	29	15
Cumulative %		18.9	44.7	72.4	91.1	98.1	99.4	100
Pass Rate A* - C (%)	94.4							