



Watford Grammar School for Boys

Curriculum at Key Stage 4

Dear Parents,

This document contains details of the courses that will be available to our students during the Key Stage 4 course which will begin in **September 2016**. The aim of this document is to help you understand the compulsory and optional elements of the curriculum.

Your son will be receiving guidance to assist him with his GCSE options choices as follows:

- (i) Talks with form tutors, discussions with subject teachers and during special "options classes".
- (ii) Talks in assemblies by the relevant Heads of Department.
- (iii) The Options Evening on Wednesday 20th of April 2016, at which parents and students can discuss possible choices with Form Tutors, the Head of Year 8, Heads of Departments and the School Careers Advisor. There will also be a talk by the Headmaster.

Please be reassured that the option choice process has been created to ensure that your son will take an excellent and broad range of academic subjects which will enable him to pursue any future university course or career.

This document is divided into three sections:

- Section 1: Structure of the WBGs Curriculum at Key Stage 4
Guidance on option choices
- Section 2: Non-examined courses
- Section 3: GCSE course descriptions

Shortly before the Options Evening your son will be issued with a form on which his option choices should be indicated. This should be returned via your son's form tutor by **Friday 29th of April 2016**.

R. Carr
February 2016

Section 1

Curriculum at Key Stage 4

Students entering Key Stage 4 at WBGs in September 2016 will sit public (external) examinations in the summer of 2019. It is important to remember that students in this year group will be expected to remain in full time education or training until they are 18 and should make option choices with this in mind.

All subjects are offered at GCSE level and students will need to make choices in order to be able to achieve the new English Baccalaureate which requires pass grades or better in the following subjects: English Language, Mathematics, two Sciences, a Modern Foreign Language and either History or Geography. We expect this to be an important measure of individual success that may impact upon University choices later on.

All students will study the following courses at GCSE level

- English This leads to GCSE in English Language and GCSE in English Literature.
- Mathematics This leads to GCSE in Mathematics. In addition, students in the higher sets (usually sets 1, 2 and 3) will sit the AQA Level 2 (IGCSE equivalent) in Further Mathematics.
- Science Science is either studied as 'Double Science', leading to a Combined Science qualification, equivalent to two GCSEs, with an equal weighting of Biology, Chemistry and Physics, or as 'Triple Science', leading to three separate GCSEs in Biology, Chemistry and Physics.
- Modern Foreign Language (MFL) Students have a choice of taking their first or second MFL or both.
- In addition, students will need to choose to study either Geography or History, although they can study both if they wish.
- All students will follow non-examined courses in
 - Physical Education
 - Ethical and Personal Studies (EPS)

Key Stage 4 Optional Subjects

These are as follows:

Art and Design	German
Classical Civilisation	History
Computing	Latin
Design Technology - Product Design	Music
Food Preparation and Nutrition	Physical Education
French	Philosophy and Ethics
Geography	Spanish

Guidance on choice of Options

- **All students must choose to study a Modern Foreign Language.** This can be either the language first studied in year 7 or the language chosen in Year 8.
- **All students must choose to study either Geography or History.**
- In addition, students will select two further optional subjects together with two reserve choices. They are free to choose Geography or History as a second humanity if they wish, and are also free to choose their second Modern Foreign Language.
- There is a free choice **but it is important to try to achieve breadth and balance, and to consider which subjects offer the student the best progression route.** For instance, no University insists on specific subjects at GCSE but most are looking for the best possible results across a range of subjects, with exams taken in one sitting. Therefore it is important that subjects chosen are those to which the student has a commitment and is confident of achieving well in.
- Some courses have a strict limit on numbers and are likely to be heavily oversubscribed.
- **We consider a course to be viable with 20 students;** fewer than that number means that the course is unlikely to run so it is important that students give due consideration to their reserve options.
- There may be a small number of students for whom the School would advise a reduced number of GCSE options in order to take part in **Extra Skills lessons**, detailed at the end of the booklet. Parents of these students will be contacted by Mr Beere and Dr Gunton in advance of the Options Evening.

The School will endeavour to provide all the courses mentioned in the options. However, it is impossible to predict demand for specific courses in any year until after the selections have been made. As a result, as detailed above, the School can neither guarantee that all courses will operate in 2016, nor that every boy will get his first choice. It is therefore important to consider alternatives when making choices, including the selection of reserve subjects.

The following pages give descriptions of GCSE courses and the compulsory non-examined courses.

Students should discuss their proposed courses with their form tutors, subject tutors and if necessary the Head of Year, Mr Beere. Further guidance will be given through assemblies and Personal, Social and Health Education (PHSE) sessions.

Section 2 Non-examined Courses

Ethical and Person Studies (EPS)

The EPS programme will be taught in a double period every other week in Year 9, 10 and 11 and covers a wide range of important topics. The different areas of the curriculum include:

- Healthy eating
- Fire safety
- First aid
- E-safety
- Careers
- Issues of life and death (abortion, euthanasia, suicide)
- Prejudice and equality (racism, sexism, Martin Luther King)
- Mental health
- Drugs and alcohol
- Relationships and sexual health

We will be exploring these issues with reference to different social and religious viewpoints through a range of classroom based activities and lectures. Students will also use EPS time as an opportunity to think through their school career progression, instructing and advising them on CV preparation, post-16 choices and preparation for A levels.

The EPS programme covers a range of the established Citizenship and new PSHE statutory requirements and encourages students to develop their listening and evaluating skills so as to come to their own mature and intelligent views and opinions.

S Costi

Careers

In Year 9 there is a course of lessons on the transition to GCSE in PSHE lessons and a 'STEM' (Science, Engineering, Technology and Maths') day for the whole year. There are also additional opportunities for a further STEM day for up to 60 students, a Young Engineers project and the Lego Challenge.

In Year 8, students will have had independent career advice by Youth Connexions. This opportunity is repeated in Year 10 for the students who might most benefit from it. During this half hour interview boys will further discuss their aspirations and explore ideas about their futures. They will continue to be able to access Kudos and Careerscape, the career guidance and information programs.

In Year 10 there are also PSHE lessons in how to prepare a CV and a 'Learning to Earn' day. Academic profiling by expert group Morrisby is also offered to Year 10 and Lower 6th students. The cost of this profiling is borne by the students themselves and is an excellent way to get tailored advice about A level, University, College and Work based education.

Much of Year 11's Career Education and Guidance is also delivered through the PSHE programme and currently culminates in a week of work experience following the GCSE examinations in July (although at the date of writing the school is exploring how and when to best provide this experience). Preparation of CV and job application letters is revised and these are then forwarded to their work experience placements. Students may also have an individual interview with Youth Connexions, in order to prepare an individual action plan. The careers adviser will attend the Year 11 Options Evening so that parents can also take the opportunity to gather more information about their son's post-16 options. The school also provides a number of other opportunities for students to get information and advice on choosing A level options, including taster lessons, Q&A advice sessions from students in Year 12 and subject talks.

J Macleod

Section 3 GCSE Course Descriptions

For each subject, the examination board and syllabus offered are given, together with the proportions of assessment which are through examination, coursework or controlled assessment.

COMPULSORY SUBJECTS

ENGLISH LANGUAGE GCSE & ENGLISH LITERATURE GCSE

(also known as Level 2 Certificates in English Language and English Literature)

All students will follow AQA courses which will lead to *two separate* GCSE certificates: English Language and English Literature, based upon the National Curriculum guidelines for Key Stage 4. The two subjects are closely related and will be taught together for much of the course.

Overview of Course Content

GCSE English Language requires students to demonstrate their ability to use and understand written English in real life and imagined contexts, and to study language topics. GCSE English Literature requires students to study a variety of literary texts in English from different historical periods. Both qualifications require students to respond to unseen texts. All examinations are closed book.

Assessment

Students are usually grouped into broad bands according to ability.

For both qualifications, students are assessed through examinations.

English Language	English Literature
Paper 1: Explorations in Creative Reading and Writing (50%)	Paper 1: Shakespeare and the 19th-century novel (40%)
Paper 2: Writers' Viewpoints and Perspectives (50%)	Paper 2: Modern texts and poetry (60%)
Assessment: Spoken Language (non-examination)	

J. Callow

MATHEMATICS

Examining Board: Currently Edexcel (syllabus A – linear)
Examination: 100%

All pupils are required to study Mathematics up to GCSE level. GCSE Mathematics is currently assessed in one of two tiers. The Higher tier for which grades 9 to 4 are awarded (9 being the highest) and the Foundation tier for which grades 5 to 1 are awarded. Most pupils at this school will be entered for the Higher tier but each year a small number of pupils enter the Foundation tier and the decision on a pupil's tier will be taken later, usually in Year 11.

The course will be examined by a single set of examinations at the end of the course. The course allows pupils to develop their knowledge, skills and understanding of mathematical methods and concepts in the different strands of the subject; number; algebra; shape and space; probability and statistics. The course will also allow pupils to problem solve and learn how to apply mathematics in everyday and real-life situations. There is no coursework element in GCSE mathematics.

For pupils in the higher sets (usually 1, 2 and 3) GCSE study in Years 10 and 11 will be supplemented by the AQA certificate in Further Mathematics.

C. Groves

MODERN FOREIGN LANGUAGES (MFL)

All pupils must study at least one MFL to GCSE level. Boys have the choice of studying their first MFL started in Year 7 or their second MFL picked up in Year 8. It is also possible to study both languages previously studied to GCSE level.

Please indicate which MFL you wish to study in the MFL Choice box on the GCSE Options Form. Choice of a second MFL must be shown in one of the GCSE Option boxes.

GERMAN

Examining Board: AQA
Examination: 100%

FRENCH

Examining Board: AQA
Examination: 100%

SPANISH

Examining Board: AQA
Examination: 100%

1. Courses

The aim of the GCSE specification is to provide a framework for the development of different skills, knowledge and understanding in a modern foreign language. By drawing on some of the language knowledge developed at Key Stage 3 it combines an emphasis on communication skills with reward for practical knowledge and understanding of language structures and grammar. A list of general topic areas and related sub-topics is provided to give learners a clear focus. The course is designed to enable students to develop knowledge and understanding of countries and communities where the modern foreign language is spoken. It will also provide a suitable foundation for further study and/or practical use of the language.

2. Examination Details

Students will be tested in four skills:

Listening	25%	Reading	25%
Speaking	25%	Writing	25%

Students will be entered at either Foundation or Higher Tier depending on ability.

R. Comb

SCIENCES

We will be following the AQA suite of courses for the new Science GCSEs, which are being introduced in September 2016. The new assessment structure with students graded on a numerical scale between 1 and 9 applies to these courses.

The courses followed will be:

Triple Award (AQA)	Biology Chemistry Physics
Double Award (AQA)	Combined Science

What are the courses trying to achieve?

It is intended that pupils be enabled to appreciate the impact of science upon modern civilisation. This will be achieved through laboratory-based practical work and the learning of scientific principles, whilst considering the applications and importance of science in the world around us.

Who will take the course?

All of the pupils in Years 9, 10 and 11 have six hours per week of Science lessons. These take the form of two lessons each in Biology, Chemistry and Physics, taught by subject specialists. In Year 9, all students study content that is common to both the double award and triple award courses. We will not make a final decision on which path the students follow until the end of Year 9. Key members of the Science Department will use their experience and professional judgement to decide which course best suits each student. Year 9 Tracker tests at the GCSE level are the main source of the information that's used when making these decisions.

What do the courses involve?

Combined Science

The Combined Science course is assessed via six written exam papers (each one 1 hour and 15 minutes long) comprising two in Biology, two in Chemistry and two in Physics, all of which combine to form the final qualifications, which are worth two GCSE grades. As well as the practical work that students do to support and develop their understanding, they will also have to carry out a number of 'required' practicals that may be tested within the final written exam papers. This assessment of practical knowledge and skills replaces what are currently known as controlled assessments. All six examinations are taken at the end of Year 11.

Biology, Chemistry and Physics

Each subject is assessed via two exam papers (each one is 1 hour and 45 minutes long). As with Combined Science, the students will have to carry out a number of required practicals that may be tested within the final exam papers.

Future Studies

Pupils will be able to take science courses in the Sixth Form given that they attain minimum grades in the Science GCSE examinations. The entry criteria for Double and Triple Award candidates might not be the same.

C. Sykesud, J. Hensman

OPTIONAL SUBJECTS

ART & DESIGN

Examination Board: Edexcel

Controlled Assessment: 60%. Externally Set Assignment: 40%

The Art courses offered provide students with a wide range of exciting and stimulating creative opportunities to explore their interests in art and design that are personally relevant and developmental in nature.

The course in **Art and Design**, allows students to work in a broad range of 2D and/or 3D materials including new media and technologies. There is a significant focus on photography and students will be encouraged to use photography to collect first hand research, and to explore and develop ideas through digital photography and image manipulation. They will be given opportunities during the course to produce practical and contextual work from many of the options listed below

ART and DESIGN (FINE ART)

Including

DRAWING/PAINTING, MIXED MEDIA, SCULPTURE, LAND ART, PRINTMAKING, LENS or LIGHT BASED MEDIA

ART and DESIGN (PHOTOGRAPHY)

Including

THEME BASED PHOTOGRAPHY, EXPERIMENTAL IMAGERY, NEW MEDIA PRACTICE

ART and DESIGN (3D DESIGN)

Including

CERAMICS, SCULPTURE, BODY ADORNMENT, ENVIRONMENTAL ART, ARCHITECTURAL DESIGN

ART and DESIGN (GRAPHICS)

Including

ILLUSTRATION, COMPUTER GRAPHICS, LENS or LIGHT BASED MEDIA, ADVERTISING

ART and DESIGN (Textiles)

Including

PRINTED and/or DYED FABRICS, CONSTRUCTED and/or STITCHED or EMBELLISHED TEXTILES, FASHION or COSTUME

CONTROLLED ASSESSMENT: During the GCSE course students will complete two units of work including, various forms of development and then final outcomes. (45 hours of controlled assessment will be completed under normal classroom supervision).

EXTERNALLY SET ASSIGNMENT: Students will be given approximately eight weeks of aided preparation time during lessons which will then culminate in a ten hour un-aided final exam. (30 hours of controlled assessment will be broken down into a preparatory period of 20 hours followed by 10 hours within the exam).

G. Woods

CLASSICAL CIVILISATION

Examining Board: OCR Syllabus J280

The course provides an excellent introduction to the Classical World as it looks at the lives, designs, ideas, myths and monuments of the Greeks and Romans. We explore their world and its effects on our own through the study of some of the most important aspects of Classical Civilisation. What did people think? How did they live? What did they believe in? Why did they own people? What is a hero? The course is aimed at teaching students how to question, investigate, argue, explore and understand how people have lived and behaved. In all these topics there is an emphasis on the importance of original sources and on developing advanced historical skills. To help in this the Classics Department has a very large collection of replicas, books, DVDs and original objects to help bring the topics alive at all levels.

No knowledge of Latin is required for this course.

In Year 9 we also study Ancient Egypt as a platform for exploring different cultures and developing essential skills in preparation for the OCR GCSE topics.

The course consists of 3 externally assessed topics and 1 internally assessed topic.

The topics chosen for study are:

- City Life in the Classical World: Rome
- Epic and Myth: Homer's *The Odyssey*
- Community Life in the Classical World: Pompeii
- Culture and Society: The Ancient Olympic Games

In the OCR exams candidates are required to:

- a) Respond to a piece of primary evidence such as a picture or piece of literature.
- b) Answer one longer question based on the topic as a whole or on one of its major themes.

The course aims

- To investigate the civilisation of Ancient Egypt to help develop valuable research and presentation skills.
- To develop an understanding of Greek and Roman culture.
- To investigate and assess the influence of Classical Civilisation on modern society and culture, especially our own.
- To enable pupils to make an informed response to primary sources of evidence.
- To encourage pupils to read, understand and make a personal response to literature in translation.
- To develop a sympathetic understanding of other cultures motives, beliefs and attitudes.

Study Visits

The students will have the opportunity to visit the Classical World on week long study visits to Italy (Rome and Pompeii) and to Greece to see for themselves the monuments, landscape and culture of the ancient civilisations.

A. Pegler

COMPUTER SCIENCE

Examining Board:	OCR
Examination:	80%
Programming Coursework:	20%

GCSE Computer Science moves to a new specification from 2016. Relevant to the modern, changing world of computing, it's designed to boost computing skills essential for 21st century.

Note: There is no longer a GCSE ICT course as it has been discontinued. Computer Science does not cover topics such as creating websites, movies, podcasts or spreadsheet models.

Why choose GCSE Computer Science?

- Engaging and contemporary – companies like Microsoft, Google and Cisco have been involved in the design
- Focus on cyber security – it looks at phishing, malware, firewalls and people as the 'weak point' in secure systems
- Emphasis on 'computational thinking' – learn the theory and apply it in real life situations, using a programming language
- Encourages mental versatility – students will use their new-found programming skills on an independent coding project by solving a real-world problem of their choice.

Scheme of Assessment:

Assessment is by 2 written examination papers and a programming project which will be undertaken in the classroom.

Computer Systems exam – 40%

This component will introduce students to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. Students will learn about the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Computational thinking, algorithms, and programming exam – 40%

This component incorporates and builds on the knowledge and understanding gained in Component 1, encouraging students to apply these using computational thinking. Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will become familiar with computing related mathematics.

Programming project – 20%

Students will produce a series of computer programs to solve 3 problems set by the exam board, using a high level language such as Python. For example, a high score database incorporating searching and sorting techniques, or a password checking program that will assess the strength of a user defined password, such as its length and alphanumeric content. The code will be executed in a console based command line interface. Programs must be properly documented and tested.

P. Hewgill

DESIGN AND TECHNOLOGY – Product Design

Examining Board: AQA

Product Design GCSE course composition:

- A written examination worth 40% of the total marks.
- Design and Make Controlled Assessment worth 60% of the final marks.

The aim of the courses is to develop practical skills in the specialist areas that enable pupils to design make, analyse and evaluate products of a high quality.

Course Content

This course encourages a practical approach to problem solving and allows students to design and make products with creativity and originality. They will experience a variety of practical disciplines and use a range of materials and techniques. It aims to equip pupils to design and produce products with broad consumer appeal and real market feasibility.

The flexible course allows pupils to work towards outcomes in a combination of areas of strength and interest from those listed below. There is a small compulsory graphic element (incorporating packaging, labelling and instructions) for all products produced. This helps encourage the development of well-rounded design proposals rigorously evaluated for their commercial viability.

Paper/card, Timber, Metal, Plastics, Textiles, Control/ Electronics

The course is the ideal platform for further study in Graphics, Electronics, Resistant Materials or Product Design. Pupils work to a broad choice of board set tasks and have the freedom to produce solutions in the form of (for example) lighting, clocks, radios, toys, furniture, seating, MP3 docking stations, storage, jewellery, sports equipment and games to name but a few.

The design and make controlled assessment element of the course relates closely to the areas of theoretical study explored in preparation for the written exam.

N Brookes

FOOD PREPARATION AND NUTRITION

This GCSE will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

It is an exciting, brand new course which is welcomed in the UK by chefs, food scientists and health professionals for teaching the important facts about food.

Examining Board: AQA

GCSE course composition:

- 50% written examination to be carried out in May/June of year 11
- 50% practical controlled assessment which will also take place in year 11.
 - 15% of this assessment is a food Investigation task
 - 35% is a food preparation and cooking task.

Course Content

Below is a brief outline of the main areas of study.

Food Skills

There is an extensive list of high level cooking and food preparation skills to be covered in the course so students will benefit from 3 years of study. These include knife skills, preparation of fruits and vegetables, marinating, shaping, making sauces, baking, bread making, using a range of cooking processes and many more.

Nutrition

This includes healthy eating, balanced diet, special dietary needs, metabolism, macro and micro nutrients, health risks, dietary reference values, calculating nutritional values and the importance of hydration.

The range of ingredients studied will come from all 5 food groups from the 'Eatwell Plate'.

Food Provenance

Students will learn where and how foods and ingredients are produced and how processing affects sensory and nutritional properties. We consider the impact of food on the environment in the study of British and two International cuisines.

Food Choice

Students learn about the many reasons for choosing the foods we eat including our sensory perceptions, seasonality, availability, cultural influences, beliefs or medical reasons.

Cooking and Food Preparation

Food Science, functions of ingredients and the changes taking place during cooking will be studied in detail. Bacterial growth and food hygiene are also an essential part of the course.

U Beveridge

GEOGRAPHY

Examination Board: AQA (pending accreditation)

This qualification is currently pending accreditation by Ofqual. This qualification is linear and therefore students will sit all their exams at the end of the course. There is no controlled assessment element.

The study of Geography enables students to understand the ever-changing world around them. From a warming global climate to the rise of emerging economies such as China, geographers are best placed to explore and explain the future challenges that the world faces across a variety of scales.

Aims

The GCSE course in Geography aims to:

- Stimulate an interest in both the natural and human environments
- Allow students to explore the interdependence between the natural and human environments
- Develop student's understanding of geographical issues that are currently impacting the world that we live in, including: climate change, poverty and newly emerging economies
- Develop an insight into future challenges, such as sustainable resource use and global shifts in economic power, through the study of current issues of local, national and global importance in their future management
- Encourage students to understand their role in society, by considering different viewpoints, values and attitudes
- Provide a useful preparation for understanding the world in which students will live in and work
- Provide students with the opportunity to learn outside the classroom and conduct investigative fieldwork
- Teach the skills that are needed to analyse future challenges effectively, including: graphicacy, numeracy, literacy and ICT skills

Assessment

As outlined above, this course is linear and therefore assessment is entirely by examination. The examination papers have no tiers. Fieldwork is used to support understanding for the Geographical applications (paper 3) examination. Specific topics are chosen from the specification but are broadly summarised below:

Paper 1 (35%): Living with the physical environment (1 hour 30 minutes)

This paper primarily examines physical geographical concepts. Topics include: The challenge of natural hazards, the living world and Physical landscapes in the UK. Geographical skills are assessed throughout.

Paper 2 (35%): Challenges in the human environment (1 hour 30 minutes)

This paper primarily examines human geographical concepts. Topics include: Urban issues and challenges, the changing economic world and The challenge of resource management. Geographical skills are assessed throughout.

Paper 3 (30%): Geographical applications (1 hour 15 minutes)

This paper is divided into two clear sections and examines pupils' ability to evaluate geographical issues and fieldwork investigations. Geographical skills are assessed throughout.

Issue evaluation: Pupils will receive and study a pre-release resource booklet made available 12 weeks prior to the examination. The booklet will provide relevant facts, figures and case study information to support answering examination questions.

Fieldwork: Pupils will carry out the data collection on their field course to support this examination. The examination will question their knowledge of their geographical investigation process.

Field Course

A three-day field course to South Wales will take place in the summer term of Year 10. This will be based at a Field Study Centre and offers the opportunity for students to conduct a geographical investigation in preparation for the Geographical applications (Paper 3) examination. Students will devise their own investigations and collect data to support this. Following the field course, lesson time will be used to apply geographical skills to analyse the data collected in light of the aims of individual investigations. The field course will also provide relevant case study material and develop geographical skills to use in examination questions.

A. Edmonds

HISTORY

Examining Board: GCSE History: Explaining the Modern World – TBC (the course set out below is pending accreditation by the exam board)

Examination: 100%

This is an exciting time to choose History GCSE as the curriculum is being redeveloped in line with the wider changes to GCSE and A Level. Year 9 will be an introductory year that gives the pupils the chance to develop the contextual knowledge needed to understand the modern world course, along with starting to practice key historical skills such as source analysis and evaluation, understanding historical concepts and making substantiated judgements.

The new GCSE will comprise of five different elements, enabling students to appreciate how and why the Modern World has developed as it has. The course will be broken down into the following areas of study:

1. Thematic study – e.g. War and British Society c.790 to c.2010
2. British depth study – e.g. Britain 1906-1918
3. Non-British depth study – e.g. Germany 1925-1955: The People and the State
4. Period study – International Relations 1918-2011
5. Study of the historic environment – this unit will examine the relationship between a place and historical events and developments

Aims

The course is designed to include history from three eras, on three timescales and in three geographical contexts. Those who follow the course will gain a very good understanding of the modern world, through the ability to analyse contemporary issues. They will also develop a wide range of highly transferable skills which will not only assist the student's other studies, but are also widely recognised as being integral to many careers.

These skills include:

- the ability to analyse written, pictorial and audio-visual sources
- an awareness of bias and inconsistencies
- the skill to differentiate between fact and opinion
- the maturity of understanding to appreciate different cultures and ideologies

Assessment

Assessment will be by three written examination papers:

(1) Paper One (50%) Period study and non-British depth study

(2) Paper Two (25%) Thematic study

(3) Paper Three (25%) British depth study and study of the historic environment

Trips and Visits

A variety of trips and visits are offered by the department to help bring the course to life. In Year 9 all GCSE History students take part in a visit to the Imperial War Museum. Students are also offered the option of a study visit to the sites of the battlefields of the First World War. This visit always proves a popular, valuable and poignant part of the course. For the first time this year the department are introducing an additional study visit to Vietnam and Cambodia to complement the Cold War aspect of the course.

J. McDermott

LATIN

Examining Board: WJEC
Examination: 100%

The Level 2 qualifications which the boys have previously taken will be coming to an end in 2017. It is more than likely, however, that we will continue to use WJEC and their new GCSE, as the material is very similar and will be freely available online along with support links.

The breadth of the GCSE course makes Latin a stimulating and worthwhile subject and one which teaches a wide range of skills. Because of this it is one of the most highly valued and respected subjects by employers and universities.

In Years 9 and 10 students continue to build on their knowledge of grammar and vocabulary through appropriately graded stories set in Britain at the time of the Roman Conquest of Britain. The course makes excellent use of the Department's resources and there are several opportunities for trips within the UK and Europe to visit places or subjects studied during the course, e.g. Bath.

From the summer term in Year 10 the boys will be introduced to Latin literature . We study original Latin texts, looking at extracts from a choice of authors including Tacitus, Cicero and Virgil. Students continue to practise translating Latin in preparation for the language examination. We may also b

The study of Latin

- Teaches students to analyse and think logically and is thus a good mental discipline.
- Gives students a greater command and understanding of the English language (influenced so much by Latin), and an ability to express oneself clearly.
- Provides an excellent background to the study of other languages.
- Complements the English GCSE course by developing the close reading of literary texts.
- Often provides students with the opportunity to visit sites of ancient historical interest in Britain and Italy.
- Gives pupils a detailed understanding of the Roman society.
- Introduces elements of Greek/Roman thought which underpin Western culture today.

R.Davies

MODERN FOREIGN LANGUAGE (SECOND MFL)

All pupils must study at least one MFL to GCSE level. However, students may also opt to carry on with a second MFL, which they have studied in Year 8.

You must indicate your optional MFL in an Option Choice box on the GCSE Options Form.

Pupils follow the same course as their first MFL:

GERMAN

Examining Board: AQA
Examination: 100%

FRENCH

Examining Board: AQA
Examination: 100%

SPANISH

Examining Board: AQA
Examination: 100%

1. Courses

The aim of the GCSE specification is to provide a framework for the development of different skills, knowledge and understanding in a modern foreign language. By drawing on some of the language knowledge developed at Key Stage 3 it combines an emphasis on communication skills with reward for practical knowledge and understanding of language structures and grammar. A list of general topic areas and related sub-topics is provided to give learners a clear focus. The course is designed to enable students to develop knowledge and understanding of countries and communities where the modern foreign language is spoken. It will also provide a suitable foundation for further study and/or practical use of the language.

2. Examination Details

Students will be tested in four skills:

Listening	25%	Reading	25%
Speaking	25%	Writing	25%

Students will be entered at either Foundation or Higher Tier depending on ability.

R. Comb

MUSIC

Examining Board:	Edexcel Code 1MU01	
Examination:	Performing	30%
	Composing	30%
	Appraising	40%

Unit 1: Performing

Most students have some ability on an instrument before embarking on the GCSE course in music and learn with one of the school’s instrumental teachers or by private arrangement out of school, aiming to reach as high a level as possible. During the course, students have ample opportunity to perform solo pieces of music with or without an accompanist and ensemble pieces with a small or large group of musicians. By the end of the fifth term, each student is expected to have completed:

- one solo performance**
- and
- one ensemble performance.**

Although there is a free choice of instrument and style of music, the music staff and instrumental teachers are on hand to ensure that the choices are appropriate for every student. Much of the preparation for the performances will be carried out at home and in instrumental lessons, but the final assessment is recorded at school under controlled conditions during Year 11. The standard level of difficulty is equivalent to music set for Grade 4, but there is credit for playing at a higher level. These levels are not expected now, but in three years’ time. In preparing their pieces to perform students will need to be aware that each piece must be at least one minute in length, and in total the performances must not be shorter than 4 minutes. As a result, some students might need to play three pieces to make up the minimum time.

Unit 2: Composing

Throughout the course, students are given time to create music by exploring a range of compositional starting points to turn them into completed pieces. Students can compose music for their own instruments, on keyboards and with computers using score-writing and sequencing programmes such as Sibelius and Cubase. By the end of the fifth term each student is expected to have completed:

- one free composition**
- and
- one composition written in response to a brief set by the exam board**

The composition briefs will relate to the four Areas of Study outlined below and is set in September of Year 11. The free composition can be completed at any time. Each piece needs to be at least one minute in length and the total for the two pieces must not be less than three minutes.

Unit 3: Appraising

This unit of work encourages students to develop their appraising skills through the study of music across a wide variety of styles and genres. There are four Areas of Study and within each there are two contrasting set works. Students study the set works in detail and learn how the musical elements and instruments have been used by the composer. Students also learn about the context of each of the set works within the Area of Study. The table below lists the four Areas of Study and the set works within them, which provide the focus for this unit.

Area of Study 1	Area of Study 2	Area of Study 3	Area of Study 4
Instrumental Music 1700-1820	Vocal Music	Music for Stage and Screen	Fusions
Bach: 3 rd Movement from the <i>Brandenburg Concerto no. 5 in D major</i>	Purcell: <i>Music for a While</i>	Schwartz: <i>Defying Gravity</i> (from <i>Wicked</i>)	Afro Celt Sound System: <i>Release</i> (from the Album <i>Volume 2 Release</i>)
Beethoven: 1st Movement from the <i>Piano Sonata No. 8 in C minor-Pathetique</i>	Queen: <i>Killer Queen</i> from the Album <i>Sheer Heart Attack</i>	Williams: Main title/rebel blockade runner (from <i>Star Wars Episode IV: A new hope</i>)	Esperanza Spalding: <i>Samba Em Preludio</i> (from the album <i>Esperanza</i>)

If you have enjoyed your music in years 7 and 8 and if you enjoy performing on your instrument, singing, creating music and listening to lots of different styles, then this is a good subject to choose. You will learn how to improve your performing skills through your instrumental lessons and through your composing you will gain an insight into how music is constructed from initial ideas to the finished project. You will learn how to analyse music in a variety of styles and discover the social and

- Outdoor and adventures: orienteering etc.
- Swimming: life-saving etc.
- Exercise

J. Dyson

PHILOSOPHY RELIGION AND ETHICS

Examining Board: OCR
Examination: 2 papers both taken at end of year 11.

Philosophy and Ethics is an academic subject that has dramatically changed over the past 20 years. The course we have chosen to offer draws on the key stage 3 that students have already experienced and provides a useful foundation for the already established A level course.

What you will study:

Year 9 – preparation year	Year 10 and 11 – the GCSE
The Holocaust	Study of Islam
Religion v Science	Study of Christianity
Arguments for the existence of God	Study of Philosophy e.g. miracles
The Minor World Faiths	Study of Ethics e.g. war and peace

The subject is taught through a wide variety of styles, from independent learning, drama, video work to group work, and more traditional teaching methods.

There is also the opportunity to go on trips such as to Amsterdam. This trip is for year 10 – 11, and only for students studying either Philosophy and Ethics or History.

It is important to note that many of the skills gained through this GCSE course are complementary to other subjects on the curriculum. For example, those of analysis, research, verbal and written expression and handling data. What is perhaps unique to PRE is the opportunity to reflect on one's own values and ideals in the light of understanding more deeply the motivations behind other people's lives. This is the first GCSE course to cater for students with an interest in and an aptitude for thinking philosophically and ethically.

Anyone who is interested in either how people live with each other (anthropology and sociology) particularly in the multi-cultural world we now live in, or in thinking and formulating arguments, should seriously consider this subject as an option. It might be of value to anyone who is thinking about a career which involves working with people. It is recognised as a valid and worthwhile entrance requirement to A level courses and other FE courses.

N.B. This GCSE does **not** require the student to have any religious background.

T. Charlton

EXTRA SKILLS COURSE

The focus of the Extra Skills programme is on improving progress and attainment in reading, writing, speaking and listening, maths and science. The programme also involves developing **positive relationships with others, and considers outcomes for now and in the future in working towards gaining independence and fulfilling adulthood.**

Core Values and Ethos

Academic Learning

- High expectations for all
- Individualised Learning
- Preparing for assessment
- Implicit differentiation of learning objectives
- Adapting to boys' needs
- Pre-teaching and learning
- Reinforcing
- Negotiate with subject teachers about curriculum
- Revision skills and exam techniques

Emotional Wellbeing

- Growth Mind set
- Positive thinking
- Open door policy
- Mindfulness
- Confidence building
- Motivation
- Positive relations

Learning How to Learn

- Understanding Learning styles
- Thinking Skills and Problem Solving
- Getting ready to Learn
- Getting ready to learn
- Organisational Skills
- Taking ownership of learning
- Memory Skills
- Writing and Reading Skills
- Time Management
- Healthy eating

Expectations

- High expectations for all
- Setting ambitious goals and striving for excellence
- Be passionate in everything we do

