



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 2019**. The aim of this document is to help you understand the compulsory and optional elements of the curriculum.

Guidance to assist your son with his GCSE options choices is 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. Information from these talks is available on Google Classroom.
- (iii) The Options Evening on Monday 29th April 2019, 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

On 29th April you and your son will be sent a link to access SIMS Options Online with an invitation for your son to enter his options choices via this portal. Your son will be able to make the choices which you will then need to approve. A demonstration of this system will be available on the Options Evening. All option choices need to be made by **Wednesday 8th May 2019**.

M J Hill, March 2019

Section 1

Curriculum at Key Stage 4

Students entering Key Stage 4 at WBGs in September 2019 will sit public (external) examinations in the summer of 2022. 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. This is 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 certificate in Further Mathematics (IGCSE equivalent).

- **Science** Science is studied either as 'Combined 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	History
Classical Civilisation	Latin
Computing	Music
Design Technology - Product Design	Physical Education
Food Preparation and Nutrition	Philosophy Religion and Ethics
French	Spanish
Geography	
German	

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 Mrs Wallis and Mrs Krishnaswamy 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 2019, 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, Mrs Wallis. Further guidance will be given through assemblies and Personal, Social and Health Education (PHSE) sessions.

Section 2 Non-examined Courses

SOCIAL & HEALTH EDUCATION

The Social and Health Education curriculum will be taught in a lesson 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 this 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.

All students throughout the school follow a Personal Development Curriculum delivered through form time and assemblies. The Personal Development curriculum is structured around the concept of Wellbeing and aims to develop students in six key areas: Resilience, Collaboration, Thinking, Initiative, Kindness and Respect.

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 the spring term of Year 8, students will have a lesson on careers advice delivered by Youth Connexions. Individual connexions appointments will be available for Year 10 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.

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

All students will follow AQA courses which will lead to two separate GCSEs being awarded 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 prior attainment. For both qualifications, students are assessed through examinations.

English Language

There are two English Language exams (1hr 45 mins each, both worth 50% of the GCSE):

Explorations in Creating Writing and Writers' Viewpoints and Perspectives.

There is also a Speaking and Listening component (worth 0% of the GCSE)

English Literature

There are two English Literature exams:

Shakespeare and the 19th century novel and is worth 40% of the GCSE (1hr 45mins)

Modern prose or drama and poetry and is worth 60% of the GCSE (2hr 15mins)

A Roy

MATHEMATICS

Examining Board: Edexcel (1MA1)
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 3 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 Level 2 certificate in Further Mathematics (equivalent to an IGCSE).

P Matthews

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. If boys are able linguists, 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.

N Twyford

SCIENCES

We are following the AQA courses for the Science GCSEs that were introduced in September 2016. The new assessment structure with students graded on a numerical scale between 1 and 9 applies to these qualifications. The courses followed will be:

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

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. Pupils are encouraged to think, critically and analytically.

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, normally 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 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 and the end of year examination, all pitched at the GCSE level, are the sources of the information that we use when making these decisions.

What do the courses involve?

Combined Science

The Combined Science course is assessed via six written examination 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 qualification which is worth two GCSE grades. As well as the practical work that students do to support and develop their understanding, they will have to carry out a number of 'required' practical activities that may be tested within the final written examination papers. All six examinations are taken at the end of Year 11.

Biology, Chemistry and Physics

Each subject is assessed via two examination papers, each one being 1 hour and 45 minutes long. As with Combined Science, the students will have to carry out a number of required practical activities that may be tested within the final 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. These grades will be advertised in due course.

C Sykesud, J Hensman

OPTIONAL SUBJECTS

ART & DESIGN

Examination Board: Edexcel

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

The Art course offered provides students with a wide range of exciting creative opportunities to explore their interests in all the different areas of art and design, in a personal way.

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 three units of work, the first one an introductory unit, the second chosen by the department and the third chosen by the student, (all controlled assessment will be completed under normal classroom supervision).

EXTERNALLY SET ASSIGNMENT: This is set by the exam board at the beginning of January in the final year. Students will be given approximately ten weeks of time to prepare an idea during normal lessons which will then culminate in a ten hour un-aided final exam. The exam is set over two school days and usually takes place at the very start of the year 11 exam period during school hours.

G Woods

CLASSICAL CIVILISATION

Examining Board: OCR

Syllabus J199

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 2 externally assessed topics.

The topics chosen for study are:

- Myth and Religion
- Roman City Life

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, Ostia, Herculaneum and Pompeii) and to Germany to see for themselves the monuments, landscape and culture of the ancient civilisations.

E Streets

COMPUTER SCIENCE

Examining Board: AQA
Examination: 100%

GCSE Computer Science moved to a new specification in 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 or podcasts.

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.

Scheme of Assessment:

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

Computer Systems exam – 50%

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 – 50%

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

Students will produce a solution to a real world problem 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.

N Adcock

DESIGN AND TECHNOLOGY

AQA GCSE Product Design:

Course composition: Written Examination, 50%; Design and Make Practice, 50%

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

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. Pupils are encouraged to develop well rounded design proposals rigorously evaluated for their commercial viability. The following are the key areas covered by the theoretical elements of the course:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Textile based materials
- Systems approach to designing
- Mechanical devices
- Materials and working properties
- Electronic/mechanical systems.
- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes
- Papers and boards
- Timber based materials
- Metal based materials
- Polymers

In year 11 pupils work to a choice of three board set tasks and have the freedom to produce solutions in the form of lighting, clocks, radios, toys, furniture, seating, MP3 docking stations, storage, jewellery, sports equipment and games - to name but a few examples. Pupils build a final prototype product backed by a coursework folder that tells the story of the product manufacture, from research and design, through to making and testing for intended purpose. This design and make controlled assessment element of the course relates closely to the areas of theoretical study explored in preparation for the written exam.

- Investigation, primary and secondary data
- Environmental, social and economic challenge
- The work of others
- Design strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Material management
- Specialist tools and equipment
- Specialist techniques and processes

The course is the ideal platform for further study in Design Technology. Future careers could include: Architecture. Naval architecture. Civil engineering. Construction. Website design and management. Cabinetmaking. Furniture making. Occupational therapy. Special effects work. Graphic, interior, product, textile, fashion, theatre and exhibition design. Designer craftspeople. Landscape architecture. Design, medical, automotive, land-based and electronic engineering. Dental technology. Shipbuilding and boatbuilding. Rural crafts. Packaging. Carpentry and joinery.

N Brookes

GCSE Food Preparation and Nutrition

Examining Board: AQA <http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Why study Food and Nutrition at GCSE?

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical skills, nutrition, food science, where food comes from, exploring the dietary needs of different groups and the links between diet and current health issues.

At its heart, this GCSE focuses on developing your practical skills to give you a strong understanding of food as an ingredient and its role in the body. During the three years, you will develop knowledge and skills required to cook exciting, challenging and creative dishes through exploring and creating your own recipes as well as learning new and advanced food preparation skills.

You will explore the scientific properties of ingredients and will be able to carry out food science investigations.

As well as developing your love and understanding of food, this course will provide valuable key life skills, enabling you to cook and make informed choices about what you eat now and in the future through a deep understanding of nutrition and healthy eating.

What skills or knowledge do you need?

Do you enjoy cooking and experimenting with different ingredients and food preparation techniques? Are you interested in diet, health and nutrition? Do you enjoy challenges, taking risks and being creative? Do you want to develop your confidence and organisational skills? Are you interested in the origins and history of food? Are you prepared to work hard but also have fun? Then this course is for you!



What further courses and careers can this lead to?

Studying Food and Nutrition can lead to a vast range of exciting career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could inspire you into roles such as a Chef, Nutritionist, Dietician or roles in Health Care, Food Engineer, Food Scientist, Microbiologist, Food Technologist, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspector, Teacher, Food Photographer, Food Stylist, Hotel or Restaurant Manager, careers in food media e.g. magazines, radio and television – for more information on food careers please visit [www. http://tastycareers.org.uk/](http://tastycareers.org.uk/)

What topics will you study?

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance (where food comes from)

How will you be assessed?

Written exam at the end of year 11 is **50% of your GCSE**

Two pieces of Non-exam assessment (Coursework) is **50% of your grade**. The two projects will be completed in the first term of year 11. The first piece is a Food investigation task (15%) and the second piece is a Food preparation Assessment which includes a 3 hour practical exam (35%).



grade.

GEOGRAPHY

Examination Board: AQA (8035)

This qualification is linear 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

The course is linear: assessment is entirely by examination. The examination papers have no tiers. Fieldwork is used to support understanding for the Geographical Applications examination (Paper 3). The department will choose specific topics from the specification but are broadly as 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 students' 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 compulsory four or five-day field course 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 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. 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: AQA
Examination: 100%

The GCSE syllabus has changed quite dramatically with the new specification and now covers a wider range of history than ever before. The three year GCSE enables us to designate Year 9 as a mostly 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 four 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. Period Study - Germany 1890-1945: Democracy and Dictatorship
2. Wider world Depth Study – Conflict and Tension in Asia, 1950-75.
3. Thematic Studies - Power and the people: c1170 to the present day
4. British Depth Studies - Elizabethan England, c1568–1603

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 historical development over a long period of time, 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 two written examination papers:

(1) Paper One (50%) Period Study and Wider World Depth Study

(2) Paper Two (50%) Thematic Study and British Depth Study

Trips and Visits

A variety of trips and visits are offered by the department to help bring the course to life. These include trips the Imperial War Museum and the option of a study visit to the sites of the battlefields of the First and Second World Wars in Belgium and Normandy. These visits always prove a popular, valuable and poignant part of the course. We have also recently introduced a study visit to Vietnam and Cambodia to complement the Cold War aspect of the course which we hope to repeat.

J McDermott

LATIN

Examining Board: WJEC/Eduqas
Examination: 100%

We are continuing to use WJEC (re-branded as Eduqas in this case) and their new GCSE, as the material is well-chosen and interesting, and is available free online along with support links.

The breadth of the GCSE course makes Latin a stimulating and worthwhile subject which teaches a wide range of skills. Because of this, it is one of the subjects most highly valued and respected by employers and Russell Group 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 plot(s) range from gangsters and murder to high farce. 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, Germany, Pompeii.

From the summer term in Year 10 the boys will be introduced to Latin literature. We study original Latin texts, looking at extracts from Ovid and his myth-telling, and chariot-racing seen through the eyes of authors like Ovid, Pliny and Virgil. Literature will comprise 50% of the examined material. Students continue to practise translating Latin in preparation for the language examination. 10% of the Language exam is either the translation of simple English sentences into Latin or a series of grammar questions.

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.

E Streets

MODERN FOREIGN LANGUAGE (SECOND MFL)

All pupils must study at least one MFL to GCSE level. However, able linguists 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.

N Twyford

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. 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 needs 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 historical context in which music has been composed.

S M Hussey

PHYSICAL EDUCATION – J587

Examining Board:	OCR
Coursework:	40% (30% practical performance from three activities, 10% evaluation of performance)
Examination:	60%

This course is offered to those students who have an interest and ability in sport and who wish to acquire a greater understanding in this subject.

AIMS

To encourage candidates to be inspired, motivated and challenged by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and other's cultures in relation to Physical Education. 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 students to make informed decisions about further learning opportunities and career choices.

GCSE specifications in Physical Education will enable candidates to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport makes to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport

The new specification has a broader scope of study with topics including:

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of data analysis
- Sports Psychology
- Socio-Cultural influences
- Health Fitness and well-being

The assessment of the course is in two parts:

1. Written examination two 1 hour papers (60%)

Candidates are required to answer questions on two 1 hour papers from two units of study:

The Theory of Physical Education:

1. Physical factors affecting performance
2. Socio-cultural issues and sports psychology(02)

2. Coursework (40%) (30% practical performance; 10% controlled assessment)

Candidates are required to demonstrate effective performance, the use of tactics or compositional techniques and to observe the rules and conventions in three chosen activities. Candidates will only be assessed in the role of performer. Activity areas have to include at least one individual sport, and one team sport.

Non examined assessment involves your ability to analyse and evaluate a performance. This will provide the controlled assessment component of your overall coursework grade.

J Dyson

PHILOSOPHY RELIGION AND ETHICS

Examining Board: OCR
Examination: 3 papers, all 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 & Ethics - the family, does God exist, should we go to war? Is Religion dead?
The Minor World Faiths	

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 9-11, 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, listening and maths. 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 Mindset
- 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