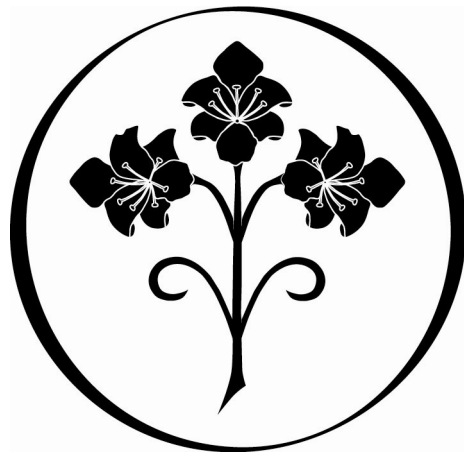


Rye St Antony

O X F O R D



Introduction to GCSE Courses

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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 be chosen from either Block 2 or Block 3, but not from both. You may, however, choose to study both Art and Design (Textile Design) in Block 2 and Art and Design (Fine Art) in Block 3.

Block 1

Geography
History

Block 2

Art and Design (Textile Design)
Drama
Latin
Music
Physical Education

Block 3

Art and Design (Fine Art)
Drama
History
Home Economics: Food and Nutrition
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, and GCSE Physical Education is an option in Block 2.

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 a 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 sessions 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

AQA 4242

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.

Drama is a subject that helps develop confidence, creativity and openness to new ideas. Drama develops performance skills and the ability to work imaginatively within a group.

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will explore and interpret many roles and characters in different situations, and you will have the opportunity to create your own work as well as evaluating work by playwrights, practitioners and directors.

You will enjoy this course if you want to study a subject that is both practical and creative. You must be prepared to explore new ideas and work co-operatively with other group members, and you will be asked to appreciate the value of recording and evaluating drama in written work throughout the course. Written homework will be set after each lesson, and you will be required to reflect on drama in a personal way in a working notebook.

There is a written examination and a final group performance in which you can be examined as a performer or designer. When developing practical projects you will be expected to attend after school and weekend rehearsals. Seeing live theatre is also an expected part of the course.

Assessment Objectives

- | | |
|-----|--|
| AO1 | Recall, select and communicate your knowledge and understanding of drama to generate, explore and develop ideas. |
| AO2 | Apply practical skills to communicate in performance |
| AO3 | Analyse and evaluate your own work and that of others, using appropriate terminology. |

DRAMA
AQA 4242

Assessment overview

Unit	%	Marks	Content
<p>Unit 1</p> <p>Written Paper</p> <p>Assessment AO1 and AO3</p>	40%	80 marks	<p>The written paper comprises three sections:</p> <p>A - practical work completed during the course</p> <p>B - study and performance of a scripted play</p> <p>C - study of a live theatre production seen</p> <p>Candidates must answer a question from section A and then choose one further question from either Section B or C.</p>
<p>Unit 2</p> <p>Practical Work</p> <p>Assessment AO1 and AO2</p>	60%	120 marks	<p>Candidates are required to present practical work for two controlled assessment options, each with a weighting of 30% (60 marks each).</p> <p>Controlled Assessment options:</p> <ul style="list-style-type: none"> • Devised Thematic Work • Acting • Improvisation • Theatre in Education • Physical Theatre • Set Design • Costume • Make-up • Properties • Masks • Puppets • Lighting • Sound • Stage Management <p>Each assessment option is marked on process and final presentation.</p> <p>Internally assessed and externally moderated.</p>

A Evans

ENGLISH LANGUAGE
OCR A651 A652 A653 Units 1, 2 and 3

ENGLISH LITERATURE
OCR A661 A662 A663 A664 Units 1, 2, 3 and 4

Pupils usually work towards the Higher Tier, but arrangement can be made for Foundation Tier entry where appropriate. Controlled Assessment for Unit 1 takes place during Year 10, giving pupils the opportunity to improve their grades in Year 11, writing on the same material, if necessary. Work for Units 2 and 3 is undertaken throughout the two-year course and is assessed at the end of Year 11.

Controlled Assessment (60%)

Unit A561 Reading: written response to a literary text
Writing: two linked pieces of imaginative writing

Unit A562 Speaking and Listening: three tasks (drama-focused, group and individual)
Spoken Language: one task writing about spoken language

Examination (40%): one two-hour examination

Unit A563 Reading: written responses to two unprepared non-fiction and media passages
Writing: one task writing information and ideas

Pupils usually work towards the Higher Tier, but arrangement can be made for Foundation Tier entry where appropriate. Controlled Assessment for Unit 1 will take place during Year 10, giving pupils the opportunity to improve their grades in Year 11, writing on the same material, if necessary. Work for Units 2, 3 and 4 will be completed during Year 11 and is assessed at the end of the course.

Controlled Assessment (25%)

Unit A661 Shakespeare and Film: one written response to a Shakespeare play linked to a film or audio version
Poetry: one written response comparing two poems by a poet from a selection of poems studied

Examinations (75%)

Unit A662 Modern Drama: one essay question on a set text (45 mins)
Unit A663 Prose from Different Cultures: one essay question on a set text (45 mins)
Unit A664 Literary Heritage Prose and Contemporary Poetry:
one task on set prose text, one task on work of set poet (90 mins)

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 and 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%)

J Smail

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.

L Burgoine

INFORMATION AND COMMUNICATIONS TECHNOLOGY OCR (Nationals Level 2)

All pupils take this course and will be working towards a Level 2 National Award in ICT which is equivalent to a double GCSE award. They receive one hour of tuition a week in Year 10 and two one hour lessons a week in Year 11.

In order to achieve the National Award pupils must complete three units of work of which the first one is compulsory and the remaining two are chosen by the ICT teaching staff.

The full list of units out of which the optional units are chosen is:

1. ICT skills for business (compulsory)
2. Webpage creation
3. Digital Imaging – plan and produce computer graphics
4. Design and produce multimedia products
5. Desktop publishing
6. Spreadsheets – design and use
7. Databases – design and use
8. Technological innovation and e-commerce
9. Installation of Applications
10. System testing and maintenance
11. Repair and decommission of IT equipment
12. CAD and CAM
13. Creating animation for the WWW using ICT
14. Creating computer graphics
15. Creating sound using ICT
16. Creating Video

B 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
Edexcel 2MU01
AQA GCSE Music 4270
OCR GCSE Music J535

- The specification chosen will depend upon the particular strengths of the pupils who choose the subject, in order to take full advantage of their personal musical tastes and experience, while providing appropriate new challenges. The GCSE specifications available all take a common format, as outlined below; it is only the percentage weightings which vary from one awarding body to another.
- At present GCSE Music is offered in two forms: a fast-track one-year course completed at the end of Year 10 and a two-year course, examined at the end of Year 11. Those with a lot of musical experience who have been learning a musical instrument for several years may wish to consider the fast-track course.
- **Performing** Pupils are required to perform twice for their final assessments, once as a soloist (with piano or other accompaniment if desired) and once as part of an ensemble. Pupils may make several attempts at their performance paper during the course, and the best attempts will be sent to an external examiner on CD.
- **Composing** During the course pupils are required to compose two different pieces of music, relating to different styles of music which they have studied. These are written to fulfil a particular brief, and pupils have the opportunity to work with the latest version of the professional music publishing software, Sibelius 6, in order to produce their pieces. Scores and recordings of both pieces are then sent away to the awarding body for assessment.
- **Listening/Analysis** At the end of the course pupils take a listening paper, lasting 1 hour and 30 minutes based on the different styles of music which they have encountered during the course and in which they are asked to recognise key features of different styles and to place the music which they hear in context.

E Calver

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

D Willcock

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

D Willcock

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.

D Willcock

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).