

GCSE Options Handbook



Stamford School 2020 - 2021



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Section A

INFORMATION ABOUT THE SCHEME

The GCSE/IGCSE Options Scheme

The central academic concern of boys in Year 10 and Year 11 must be the two-year courses which lead to their GCSE/IGCSE examinations at the end of Year 11. Success at this stage will provide the basis for work in the Sixth Form and beyond, and it is therefore very important for us to ensure that boys embark upon the right courses as they move into Year 10.

The process which we are starting now involves boys reducing further the number of subjects that they are studying in order to focus on those that match their particular abilities, interests and career intentions. We do, however, wish to maintain a balance in the subjects studied and therefore offer the following guidelines:

Compulsory Subjects

All boys will study:

English: For most boys this leads to GCSEs in both English Language and English Literature. Those boys in the lowest English set will prepare for the Language GCSE only. A few boys will prepare for the English as a Second Language IGCSE only.

Mathematics: All boys will take IGCSE Mathematics

Science: Courses involve separate contributions from the Biology, Chemistry and Physics departments. They lead to the award of either:

- **three** separate IGCSEs in Biology, Chemistry and Physics
- or*
- **two** IGCSEs through the Double Award route

The route taken above will be determined by the Head of Science taking account of prior performance in Year 9 summer exams and progress during Years 10 and 11.

Modern Foreign Language: We expect all boys to follow at least one modern foreign language to GCSE/IGCSE. A boy's main language will be French or Spanish (as this has been their core language) and then, for the more able linguists, German or Russian could be selected in addition to French or Spanish. **If a boy wishes to study German or Russian as their core language instead of French or Spanish, then Mr Hewlett needs to be contacted in the first instance.** Boys following a Learning Support curriculum instead of studying a modern language, will continue to do so.

Games: This is a non-examined course

Free Choices

All boys will choose **three subjects from the following list:**

- Art & Design *(only if studied in Y9)*
- Classical Civilisation
- Creative iMedia
- Design & Technology *(only if studied in Y9)*
- Drama
- Food & Nutrition *(only if studied in Y9)*
- French *(only if studied in Year 9)*
- Geography
- German *(only if studied in Y9)*
- History
- Latin *(only if studied in Y9)*
- Music
- Philosophy & Ethics
- Physical Education
- Russian *(only if studied in Y9)*
- Spanish *(only if studied in Y9)*

(The modern foreign languages are repeated in this list in order to accommodate second language choices).

Setting

Boys are allocated to the optional subjects of the curriculum in a way that is governed by their individual subject choices; this means that there is no ability setting in these subjects. For convenience, these sets are labelled G, H, J or K.

Our timetable arrangements do, however, support ability setting in the compulsory subjects and to some degree in modern foreign languages. In the main, this allows boys to be split into groups that reflect ability, so that teaching can be directed more effectively to what pupils need.

As most sets are aiming for the 'Higher' tier of entry, all sets must in the end cover the same work. This setting therefore influences the pace of delivery and in some case the depth of treatment; it does not of itself limit grades. Arrangements in the science subjects will mean that some boys sit exams for the separate science subjects (leading to three IGCSE qualifications) and others will sit exams that lead to the Double Award qualification (equivalent to two IGCSE qualifications).

For English, the lower set will focus solely on the English Language IGCSE course and a small number of boys will prepare only for the English as a Second Language IGCSE.

Tiers of Entry

Although GCSE/IGCSE provides a single system of assessment that works across the national spectrum of ability for 16 years olds, this does not imply that all candidates take exactly the same examination papers. The examination boards provide papers of different difficulty for different 'tiers of entry', which lead to different final grades. For several of the subjects offered here both Higher and Foundation levels of entry exist. The abilities of our pupils are such that in all but exceptional cases boys are taught for the Higher Tier papers as we are committed to helping them to achieve high grade passes whenever possible. A decision to enter a boy for Foundation entry in a subject would not be made without prior consultation with parents.

A Balanced Curriculum

Whilst we allow a free choice of these subjects, we do believe that it is sensible at this stage, for most boys, to continue with a broad and balanced curriculum. We therefore suggest boys include within their choices:

- at least one of the 'humanity' subjects (Classical Civilisation, Geography, History and Philosophy & Ethics)
- an 'Arts and Technologies' subject (Art & Design, Creative iMedia, Design & Technology, Drama, Food & Nutrition, Music and Physical Education).

Those who have made good progress in Latin, French, German, Russian or Spanish should also consider carefully the advantages of maintaining additional languages at GCSE/IGCSE.

Making Choices

During Year 9, boys have been studying five optional subjects that they chose a year ago. All of these now appear as options for GCSE/IGCSE. In addition, Physical Education IGCSE is available as an examination subject during Year 10 and Year 11. It is clear that, for many, this group of subjects will be the starting point for decisions about GCSE/IGCSE choices. Boys and / or their parents should seek advice from subject teachers, tutors and heads of department.

If a boy is thinking that they wish to opt for a subject that they have not studied in Year 9 then they should speak to Mr Hewlett in the first instance.

In this handbook the heads of the academic departments have provided detailed information about their subjects, including the forms of assessment and the subject codes. If you wish to research the content or method of assessment more carefully please consult the examination boards' websites:


www.aqa.org.uk www.edexcel.org.uk www.ocr.org.uk www.cie.org.uk

These are important choices and we wish to ensure that boys, parents and members of staff engage fully in an informed discussion of the possibilities so that correct decisions are reached and that a positive start can be made on the new courses in September. Consultation with staff should include subject teachers and tutors, and any issues for further information about courses and the scheme should be fed through tutors to heads of department and to the Deputy Head - Academic.

GCSE Reform

The Government undertook a review of the GCSE qualification and has phased in reformed GCSEs in recent years

The main change to GCSEs is a move away from the familiar A* - G grading scale to a new 9 – 1 grading scale. This new scale introduces a new level (Grade 9) and the diagram below indicates how the new scale relates to the current/old scale:



New GCSE grading structure

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

GOOD PASS (DfE)


AWARDING

5 and above = top of C and above

4 and above = bottom of C and above

New GCSE grading structure

Reformed GCSEs will be introduced gradually over three years from September 2015. They will be graded from 9 to 1, instead of A* to G. Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A* to G grades.



Students will not lose out as a result of the changes. We will use a statistical method (known as comparable outcomes) in 2017 so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- the bottom of grade 1 will be aligned with the bottom of grade G
- grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a good pass by the Department for Education.

On the new grading scale a Grade 4 equates to a low C grade, a Grade 7 equates to a low A grade and a Grade 9 represents a higher level of attainment than the current A* grade.

All GCSE and IGCSE courses now follow the 9 -1 scale

The Timetable for Choices

The options handbook is issued to and discussed with boys during assembly and tutor periods at the start of the spring term. Following this, there will be time for discussion with parents at the Parents' Evening on **Thursday 23rd January 2020**. At this evening there will be a brief talk given by Mr Hewlett, Deputy Head - Academic, outlining the GCSE/IGCSE choices process. It is our intention that, armed with this information, each boy and his parents will have considered the possibilities, bearing in mind his particular abilities, interests and any early ideas about careers.

Option choice forms will be issued to boys in the week commencing **Monday 20th January 2020** and completed forms will be required from boys by **Friday 31st January 2020**, so discussions about choices will need to take place over the coming weeks. A boy's tutor should certainly be consulted and other advice will be available from subject teachers, heads of department and careers staff.

The structure of the Year 10 timetable for September will be established on the basis of the information provided on the completed forms. Although we always try to meet each boy's subject combination, **this cannot be guaranteed**; in the few cases where difficulties arise, boys and parents will be contacted and some further negotiation will be initiated.

Although it is important to us that the choices made at this stage are an accurate reflection of what boys want to do, we do recognise that thinking may change during the course of the summer term, and, in particular, when the examination results are published in June. If boys want to change options during the term, requests should be made in writing to Mr Hewlett, who will accept such requests until **Friday 5th June**. At this stage options will be re-sorted and a confirmation of final options will be sent to parents with assessments at the end of the summer term.

Mr H P Hewlett

Deputy Head - Academic

Email: hphewlett@ses.lincs.sch.uk

Key Dates

W/C Monday 20 th January 2020	Options choices form issued to boys
Thursday 23 rd January 2020	Year 9 Parents' Evening including Options talk
Friday 31 st January 2020	Deadline for completed options choices forms to be handed in
Friday 5 th June 2020	Deadline for any final changes to option choices

Our expectations regarding students in Year 10 and Year 11

Stamford School is committed to helping you reach the best possible grades at GCSE/IGCSE. The success that you want can only be gained if you work **with** your teachers, all aiming at the same targets.

We therefore expect you to:

- Set realistic, achievable, academic targets in discussion with your tutor and your subject teachers, work out strategies to reach them and review your progress and your strategies after each set of reports / assessments.
- Concentrate on learning when in lessons, contribute positively, and ask for help from your teachers whenever necessary. If you have particular difficulties you might need to seek help from your teachers outside lesson times.
- Be punctual. Bring all the books and equipment that could be needed in your lessons.
- Be prepared to work beyond the material being covered in class. This will help you become more independent.
- Complete a minimum of ten hours study outside lessons each week, working quietly at home to the best of your ability and handing in neat, complete prep on time.
- Use your student-planner to record all prep and controlled assessment deadlines, show your parents what you are doing and **get them to sign the planner once a week**.
- As examinations approach, revise thoroughly, practise carefully and start your revision early.

Some GCSE / IGCSE qualifications involve Controlled Assessment and coursework. These elements allow you to work without examination pressure, under the direction of your teachers. Good marks in controlled assessments and coursework should enable you to approach the final examinations with confidence.

We therefore expect you to:

- Make sure that you know, from the start of your time working on a task, exactly what you have to do, how your work will be assessed, and what percentage of the overall GCSE is represented by the task.
- Work hard on your controlled assessment, remembering that your marks contribute directly to your overall GCSE grade.
- Listen carefully to your teachers, take note of what they say and follow the advice they give.
- Hand in all work according to the published deadlines, as you can only be given an extension in special circumstances, e.g. absence.

Prep / Homework in Year 10 and Year 11

Purpose and use of planner

At Stamford School we see prep/homework as the reinforcement by practice and revision of work done in class or the preparation of material to form the basis of another lesson. As such, it is a vital part of the educational process and not something to be taken lightly. We value the support of parents in emphasising this to boys since, in this day and age, settling down to work in the evening is not something that boys find it easy to discipline themselves to do. Boys are issued with a **student planner**, which, as well as recording prep, can be used by staff and parents to express concerns about a boy's work. **Tutors will try to check and initial this on a weekly basis and we would appreciate parents doing the same.** It helps all of us to identify problems at an early stage.

Timings

Prep is set according to a timetable published to boys at the beginning of the year. Generally a teacher will set specific work for these sessions but where this does not occur, or where boys finish in less than the allotted time, revision or on-going controlled assessment work might easily fill the remainder. In Year 10 and Year 11 we think that **1½ - 2 hours per night** should represent a minimum and not a maximum as public examinations draw near.

Boarding

By way of comparison, in the school's boarding houses we require boys in Year 10 and Year 11 to do prep under supervision for 2 hours each weekday evening. (They have a break in the middle of the session).

Prep Environment

Clearly, when and where boys do prep will vary. In the case of Art or DT, for instance, it may be more appropriate for them to work in school after normal school hours. Indeed the facilities are available for them to do so and arrangements are made by teachers to encourage this. Prep should always be done in **conditions which will aid concentration.** There is no bar to boys doing some of their prep at lunch times but we do not encourage it as we feel a break in the middle of the day is important and additionally offers the opportunity for extra-curricular activities. **Prep crammed into lunch times is often rather poorly done, and is not always wholly a boy's own work.**

Study Ethic

You will be aware that the success rate of Stamford School boys in public examinations is impressive but we are determined this will not lead to complacency among pupils or staff. We would like to see a positive and hard-working attitude from all boys, both in class and with regard to prep. Their prep work must be complete, on time, and done to the best of their ability. Good working habits established at an early stage will pay dividends as boys move up through the school and on to the Sixth Form and to Higher Education.

Section B

INFORMATION ABOUT SUBJECTS

ENGLISH LANGUAGE AND ENGLISH LITERATURE

AQA 8700 GCSE English Language (9-1)		
Paper 1 Explorations in Creative Reading and Writing	50%	1:45
Paper 2 Writer's Viewpoints and Perspectives	50%	1:45

AQA 8702 GCSE English Literature (9-1)		
Paper 1 Shakespeare and the 19 th -Century Novel	40%	1:45
Paper 2 Modern Texts and Poetry	60%	2:15

Introduction

Most pupils in Year 10 and Year 11 will follow a course leading to GCSE qualifications in both English Language and English Literature, taught in ten periods per fortnight in Year 10 and fourteen in Year 11. All of our pupils will be entered for papers which allow all grades to be achieved. Both subjects are assessed by examination papers, as detailed above. Some overseas boys may be entered for the English as a Second Language IGCSE qualification. A very small number of boys will be entered for their English Language GCSE only.

Skills demanded and developed

For the Literature qualification, boys will be taught to read texts critically. This includes literal and inferential comprehension; critical reading; and evaluation of a writer's choice of vocabulary, grammatical and structural features. They will learn to write clear and coherent text in response to the literature they have studied.

For the Language qualification, students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

Nature of Assessment

In the Language papers, pupils will be given unseen extracts from fiction and non-fiction texts and will be asked to answer questions about them. These tests the skills developed over the course such as comprehension, inference and evaluation of a writer's choice of language. They will also be asked to write both a fiction and a non-fiction piece, where their ability to write appropriately and with style and accuracy will be tested.

For the Literature papers, they will study four separate texts, one poetry text (a collection of poetry), one prose (a pre-19th century novel) and two plays, one of which is by Shakespeare. All boys will be taught to understand and respond to literary texts in different forms and from

different periods and cultures; to communicate an informed personal response appropriately and effectively; and to appreciate different ways in which writers achieve their effects.

In the examinations they will be expected to show detailed knowledge of the content of literary texts in the three main forms (drama, poetry, and prose); to understand the meanings of literary texts and their contexts; to explore texts beyond surface meanings to show deeper awareness of ideas and attitudes; to recognise and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects; and to communicate a sensitive and informed personal response to literary texts.

Of course, we hope that our study of the four chosen texts will be supplemented by boys' own wider reading. Quite simply, the more they read, almost no matter what the subject, the more they will understand and enjoy the language, and the more likely it is that they will be able to develop a coherent and fluent written style of their own.

MATHEMATICS

Edexcel A 4MA0 IGCSE Mathematics (9-1)		
Unit 4MA0 1H (Higher)	50%	2:00
Unit 4MA0 2H (Higher)	50%	2:00

Key subject aims

- To develop a knowledge and understanding of mathematical concepts and techniques
- To give students a foundation in mathematical skills for further study in the subject or related areas
- To enable students to enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
- To give students an appreciation of the importance of mathematics in society, employment and study.

Skills demanded and developed

Mathematics in Key Stage 4 continues and extends the work done in Key Stage 3. All students will study: Number, Algebra, Geometry, Measures and Statistics.

Nature of Assessment

Exams will assess students' ability to recall, select and apply their knowledge of Mathematics and to interpret, analyse and solve problems. There is no controlled assessment; the qualification will be awarded based on written exam papers and is linear (all exams taken in the summer of Year 11). Students may use a calculator in both external exam papers.

Assessment and progression

We enter the vast majority of students for the Higher Tier. There are two examination papers, targeted at grades 9 to 4. This is a solid basis for students wishing to progress to A-level or equivalent qualifications. Depending on progress, it may be appropriate for a boy to be entered for the Foundation Tier papers. This will normally be decided after the mock exams in January of Year 11 and after consultation with parents, although very occasionally such a decision will be made earlier in the IGCSE course (again after consultation with parents).

In previous years we entered a significant number of boys in the highest ability set(s) for an additional qualification, the AQA Level 2 Certificate in Further Mathematics. We expect to continue to enter some boys in the top set(s) for this examination; however, with a significant amount of new and advanced mathematics now taught as part of the 9-1 IGCSE examination, and the additional challenge of the grade 9, the extension and enrichment opportunity offered by the AQA Level 2 Certificate qualification is now appropriate for a small number of students only.

SCIENCE

EDEXCEL 4SD0 IGCSE Science (Double Award) (9-1)		
4SD0/1B Biology Paper 1	33.3%	2:00
4SD0/1C Chemistry Paper 1	33.3%	2:00
4SD0/1P Physics Paper 1	33.3%	2:00
EDEXCEL 4BI1 IGCSE Biology (9-1)		
4BI1/1B Biology Paper 1	61%	2:00
4BI1/2B Biology Paper 2	39%	1:15
EDEXCEL 4CH1 IGCSE Chemistry (9-1)		
4CH1/1C Chemistry Paper 1	61%	2:00
4CH1/2C Chemistry Paper 2	39%	1:15
EDEXCEL 4PH1 IGCSE Physics (9-1)		
4PH1/1P Physics Paper 1	61%	2:00
4PH1/2P Physics Paper 2	39%	1:15

Introduction

Studying the sciences will broaden a boy's understanding of the world around him and will give him the skills needed to approach most matters in a reasoned and analytical manner. The range of key skills developed through a study of science explains why it can lead to a surprisingly wide range of careers outside science (e.g. accountancy, management, sales) as well as within science (e.g. medicine, engineering, biochemistry, astrophysics).

Science is compulsory for boys at Stamford School until the end of Year 11. All will study the three sciences of Biology, Chemistry and Physics. Many students will aim to secure 3 separate IGCSE science qualifications and the Double Award option will be used for boys whose IGCSE profile would be undermined by completing the separate science route.

Setting is in place from the beginning of Year 10 and is reviewed regularly. Boys must be in the same set for all three sciences. The courses will be enriched to reflect the vibrant nature of modern science, and the courses are a good preparation for any boy wishing to study AS and A levels in Biology, Chemistry or Physics. Guidance regarding entry for triple or double award certification is given after the internal summer examinations at the end of Year 10. Single award science may also be an option for students who find science particularly challenging.

Skills demanded and developed

Boys studying science will have the chance to develop and hone some extremely transferable skills: problem solving based on analysis and logic will be developed along with observation and practical skills. Basic numerical skills are expected and will be extended as a result of data handling within the course.

Nature of Assessment

In the examination, students will be tested on their ability to recognise, recall and show understanding of specific scientific facts, terminology, principles, concepts and practical techniques, including aspects of safety. The specifications benefit from clear, detailed and comprehensive subject content. Linear assessments will be taken in the summer at the end of Year 11. The assessment of investigative and practical skills is integrated within the examinations.

Material for these externally examined courses has been covered since the start of Year 9. Starting IGCSE level work in Year 9 enables a significant number of boys to achieve separate Biology, Chemistry and Physics IGCSE qualifications by the end of Year 11.

FRENCH

AQA 8658 GCSE French (9-1)		
Paper 1: Listening	25%	0:45
Paper 2: Speaking	25%	0:12
Paper 3: Reading	25%	1:00
Paper 4: Writing	25%	1:15

Introduction

French remains a language of global importance, spoken by around 300 million people in 54 different countries across all 5 continents. It is used as one of the official languages of many important international organisations and is the second most widely-taught foreign language after English. Around 50% of English words find their origin in French and the language itself is renowned for its beauty, romance and richness of expression, bringing with it access to an unrivalled cultural heritage in literature, science, music and the arts. As our nearest neighbour, France is not only an important trading partner, with the sixth largest economy in the world; it is also the most visited country in the world, receiving over 75 million foreign tourists each year. Studying French not only brings an important life-skill and an enriching academic discipline, but new horizons in travel, in culture and in employment.

Skills demanded and developed

Studying French for GCSE will enable students to take their place in a multilingual, global society. It will provide them with communication and presentation skills vital for the world of work as well as analytical skills transferable to a whole range of other contexts. Students also acquire an awareness of and sensitivity to another culture which helps them build an open and flexible mind. Linguists enjoy communication, have a broad outlook on life and have an eye for detail when dealing with language in whatever form.

Nature of assessment

The four skills of listening, reading, writing and speaking are assessed equally at GCSE at the end of the two year course. This allows a linear progression towards the final examinations.

GERMAN

Edexcel 4GN1 IGCSE German (9-1)		
Unit 1: Listening	25%	0:35
Unit 2: Reading and Writing	50%	1:45
Unit 3: Speaking	25%	0:10

Introduction

German is the most widely spoken language in Western Europe, with over 100 million people speaking German as their first language. Germany is the largest and most influential power in Europe and our biggest trading partner. The Central European Bank in Frankfurt and the single market mean that knowledge of German opens up careers in business, manufacturing, finance, law and engineering. German is also the second most important language after English for scientific research. Germany has stood at the heart of European history and culture for centuries, and close co-operation is an important factor for European harmony. Indeed, the study of German complements the GCSE history course. German music, sport, cinema, design and engineering all enjoy international recognition.

The German language is phonetic, therefore easy to pronounce and spell, and you can rapidly feel a sense of progress. The clear and logical grammar appeals to those who enjoy the challenge of puzzles and problem-solving. There are many links to old English words, which throw light on the eccentricities of English spelling. It will also help you understand other related languages, for example Dutch, Flemish and the Scandinavian languages. Boys studying German for IGCSE will have the opportunity to participate in the popular annual German Exchange. This offers a first-hand experience of German hospitality and culture as well as the chance to practise and improve the language skills taught in the classroom.

Skills demanded and developed

The language is taught in the context of 5 main topics:

- Home and abroad
- Education and employment
- House, home and daily routines
- The modern world & the environment
- Social activities, fitness and health.

As well as developing an understanding of language in a variety of contexts and the ability to communicate in spoken and written form, the course will also develop an awareness of the culture of German-speaking countries. Studying a language helps to develop the skills of communicating clearly, thinking on your feet, self-discipline, attention to detail, deducing and making links when faced with unfamiliar vocabulary and situations. Such skills are highly valued by employers in the multilingual global society of today.

The Nature of Assessment

The four skills of listening, reading, writing and speaking are assessed equally at IGCSE at the end of the two-year course. This allows a linear progression towards the final examinations.

RUSSIAN

Edexcel 1RU0 GCSE Russian (9-1)		
1RU0/1: Listening and understanding in Russian	25%	0:45
1RU0/2: Speaking in Russian	25%	0:10
1RU0/3: Reading and understanding in Russian	25%	1:05
1RU0/4: Writing in Russian	25%	1:25

Introduction

In the ever-widening European market, Russia, with its rich cultural and scientific heritage and its vast natural resources, promises to become a very important force and opportunities for Russian speakers are sure to increase. Russian is currently spoken by over 288 million people worldwide. The current partnership between Russia and the West is making business initiatives much easier to establish and more relevant. Many Western companies have established links with Russia, providing excellent job opportunities. Russia continues to excel in its medical and scientific research and this again could open up new avenues for language and science students. With Russia's desire to become more closely involved with Europe, on a financial and commercial basis, the future is both promising and exciting.

The Russian language is exciting, combining beauty of sound with precision of expression. It is the key to a better understanding of Russian politics and history and can be a stepping stone to the mastery of other Slavonic and East European languages. Boys studying Russian will have the opportunity to participate in the annual exchange to Moscow.

Skills demanded and developed

The language is taught in the context of 5 main themes:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.

Candidates will:

- be able to share interests, ideas and opinions with other people who speak the language
- learn about countries where the language is spoken
- learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem-solving strategies
- create greater opportunities to work abroad or for companies in the UK with international links.

Nature of assessment

The four skills of listening, reading, writing and speaking are assessed equally at GCSE at the end of the two year course. This allows a linear progression towards the final examinations.

SPANISH

AQA 8698 GCSE Spanish (9-1)		
86981: Paper 1: Listening	25%	0:45 (+ 0:05 reading time)
86982: Paper 2: Speaking	25%	0:10 – 0:12
86983: Paper 3: Reading	25%	1:00
86984: Paper 4: Writing	25%	1:15

(NB: shorter exam times if Foundation entry sat)

Introduction

Spanish is the second most commonly spoken language in the world, currently spoken by an estimated 400 million people across 4 continents, and as such is a hugely important language both in terms of travel opportunities and those aspiring to an international career in a range of professions from business to law to media to diplomacy to name but a few. Spanish is one of the six official languages of the United Nations and of the European Union and is spoken by almost 30% of the US population. As our trade links with Spain and Latin America continue to grow, knowledge of Spanish will be increasingly useful in the world of work. Boys studying GCSE Spanish will be able to participate in the annual Spanish exchange to La Coruña in Galicia, giving them the opportunity to experience aspects of everyday Spanish life whilst improving their language skills. Boys in Year 11 have access to a weekly session with a language assistant.

Skills demanded and developed

The language is taught in the context of 3 main themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment.

The GCSE course builds on the foundations laid in Years 7, 8 and 9 and is lively and modern in approach, enabling students to understand and use Spanish linked both to everyday situations and occasionally to more 'meaty' social issues. As well as developing an understanding of language in a variety of contexts and the ability to communicate in spoken and written form, the course will also develop an awareness of the culture of Spanish-speaking countries. Such skills are highly valued by employers in the multilingual global society of today. A successful student will be keen to develop his knowledge of tenses, vocabulary and key areas of grammar, thus allowing him to understand increasing amounts of written and spoken language as well as stating facts and giving opinions in spoken and written Spanish.

Nature of assessment

The four skills of listening, reading, writing and speaking are assessed equally at GCSE at the end of the two year course. This allows a linear progression towards the final examinations.

ART and DESIGN

AQA 8201 GCSE Art and Design – Art, Craft and Design (9-1)		
Component 1: Portfolio of Work	60%	45 hours
Component 2: Externally Set Assignment	40%	10 hours

Introduction

This course encourages students to experience, explore and enjoy the many aspects of art through stimulating and exciting coursework. A wide range of technical and manipulative skills will be developed through observation and analysis of the visual world, experimentation with media, techniques and processes and the production of individual, creative outcomes, with a particular emphasis on the quality of drawing. Emphasis is on an increased breadth of approach commensurate in demand with the other titles.

Students will explore relevant images, artefacts and resources relating to a range of Art, Craft and Design, both contemporary and from the past. A variety of responses will be produced during the two years, including drawing, painting, printmaking, graphics, photography and clay work. A GCSE in Art, would be useful for progression in any field that requires creativity, critical thinking and practical abilities. Specific careers include: Architecture - TV/Film/Theatre – Design - Graphic Design - Jewellery – Publishing – Illustration – Advertising – Branding - Photography – Animation - Fashion/Textiles – Sculpture/Ceramics – Art Therapy – Printmaking – Restoration - Art History. This GCSE course is a clear route to the A level course.

Skills demanded and developed

Students choosing to take art, would be expected to show enthusiasm, dedication and aptitude for the subject. Creativity, imagination, practical skills and critical perception are essential attributes. Drawing forms the basis of all work in this subject and students should possess considerable skill in this discipline and be prepared to develop and improve over the two years. In addition, written English is now assessed alongside their artwork forming a key opportunity to rationalise intentions. Visits to exhibitions and galleries form an important part of the course and students are encouraged to support their work with the use of photography and information technology (digital imagery, internet research).

To ensure success, students would be expected to spend time each week in the Art Department outside of lesson times and also undertake some of the research elements at home. The amount of time required for this will vary depending upon the stage of the project. Organisation is key, and assessment deadlines are set and maintained to support pupils in developing a range of works.

Nature of assessment

Students are given continual guidance and verbal feedback during the sessions in the studio and formal written feedback at the end of each coursework project. The assessment objectives are each worth 25% of the total mark: AO1 - Develop ideas through investigations, AO2 – Refine work by exploring ideas, AO3 - Record ideas, observations, and insights, AO4 - Present a personal and meaningful response. Work on the Art and Design Portfolio, comprising a sustained project and a selection of further work, will start in the autumn term of Year 10 and will be completed in the autumn term of Year 11. This will leave students clear to work on the exam board Externally Set Assignment during the spring and summer terms of Year 11.

CLASSICAL CIVILISATION

OCR J199 GCSE Classical Civilisation (9-1)		
(11) Myth and Religion	50%	1:30
(22) Roman City Life	50%	1:30

Introduction

Classical Civilisation is a very interesting and enjoyable subject to choose, particularly if you like the ancient world and enjoy subjects such as History, Art, Drama, and English Literature. It connects to the foundation of all those subjects, and indeed a great many areas of our modern life, society and culture. In the course we explore the complex and fascinating world of Ancient Greece and Rome, studying in depth the culture, history and literature of these two civilisations. These were fundamental to the development of the modern world, our institutions and our culture, and therefore we take an interesting and varied approach in studying the similarities and differences between them and us. The course requires no previous knowledge of the subject and is open to all pupils, whether or not you have studied Classics or Latin in Y9. Classical Civilisation covers both Roman and Greek civilisation and explores their world through material culture such as buildings and sculpture, and literary sources (in translation) such as Homer's epic poetry.

Skills Developed

You will develop a range of key transferable skills in studying the subject, especially the evaluation of complex facts, research, analysis and communication. All these skills are very useful for future education and professional life. Specifically, the course encourages you to make informed comparisons between Greek and Roman ideas, including the characteristics of their societies, and the impact of the different cultural contexts on the themes studied. This includes the following;

- understanding of the civilisation and its culture in historical and social context, including their art, buildings and sculpture;
- reading, understanding and producing a personal response to literature in translation;
- thinking about and discussing important concepts involving issues such as family, religion, morality and identity;
- studying and developing awareness of the similarities and differences between ancient and modern civilisation.

Residential Trips

The Classics trips to Greece and Italy are one of the highlights for pupils of Classical subjects. You will have the opportunity to visit Italy, taking in the important sites of Rome, Naples and Pompeii, and Greece, including Athens, Mycenae and Olympia. This not only broadens the cultural education of pupils but involves encountering many of the buildings set in the specification.

Topics and Assessment

The course involves **two** examinations of 90 minutes each, on two topics which cover a broad range of study in a variety of aspects of the Classical world. One topic is studied in each year of the course:

Myth and Religion: the study of including the Greek and Roman gods, mythical heroes such as Hercules, Foundation Myths, Greek and Roman festivals and sacrifice, Death, burial and the underworld.

Roman City Life: the study of many areas of Roman life, such as Roman entertainment and leisure, including chariot-racing, the baths, theatre and gladiator fights, Roman houses and the role of citizens and slaves in society.

CREATIVE IMEDIA

Creative iMedia Level 1/2 Certificate - J817		
R081: Pre-production skills (written paper)	25%	1:15
R082: Creating digital graphics (centre assessed task)	25%	10-30 hours
R083: Creating 2D digital characters (centre assessed task)	25%	10-30 hours
R088: Creating a digital sound sequence (centre assessed task)	25%	10-30 hours

Introduction

Creative iMedia will assess the application of creative media skills through their practical use. Students will gain essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. Creative iMedia will encourage independence, creativity and awareness of the digital media sector.

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

The 'hands on' approach to learning has strong relevance to the way young people use the technology required in creative media; it will underpin a highly valid approach to the assessment of their skills.

Skills Developed

Enhanced software skills on:

- Adobe Photoshop
- Adobe Illustrator
- Audacity
- Microsoft PowerPoint

Specialized hardware skills with:

- Digital graphics tablets
- Microphones

The ability to work against a client brief in a real-world scenario following the design process:

1. Research
2. Plan
3. Create
4. Evaluate

Fundamental theoretical computing knowledge in the following topic areas:

- Data representation (binary, denary, hexadecimal)
- Hardware and software
- Web based and print based media
- File types and formats

DESIGN TECHNOLOGY: Product Design

AQA 8552 GCSE Design Technology: Product Design (9-1)			
Paper 1	<ul style="list-style-type: none">• Core Technical Principles• Designing and Making Principles• Specialist Technical Principles	50%	2:00
Non-Exam Assessment (NEA)		50%	

Introduction

Design Technology is the inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world. It is part of everyday life and is constantly evolving. GCSE Design Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design Technology, including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The subject is considered the lead to STEM featuring more scientific and mathematical content to the theory and links directly to Design and Engineering courses.

Skills Demanded and Developed

The course builds upon the knowledge learned about the subject in previous years at the school. The main teaching takes place during Year 10 and concentrates on teaching the Core technical principles which include: new and emerging technologies; energy generation and storage; developments in new materials; systems approach to designing; mechanical devices; materials and their working properties. Students will also work on a range of short projects enabling them to in a variety of materials such as wood, metal, plastics, textiles, smart materials and modern materials. Students will also develop a wide range of skills such as graphics, sketching, Computer Aided Design (CAD), Computer Aided Manufacture (CAM), Computer Aided Engineering (CAE) and Rapid Prototyping (3D Printing).

The focus for Year 11 switches to solving a real-life design problem, set around a contextual challenge, and consists of students producing a design portfolio and final prototype. The main skills that the NEA element demands are the ability to manage a project and the ability to solve problems. Each project must be researched and analysed before a detailed design specification can be written. Once this is complete, design ideas are drawn out and developed, often using CAD, working towards a final solution. After completion of the final prototype it is then tested and evaluated to see it meets the original design specification and consumers' needs.

Nature of assessment

The GCSE Design Technology course places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Written Exam 2 hours, worth 50% of the GCSE focusing on:

- Core technical principles: a mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Specialist technical principles: a mixture of short answer questions and extended response questions to assess a more in-depth knowledge of technical principles.
- Designing and making principles: a mixture of short answer and extended response questions.

Non-Exam Assessment (Practical Coursework) Students will respond to a variety of contextual challenges and produce a practical product supported by a design portfolio. The NEA should take approximately 40 hours of taught lessons and is worth 50% of the GCSE.

DRAMA

AQA 8261 GCSE Drama (9-1)		
Component 1 - Understanding Drama	40%	1:45
Component 2 - Devising Drama	40%	
Component 3 - Texts in Practice	20%	

Introduction

The course is varied and stimulating, as well as challenging. The specification tests a number of skills: besides acting ability, students must demonstrate that they can research a role or topic, work well in a group, manage their time effectively, reflect upon and evaluate their own work and that of others, and analyse live productions. Because the course is so varied, no two lessons are the same and homework will be similarly diverse – writing up practical work, researching a character, learning lines, finding props and costumes, developing ideas, and so on. Drama is not an easy GCSE, but it is extremely rewarding and students can expect to gain much in terms of self-confidence and teamwork skills, as well as developing their dramatic ability and understanding of theatre and performance.

Skills demanded and developed

Candidates will improve their performance skills by creating work themselves, and by preparing existing texts for presentation. They will develop: qualities of imagination; the ability to create drama; ways of communicating intention; skills in working with others to a common purpose; the ability to research and synthesise understanding; essential time-management and planning skills; and the beginnings of artistic evaluation. Universities and employers look favourably upon students who can demonstrate a wide range of skills, and Drama can contribute much towards creating a ‘well-rounded individual’ for those who are prepared to work hard at it. It does, however, demand a sensitive and considered approach, as the success of group work depends upon the concentration and commitment of every student. Those who enjoy being ‘centre-stage’ at the expense of others, or whose attendance record is poor, would not be suited to the course.

Nature of assessment

UNIT	CONTENT	ASSESSMENT
Component 1: Understanding Drama (40% of GCSE)	Develop knowledge and understanding of drama; key roles with in a production, techniques and processes, drama terminology. Study one set text, exploring the themes and context, and the ways in which they can be brought to life on the stage. Watch and critically reflect on a live theatre production; acting, design and technical elements will be explored in relation to the dramatic intentions of the piece.	1hr 45min written exam, open book (80 marks)
Component 2: Devised Drama (40% of GCSE)	Work with peers to devise an original piece of drama based on a range of source material. Assessment of contribution to the effectiveness of the piece and skills in the final performance. Reflect upon the process undertaken and evaluate own work. <i>This unit is marked internally and moderated by AQA.</i>	Devising log, coursework (60 marks) Devised performance (20 marks)
Component 3: Texts in Practice (20% of GCSE)	Rehearse and perform two extracts from one play. They can be monologues, duologues or group pieces. Demonstrate a range of vocal and physical skills, displaying an understanding of the play from which the extracts originate. <i>This unit is marked by an examiner from AQA.</i>	Performance of extract 1 (25 marks) Performance of extract 2 (25 marks)

NB. Pupils taking this course will be required to attend productions out of school and will need to put in extra time in preparing for their own performances at various points throughout the year.

FOOD AND NUTRITION

OCR J309 GCSE Food Preparation and Nutrition		
Component 1- Food Preparation and Nutrition	50%	1:30
Component 2 – Food Investigation Task (NEA1)	15%	
Component 3 – Food Preparation Task (NEA2)	35%	

Introduction

This stimulating varied and up to date course is highly relevant in today's fast paced society. The syllabus will be taught through a mix of practical, experimental and theory lessons. You will be taught a wide range of practical life skills of a high order. You can adapt recipes so they fit into current dietary guidelines or to suit personal tastes. There will be opportunities to choose more challenging tasks to stretch yourself further. It provides opportunity to develop your skills of independent learning through the NEA's. This new specification is a perfect combination of practical food preparation, nutrition, health and food provenance and food science. GCSE Food Preparation and Nutrition is a fantastic option if you want to have a practical based subject that is also rigorous, so you know where our food comes from and what scientific changes take place when we prepare and cook food. If you learn by doing, have a love of cooking, as well as an enquiring mind, then this is a perfect choice for you. We aim to make the course fun, enjoyable and accessible to all, including those thinking of pursuing a career in this field, whilst also stretching your practical, scientific and theoretical skills. This course is particularly suited to anyone with a passion for finding out about food and cooking. It also complements the sciences and PE.

Skills demanded and developed

Food Preparation and Nutrition tests a number of skills, such as decision making, planning, organisation, essential time management, cleaning, independence and teamwork, a wide range of practical manipulative skills, presentational skills plus technical knowledge and understanding. It will help you make connections between theory and practice so you are able to apply your understanding of food and nutrition, food science and healthy eating to practical cooking. Throughout the course, you can expect to cook almost every week and will need to plan and prepare your ingredients the evening before. You will need to be organised and to think ahead. The syllabus covers the following four areas:

- **Nutrition:** Nutrition, diet & health, nutritional & dietary needs of individuals and selecting recipes for different groups of people, macro and micronutrients, energy balance and nutrients in food.
- **Food:** Food provenance – source & supply, primary & secondary food processing, food security, technological developments in the food industry, culinary traditions around the world, factors affecting food choice.
- **Cooking and food preparation:** Food science, sensory analysis, food safety
- **Skills requirements:** Knife skills, preparation and techniques such as boning a chicken, filleting a fish, cooking methods such as sauces, emulsions, making mixtures rise, bread, pasta and pastry making, judging and manipulating sensory properties such as food presentation and styling.

Nature of assessment

UNIT	CONTENT	ASSESSMENT
Component 1- Food Preparation & Nutrition	Nutrition, diet and health, nutritional and dietary needs of individuals and selecting recipes for different groups of people also energy balance.	Written examination -1 ½ hours . 100 marks . 50%.
Component 2 – Food Investigation Task	In this task you will be required to research and investigate the chemical and functional properties of a food and to carry out investigations into the foods that have been identified in the task.	Non-examined assessment – written report of max 2000 words. 45 marks. 15%.
Component 3 – Food Preparation Task	In this task you will be required to research and investigate the influence of lifestyles, age and culinary traditions when you develop menus and complete dishes for your task.	Non-examined assessment – a written report that is no more than 20 sides of A4, also three hours to prepare, cook and serve three complete dishes. 105 marks. 35%

GEOGRAPHY

OCR B J384 GCSE Geography (9-1)		
Paper 1: Our natural world	35%	1:15
Paper 2: People and society	35%	1:15
Paper 3: Geographical exploration	30%	1:30

Introduction

Geography, due to its popularity in school and its fundamental importance to our lives, is a very popular GCSE option. Areas studied span all scales from local problems to world wide topics. The course is highly relevant and includes contemporary human issues such as population growth, global urban issues, economic development and globalisation and resource management such as food, water or energy. Physical topics include weather hazards, climate change, coastal and river landscapes and global ecosystems, such as tropical rainforests and coral reefs, and their synoptic impacts on people. Geography provides young people with greater awareness of their day to day lives and contributes to their employability, as it facilitates linkages between other subject areas.

Geography is a popular, facilitating A level choice in the Sixth Form and fits well with both science and arts based combinations; the GCSE course prepares candidates well for this. The course builds fully on the work covered at Key Stage 3 which allows pupils to move on with the subject confidently and successfully. We follow the OCR B specification which is made up of a broad mix of physical and human geography.

Skills demanded and developed

- Acquire a knowledge and understanding of a range of places, cultures, physical and human environments and geographical patterns at a range of scales.
- Develop awareness of the ways in which people and environments interact and appreciate the opportunities and challenges that face people in different places
- Acquire and apply geographical skills, including those of mapwork, fieldwork, GIS and ICT.

Nature of assessment

All papers are assessed by terminal examinations in the summer of Year 11. Fieldwork is integral to geographical studies and is a unique skill for students to transfer into further studies or careers. Our students have to study two contrasting locations and they will be assessed in Paper 1 and 2 on their fieldwork understanding. Paper 3: Geographical Exploration is a decision-making style paper which makes synoptic links between various aspects of the course.

Field trips

We have an optional GCSE residential fieldtrip to Iceland with the Stamford High School geographers. This trip has previously taken place in the October half term of the Year 11 course. We have a compulsory fieldwork requirement in the course and we study two contrasting locations to develop our fieldwork skills which are day trips away from school.

HISTORY

CIE 0977 IGCSE History (9-1)		
1: Aspects of International Relations 1919-2000	40%	2:00
2: Topic to be set by the board	33%	2:00
3: Coursework based on the Depth topic Germany 1919-41	27%	n/a

Introduction

The first part of the syllabus covers the period 1919 to 1941 and considers the peace treaties after World War One, the League of Nations and what caused World War Two. The depth study for the first module will be on Germany 1919-1941. The module will look at issues such as:

- Were the peace treaties after World War One too harsh?
- How did the League of Nations keep world peace without an army?
- What was the effect of the Great Depression?
- Why did Britain and France allow Hitler to take over countries in Europe?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe 1948-1989?
- Why did events in the Gulf matter from 1970-2000?
- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?
- The Nazi Regime

Paper 2:

The exam board will set the topics for this paper at the beginning of the course. For 2019 it will be: 'How effectively did the USA contain the spread of Communism?' For 2020 it will be 'Who was to blame for the Cold War'. For 2021 it will be 'To what extent were the Peace Treaties Fair?'. For 2022 it will be 'How secure was the USSR's control of Eastern Europe 1948-89?'. This is a source-based exam which will include 6 questions.

Nature of assessment

- Paper One consists of structured essay questions: 2 hour exam
- Paper Two is a source-based investigation: 2 hour exam
- Paper Three is a 2000 word essay (coursework)

The value of this course

- This is an exciting and interesting period to study
- It helps to explain the major developments in international affairs, especially in Europe.
- It stresses the skills of analysis, questioning and independent thought, all of which are essential for further education and employment.

LATIN

OCR J282 GCSE Latin (9-1)		
01: Latin Language	50%	1:30
03: Latin Prose Literature	25%	1:00
05: Latin Verse Literature	25%	1:00

Introduction

Latin remains very highly regarded by professional employers and University Admissions Officers. Studying Latin to GCSE reads very well on an academic record because a good grade in Latin reflects a keen, able and intuitive mind. Latin helps to develop clarity of thought and an organised and logical approach to learning; it therefore helps develop key transferable skills and complements the arts and humanities subjects, such as History, as well as science and technological subjects.

Language and Literature

The GCSE course provides the opportunity to increase your knowledge of the Latin language and to learn more about Roman culture and civilisation to which our own language, literature and culture owes so much. The course builds upon the work covered over Y8 and Y9, as pupils develop further their understanding of the way the language works. Your ability to translate Latin will reach a standard where you can read original Latin literature. You will be able to understand more of the relationship between Latin and our modern European languages, and you will develop and apply logical and analytical thought processes. The literature encompasses the range of ancient history and mythology, providing the subject matter for many great works of literature, which have been very influential ever since. You will be able to see many connections with other things you have studied, seen and read. This is a fantastic opportunity to read writers such as Virgil and Tacitus, in their original Latin.

Residential Trips

The Classics trips to Greece and Italy are one of the highlights for pupils of Classical subjects. You will have the opportunity to visit Italy, taking in the important sites of Rome, Naples and Pompeii, and Greece, including Athens, Mycenae and Olympia. This not only broadens the cultural education of pupils but involves encountering many of the iconic buildings of the Classical world and seeing the places where many of the stories you read were written and set.

Skills Developed

- Linguistic skills: developed through translation of Latin and comprehension of unseen Latin passages;
- Analysis: developed through applying analytical and logical reasoning to complex Latin passages;
- Evaluation and communication: developed through studying text and articulating contextual evaluation and personal response to the literature – its style, form, background and meaning.

Nature of assessment

Language: The first, and longest, paper contains passages of Latin with both comprehension questions and for translation. There is also a short section testing grammatical knowledge through linguistic questions or translation of English into Latin. Practice in Latin translation, understanding of grammar and knowledge of the vocabulary list is important for doing well on this paper.

Literature: The other two papers focus on Latin literature. The texts set in the exam are studied in depth in class beforehand. The first paper, prose (03) includes a range of short prose extracts from various Roman historians. The second paper (05) sets a selection of lines from Virgil's epic poem, *the Aeneid*. Workbooks and other resources are supplied for both texts. Pupils show understanding and appreciation of this literature by answering questions concerning the use of language and style, the text's literary qualities and its themes.

MUSIC

CIE 0978 IGCSE Music (9-1)		
Unit 1: Listening Exam - Terminal listening exam	40%	1:10
Unit 2: Performing - Coursework	30%	
Unit 3: Composing – Coursework	30%	

Introduction

IGCSE Music is an exciting course exploring the musical world through the widest possible range of music. Although the styles of music are myriad, they all use exactly the same building blocks. Students will learn that the music of Musical Theatre can be explored using the same tools they would use to explore the music of Mozart. We believe the best way to explore music is through practical skills. IGCSE Music reflects this belief with 60% of the exam based on the practical activities of performing and composing. The Listening paper will require knowledge of the Elements of Music which students will already have begun work on in Year 9. The music for the exam will come from Western Classical Tradition, Musical Theatre and Jazz, as well as World Music. Each year there will be a set work which will be studied in more depth and a specific focus from within world music. Questions will be limited to what is heard in the exam. Answers required will be short, single sentence answers up to a short paragraph. There are no essay questions.

Skills demanded and developed

Unit 1: Listening Exam: understanding of the use of the Elements of Music, set work and an overall understanding of the periods of music will be tested through an exam based on recorded excerpts of music. These questions are likely to require reading of notation. Set areas of world music will also be examined.

Unit 2: Performance: students will submit two performances of around grade IV/V standard. Any instrument or voice, style or genre is acceptable.

Unit 3: Composition: students will submit, as a score, two compositions, any style or genre. There are no set briefs from the board. This is coursework and not controlled assessment, and will be undertaken during the second half of Year 10 and Year 11.

Nature of Assessment

Only the Listening component leads to a terminal examination. The Composing component is a practical activity and is carried out at school. Assessment of the Performing section is based upon a recording of two performances submitted towards the end of Year 11 but recorded whenever the candidate is ready through the course.

Important skills which should be developed before undertaking the course:

(In general these are covered in your Year 9 course or through your instrumental lessons)

1. A practical skill of around Grade III standard (it is worth discussing this with your instrumental teacher to discuss what standard you might be at by the start of the course)
2. A good and working knowledge of staff notation. By the start of the course students should be able to read Treble and Bass clef fluently.
3. A good grasp of theory to at least Grade III and preferably Grade V standard (classes are available at school. Again students should talk to their class teacher to help decide where they are with this skill bracket)
4. Students should be having instrumental or vocal lessons.

As part of their general aural development all students of IGCSE music will be expected to be members of one of the school choirs.

PHYSICAL EDUCATION

CIE 0995 IGCSE Physical Education (9-1)		
Component 1: Paper 1	50%	1:45
Component 2: Coursework	50%	

Introduction

Physical Education is a popular, dynamic and challenging course. Boys will be provided with the opportunity to participate in numerous sports as well as learning the values of an active and healthy lifestyle. This diverse course allows boys to use their full range of intellectual and sporting talents to achieve their potential. The course will encourage creativity and decision-making skills to enable the students to plan effectively for performances and to respond to changing situations. It will also help the boys to make informed decisions about further learning opportunities and career choices.

Skills demanded and developed

In order for students to be able to go on and lead a healthy, active lifestyle, it is important that they understand how physical activity and exercise contributes to the growth and development of body systems and structures. Students will gain knowledge of the impact of physical activity and exercise on the cardiovascular, respiratory, muscular and skeletal systems (over the short and long term), and also how lifestyle choices (such as exercise, diet, rest and drugs) affect those systems, fitness levels and the mind and body in general. **Component 1** is made up of:

Unit 1: Anatomy and Physiology

- Understanding the skeleton, joints, muscles, circulatory and respiratory system
- Fitness factors and body types to enhance performance.
- Energy supply and effects on exercise
- Simple Biomechanics

Unit 2: Health, fitness and training

- What is health?
- Dietary and energy expenditure requirements to be an elite sportsman
- Components of fitness and testing
- Why exercise is important, looking at linking muscles with food, anaerobic and aerobic systems and the effects on the circulatory and respiratory systems.

Unit 3: Skill Acquisition and Psychology

- What is skill and ability
- Information processing
- Different types of feedback and guidance
- Personality and arousal and how they influence sports men and woman

Unit 4: Social, cultural and ethical influences

- Leisure and recreation
- Global events and what impact global events have on participation
- Technology in sport
- Reasons why athletes take performance enhancing drugs

Component 2: Coursework *Practical performance* and *Analysis of performance*.

Students need to undertake practical performances in different contexts, within selected physical activities. Students must offer **four performance activities that include anything from rugby to life saving.**

Nature of Assessment

Unit 1 is assessed with a 1 hour 45 min written exam which contains short and longer answer questions.

Unit 2 is assessed under controlled conditions, being internally marked and externally moderated.

RELIGIOUS STUDIES (PHILOSOPHY AND ETHICS)

AQA 8062 GCSE Religious Studies (9-1)		
01: Christianity and Islam: Beliefs, Teachings and	50%	1:45
02: Thematic Studies: Religion, Philosophy and Ethics	50%	1:45

Introduction

Half of the course involves study of the beliefs, teachings and practices of Christianity and Islam. The wide-ranging philosophical and ethical issues are studied from the perspective of Christianity but also include the contributions made to these questions by Atheism, Agnosticism, Secularism and Humanism.

The Philosophical aspect includes:

- arguments for and against the existence of God
- the problem of evil - a study of human suffering, its causes, impact and possible philosophical explanations
- the relationship between Religion and Science, including Darwinism, the Big Bang theory and Creationism
- beliefs about life after death.

The Applied Ethics aspect includes:

- Medical ethics - animal experimentation, abortion, euthanasia and genetic engineering including both religious and secular views
- Religion, peace and conflict
- Relationships and families

Skills demanded and developed

The variety of views held by our students ensure that discussions are interesting; this aids understanding and engenders respect for others. Our expectation is that students think for themselves about these complex issues and come to their own reasoned conclusions based on the evidence. Students work in an environment where they can develop skills of debate and critical analysis. These cognitive skills are transferable to all academic subjects and are particularly essential when studying Law and English Literature. The GCSE builds skills required for the study of Philosophy and Ethics at A Level.

Nature of assessment

The course is assessed by two 1hr 45 minute examinations. Fifty per cent of the total marks are awarded for answers to evaluation questions which ask students to weigh up different points of view and draw reasoned conclusions. These questions tend to be the most intellectually challenging and enjoyable to answer



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