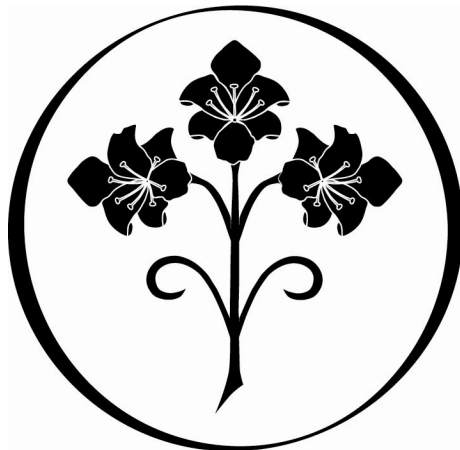


Rye St Antony

O X F O R D



Introduction to GCSE Courses

2009-2011

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INTRODUCTION

Set out in this booklet is information about GCSE courses.

Read the information carefully and discuss your plans with your subject teachers, your form tutor and your parents. Bear in mind that it is sensible to have a balance of subjects so that your GCSE work gives you a sound foundation for your future studies and career.

It is recommended that you study the following GCSE subjects:

English
English Literature
French
ICT
Mathematics
Religious Studies
Science
Additional Science

In addition, it is recommended that you study three further subjects, one from each of the following blocks. Please bear in mind that Drama, although offered in two blocks, may each be chosen only once; you may, however, choose to study both Art and Design (Fine Art) and Art and Design (Textiles).

Block 1

Geography
History

Block 2

Art and Design (Textiles)
Drama
Home Economics: Food and Nutrition
Latin
Physical Education

Block 3

Art and Design (Fine Art)
History
Home Economics: Food and Nutrition
Music
Spanish

GCSE Science will usually be taken at the end of Year 10 and GCSE Additional Science at the end of Year 11. Both GCSE Science and GCSE Additional Science contain Biology, Chemistry and Physics sections.

GCSE Religious Studies is usually studied in Years 9 and 10 and the examination taken at the end of Year 10. In Year 11 all pupils follow a General Religious Education course.

All pupils follow a non-examined sports course.

ART AND DESIGN

Edexcel Fine Art 2FA01 and Textile Design 2TE01

The Art and Design Department values its proximity to the city of Oxford, with its architectural beauty, and London, for its cosmopolitan ambience. Visits to exhibitions and museums are organised throughout the year. Lunchtime art activities and after-school clubs are offered for all pupils, and life classes are offered for Years 10 and 11.

Pupils are encouraged to become involved in designing sets and costumes and in making props for school plays.

Professional artists are invited to come to discuss and present their own work and give stimulus and encouragement to pupils.

How do I know if it will suit me?

The GCSE Art and Design Course is designed as a progression from previous experience gained in the Art and Design Department. It is a course which enables each pupil to develop her creativity and imagination through a wide range of activities.

Pupils explore new media and techniques and understand the work of artists, crafts people and designers, all contributing to an aesthetic understanding and appreciation of art. At this stage in their artistic development, pupils learn to become personally involved in their work from the point of view of thought, interest and creativity. This requires a mature attitude and careful organisation throughout the GCSE period.

Pupils select and organise all the work they produce during the course, based on the particular themes chosen. All work must relate to the assessment objectives.

Pupils' work consists of a work journal, larger scale studies and a final realisation. The journal should not be seen merely as a sketchbook but a visual diary of a pupil's ideas. It should reflect a journey through the assessment objectives which may at times result in large studies and ultimately lead to a final realisation of work.

Art and Design is a rewarding and enjoyable subject. The main aim of the course is to develop visual language skills and comprehensive portfolio of work.

What can I do outside the classroom to extend my learning?

Extra-curricular activities: Visits to galleries are made throughout Years 10 and 11. In addition, pupils are advised to visit galleries independently whenever possible to further their personal studies.

Masterclass: Lunchtime and after-school session are offered during which pupils continue with coursework and have personal tuition aimed at furthering their work. These masterclasses operate throughout the course.

ART AND DESIGN

Edexcel Fine Art 2FA01 and Textile Design 2TE01

Pupils may choose from the following:

Art and Design: Fine Art

Pupils will be expected to work in at least two of the following areas:

- drawing and painting
- printmaking
- sculpture
- alternative media

Art and Design: Textile design

Pupils will be expected to work in one or more of the following areas:

- constructed textiles
- dyed textiles
- printed textiles
- fine art textiles
- fashion textiles

Members of the Art and Design staff will advise about requirements, and pupils are encouraged to visit the website: www.edexcel.org.uk

Coursework

During Year 10 pupils follow a foundation course during which they have opportunities to explore ideas and media in practical workshops in order to develop their skills and ideas before they begin their portfolio of work. The final portfolio must be self-directed and meet all the assessment objectives; the portfolio will represent approximately 45 hours of supervised activity. There is opportunity to develop ideas from earlier work and scope to focus on a specific theme.

Examples of coursework themes:

- Objects
- Organic Forms and Surface Textures
- Identity
- Structures
- Environment
- Material World

ART AND DESIGN

Edexcel Fine Art 2FA01 and Textile Design 2TE01

Examination

The externally set assignment represents the culmination of the GCSE course and comprises a preparatory period of approximately 20 hours' supervised activity and a ten-hour examination. The paper consists of one broadly-based thematic starting point developed through a series of suggested starting points. Pupils are expected to be independent in the development of their ideas, intentions and responses.

How is it assessed?

The portfolio is assessed within the two-year programme at regular intervals. The externally set assignment is also marked internally. At every stage there is opportunity to develop and refine work. The two units of work are then assessed internally and an external moderator decides the overall grade.

Assessment Objectives

There are four assessment objectives to meet during each unit of work.

| | | |
|-----|---|-----|
| AO1 | Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding | 25% |
| AO2 | Refine ideas as the work develops through experimenting and selecting appropriate resources, media, materials, techniques and processes | 25% |
| AO3 | Record ideas, observations and insights relevant to intentions, in visual and / or other forms | 25% |
| AO4 | Present a personal informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements | 25% |

S Defoe

DRAMA

Edexcel 2DR01

Is this the right subject for me?

Do you enjoy:

- expressing yourself in an active and exciting way?
- working in a group?
- contributing your own ideas and respecting those of others?
- exploring ideas by putting yourself in other people's shoes?
- playing many parts in different imaginary situations?
- creating your own drama work?
- looking at plays written by other people?

If you have answered YES to any of the questions above, then this GCSE Drama course is the ideal subject for you.

What do I need to know before, or be able to do, taking this course?

You will probably have had experience of drama during Key Stage 3 in drama lessons or, perhaps, in English lessons. You may also be a member of a drama club. Any of these experiences can help if you choose Drama as a GCSE subject. You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail and at different ways of bringing a script to life on stage. If you are more interested in the technical aspects of drama (for example set design or lighting) you could focus on these for part of the course.

What will I learn?

You will learn how drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage. You will learn how to create a character and play this character in a performance. You will also learn many other skills that are highly valued in any walk of life. These include teamwork and confidently presenting yourself in public.

How will I be assessed?

Almost all assessment is practical. There are no written examinations although you will be required to keep a written record of your practical work. You will explore themes, ideas and plays in a wholly practical way, and your teacher will assess how well you have done. You will also be required to perform in a play or contribute a form of design to a production such as costume, lighting or sound. You will perform the play with a visiting examiner in the audience.

What can I do after I've completed the course?

After you have completed GCSE Drama you can go on to higher levels of study. These include:

GCE Drama and Theatre Studies at AS and A2 Level
BTEC National Performing Arts (Acting)

DRAMA
Edexcel 2DR01

Assessment overview

| Unit | % | Marks | Timing |
|--|----|--|---|
| Unit 1 Drama Exploration | 30 | 60 marks total <ul style="list-style-type: none"> • Practical 40/60 • Documentary Evidence 20/60 | Controlled Assessment: 6-hour practical exploration, centre-devised; taken at any point to be decided by the teacher; documentary evidence (2000 words maximum) |
| Unit 2 Exploring Play Texts Response to Live Theatre | 30 | 60 marks total <ul style="list-style-type: none"> • Practical 30/60 • Documentary Evidence 10/60 • Response to live performance 20/60 | Controlled Assessment: 6-hour practical exploration, centre-devised; taken at any point to be decided by the teacher; documentary evidence (1000 words maximum) Written response to live theatre (2000 words maximum) |
| Unit 3 Drama Performance | 40 | 60 marks total <ul style="list-style-type: none"> • Voice and Movement 20/60 • Roles and Characterisation 20/60 • Communication 20/60 • Content, Style and Form 20/60 | Controlled assessment: Performance of a play to a visiting examiner, devised or scripted (to take place between 1 February and 31 May) |

A Evans

ENGLISH
OCR 1900 Units 1, 2, 4 and 5

ENGLISH LITERATURE
OCR 1901 Scheme A

English

All pupils are invited to work towards the Higher Tier, with a few pupils each year being advised, after the Year 11 mid-year examinations, that entering at Foundation Tier would be to their advantage.

Examinations (60%)

Paper 1: 1 hour 45 minutes

Reading unseen non-fiction and media texts (2 tasks)
Writing to inform explain, describe (1 task)

Paper 2: 1 hour 45 minutes

Reading literature from different cultures (1 task)
Writing to review, comment and analyse (1 task)
Writing to advise, argue and persuade (1 task)

Preparation for the reading and writing tasks takes place in lessons throughout Years 10 and 11. Pupils work from textbooks based on the OCR requirements and on other materials provided by their teachers. For the reading section of Paper 2, pupils will either study six stories from the OCR prescribed text, *Opening Worlds*, or an alternative related text, for example, Hemingway, *The Old Man of the Sea*. Pupils are given clean copies of the text to refer to in the examination.

Written Coursework (20%)

Creative writing
Response to Shakespeare
Response to Poetry written before 1911

Pupils study a play by Shakespeare and a selection of poems in class and for homework. They then work on their written assignments with guidance from the teacher on planning, structuring and re-drafting their essays. The majority of coursework pieces should be completed by the end of Year 10.

Coursework is graded by teachers and moderated within the English Department before a sample of coursework folders is sent to OCR for moderation. Marks are awarded for understanding, interpretation and analysis of the themes and literary features of the texts. An awareness of the cultural, historical and social context of the texts is also required.

ENGLISH
OCR 1900 Units 1, 2, 4 and 5

ENGLISH LITERATURE
OCR 1901 Scheme A

Speaking and Listening Coursework (20%)

Drama-based teacher-assessed task
Group teacher-assessed task
Individual teacher-assessed task

Pupils have many opportunities to take part in Speaking and Listening work during the two-year course. Their final mark is awarded by their teacher for the best of their assignments, covering the three categories of task.

English Literature

External examinations are taken at the end of Year 11. All pupils are entered for both English and English Literature, with separate GCSE grades being awarded at the end of the two-subject course.

Examination (70%): 2 hours 15 minutes

Drama post-1914
Poetry post-1914
Prose post-1914

Pupils study a modern play. A selection of modern poetry is chosen either from OCR's *Opening Lines* anthology or other anthologies set by OCR. Modern Prose texts can overlap with the text studied for English, or may be chosen from other texts set by OCR. Pupils may take clean copies of their texts into the examination. Marks are awarded for understanding, interpretation and analysis of the themes and literary feature of the texts. An awareness of the cultural, historical and social context of the texts is also required.

Coursework (30%)

| | |
|--------|--|
| Drama | Response to Shakespeare |
| Poetry | Response to poetry written before 1914 |
| Prose | Response to prose written before 1914 |

Drama and Poetry pieces may be dual purpose, submitted for English as well as Literature. Pupils study a novel or a selection of short stories, a play by Shakespeare and a selection of poems, working towards a series of written assignments. The majority of coursework pieces should be completed by the end of Year 10. Procedures and assessment criteria are the same as for English coursework, with the additional requirement to make comparisons between texts.

E Roberts

FRENCH AQA 3651

This French GCSE course offers:

- content arranged in four separate contexts with assessment weighted towards speaking and writing
- speaking assessments

The GCSE course allows you to discuss and explore issues that are relevant to you and the modern world in which we live. Topic areas include:

Lifestyle (health, relationships and choices)

Leisure (free time; the media; holidays)

Home and Environment (home; local area and environment)

Work and Education (school; college; future plans; current and future jobs)

Each of the four skill areas will be assessed: listening, speaking, reading and writing. The emphasis for the course will be on speaking and writing, with each of these forming 30% of the overall mark at GCSE. Reading and Listening will form 20% each of the final mark. Speaking assessments will be less formal and will take place throughout the two-year course so that progression and confidence in speaking the language are clear to see.

Listening (20%) Higher Tier = 45-minute examination

A range of question types based on pre recorded spoken material in French

Reading (20%) Higher Tier = 50-minute examination

A range of question types based on written material in French

Speaking (30%) Controlled Assessment (internally assessed)

Two tasks

Writing (30%) Controlled Assessment (externally assessed)

Two tasks

Studying French to GCSE and beyond continues to be a highly regarded skill. Not only will you learn a language and have a greater understanding of your own language but you will be able confidently to express your opinions on a range of important issues. Having a language at GCSE opens the doors of the world to you.

J Croft

GEOGRAPHY

AQA Specification A 4032

Geography is about how natural processes and human activities shape our world. The world in which we live is likely to change more in the next fifty years than ever before. Geography explains these changes and helps to prepare pupils.

Pupils will develop various geographical skills including, problem solving, data analysis, producing maps and diagrams and effective communication skills. Pupils will become flexible thinkers who are socially and environmentally aware and computer literate.

Course Content

The course consists of two units and a single piece of centre-assessed coursework. The 2 units are:

Unit 1 Physical Geography

Four topics from

The challenge of weather and climate
The restless earth
Rocks resources and scenery
Water on the land
Ice on the land
The coastal zone

Unit 2 Human Geography

Four topics from

Population change
Changing urban environments
Changing rural environments
The development gap
Globalisation
Tourism

Centre-Assessed Component

A single piece of coursework up to 2000 words in length will be based on fieldwork undertaken at a Field Studies Council Centre.

Assessment

There are two tiers: Higher or Foundation. Pupils are normally entered for the Higher Tier examination which consists of two written papers and one piece of coursework.

| | | |
|----------------------------|-------------------|-----------------|
| Paper 1 Physical Geography | 1 hour 30 minutes | weighting 37.5% |
| Paper 2 Human Geography | 1 hour 30 minutes | weighting 37.5% |
| Centre-assessed component | | weighting 25% |

A M Newsome

HISTORY

OCR MODERN WORLD J417C

‘Only a good-for-nothing is not interested in his past.’ Sigmund Freud

GCSE History offers opportunities for pupils to:

- learn about the past in Britain in the wider world;
- consider how the past influences the present;
- find out about what past societies were like, how these societies organised themselves, and what beliefs and cultures influenced people’s actions;
- develop a chronological framework;
- see the diversity of human experience and understand more about themselves as individuals and members of society;
- reflect on their personal choices, attitudes and values;
- use evidence, weigh it up and reach their own conclusions;
- research, sift through evidence and argue a point of view.

Assessment: 25% coursework, 75% examination.

Course Content

- | | |
|--|---|
| a) The Core | Aspects of International Relations: The Cold War, 1945–1975 |
| b) Chosen Depth Study | The USA, 1919-1941 |
| c) Compulsory British Depth Study | How was British Society changed 1890-1918? |

Coursework Requirements

One Controlled Assessment must be completed which will be based on a thematic study in twentieth century history. It should be possible for pupils to satisfy the coursework requirements by writing no more than 2000 words.

Examinations

Paper 1 -Written examination 2 hours (45%)
Paper 2 - Written examination 1 hour 30 minutes (30%)
Controlled Assessment (25%)

M Conway

HOME ECONOMICS: FOOD AND NUTRITION AQA 3562

Assessment: 60% controlled, 40% written examination.

Subject Content

This course provides opportunity to investigate the relationship between nutrition, food choice and health and to examine the nature, function, application and implications of food production and processing. There is scope to develop a knowledge and understanding of human needs in a diverse society and to work in a variety of contexts. The subject content is divided into five units:

Unit 1 Nutrition, Diet and Health Throughout Life

Unit 2 Factors Affecting Consumer Choice

Unit 3 Nutritional, Physical, Chemical and Sensory Properties of Food in Storage

Unit 4 Food Hygiene and Safety

Unit 5 Techniques and Skills in Food Storage, Preparation and Cooking

Controlled Assessment: 60% total marks comprising Individual Investigation (45%) and Research Task (15%)

The controlled assessment tasks must be completed under supervision. The Individual Investigation will occupy approximately 18 hours of supervision, and the Research Task approximately 6-8 hours of supervision.

Examples of tasks for the Individual Investigation are:

- 1 Many young people living away from home rely on take-away food and ready meals. Investigate a range of nutritious dishes that would be economical, easy to make and would satisfy their dietary requirements.
- 2 Investigate ways in which the dietary needs of an elderly person living alone can be met through planning and preparing healthy and nutritious meals.
- 3 Eating habits have changed over the last fifty years. Investigate the factors that have brought these changes and prepare a selection of dishes that reflect your research.
- 4 How can pre-school children be encouraged to eat more fruit and vegetables?

Examples of tasks for the Research Task are:

- 1 Investigate ways in which cultural diversity affects the food choices we make.
- 2 Investigate a range of healthy snack foods for hungry teenagers

Written Paper: 40% total marks

This comprises 6-8 compulsory questions composed of short-answer, structured and free-response questions.

D Bates-Brownsword

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Full Course OCR 1995

This programme comprises one hour of tuition a week in Year 10 and two hours a week in Year 11.

The course consists of 4 units:

- Key Skills Examination
- Coursework Project on Systems Development
- Coursework Extension task
- ICT Examination

Unit 1 is a Key Skills paper which is taken at the end of Year 9 either on a Foundation or Higher entry. It is a multiple-choice paper which covers many of the skills taught throughout Years 7, 8 and 9. It is worth 20% of the full course mark.

Unit 2 is a Coursework Project on Systems Development which is completed during Year 10. It focuses on the use of ICT in a business setting and is worth 30% of the full course mark.

Unit 3 is an extension of the Coursework Project completed for Year 10 and giving opportunity to extend earlier work and cover more advanced topics and issues. The project will look at developing an operational system to use within a context. It is worth 30% of the full course mark.

Unit 4 is a written examination taken at Foundation or Higher level in Year 11. It focuses on the commercial use of ICT. It is worth 20% of the full course mark.

Brian Sharland

LATIN OCR 1942

Assessment: 80% written examination
20 % coursework

This subject gives you the opportunity to study the language and literature of ancient Rome, reading the works of the authors Virgil, Caesar and Tacitus. You will experience at firsthand elements of the culture, language and social and political life of the Roman civilisation which has inspired many later generations. As well as being exciting and inspiring, this course will help you develop analytical skills and intellectual flexibility. For this reason, Latin is a subject which is highly valued by universities, whatever subject you choose to study in the future.

There are four components to the Latin GCSE:

Language (30%)

During year 10, pupils will concentrate on getting their language to GCSE standard. The language examination paper consists of the translation and comprehension of Latin passages. OCR provides a set vocabulary list of 450 words for students to learn; all other words are given on the paper. No English into Latin is required.

Coursework (20%)

In year 10, pupils will research and write a 2000 word essay on a Roman life topic, based on primary sources. Previous choices of topic include the reasons for the army's success, the popularity of gladiatorial games, and the rise of Christianity – but pupils are encouraged to choose their own area of interest, within the criteria. The research and writing of the coursework are closely monitored and supervised.

Prose Literature (20%)

In year 11, pupils will study approximately 100 lines of prose literature: Caesar's account of the Druids, and Tacitus' account of Boudica's rebellion. The examination consists of comprehension questions on a passage from the set text.

Verse Literature (30%)

In year 11, pupils will study 170 lines of verse literature from Virgil's *Aeneid* Book 6 (The Hero Aeneas Descends to the Underworld). This is possibly the most challenging but also the most rewarding part of the course. Pupils learn to analyse the poet's use of language carefully, and through this, to appreciate the literature more fully. The examination consists of comprehension and translation questions on a passage from the set text.

L Howard

MATHEMATICS

AQA 4307 B Modular

Mathematics contains four assessment objectives (AO) which cover the full range of grades from A* to G:

- AO1 Using and Applying Mathematics
- AO2 Number and Algebra
- AO3 Shape, Space and Measures
- AO4 Handling Data

Pupils enter at one of two tiers:

- | | |
|-----------------|----------------|
| Higher Tier | Grades A* to D |
| Foundation Tier | Grades C to G |

Though it is anticipated that the majority of pupils will be entered at the Higher Tier, it is now possible for all pupils to gain a grade C.

The examination consists of:

| | | |
|------------------------|--|-------------------------|
| Module 1 | Handling Data | |
| | Section A – Calculator | |
| | Section B – Non-calculator | 18% of total assessment |
| Module 3 | Number and Algebra (mostly Number) | |
| | Section A – Calculator | |
| | Section B – Non- calculator | 27% of total assessment |
| Module 5 (Terminal) | Number and Algebra (mostly Algebra); Shape, Space and Measures | |
| | Paper 1 – Non-calculator | |
| | Paper 2 – Calculator | 55% of total assessment |

The assessment of Using and Applying Mathematics is subsumed within the other Assessment Objectives.

Modules 1 and 3 are examined in November, March or June. The final module 5 is available in June and November. Each tier of Modules 1 and 3 may be re-taken once. The best result for each module will count towards the final award. Pupils wishing to re-sit may re-use results from Modules 1 and 3 but must re-take Module 5.

There is no coursework element.

M Evans

MUSIC

AQA 3271

This course requires an active interest in performing, composing and listening to music, and pupils will be expected to join either the school orchestra or the school choir. In addition, pupils will be expected to take lessons in either singing or a musical instrument(s).

The course explores five main aspects of music:

- Rhythm and Metre
- Harmony and Tonality
- Texture and Melody
- Timbre and Dynamics
- Structure and Form

These areas of study will be explored through a wide range of classical, popular and world music styles.

The course falls into four components:

Listening to and Appraising Music (20%)

This component leads to a listening examination taken towards the end of the course, requiring in-depth knowledge of musical terminology and the ability to apply it correctly to music heard in the examination.

Component 2: Composing and Appraising Music (20%)

This component gives opportunity to complete a composition in 20 hours of 'controlled assessment', plus an appraisal of the composition. The composition must be recorded, though not necessarily with the candidate as one of the performers, and must explore at least two of the above aspects of music.

Component 3: Performing (40%)

This component requires the performance of one solo and one group piece in any style. Minimum performing level is approximately Grade 3 ABRSM.

Component 4: Composing Skills (20%)

This component requires the completion of a second composition, within 25 hours of 'controlled assessment', again exploring at least two of the five aspects mentioned above.

P Tebbs

PHYSICAL EDUCATION OCR J586

The aim of the course is to encourage pupils to develop and apply their knowledge, skills and understanding of Physical Education through selected practical activities. In addition the course is aimed at developing the various skills necessary in order to analyse and improve an individual performance.

Key elements of the course

- Health, fitness, exercise and performance
- Skill related fitness
- Principles of training
- Methods of training
- Diet, health and hygiene
- Prevention of injury
- Sports injuries
- The circulatory system
- The respiratory system
- Bones, joints, tendons and ligaments
- Muscles and muscle action

Assessment

Written Papers (40%)

Written Paper 1 covers key concepts and processes in Physical Education and opportunities, pathways and participation in Physical Education.

Written Paper 2 covers the development of skills, techniques and motivation through Physical Education, developing physical and mental capacity and the issue of informed decision making using the principles of training and safe exercise.

Practical Activities (60%)

Pupils will be required to offer four activities for assessment and to complete an Analysis of Performance in one of these activities.

The Analysis of Performance which counts for 10% of the overall grade enables pupils to experience a range of roles and responsibilities to enhance their knowledge and understanding. The 'thinking performer' will develop an understanding of the performance outcome through both participation and observation and will be required to demonstrate a knowledge of the rules and their roles; develop the skills necessary for analysis; acquire information to be able to evaluate performance; apply knowledge to support the improvement in performance and develop an understanding of leadership responsibilities.

C Trenaman

RELIGIOUS STUDIES

Full Course AQA 4061 Specification A Christianity, Option 1C and Option 2A

Assessment: 100% Written Examination

The Christian Life and St Mark's Gospel (Option 1C)

This component includes the following topics:

- Authority
- The Person of Jesus
- Suffering, Death and Resurrection
- The Christianity of Community
- The Kingdom of God
- Faith and Prayer
- Discipleship
- Leadership
- Worship
- Baptism

Effects of Christianity on Behaviour, Attitudes and Lifestyles (Option 2A)

- Decisions on Life and Living: Marriage, Sexual Relationships Outside Marriage, Abortion and Euthanasia, Environment, Environmental Conservation and Pollution
- Justice and Reconciliation: Justice, Forgiveness, Punishment, Conflict
- Christian Responsibility: Prejudice and Discrimination in Colour, Race, Gender and Disability
- Christian Responsibility: Rich and Poor

P Evans

RELIGIOUS STUDIES

Short Course AQA 4062 Specification A Christianity, Option 2A

Pupils entering the school in Year 10 will have the opportunity to take the GCSE Short Course in Religious Studies, in place of the full course.

Assessment 100% Written Examination

Effects of Christianity on Behaviour, Attitudes and Lifestyles (Option 2A)

- Decisions of Life and Living: Marriage, Sexual Relationships Outside Marriage, Abortion and Euthanasia, Environment, Environmental Conservation and Pollution
- Justice and Reconciliation: Justice, Forgiveness, Punishment, Conflict
- Christian Responsibility: Prejudice and Discrimination in Colour, Race, Gender and Disability
- Christian Responsibility: Rich and Poor

P Evans

SCIENCE

OCR Gateway Science Suite, Science B J640

ADDITIONAL SCIENCE

Additional Science B J641

SEPARATE SCIENCES

Biology B J643, Chemistry B J644 and Physics B J645

The normal GCSE Science course consists of **two** separate GCSE subjects. The specifications are the Science B and Additional Science B both of which are part of the OCR Gateway Science Suite. The Science specification is taught beginning in Year 9 and leads to a GCSE Science certificate at the end of Year 10. The Additional Science specification is followed in Year 11 and leads to a GCSE Additional Science certificate at the end of Year 11. Each qualification is distinct and it is possible for different grades to be achieved in each. These specifications serve as a foundation for AS/A Level studies in each of the separate sciences.

There is also scope for completion of additional modules for the three separate science subjects, Biology, Chemistry and Physics and consequent entry for **three** separate GCSE science subjects.

GCSE Science

The Science specification consists of two modules of Biology, two of Chemistry and two of Physics. Each subject is taught by a specialist teacher and each occupies two hours a week so that pupils spend six hours a week in science lessons.

The modules are:

| | |
|-----------|----------------------------------|
| Biology | B1 Understanding Ourselves |
| Biology | B2 Understanding Our Environment |
| Chemistry | C1 Carbon Chemistry |
| Chemistry | C2 Rocks and Metals |
| Physics | P1 Energy for the Home |
| Physics | P2 Living for the Future |

There are two written examinations, each lasting one hour, and each paper will be a mixture of equal parts of Biology, Chemistry and Physics. Paper 1 will examine the content of modules B1, C1 and P1, and Paper 2 modules B2, C2 and P2. The papers may be taken separately or together in January or June.

There is also a coursework element which is in two parts. The first part is a series of simple practical tasks, and the second part requires pupils to write a report on Science in the News (a topic of current interest).

The two written papers and the coursework element are equally weighted so each will be worth one third of the total marks.

SCIENCE

OCR Gateway Science Suite, Science B J640

ADDITIONAL SCIENCE

Additional Science B J641

SEPARATE SCIENCES

Biology B J643, Chemistry B J644 and Physics B J645

GCSE Additional Science

The Additional Science specification follows a similar teaching and assessment structure to the GCSE Science except that the coursework element consists of a research study, a data analysis task and an overall assessment of practical ability.

The modules are:

| | |
|-----------|-------------------------|
| Biology | B3 Living and Growing |
| Biology | B4 It's a Green World |
| Chemistry | C3 The Periodic Table |
| Chemistry | C4 Chemical Economics |
| Physics | P3 Forces for transport |
| Physics | P4 Radiation for life |

Each written paper for both specifications may be taken in one of two tiers: Foundation Tier assessing grades G or C or Higher Tier assessing grades D to A*. It is expected that normally pupils will be entered for the Higher Tier.

GCSE Separate Sciences

The coursework for each of the Separate Sciences can be:

- either the coursework of the Science specification
- or the coursework of Additional Science specification

The modules for the Separate Sciences consist of each of the modules contained in GCSE Science and GCSE Additional Science plus an extra two modules, as follows:

| | |
|----------------|----------------------------------|
| Biology | B1 Understanding Ourselves |
| | B2 Understanding Our Environment |
| | B3 Living and Growing |
| | B4 It's a Green World |
| | plus |
| | B5 The Living Body |
| | B6 Beyond the Microscope |

SCIENCE

OCR Gateway Science Suite, Science B J640

ADDITIONAL SCIENCE

Additional Science B J641

SEPARATE SCIENCES

Biology B J643, Chemistry B J644 and Physics B J645

Chemistry C1 Carbon Chemistry
C2 Rocks and Metals
C3 The Periodic Table
C4 Chemical Economics
plus
C5 How Much?
C6 Chemistry Out There

Physics P1 Energy for the home
P2 Living for the future
P3 Forces for transport
P4 Radiation for life
plus
P5 Space for Reflection
P6 Electricity for gadgets

A Vesty

SPANISH

AQA 3691

Assessment: 25% coursework, 75% examination.

The aim of this course is to enable pupils to study Spanish with success and pleasure. Spanish has overtaken English as the second most spoken language after Chinese, and hence the growing importance of Spanish in the world of business and communications. Pupils are encouraged to take up the challenge of studying and experiencing this language and, in the process, widening their career opportunities.

The course focuses on the four skills of listening, speaking, reading and writing. Spanish has the advantage of being a phonetic language and is therefore easy to read and speak. Another attraction of the language is that pupils learn not only about Spain but about the many other Spanish-speaking countries in the world.

The subject encourages the use of a wide range of media. As well as the standard use of books, listening tapes and videos, the Spanish department is also equipped with the latest multi-media technology in the form of inter-active CDs in Spanish for use on PCs.

Assessment comprises two components:

Final Examination (75% of final award)

| | |
|-----------|-----|
| Listening | 25% |
| Reading | 25% |
| Speaking | 25% |

Coursework (25% of final award)

The written assessment consists of three coursework assignments totalling 500 words in all. These assignments will be chosen from work completed during the final year of the course.

M Birtill

GENERAL COURSES

Year 11 General Religious Studies

On completion of GCSE Religious Studies in Year 10, pupils in Year 11 follow a course of study of Religion, Art and the Media from the AQA AS Level Religious Studies specification.

Units 1 and 2 The Nature and Purpose of Religious Art

Unit 3 Religion, Art and Popular Culture
Humour and Religion
Fiction and Religion

Unit 4 Cyber Religion and TV Religion
Religion on the Internet
Religion on Television

This course comprises the first of two modules of the AS Level. Pupils take the examination in Trinity Term. During Years 12 and 13 pupils have the option of completing a further module in General Religious Studies lessons. This module can be selected from Philosophy of Religion or World Religions.

P
Evans

Physical Education

Physical Education is a core curriculum subject for all pupils in both Year 10 and Year 11.

In Year 10 the traditional activities of hockey and netball are developed further in the Michaelmas and Hilary Terms. In addition, pupils participate in a range of activities selected from badminton, football, volleyball and basketball. Lessons take place outdoors as well as in the School's sports hall and fitness suite. In the Trinity Term all pupils follow athletics as the core component and are able to choose from two further activities selected from tennis, rounders or swimming.

In Year 11 the emphasis changes to allow pupils to choose from a wide range of activities. Options rotate on a half-termly basis, with suggested activities coming from both staff and pupils. Pupils are given increased access to the fitness suite during lessons and on occasion, during extra-curricular activities. Activities include:

- netball
- basketball
- football
- volleyball
- badminton
- dance
- pop lacrosse
- fitness
- tennis
- swimming
- rounders
- aerobics
- athletics
- rugby
- hockey

C Trenaman

GENERAL COURSES

Careers

Our aim is to provide comprehensive support for all pupils that will help them to make informed decisions about the complex Higher Education and career options that lie ahead.

Every Year 11 pupil is automatically entered for the Independent School Careers Organisation (ISCO) **Student Scheme**, unless she specifically chooses to opt out. The Student Scheme helps to pinpoint the choice of specialist subjects for post-16 study, beginning with the Morrisby Psychometric Profiling Test, taken in the Michaelmas Term of Year 11. The resulting report provides an analysis of each girl's aptitudes, personality and interests, and forms an important basis for discussion, thoughts and future action.

As part of her membership of the ISCO Student Scheme, each pupil is also offered the opportunity to attend a Career Experience Course once she is in Year 12. ISCO organises over one hundred such courses with national and international companies throughout the UK. Courses are contained within a single working day and cover specialisms such as the law, the City, sport, psychology, medicine, journalism, publishing, retailing, computing, art and architecture, and many others.

The Student Scheme supplements an in-house programme of Careers support which is available to all pupils on an ongoing basis, irrespective of whether they are members of the Scheme or not. Each year Dr Rosser and Mrs Neil hold individual interviews with all pupils in Year 10 and Year 11, in order to assist them in planning their post-16 subject choices and wider career path. Additional appointments may be made with either Mrs Neil or Dr Rosser at any point in the year to discuss options. Pupils and their parents are also encouraged to book appointments to discuss subject and career choices with Mrs Helen Burns, the Regional Director of ISCO, at the School's regular Parents' Meetings.

All pupils in Key Stage 4 are invited to attend a **Higher Education Convention** at Rye every Hilary Term, at which two headline speakers cover topics such as how to select the right university, work experience and why it is crucial to Higher Education applications today, and what university admissions tutors look for in applicants. The School's annual **Careers Convention**, which falls in October, is open to all pupils in Years 9-13 and their parents, an excellent opportunity to gather information and speak to professionals working in a wide variety of careers.

The Sixth Form **Careers Syllabus** is delivered to all pupils in Years 12 and 13 by Mrs Neil, Miss Croft and Mrs Haigh, as part of General Studies. This has been designed to give pupils detailed guidance in such areas as time management, revision and interview skills, writing a curriculum vitae, completing the UCAS form and crucial personal statement, budgeting for life at university, planning a gap year, coping successfully with examinations, and exploring the job market. In essence we aim to prepare the pupils for life after their school career has been completed.

A Neil

KING LIBRARY

The King Library offers a modern, quiet and spacious learning environment. There are approximately 15,000 books, and pupils are encouraged to make regular use of the services and facilities. Friendly experienced staff are on hand from 8.30 am to 7.00 pm every weekday and Saturday mornings to respond to readers' requests for information.

There are 32 study places with five computer work-stations with internet access, a scanner, a printer and points for laptops. Additional facilities are available in the ICT Suite nearby.

On average, 700 new books are added to the stock annually, recommended by teaching staff in each subject area, Library Committee members and readers. Many books are purchased specifically to support the GCSE curriculum and pupils are invited to recommend titles that will help them with their studies. The wide range of revision guides and study skills materials is regularly updated.

Pupils are encouraged to keep up-to-date with the latest thinking and developments in their chosen subjects through magazines like *New Scientist*, *National Geographic*, *The Economist*, *The Tablet* and *New Internationalist* in addition to the daily newspapers.

A range of up-to-date guides on career and university choices supplements the collection in our separate University Resources Library.

Beyond the curriculum, there is opportunity to explore our extensive fiction collection, including classics, prize-winning and popular modern fiction for teenagers. There is also a well-stocked PSHE section covering the problems and issues that face young adults. A collection of 140 DVDs and 50 classical music CDs is also well-used and ideas for new titles are welcomed.

Books are borrowed and returned on the computerized self-service system. Pupils sharpen their research skills using the catalogue installed on the network to search for materials by author, title or subject. Learning how to locate information - in print and on the internet - is essential preparation for independent study at university.

In Year 11 pupils are invited to join the Senior Library Committee which meets once a term to make suggestions to improve the library service and recommend new titles.

Our aim is to provide a service that supports pupils in their learning and personal development and to encourage them to gain a love and enjoyment of books and reading.

E Kirby

EXAMINATION BOARDS/AWARDING BODIES

There are currently three examination boards/awarding bodies:

Edexcel (Educational Excellence)

AQA (Assessment and Qualification Alliance)

OCR (Oxford, Cambridge and Royal Society of Arts)

Edexcel represents the former University of London Examinations Board (ULEAB) and the Business and Technician Education Council (BTEC).

AQA is an alliance of the Northern Examinations and Assessment Board (NEAB), the Associated Examinations Board (AEB), the Southern Examining Group (SEG) and the City and Guilds Group (C and G).

OCR represents the former University of Cambridge Local Examinations Syndicate (UCLES), the University of Oxford Delegacy of Local Examinations (UODLE), the Oxford and Cambridge Schools Examinations Board (OCSEB) and the Royal Society of Arts (RSA).