

CONTENTS

| | |
|-------------------------------------|----|
| Introduction: choosing your courses | 2 |
| Art | 11 |
| Biology | 8 |
| Chemistry | 9 |
| Classical Civilisation | 14 |
| Design & Technology | 15 |
| Drama | 17 |
| English and English Literature | 4 |
| Geography | 18 |
| Greek | 13 |
| History | 20 |
| Latin | 12 |
| Mathematics | 6 |
| Modern Languages | 23 |
| Music | 25 |
| Physical Education | 26 |
| Physics | 10 |
| Religious Studies | 27 |
| Sciences | 7 |

Choosing your GCSE courses

The Shell year at St Edward's is in many ways a transition year as you move away from Common Entrance ways of working towards GCSE courses. In some subjects you will already have started on the GCSE course in one way or another.

As you move into the Fourth Form there are some core subjects that everyone studies: English, Maths, Biology, Chemistry and Physics. We also ask everyone to study at least one modern foreign language, but you have a free choice between French, German and Spanish (unless you are in the fast track for French, in which case you continue automatically to GCSE). You choose the remaining four subjects from the option blocks overleaf (so five optional choices in total), and you register your initial choices on returning to school in the Summer Term, with a view to making these definite by early May.

The benefit of studying slightly fewer subjects than you have done in the Shell year is that you will have more time in the timetable for those subjects in which you will be examined at GCSE. We nonetheless aim to keep your curriculum as broad as we can by including some subjects in which you will not take a GCSE (RS & Ethics, English Literature, Political Literacy & Citizenship), and the option blocks are also designed to encourage you to choose from a range of subject areas.

Most GCSE subjects are examined at one of two tiers. Foundation tier entrants can achieve a grade between C and G; Higher tier candidates can achieve a grade between A* and D. Decisions about the tier of entry are not made until some way into the Fifth Form year, and are made in consultation with all concerned.


This *Guide* gives you information about all GCSE subjects, whether core or optional, and you should read it carefully. In particular you should look at the course description for the optional subjects, and think through your decisions by talking to your parents and to your tutor and HM. Please feel free to speak to either of us, too, if we can help. These are some of the things you might think about:

- How interested am I in this subject?
- How much do I enjoy this subject?
- If I don't study this subject will I be able to take it up in the Sixth Form?
- If not, am I damaging my chances of following a particular degree or career path?
- How do my subjects fit together? Do I have a balance which reflects my strengths and interests?

We hope you enjoy the process of thinking about your studies and making important choices.



Director of Studies



Senior Tutor

GCSE Option Blocks and Curriculum Summary (Draft block scheme)

| f | g | h | j | k |
|--------------------------------|---|--|---|--|
| French Geography History | German Spanish Geography History | Classical Civilisation Geography History Music Latin | Art Ceramics Design & Technology Drama Geography Greek Music Physical Education Spanish | Art Ceramics Design & Technology Drama History Music Physical Education Religious Studies |

All pupils study the following for public examination:

English (GCSE)

Mathematics (IGCSE)

Biology, Chemistry and Physics (these three sciences resulting in two GCSEs: Double Award)

All pupils also follow non-examined courses in:

Political Literacy & Citizenship

English Literature (St Edward's Oxford Literature Certificate)

RS & Ethics

ENGLISH and ST EDWARD'S OXFORD LITERATURE CERTIFICATE

All pupils study this subject, which is allocated nine lessons per cycle in the Fourth form and in the Fifth, and is taught in seven sets, which makes the classes smaller than you will have been used to in the Shell.

Candidates receive an **IGCSE** grade in English on the basis of one exam and a coursework folder, combining spoken and written coursework.

The **Literature Certificate**, which has been structured by the Department, develops the pupils' range of reading as well as the scope of their writing. It is examined internally and a final certificate, combining the examination result and coursework essay marks, is awarded at the beginning of the Spring Term of your Fifth form year.

Set out on the next page is a breakdown of the course on a term-by-term basis.

St Edward's Oxford Literature Certificate (SEOLC)

Six texts will be studied during the course: 2 prose, 1 drama, 2 poetry and one Shakespeare play. One of the poetry texts will be Section B of the EdExcel *Anthology*. A sensible mixture of periods and authors will be covered.

Coursework = 50% of final certificate grade

A 'Coursework' essay, for the purposes of the SEOLC, is a final summative piece of work on a text studied in class. It will usually be in the form of a traditional essay about the whole text, but may, in some cases, be a creative or re-creative response, or possibly a piece of writing focusing on specific scenes or episodes from the text. The essay on poetry from the EdExcel Anthology will be a 'cross-over' piece of coursework and will count for both Literature Certificate and IGCSE. Each candidate's **four best summative coursework essay marks** make up the 50% of the final grade allotted to coursework.

2 hr 15 mins Exam = 50% of final certificate grade

The examination takes place in the Summer Term of the Fourth Form year and is divided into two sections. Section A will comprise a critical analysis of an unseen poem and in Section B, from a choice of two questions on each, candidates answer **two** questions, **one on literature about men and women, and one on literature about people and places** basing their answers on texts read in class earlier in the year.

IGCSE English

We follow the EdExcel IGCSE English Language course, which is structured as follows:

| Pape | Mode of Assessment | Weighting | Length |
|------|--|-----------|-----------------|
| 2 | Examination Paper 2H Reading: questions to test understanding of an unprepared reading passage and a passage from Section A of the London Examinations Anthology. Writing: a short task based on the topic of the Section A reading passage, and a task to test writing to <i>inform, explain, describe</i> . | 70% | Two hours |
| 4 | Written Coursework Reading: a piece of writing responding to Section B of the London Examinations Anthology. Writing: a piece of personal and imaginative writing. | 20% | Two assignments |
| 5 | Speaking and listening coursework An individual talk Group work | 10% | Two assignments |

Overview of the GCSE years in English

| | Winter 4ths | Spring 4ths | Summer 4ths | Winter 5ths | Spring 5ths | Summer 5ths |
|----------------------|--|--|--|--|---|---|
| | SEOLC | SEOLC | SEOLC & IGCSE | SEOLC & IGCSE | IGCSE | IGCSE |
| EdExcel IGCSE | | | - Unit 1 Coursework (Poetry based on Anthology Section B) <i>x-over</i> | - Individual Talk S&L - Trial Examination (Paper 2H) | - Unit 2 Coursework (imaginative writing) - Group Work S&L | - Anthology Section A revision - Skills revision - Final IGCSE exam |
| SEOLC | Men & Women - Two coursework assignments - Information Literacy | People & places - Two coursework assignments - Information Literacy | Selected poetry & Non-Fiction - Anthology Poetry c/w <i>x-over</i> - SEOLC exam | Shakespeare | - Awarding of SEOLC grades & certificates | |
| Prescribed texts | Two texts of teacher's choice | Two texts of teacher's choice | Section A of the EdExcel Anthology (Non-Fiction) Section B of the EdExcel Anthology (Poetry) | One of... <i>Much Ado Rom & Juliet</i> <i>M. of Venice</i> <i>Henry V</i> <i>As you like it</i> <i>Troil. & Cr.</i> <i>Julius Caesar</i> <i>Taming of the Shrew</i> | | |

MATHEMATICS **(Edexcel IGCSE 4400)**

In the Fourth and Fifth forms, the IGCSE Mathematics course we follow covers a wide range of basic mathematical knowledge and skills, grouped into four areas:

- Number
- Algebra
- Shape, space and measures
- Data handling and probability

Throughout the course, there is an emphasis on the use of mathematics in everyday situations and its applications in other areas of study, although this does not exclude the study of some areas of mathematics for their own intrinsic interest. The appreciation of patterns and relationships, ideas of generalisation and proof, as well as problem-solving skills, are developed.

Mathematics continues to be taught in sets arranged according to ability. Progress is closely monitored with regular assessments to provide a cross-set comparison.

Assessment for IGCSE is by two written examination papers (2 hours each). Calculators may be used in both papers. There is no coursework. We follow the London (Edexcel) IGCSE Mathematics syllabus 4400.

Although there are two tiers of entry, all pupils in all sets will follow the Higher Tier specification. The grades available at Higher Tier are A*-D, while those at Foundation Tier are C-G. Only a very small number of pupils – if any – will be entered for the Foundation Tier examinations. The decision to do this will be delayed as long as possible; certainly until after the mock exams in the Autumn Term of the Fifth Form year.

Where there are opportunities to do so, we aim to give pupils a broader knowledge of concepts and methods than those included in the IGCSE mathematics specification.

We do not favour early entry; we prefer rather, on educational grounds, to stretch the brighter pupils by offering broadening challenges. The pupils in the Ad Maths class, which continues from the Shell year, work towards the Additional Mathematics Free Standing Mathematics Qualification (OCR syllabus 6993) in the Fifth Form. Additional Mathematics is a bridging course between GCSE and AS level, and is a good preparation for those wishing to pursue Further Maths at A-level. The qualification also attracts points on the UCAS tariff.

SCIENCES **(AQA 4462 and 4463)**

From September 2006 pupils will follow a new Double Award programme of study incorporating all three science subjects. Pupils will all complete two new single award GCSE courses; GCSE Science (AQA – 4462) and GCSE Additional Science (AQA – 4463), which together allows progression to post-16 science courses. Importance is attached to the knowledge, skills and understanding of ‘how science works’ in the world at large as well as in the laboratory.

Pupils will be introduced to:

- The thinking behind the doing
- Fundamental ideas
- Observation as a stimulus to investigation
- Designing an investigation
- Making measurements
- Presenting data
- Using data to draw conclusions
- Societal aspects of scientific evidence
- Limitations of Scientific Evidence

A course based on this specification should encourage candidates to:

- Develop their interest in, and enthusiasm for, science
- Develop a critical approach to scientific evidence and methods
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

Each GCSE will be assessed by three written papers with structured questions (45min each) in biology, chemistry and physics at the end of the Fifth form; giving 75% of total marks. In addition, each GCSE will have a school-assessed practical component; giving 25% of total marks. This school-assessed unit is a combination of practical skills assessment (a holistic assessment on a 6 point scale) carried out during normal class experiments and a written test. Before taking a test, candidates undertake practical work relating to a topic under normal class conditions and, during their work, they collect data. They bring their data to the test. The written test is taken in a subsequent lesson but under examination conditions. Tests are externally set, but internally marked, using marking guidance provided by AQA. Each test will have questions relating to the candidate’s data and questions which relate to additional data provided in the question paper. Several tests relevant to each unit will be available at any one time, and the tests can be taken at times chosen by the teacher.

Each GCSE is tiered, with Foundation Tier being aimed at grades C to G, and Higher Tier at grades A* to D. The two GCSE courses are examined separately and therefore, theoretically, a pupil could be entered for Foundation Tier in one and Higher Tier in the other.

BIOLOGY

Barely a day goes by when Biology is not in the news. Issues such as genetic engineering, designer babies, cloning, stem cells and global warming will shape our lives in the 21st Century. The Biology course aims to stimulate interest in and understanding of these issues, as well as giving students a good grounding for Sixth Form study.

The course comprises fourteen topics, eight Science topics and six Additional Science topics. The course is started in Shells and progresses through the Fourth and Fifth Forms. This gives time for careful preparation of the school-assessed practical component (25%) and thorough revision in the Fifth Form. The theme of 'How Science Works' runs throughout the course and is taught through practical work, debate, research and analysis of scientific problems. Pupils should find the course stimulating and relevant to life, irrespective of their future Sixth Form or career plans.

Themes included in **GCSE Science** are:

- How do human bodies respond to changes inside them and to their environment?
- What can we do to keep our bodies healthy?
- How do we use/abuse medical and recreational drugs?
- What causes infectious diseases and how can our bodies defend themselves against them?
- What determines where particular species live and how many of them there are?
- Why are individuals of the same species different from each other?
- What new methods do we have for producing plants and animals with the characteristics we prefer?
- Why have some species of plants and animals died out? How do new species of plants and animals develop?
- How do humans affect the environment?

Themes included in **GCSE Additional Science** are:

- What are animals and plants built from?
- How do dissolved substances get into and out of cells?
- How do plants obtain the food they need to live and grow?
- What happens to energy and biomass at each stage in a food chain?
- What happens to the waste material produced by plants and animals?
- What are enzymes and what are some of their functions?
- How do our bodies keep internal conditions constant?
- Which human characteristics show a simple pattern of inheritance?

CHEMISTRY

Chemistry is the study of the properties and reactions of substances and their applications in our lives. It is the central science and it links areas as diverse as space travel, volcanoes and discovering new medicines. The AQA specification we have adopted aims to make Chemistry as contemporary as possible, whilst ensuring the students have the necessary grounding to go on to study the subject successfully at A' level and beyond.

The theme of 'How Science Works' runs through the entirety of the course and lends itself to making the students think for themselves about current issues from the news and how science can or does influence certain events for good or bad. Environmental issues are highlighted in many sections of the specification, as are areas such as citizenship, ICT and communications skills, with there being opportunities to give presentations to class mates in many topics.

The titles for the teaching blocks are:

- How do rocks provide building materials?
- How do rocks provide metals and how are metals used?
- How do we get fuels from Crude Oil?
- How are polymers and ethanol made from oil?
- How can plant oils be used?
- What are the changes in the Earth and its atmosphere?
- How do sub atomic particles help us to understand the structure of substances?
- How do structures influence the properties and uses of substances?
- How much can we make and how much do we need to use?
- How can we control the rates of chemical reactions?
- Do chemical reactions always release energy?
- How can we use ions in solution?

Great importance is attached to pupils learning to think clearly about concepts and writing thoughtfully about their work. The course provides a good grounding for A Level Chemistry, as well as exploring topics of relevance in the study of History, Geography, Biology, Physics, Mathematics and ICT.

PHYSICS

The Physics component of GCSE Science tries to answer some of the most important questions facing us today. Whether it is looking at reasons for or against the use of nuclear power or how an iPod works the focus is always on enabling students to understand the world around them.

The themes covered in the Fourth Year (Year 10) are part of a number of units in the syllabus. These are:-

- EM Waves Radio, TV, X-Rays and Visible Light are all examples of EM Waves.
- Origins of the Universe We believe that matter and space expanded violently and rapidly from a very small initial point: - the 'big bang'.
- Uses and Dangers of Radioactivity Radioactive substances emit radiation from the nuclei of their atoms; these can be very useful but may also be very dangerous.
- Static Electricity Static electricity can be explained in terms of electrical charges. When electrical charges move we get an electric current.
- Current Electricity The current in a circuit depends on how hard charge is pushed through the circuit and how hard the circuit resists that push.
- Forces and Motion Objects can move with different speeds and can also change their speed and/or direction (accelerate).
- Balanced and Unbalanced Forces To change the speed of an object an unbalanced force must act on it.
- Movement Energy When a body speeds up or slows down, its kinetic energy increases or decreases.
- Momentum The faster a body is moving the more kinetic energy it has. It also has momentum.
- Radioactive Decay To understand what happens to radioactive substances when they decay we need to understand the structure of their atoms.
- Fission and Fusion Fission is the splitting of atomic nuclei, fusion is the joining together of atomic nuclei, this occurs in stars.
- Mains Electricity Mains electricity is useful but can be very dangerous. It is important to know how to use it safely.
- Power of Electrical Devices Electrical appliances transform energy. The power of an electrical appliance is the rate at which it transforms energy.

The course also concentrates on "How Science Works". This ranges from how scientists make decisions to how they ensure that errors and uncertainties in their work are kept to a minimum. Practical skills will be assessed throughout the course and form one part of the criteria for awarding the final GCSE grade.

It is hoped that the course will show why Physics is so relevant in these times of rapid technological development and in its power to change the world.

ART AND DESIGN AQA

Pupils will work towards a GCSE qualification awarded by AQA under the heading of Art and Design. In practice they may well choose to specialise in either drawing and painting/printmaking or ceramics/sculpture.

The course is portfolio based and consists of creative and technical workshops leading into a sustained themed project. (For example workshops will include life drawing, portraiture, silk screen printing, IT skills, etc.)

The sustained themed project is 'idea-centred' and pupils are strongly encouraged to follow their own individual expressive path wherever it may lead them and thereby produce high quality and rewarding work that both develops their skills and stimulates their creativity.

Pupils will be required to visit, on their own initiative, galleries, museums and major collections. Departmental visits are, however, an integral part of the course. Individuals are expected to be visually aware and have the ability to develop individual work from their creative research and explorations. It is advantageous that pupils have their own digital camera.

The portfolio, internally assessed and then moderated by the board, counts for 60% of the final marks. Pupils are expected to select and submit creative works demonstrating the breadth and depth of their achievements during the course. An 'externally set task' (examination) completes the course. For this candidates select one title/subject from a given list and have eight weeks to produce preliminary/supporting studies. The subsequent final piece must be produced in 10 hours under exam conditions.

The GCSE course in Art & Design will be open to all pupils who, in the Shells, have shown ability and exhibited high levels of interest and motivation. As a qualification it will, of course, be of comparable worth to any other subject and be one that leads quite naturally to AS and A level.

CLASSICAL LANGUAGES and CLASSICAL CIVILISATION (OCR)

The approach to the teaching of Classics has changed a great deal over recent years with the aim of making these highly academic subjects fully accessible at GCSE level.

Our LATIN and GREEK courses, which retain a strong linguistic element, put the language work into a historical and literary context, which encourages wider thought and discussion.

CLASSICAL CIVILISATION does not require any working knowledge of either Latin or Greek, nor any previous experience in the subject itself. The course concentrates on a study of Greek and/or Roman society and their sources in translation, and on comparisons between ancient culture and our own.

In this way, you can study and evaluate the language, history and culture of classical Greece and Rome, civilisations which have had a profound and lasting effect on European life; you come into contact with some exceptional literature and art and learn to analyse and interpret literary, epigraphic and archaeological evidence; by confronting a different culture with different values, you consider your own lives and attitudes and begin to articulate views and opinions. Visual and interactive computer material is frequently used and all classical courses involve visits to museums like the British Museum and Ashmolean, sites like Cirencester and Caerleon, Rome and Pompeii, and to plays where possible.

All three subjects can be carried on at A Level, and there are an increasing number of excellent University courses.

1. LATIN

The subject gives the opportunity to study the language and literature of ancient Rome, including Virgil, Ovid and Horace and to experience at first hand elements of the culture, language, social and political life of Roman civilisation which has inspired many later generations and which underpins European culture. As well as being exciting and inspiring, this course will help to develop analytical skills and intellectual flexibility which will be useful in a wide range of other courses both at school and university, and, later on, even in the job market. Latin remains one of only a few highly regarded GCSEs by university admissions tutors. Grade boundaries are high, adding to the subject's value, but our pupils leap over them.

You will study:

- The Latin language; you will learn to read Latin texts in their original language;
- Literature set texts, including options in Virgil, Ovid, Pliny, Tacitus and Horace;
- Background topics, including the Roman Army, Social Life, Roman Sport & Entertainment, Women, the Empire, Roman Britain and Roman Religion.

You will learn:

- How to develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Latin and the languages of today;
- How to appreciate different cultures;
- How to read texts and historical sources in Latin;
- How to read and appreciate Latin literature in its cultural context and in its original language;
- How to communicate clearly and effectively.

NB: along with Greek, this is one of the few subjects that does not require any controlled assessment from you.

2. GREEK

The fact that many other schools can no longer provide Greek, further adds to this subject's cachet, while it remains an academic/intellectual pursuit, highly respected by universities. Much of what has been said about the value of Latin applies equally to Greek – except that the rewards can be even greater. Greek remains one of only a few very highly regarded GCSEs by university admissions tutors.

The format for Greek learning and examination is similar to that of Latin (as described above, but there are only three papers). Papers 1 and 2 (Language and Verse Literature) are compulsory. For the third paper, you may choose between Prose Literature or Greek Civilisation.

Verse Literature set texts include Homer and Euripides, prose texts include Herodotus and Xenophon. The Greek civilisation topics include Democracy, Greek Religion, the Olympic Games, Greek Tragedy and Comedy.

Classes tend to be small yet lively. Language and literature form the basis of study and lead to wide discussion.

You will learn:

- How to develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Greek and the languages of today;
- How to appreciate different cultures;
- How to read texts and historical sources in Greek;
- How to read and appreciate Greek literature in its cultural context and in its original language;
- How to communicate clearly and effectively.

NB: along with Latin, this is one of the few subjects that does not require any controlled assessment from you.

3. CLASSICAL CIVILISATION

This subject gives you the opportunity to study the archaeology, art and architecture, literature, politics, social history, religion and philosophy of the Classical Greek and Roman worlds. Particular areas of study include Pompeii, the ancient Olympic Games, Sparta, Roman Sport & Entertainment, Greek Drama (tragedy or outrageous comedy), Homer's epic *Odyssey* or *Iliad*, Ovid's *Metamorphoses* and Virgil's epic *Aeneid*. As well as being fascinating and inspiring, this course will help to develop deep analytical skills and intellectual flexibility which will be useful in a wide range of jobs or in further study.

You will study:

- 4 units (3 examined and 1 completed by controlled assessment), with a large choice within each unit.
You can study either Greek or Roman topics or choose a mix of both.
- Topic areas also include the Persian Wars, the birth of Democracy, Greek and Roman Religion, Roman Emperors, Art and Architecture, and Bronze Age Civilisations, in addition to those listed above.

You will learn:

- How to appreciate different cultures and make comparisons between ancient cultures and our own;
- How to read and appreciate literature in translation within its cultural context;
- How to communicate clearly and effectively;
- How to use a wide range of evidence.

Assessment:

There is a choice between two levels of entry for this examination: Foundation and Higher. At Foundation level the grades available are G-C. At Higher level the grades available are D-A* In total you will take 4 units for a full course and 2 for a short course.

Unit 1 (Stories and Histories)

This paper consists of four topics. You will take one from this paper, examined in one hour.

Unit 2 (Drama and Life)

This paper consists of four topics. You will take one from this paper, examined in one hour.

Unit 3 (Conflict & Carnage)

This paper consists of four topics. You will take one from this paper, examined in one hour.

Unit 4 (Greece & Rome: an evaluative study)

This unit consists of eight* topics. You will produce work on one topic, based on the study of primary sources, under controlled assessment criteria in the course of the 5th Form.

- * Topic 4A Homer, *Iliad*
Topic 4B Greek Comedy
Topic 4C Athenian Pottery
Topic 4D Athenian Democracy
Topic 4E Ovid, *Metamorphoses*
Topic 4F Catullus
Topic 4G Nero
Topic 4H Archaeology of Roman Britain

DESIGN AND TECHNOLOGY **AQA D&T: Resistant Materials**

This year the Design Department will be offering two parallel courses both based on the AQA exam board – Design and Technology: Resistant Materials course.

- **Resistant Materials: focusing primarily on construction in Wood, Metal and Plastics.**
- **Resistant Materials: Jewellery, Silversmithing, and Decorative Arts (see next page).**

Both these courses provide the ideal foundation for the AS, A2 and IB Design courses that about 30% of GCSE D&T students opt for each year. A substantial number of A level Designers go on to read Design and Engineering related subjects at University, but GCSE Design is not just for prospective Engineers. The course content contrasts with, and therefore complements, other academic subjects. The emphasis of all our work is upon creative problem solving, providing solutions to real people’s needs and desires. Design students will go on to apply Design based project management skills to their A level work, and beyond that to their University courses and their chosen careers.

The Fourth Form:

The Fourth Form course is designed to give students wide ranging experience with most of the machines and processes available within the department. This will put them in a strong position when they come to develop their GCSE coursework project in the Fifth Form. We have introduced a ‘Skills Passport’, which is stamped when they satisfied three levels of competence. The course consists of a series of short projects each of which includes a range of skills and which results in a finished product that they can take away. By the end of the year they will have a high level of ‘hands on’ experience with wood, metal and plastics processes, as well as Computer Aided Design, hand drawn graphics and the whole design process.

The Fifth Form:

Some of the Fourth Form Summer term and the first two terms of the Fifth Form are devoted largely to a coursework project. The exam board provides a dozen broad themes on which the project must be based but the themes are very broad and should not constrict students’ creative and imaginative ideas. Pupils are encouraged to work with third party ‘clients’ or ‘user groups’ from outside the school. Quincom, a local entrepreneurial company, provides support for selected students to qualify for expert advice and financial support for their project work. This scheme replaces the Oxford Trust awards that our students have benefited from in the past.

GCSE Assessment:

| | | |
|--------------------|---|----------------|
| Coursework Project | 4 th Form June – March in the 5 th form | 60% |
| Written Paper | 5 th Form June | 2 hours 40% |

Beyond GCSE:

Quincom continues to provide support for students to qualify for expert advice and financial support for 6th form Design project work.

Please refer to the Design and Technology section of the school website for more in depth information about the department and the subject. www.stedwardsoxford.co.uk

DESIGN AND TECHNOLOGY

AQA D&T: Resistant Materials

Jewellery, Silversmithing, and Decorative Arts

This option follows the same content as the resistant materials course but delivers the material primarily through the medium of jewellery and associated products. Hence it provides both a sound foundation for progression on to the AS/A2 Product design course, or simply an opportunity for pupils to explore and develop creative and fine craft skills within a GCSE context.

The Fourth Form

During the Fourth Form year pupils undertake a wide range of short practical tasks that aim to build their understanding of materials as well as the processes available to them in the workshop. Such tasks range from the development of traditional hand skills in wood metal and plastics, hand graphical presentation techniques, the use of CAD/CAM facilities to inlay wood and metal as well as the design and production of three dimensional products. The course also focuses on the skills and techniques of working with precious metals (primarily silver) and the setting of semi-precious and precious stones.

Pupils will study jewellery in both a historical context as well as gaining an understanding of its role in society as an individual or commercial product. The course will be supplemented with visits to museums and galleries as well as the study of other products to build an understanding of designing for specific markets or users.

The Fifth Form

During the Fifth Form more advanced skills such as casting, enamelling, and raising are introduced alongside further development of hand graphics and IT presentation techniques.

For most of the year pupils have the opportunity to design, produce, and evaluate a single piece or range of jewellery products. Pupils will be encouraged to develop creative design thinking through a variety of methods and will be expected to produce a folio that records their research, ideas, and production. The design theme will be provided by the exam board but the themes are broad and should not limit pupils' imagination; however it is expected that they demonstrate some of the constructional skills covered earlier in the course. This project accounts for 60% of the GCSE marks.

The other 40% of the GCSE marks are assessed through the same final examination as the Resistant Materials course and hence an appropriate amount of time will be spent expanding pupils' knowledge gained in the Fourth Form to include an understanding of commercial production processes and larger scale construction techniques. Pupils should expect to answer questions that focus on products other than Jewellery.

Please refer to the Design and Technology section of the school website for more in-depth information about the department and the subject. www.stedwardsoxford.co.uk

DRAMA **(Edexcel 1387)**

The course will use the Edexcel syllabus and is assessed for 40% of the marks by examination and for 60% of the marks by coursework.

The course is organised into three parts:

- in **part one** of the course you will use drama to express your feelings and ideas about a range of issues
- in **part two** of the course you will look at a play to see how a playwright expresses their ideas about a theme or topic and explore ways of making the play work on stage
- in **part three** of the course you will have the choice of being involved in the performance of a play from an existing script or one you can create yourselves.

What about exams?

The examination for GCSE Drama is a practical performance. It is worth 40% of the marks. You will take part in a play that you have created as a group or rehearsed from a script. You can either be examined on your acting skills in the performance or on your design and technical skills (stage design, costume, masks and makeup, lighting or sound). You will perform the play in front of an audience and the examiner will be present at one of the performances.

Is there any coursework?

The 60% coursework part of the GCSE Drama course consists of practical performance work and a written notebook of evidence. During your course you will take part in 2 different workshops that will be marked by your teacher. In one of the workshops you will use all that you have learnt about Drama to explore your responses to a range of material presented to you by your teacher. In the other workshop you will explore a play and show your understanding of drama by taking part in a number of exercises based on the play. You will be assessed on your practical work and on the supporting notes you keep during the workshops.

Will I enjoy this course?

You will enjoy this course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights. You will enjoy this course if you enjoy working as part of a team, as Drama involves a lot of group work.

What other skills might I develop?

As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem-solving and communication. You will find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

What could I do next with GCSE Drama?

You may wish to take a GCSE in Drama for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. You might wish to continue with Theatre Studies in the Sixth form or you might wish to go into a job where it is useful to have had experience of Drama, or where you will need to use some of the skills developed during this course. These might include careers in such fields as retail, travel and tourism, sales and marketing or any career that involves meeting people face to face. The study of Drama can help you develop transferable skills which you can take into any career or job. You do not need to have taken GCSE Drama to study Theatre Studies in the Lower Sixth.

GEOGRAPHY

(AQA Specification A)

The Geography Department has the following advice for those considering the subject at GCSE level:

Key questions:

- Do I find geography interesting?
- Am I willing to work hard at it for the next two years?

Key things you must do:

- Talk to students currently studying GCSE geography in the 4th and 5th form
- Preferably also talk to those in the 6th form so you can get an early feel for this as well

We feel that the students studying geography at the moment are in the best position to give you a full picture of what it is like to study GCSE geography. However the following may help:-

Some numbers:

- It is true to say that you would be joining a subject that is popular in the school. Currently 95 out of 133 5th form pupils undertake GCSE geography.
- Results have been good, with 68% of pupils gaining an A or A* last year. We do feel that if you are willing to work hard, you will fulfil your potential.
- For the last 5 years, all students have been entered for the higher tier paper.

Our method:

- Whilst aiming for excellence in exams, we also strongly believe in your broader education and consequently focus on the values and opinions to which the subject lends itself. There is a lot of controversy to be discussed on such issues as climate change, use of child labour, refugees, sustainable development, flood management in Oxford....
- Life skills such as debating, presenting an argument to your peers, effective PowerPoint use and integration of ICT are fundamental to our objectives.
- Experience shows a good sense of humour is also helpful, if not crucial.

The course:

- You will follow the new **AQA A Syllabus**. We have chosen this syllabus because whilst there is some consolidation of topics previously covered, it also enables new areas to be focused on.
- GCSE Geography is suited to those with an enquiring mind who wish to pursue an interest in an ever changing and increasingly complex world. Both physical and human geography are studied and a local fieldwork investigation project is submitted.

Field trips:

There are a number of fieldtrips (approximately one per term). Future fieldtrips for the new AQA A specification might include;

- Urban and rural settlements in Oxfordshire
- Urban land use in Oxford's CBD
- Limestone features in Cheddar Gorge
- River features and processes of the River Thames

Summary of assessment:

Unit 1 – Physical Geography **37.5% of total assessment (1½ hour exam)**

Comprises two sections:

Section A: The Restless Earth; Rocks, Resources and Scenery; Challenge of Weather and Climate; Living World

Section B: Water on the Land; Ice on the Land; The Coastal Zone

Pupils answer **three** questions, **one** from **Section A** and **one** from **Section B** plus a **free choice** of **one other**.

Unit 2 – Human Geography **37.5% of total assessment (1½ hour exam)**

Comprises two sections:

Section A: Population Change; Changing Urban Environments; Changing Rural Environments

Section B: The Development Gap; Globalisation; Tourism

Pupils answer **three** questions, **one** from **Section A** and **one** from **Section B** plus a **free choice** of **one other**.

Unit 3 – Local Fieldwork Investigation **25% of total assessment (20 hours)**

This local fieldwork investigation is worth 25% of the full GCSE. The project should be 2,000 words long. Pupils will select a task from a choice of 11 provided by AQA 2 years prior to submission.

Why Geography?

Geography is a subject that fits well both with Arts and Sciences. Those that take a future route that focuses on either Arts or Sciences find geography complements this well. Its multi-disciplinary approach makes it attractive to future employers and Universities.

We hope this has clarified a few issues. If you have spoken to people studying GCSE Geography but are still unsure, please talk to any geography teacher. The school website also has further details and pictures of some of our activities.

HISTORY

(EDEXCEL IGCSE Modern World History)

“Historians are dangerous people. They are capable of upsetting everything. They must be directed.” Nikita Khrushchev

Introduction

The GCSE History course at St Edward’s is designed to stimulate interest in, and enthusiasm for, a life-long study of the past. We focus on the 20th Century, the so-called ‘People’s Century’, which brought dramatic advances in wealth, education and liberalization in many countries. This was counter-balanced by the development of totalitarian governments which sought to control not only all economic and political matters but the attitudes, values, and beliefs of their populations, erasing the distinction between state and society. The IGCSE history course has a strong international and contemporary flavour, which allows pupils to gain a detailed and thorough understanding of three totalitarian regimes and to compare them against a democratic society, the USA, as it responded to the challenge of the demand for greater Civil Rights for all in the period 1945-74.

Course Structure

Section A : Themes

Development of Dictatorship: Germany 1918-45

- The establishment of the Weimar republic and its early problems
- The recovery of Germany 1924-29
- The Rise of Hitler and the Nazis
- Life in Germany
- The Holocaust
- The impact of the Second World War on Germany

A Divided Union: Civil Rights in the USA 1945-74

- McCarthyism and the Red Scare
- Civil Rights in the 1950s
- The impact of Martin Luther King and of Black Power
- Protest movements : students, women and anti-Vietnam
- Nixon and Watergate

Section B : Depth Study

Russia in Revolution 1914-24

- Successes and failures in the First World War
- The February 1917 Revolution
- The Bolshevik seizure of power
- Civil War
- War Communism
- New Economic Policy

Section C : A Study of a Society in Change

Conflict, Crisis and Change : China c1934-c1989

- The triumph of Mao and the CCP 1934-49
- Change under Mao 1949-63
- The impact of the Cultural Revolution
- Change under Deng Xiaoping
- The development of the Democracy Movement

Assessment Summary

- The examination lasts 2 hours and 30 minutes
- In Section A pupils answer two questions, from the two themes studied (1hour)
- In Section B pupils answer the question set on their depth study (45 minutes)
- In Section C pupils answer the question set on their ‘Society in Change’ (45 minutes)
- There is no controlled assessment element in this course

Learning Activities

The course involves reading, writing and discussion but there is a great deal of emphasis on group work, presentations, display projects, Internet work, video presentations and debates. Learning about the past is challenging, creative and enjoyable. Lessons aim to reflect this and therefore the history teachers employ a wide range of learning activities. Pupils receive their own copies of the GCSE Hindsight magazine to encourage wider reading which will benefit them in ways which are not simply exam-focused.

Outside the classroom

A range of activities and opportunities will be on offer to pupils studying GCSE history at St Edward's, run by the history department and, on occasion, by the department working in conjunction with another department. In the Easter vacation in 2009 the department is seeking to organise a GCSE trip to Berlin. The Junior History Society, the Gibson, provides opportunities for keen historians to explore areas not covered by the syllabus via historical films. Outside speakers are also invited to the school.

Why study History?

History makes a distinctive and important contribution to a balanced education.

1. **History is about people** - The course provides an exciting story about real people, who lived through and survived the great upheavals and traumas of the 20th century. We study their words and actions and try to work out their motives and beliefs and to understand their actions and attitudes in context.
2. **History is about important themes and big questions** - Revolution, democracy, dictatorship and international conflict take centre stage in our course. So too do communism, anti-Semitism, fascism, nationalism and capitalism. Political awareness, ideas behind “Citizenship”, moral and ethical sensitivity, all developed through the history course at St Edward's, are crucial parts of your character as you prepare to take your place in the adult world.

3. **History is about investigating and communicating** - The evidence that survives must be analysed, the contradictions explained and interpretations of others assessed. Conclusions are conveyed to others on paper and in discussion. How better to develop independent thinkers who are open-minded and confident?

The importance of history in the education of young people is widely accepted. As the Assembly of the Council of Europe has recently stated: *'Historical awareness should be an essential part of the education of all young people.'* Perhaps the end of the Shell year is not the moment to drop history forever.

MODERN LANGUAGES FRENCH, GERMAN AND SPANISH (WJEC/IGCSE)

Aims of the course

Studying French, German and/or Spanish will help pupils to communicate and to understand the foreign language in speech and writing. It will benefit them when they come into contact with French, German and Spanish speaking people both at home and abroad. In addition, they will learn about the culture of the countries where these languages are spoken.

The themes that will be covered by the course include:

- Personal and social life
- The Local Community
- The world of Work
- The Wider World

Assessment

The purpose of the GCSE examination is to assess the candidate's ability to communicate and to understand spoken and written messages in the foreign language. These skills are identified as speaking, listening, reading and writing.

Two levels of examination are offered in each of the four skill areas. Papers are not equally weighted with more emphasis given to speaking and writing in the assessment; candidates will be entered at the highest level appropriate to their ability.

Listening test:

Candidates will listen to messages, dialogues, announcements, discussions, narratives, etc., in the foreign language and will be asked to respond to a variety of verbal and non-verbal comprehension tasks.

Speaking test:

The candidate will be involved in an interactive task, and a structured conversation and discussion lasting approximately 10 minutes; this will have been prepared in advance.

Reading test:

The examination paper will test comprehension of the written word and will contain items of varying length including advertisements, extracts from brochures, faxes, email and websites, etc., and will refer to past, present and future events. Most responses will be required in the foreign language, and candidates will be expected to identify the main points, extract details and points of view, recognise attitudes and feelings and draw conclusions.

Writing test:

Candidates will be examined under controlled assessment conditions, which involves submitting 3 pieces of work, chosen from different contexts (in total about 450 words) from a bank of topics, and completed under direct supervision within a single session. Dictionaries will be allowed and candidates will have access to notes that will be submitted with the work. There no longer exists a coursework option.

In all three languages, the top set or sets will take the IGCSE exam at the end of the Fifth form. The assessment papers are equally weighted. The speaking assessment involves a role-play situation, a presentation and discussion, and a general conversation. The writing paper involves 2 pieces of continuous writing, of about 270 words in total, under examination conditions, with an emphasis on the quality of the language produced. There is no coursework option.

MUSIC (Edexcel)

THE SYLLABUS AT A GLANCE

| Part or component | Requirements | Mode of assessment | Weighting |
|--------------------------|---|--|-----------|
| Paper one | | | |
| Solo Performing | Candidates will perform one solo piece | 15% Internally assessed/ externally moderated | 30% |
| Ensemble Performing | Candidates will perform one ensemble piece | 15% Internally assessed/ externally moderated | |
| Paper two | | | |
| Composition 1 | One composition, written to a brief, based on one of the Areas of Study | 15% Internally assessed/ externally moderated | 30% |
| Composition 2 | One composition, written to a brief based on a different Area of Study | 15% Internally assessed/ externally moderated | |
| Paper three | Written paper | | |
| Listening and appraising | 1 hour 30 minutes Candidates to answer questions on the following four Areas of Study, in each of which there are three Set Works: <ul style="list-style-type: none"> • Classical Music 1600-1899 • 20th Century Art Music • Popular Music • World Music | 40% Externally assessed | 40% |

Pupils must be committed to having instrumental, or singing, lessons during the course and would be expected to reach Grade 5 standard by the end of the Fifth form. Pupils will not be required to take a Grade 5 exam but should be able to perform at that standard by Easter of the Fifth form.

PHYSICAL EDUCATION (AQA)

Physical Education is a popular GCSE course with 50 pupils currently studying this subject in the Fourth and Fifth Forms. The course consists of a theoretical component and a practical element and would particularly appeal to those interested in developing their knowledge and understanding of factors that affect performance and participation in physical activities. This course, with active and vibrant lessons, provides pupils with the ability to improve their social, mental and physical well being, as well as understanding how to improve performance and maintain participation levels.

The Written Paper Unit 1 and 3 40% of Total Marks

Knowledge and Understanding for the active participant.

The course requires the pupils to work in both practical and theoretical areas in order to learn.

Health and fitness and an active life style; the principles of training, diet and nutrition; the influences of school on participation and performance; social and cultural factors that effect sport; the influence of the media and sponsorship; international sports events, including the Olympic Games; risk assessment in sport; the influence of ICT on sports performance.

If pupils decide to take the double award they are asked to develop their knowledge and understanding of skills for effective performance; the effect of feedback on performance; skill classification and the recognition and treatment of sports injuries.

The Active Participant Unit 2 and 4 60% of Total Marks

Pupils will have four assessments in at least two of their preferred roles from a range of physical activities.

Pupils can be assessed as a:

Player/Performer – developing the ability to make effective plans to improve performance.

Organiser – bringing together all the main ingredients at the right time, in the right place in order to maximise participation and performance.

Leader/Coach – an important influence on individuals or groups towards set goals, or on behaviour.

Choreographer – the designer or arranger of a staged dance performance.

Official – someone who controls the activity and interprets the rules, laws and regulations of that activity.

Pupils can undertake this assessment from six activity areas: **games, gymnastic activity, dance, athletic activity (including rowing and swimming), personal survival, health and fitness.**

GCSE Physical Education is a most interesting and rewarding course, forming the foundation for AS and A2 Sports Science, whilst also providing St Edward's students with the knowledge and understanding of the benefits of maintaining a healthy, active lifestyle. In 2009 this course can be taken as a double award and would therefore count as two GCSE's, this would be at the discretion of the staff.

RELIGIOUS STUDIES

OCR Religious Studies B Philosophy and Ethics

Religious Studies is now in its third successful year as a full GCSE, and it is proving to be popular, particularly in the way in which it covers a range of topics and disciplines which are hugely relevant and important to all. This is a challenging and rewarding course during which students are encouraged to articulate their own opinions while retaining a healthy understanding and acceptance of those with whom they may disagree. It is also an excellent preparation for the course we offer at A Level.

Pupils will follow the full course Philosophy and Ethics for OCR GCSE Religious Studies.

Philosophy Section

Topics covered in the Philosophy section are:

- Belief about deity
- Religious and spiritual experience
- The end of life
- Good and evil
- Religion, reason and revelation
- Religion and science

Ethics Section

The Ethics element of the course examines:

- Religion and human relationships
- Religion and medical ethics
- Religion, poverty and wealth
- Religion, peace and justice
- Religion and equality
- Religion and the media

This course starts from the Christian perspective on these topics, and then considers perspectives of other religions and belief systems. The lessons are largely discussion based, and there is ample opportunity for debate and questioning. The exam tests students' ability to support their answers while considering other points of view. There is no coursework.