

## CONTENTS

Introduction: choosing your courses	2
Art and Design	12
Biology	8
Chemistry	9
Classics	13
Classical Civilisation	15
Design & Technology	16
Drama	18
English and English Literature	4
Geography	19
Greek	14
History	21
Latin	13
Mathematics	5
Modern Languages	23
Music	25
Physical Education	27
Physics	10
Religious Studies	28
Sciences	6

## Choosing your GCSE courses

The Shell year is when you start to develop the self-regulation skills that allow you to thrive in all areas of St Edward's life. It is the year in which you work out the strengths you have in your approach to learning and the areas in which you need to improve. As you now set about making your GCSE choices you need to consider your current situation and reflect on the subjects that will allow you to continue to improve your approach to learning, enjoy lessons and flourish.

In the Fourth Form there are core subjects that everyone studies: English, Maths, Biology, Chemistry and Physics. At least one modern foreign language is also required, but pupils have a free choice between French, German and Spanish. You then choose four further subjects from the option blocks overleaf.

The benefit of studying 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. However we keep the curriculum as broad as we can by including some subjects in which you will not take a GCSE (RE & Ethics, Political Literacy & Citizenship). Further to this, all pupils complete a Warden's Project – a piece of work on a theme chosen by the pupil. The Warden's Project is self-directed in the main though supported by lessons that guide pupils through associated time-management and planning techniques. The Warden's Project provides the foundation for the study of an EPQ or EE, a compulsory element of the Sixth Form education at St Edward's.

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, your teachers, your tutor and HM. Please feel free to speak to either of us, too, if we can help. It is important that the choices you make are right for you and you are not swayed by your peers. 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?

You will be provided with an options form which you will need to complete to register your subject choices. This form will need to be signed by a parent or legal guardian. The deadline for subject choices is Wednesday 4<sup>th</sup> May.

We hope you enjoy the process of thinking about your studies, and we are always happy to help with these important choices.



Matthew Albrighton  
*Deputy Head Academic*



Rebecca Clark  
*Head of Shell Year*

## GCSE Option Blocks and Curriculum Summary

f	g	h	j	k
French Geography History	German Geography History Spanish	Classical Civilisation Geography Latin Music RS	Art Ceramics DT Drama History PE Music Spanish	Art Ceramics DT Drama Greek PE RS

**Please ensure that at least one subject is a Modern Foreign Language**

Learning or EAL support is available to pupils if specific need has been highlighted during the Shell year and the Learning Support department and Academic Director have given prior approval.

All pupils study the following for public examination:

- English Language(IGCSE)
- Mathematics (IGCSE)
- Biology, Chemistry and Physics (IGCSE Triple Award or Double Award)

All pupils also follow non-examined courses in:

- PSHE
- Political Literacy & Citizenship
- RS & Ethics

## **ENGLISH** **(Edexcel IGCSE 4EA0 & 4ET0)**

All pupils study IGCSE English, which is taught in seven sets, according to ability. The course is delivered over two years. The Literature texts for Paper 1 are delivered in the Fourth Form, and those for Paper 2 in the Fifth Form.

The most able pupils are entered for two separate IGCSEs, English Language and English Literature. A decision is made in the Fifth Form about which of the remaining pupils should also be entered for both; it is deemed to be in the best interests of some pupils to focus on attaining a good grade in IGCSE English Language alone.

**IGCSE English Language (4EA0)** is assessed as follows:

Examination (Paper 1), 2 ¼ hours	70%
Reading: questions in response to an unprepared passage and a passage from Section A of the Edexcel Anthology (non-fiction).	
Writing: a short task based on the topic of the Section A reading passage; a longer task to test writing to inform, explain, and describe.	
Written Coursework (Paper 3)	20%
Reading: a piece of writing responding to Section B of the Edexcel Anthology (poetry or fiction).	
Writing: a piece of personal and imaginative writing.	
Speaking and Listening Coursework (Paper 4)	10%
An individual talk	
Pair work	
Group work	

**IGCSE English Literature (4ET0):**

Drama and Prose (Paper 1), 1 ¾ hours	60%
Two questions on taught texts, one on a play (Shakespeare or twentieth-century) and one on a novel. A choice of questions is offered.	
Poetry (Paper 2), 1 ½ hours	40%
Two questions, one on an unseen poem, one on a poem taught from the Edexcel Anthology. A choice of questions and poems is offered in the second part of the paper.	

# MATHEMATICS

## (Edexcel IGCSE, Specification A)

Mathematics in the Fourth and Fifth form builds on the core skills developed in the Shell year. The content is grouped into four areas:

- Number, including introductory set theory and surds
- Algebra, including functions and calculus
- Shape, space and measures, including geometry, trigonometry and vectors
- Data handling and probability, including histograms.

The course mixes basic mathematical techniques with applications to real life and other areas of study. We try to develop general problem solving abilities as well as purely mathematical skills such as identifying patterns, generalising and proof. 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.

Assessment for IGCSE is by two written examination papers (2 hours each) which are equally weighted and both can contain questions from any area of the syllabus. Calculators may be used in both papers. There is no coursework.

We enter all of our pupils for the Higher Tier, where grades A\*-D are available.

Pupils are taught in sets, determined by current attainment, potential (identified by the baseline tests in Shells) and their attitude to study. Progress is monitored closely, with regular assessments to provide a cross-set comparison. Movement between sets may occur after term tests, but not at other times. Teaching in the top three sets is focused on preparing pupils for maths in the sixth form as well as achieving their full potential in the IGCSE exam. A small support set works at a slower pace; they are taught all of the material to achieve at least a B grade.

The top set (or sometimes top two sets) follow an accelerated programme and take the IGCSE exams in January of the Fifth Form. They then study the Additional Mathematics Free Standing Maths Qualification (OCR syllabus 6993) and take that exam in June. This is a bridging course between GCSE and A level, and particularly useful for those intending to study Further Maths A-level or IB Higher Level Mathematics. The qualification also attracts points on the UCAS tariff. A place in the accelerated group is determined by attainment and potential (excellent performance in class tests and in Maths Challenge competitions, for example).

Pupils should be aware that GCSE or IGCSE maths is essential for entry to most forms of Higher Education, and leading institutions are increasingly expecting B (not just a C) as the minimum entry level for **any** course.

**SCIENCES**  
**Edexcel IGCSE**  
**Double Award (4SCO) & Triple Award (4BIO; 4CHO; 4PHO)**

**Key subject aims:**

- acquire a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns
- appreciate the practical nature of science, acquiring experimental skills based on correct and safe laboratory techniques
- appreciate the importance of accurate experimental work to scientific method and reporting
- form hypotheses and design experiments to test them
- sustain and develop an enjoyment of, and interest in, the scientific world
- appreciate the significance of science in wider personal, social, environmental, economic and technological contexts, and consider ethical issues
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- prepare for more advanced courses in each of the three scientific disciplines.

In Year 9 (Shells) all students follow the same science courses in Biology, Chemistry and Physics. All pupils follow the Triple Award IGCSE syllabus in Year 10. After the trial exams in Year 11 some students will be recommended to follow the double award. This decision is made in consultation with parents.

**Double Award:** This takes approximately two-thirds of the subject content of each of the Edexcel IGCSE single sciences (Biology, Chemistry and Physics), and combines them into an IGCSE in Science (Double Award) specification worth two IGCSEs. Students will receive two separate grades (eg: AA; AB; BC).

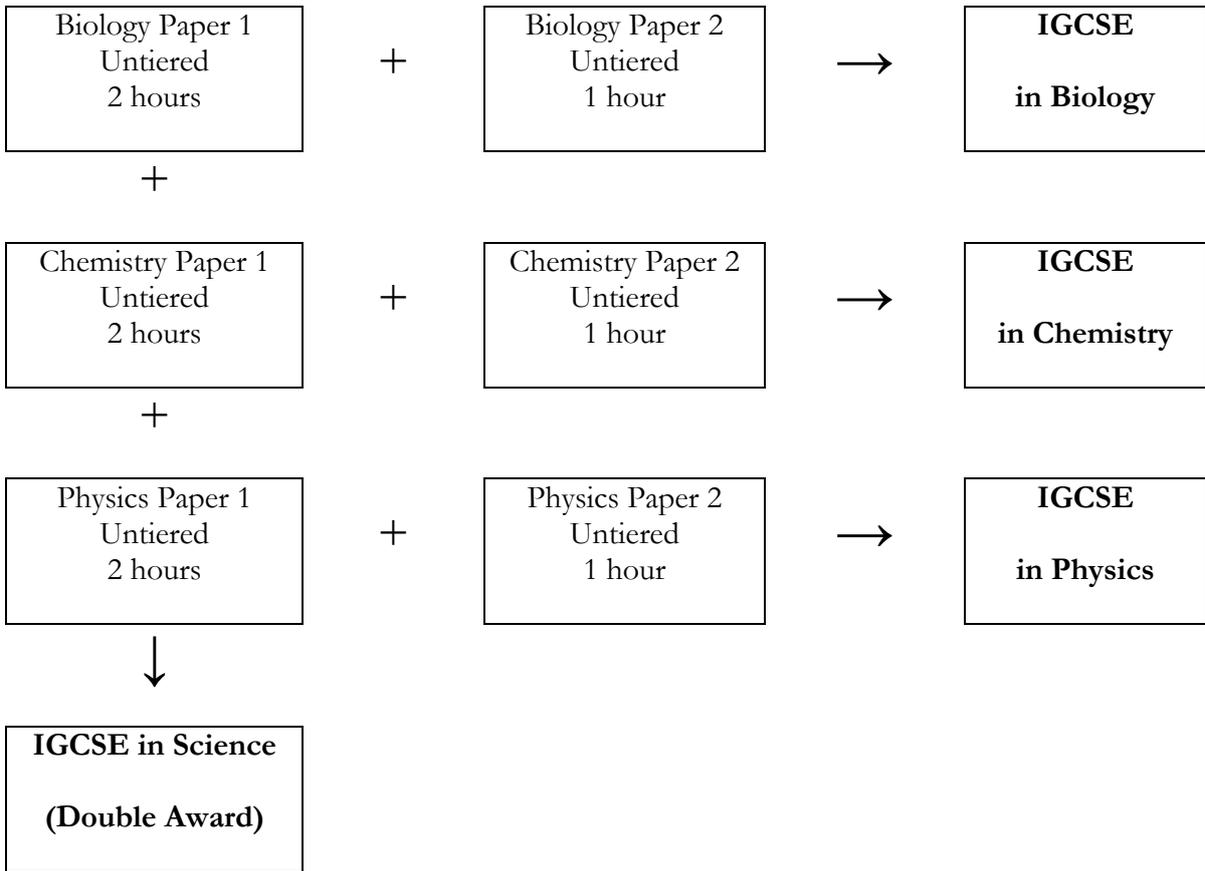
**Triple Award:** Students will study for three IGCSEs; Biology, Chemistry and Physics. Students will receive three separate GCSE grades from A\* to G in each subject.

In both courses, IGCSE examinations are taken at the end of Year 11.

**Key features and benefits of the courses:**

- includes aspects of science appropriate for the 21st century
- a straightforward linear assessment
- single tier assessment
- assessment of investigative skills through examination (no coursework)
- provides a sound foundation for progression to GCE Advanced Subsidiary (AS), Advanced Level, and IB Biology, Chemistry and Physics.

The relationship of assessment to the qualifications available is shown below.



# BIOLOGY

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

The Edexcel IGCSE Biology specification is started in the Fourth Form, following a more skills-based curriculum delivered in the Shell year. All pupils follow the Triple Award IGCSE syllabus in Year 10. After the trial exams in Year 11 some students will be recommended to follow the Double Award. This decision is made in consultation with parents. There is no coursework component; investigative and data-handling skills are tested within the final GCSE examinations. There is a good balance of practical work and study of theoretical concepts and the IGCSE course is considered an excellent preparation to study Biology in the Sixth Form. Pupils should find the course stimulating and relevant to life, irrespective of their future Sixth Form or career plans.

The course comprises five main sections:

## **Section 1: The Nature and Variety of Living Organisms**

*Examples of topics studied:*

- What are the characteristics of living things?
- What are the distinguishing features of plants, animals, fungi, protoctists, bacteria and viruses?

## **Section 2: Structures and Functions in Living Organisms**

*Examples of topics studied:*

- What is the structure of the human digestive system?
- How do enzymes work?
- What is the structure of the human respiratory system?
- How do plants make their own food?
- How does the human immune system work?
- What is the structure of the human eye and how does it work?

## **Section 3: Reproduction and Inheritance**

*Examples of topics studied:*

- How do flowering plants reproduce?
- What is DNA and how does it store our genetic information?
- How do cells divide?
- How does evolution work?

## **Section 4: Ecology and the Environment**

*Examples of topics studied:*

- What is acid rain and how is it caused?
- What is the greenhouse effect? Are human activities contributing to global warming?

## **Section 5: Use of Biological Resources**

*Examples of topics studied:*

- How is genetic engineering carried out? What are the ethical issues involved?
- How can we clone organisms? What are the ethical issues?

# 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, discovering new medicines and understanding and combating climate change.

The Edexcel IGCSE specification we teach is rigorous and thorough and ensures the students have the necessary grounding to go on to study the subject successfully in the Sixth form and beyond, as well as touching on topics covered in more detail in subjects such as Physics, Biology and Geography. It really is excellent preparation, but should prove stimulating and challenging for those who have other disciplines in mind also. The practical work is not assessed but there are plentiful opportunities to see the theories backed up by hands on work, often using apparatus that will be used extensively in a post-16 qualification. All pupils follow the Triple Award IGCSE syllabus in Year 10. After the trial exams in Year 11 some students will be recommended to follow the Double Award. This decision is made in consultation with parents.

The titles for the teaching blocks are:

## **Section 1: Principles of Chemistry**

This includes: States of matter; Atoms; Atomic structure; Relative molecular and formula masses; Chemical formulae and chemical equations; Ionic compounds; Covalent substances; Metallic crystals; Electrolysis.

## **Section 2: Chemistry of the elements**

This includes: The Periodic Table; The Group 1 elements – lithium, sodium and potassium; The Group 7 elements – chlorine, bromine and iodine; Oxygen and oxides; Hydrogen and water; Reactivity series; Tests for ions and gases.

## **Section 3: Organic Chemistry**

This includes: Introduction to organic chemistry; Alkanes; Alkenes; Ethanol.

## **Section 4: Physical Chemistry**

This includes: Acids, alkalis and salts; Energetics; Rates of reaction; Equilibria.

## **Section 5: Chemistry in society**

This includes: Extraction and uses of metals; Crude oil; Synthetic polymers; The manufacture of some important chemicals.

## PHYSICS

The Physics component of IGCSE Science Double or Triple Award 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 Edexcel IGCSE Physics specification was started in the Shell year and is continued during the Fourth and Fifth Forms. All pupils follow the Triple Award IGCSE syllabus in Year 10. After the trial exams in Year 11 some students will be recommended to follow the Double Award. This decision is made in consultation with parents. There is no coursework component; investigative and data-handling skills are tested within the final IGCSE examinations. A good balance of practical work and the study of theoretical concepts provides an excellent preparation to study Physics in the Sixth Form. Pupils should find the course stimulating and relevant to life, irrespective of their future Sixth Form or career plans.

The themes covered are part of a number of units in the syllabus.

These are:-

- Movement and Position                      Objects can move with different speeds and can also change their speed and/or direction (accelerate). To change the speed of an object an unbalanced force must act on it.
- Electromagnetic Spectrum                  Radio, TV, X-Rays and Visible Light are all examples of EM Waves.
- 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.
- Work and Power                                When a body speeds up or slows down, its kinetic energy increases or decreases.
- Solids, Liquids and gases                  How does the behaviour of solids, liquids and gases change with their physical conditions such as temperature and pressure?
- Momentum and Impulse                      The faster a body is moving the more kinetic energy it has. It also has momentum.
- Mains Electricity                                Mains electricity is useful but can be very dangerous. It is important to know how to use it safely.
- Refractive index and Total Internal Reflection                      Lenses, telescopes and optical fibres make use of the changing light direction with speed.

- The Atom, Radioactivity, Fission and Fusion      Radioactive substances emit radiation from the nuclei of their atoms; these can be very useful but may also be very dangerous. To understand what happens to radioactive substances when they decay we need to understand the structure of their atoms. Fission is the splitting of atomic nuclei, fusion is the joining together of atomic nuclei, this occurs in stars.
- Magnetism, electromagnetism and electromagnetic induction      Motors and the generation of electricity in a power station rely on the understanding of magnetic fields

## **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 two dimensional work such as, drawing painting, printmaking and textiles or three dimensional sculptural work predominately in ceramics. We follow two endorsements to cater for this, Art and Design (Fine Art) or Art and Design (Three dimensional Design), both follow the same assessment objectives and marking criteria.

The course is portfolio based and consists of creative and technical workshops leading up to a sustained themed project. Workshops during the first year of GCSE include silkscreen printing, oil painting, ink and bleach, mono printing, collagraphs, ceramic panels, model making, charcoal drawing and collage.

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 mark. 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 is 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 IB and A level.

## **CLASSICAL LANGUAGES and CLASSICAL CIVILISATION (OCR and AQA respectively)**

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 currently two at IB, and there are an increasing number of excellent University courses.

### **1. LATIN (OCR)**

The subject gives the opportunity to study the language and literature of ancient Rome, including Virgil, Ovid and Tacitus 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 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, especially in the job market. Latin remains one of the most highly regarded qualifications 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;
- (optional, in place of one literature paper) Cultural topics on Entertainment and Myths & Beliefs.

#### **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.

## 2. **GREEK (OCR)**

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 parallel to that of Latin (as described above). Papers 1 is a compulsory language paper; you then choose 2 out of the remaining 5 papers: two Prose and Verse Literature ones, and a non-linguistic Greek literary and cultural sources.

Verse Literature set texts include Homer and Euripides, prose texts include Herodotus and Xenophon. The Greek cultural topics are: Women in Ancient Greece & Athenian Society.

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.

### 3. CLASSICAL CIVILISATION (AQA)

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 5<sup>th</sup> 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 Technology 4560 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 cost of materials used in project construction is additional to normal school fees.

#### *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.

#### *GCSE Assessment:*

Coursework Project	4 <sup>th</sup> Form June – March in the 5 <sup>th</sup> form	60%
Written Paper	5 <sup>th</sup> Form June                      2 hours	40%

#### *Beyond GCSE:*

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](http://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](http://www.stedwardsoxford.co.uk)

## **DRAMA (Edexcel)**

Drama GCSE gives you the opportunity to work with others imaginatively and creatively, developing and communicating ideas through performance, reflecting on your own and others' work, and exploring social, historical and cultural influences on the dramatic arts.

The Drama Department would invite you to consider the following questions to decide if Drama is the right choice for you:

- Do I find Drama interesting and enjoyable?
- Am I willing to work hard at it for the next two years?
- Do I like working practically and creatively?
- Do I enjoy working as part of a team?

### **GCSE Drama encourages students to:**

- develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- work imaginatively and creatively in collaborative contexts, generating, developing and performing drama
- consider and explore the impact of social, historical and cultural influences on drama texts and activities
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills including design and technical aspects of drama
- develop a basis for their future role as active citizens in employment and society in general, as well as for further study of drama and theatre
- actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

### **Assessment**

The final exam result is based on 60% practical coursework assessment, supported by documentary evidence produced under controlled conditions (Unit 1 – 30% and Unit 2 – 30%) and 40% practical performance exam (Unit 3).

### **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, leadership 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 or IB Theatre 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 the arts, 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.

## **GEOGRAPHY**

**(Cambridge IGCSE 0460)**

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

### **Key questions:**

- Do I find geography interesting and enjoyable?
- 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 4<sup>th</sup> and 5<sup>th</sup> form
- Preferably also talk to those in the 6<sup>th</sup> 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 71% of 4<sup>th</sup> form pupils are taking GCSE geography.
- Results have been good, last year over 77% of pupils gained A\* - B grades. We do feel that if you are willing to work hard, you will fulfil your potential.
- This is highlighted in the coursework element of the course where last year 91% achieved A\*-B grades.

### **Our method:**

- Whilst aiming for excellence in exams, we also strongly believe in your broader education and consequently focus on geographical skills and understanding of contemporary issues in the subject. 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 effective verbal and written communication, thinking differently, research and collaboration underpin our approach.
- Experience shows a good sense of humour is also helpful, if not crucial.

### **The course:**

- You will follow the new **Cambridge IGCSE course**. We have chosen this syllabus because whilst there is some consolidation of topics previously covered in the Shell year, it also an opportunity to explore some exciting new Geography.
- 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 field trips to support and inform learning in the classroom. Future fieldtrips for the new Cambridge IGCSE syllabus might include urban land uses in Oxford, coastal landforms on the Dorset coast and data collection on the River Cole.

## Summary of assessment:

### **Paper 1 - Geographical Themes**                      **45% of total assessment (1¾ hour exam)**

Comprises three themes:

#### **Theme 1 – Population and Settlement**

Population dynamics, migration, structure, distribution, service provision, urban settlements, urbanisation

#### **Theme 2 – The Natural Environment**

Earthquakes, volcanoes, rivers, coasts, weather, climate and natural vegetation

#### **Theme 3 – Economic Development**

Development, food production, industry, tourism, energy, water, environmental risks

Pupils answer three questions, each worth 25 marks. The paper has three sections and each section will be based on Themes 1, 2 or 3. Candidates answer one question from each section.

### **Paper 2 – Geographical Skills**                      **27.5% of total assessment (1½ hour exam)**

Candidates answer all the questions. The paper is based on testing the interpretation and analysis of geographical information, decision-making and the application of graphical and other presentation techniques. The questions will not require specific information about places but will require the use of a 1:25 000 or 1:50 000 map with a key.

**And**

### **Paper 4 – Alternative to Coursework**    **27.5% of total assessment (1½ hour exam)**

Candidates answer two compulsory questions, completing a series of short written tasks based on syllabus content and fieldwork. The questions involve an appreciation of a range of techniques used in fieldwork studies that have been experienced as part of the course. This option was chosen due to the opportunities to experience a wide range of fieldwork that forms a vital part of the study of Geography.

## **Why Geography?**

Geography is a subject that fits well both with Arts and Sciences. Those that take a future route (either A level or IB) 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 IGCSE 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 20<sup>th</sup> Century, the so-called 'People's Century', which brought dramatic advances in wealth, education and liberalization in many countries. The IGCSE history course has a strong international and contemporary flavour, which allows pupils to gain a detailed and thorough understanding of some of the most important events in the Twentieth Century.

### **Course Structure**

#### **Paper 1 : 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 World Divided: Superpower Relations 1945-62**

- Reasons for the Cold War
- Early Developments in the Cold War 1945-49
- Cold War in the 1950s
- Berlin Crisis of 1961
- Cuban Missile Crisis

#### **Paper 2 :**

##### **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

##### **Society in Change : Conflict, Crisis and Change - China c1911 to c1989**

- The 1911 Revolution, the Warlords era and Sun Yat-sen
- 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**

- Candidates sit two 1 hour 30 minute exam papers
- In Paper 1 pupils answer two questions from the two themes studied (1 hour 30 mins)

- In Paper 2 pupils answer one question set on their depth study option and another on their 'Society in Change' option (1 hour 30 mins)
- There is no controlled assessment element in this course

### Learning Activities

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.

### Outside the classroom

In February 2017 the History Department intends to run its biannual IGCSE trip to Russia and there are plans in place for the next History trip to Berlin in 2016. The Junior History Society, the Gibson, provides opportunities for keen historians to explore areas not covered by the syllabus via historical films, discussions and debates.

### 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 20<sup>th</sup> 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 are developed through the history course at St Edward's.
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 (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. Learning a language is an essential skill and a real asset when it comes to applying for jobs in later life.

As from May 2014, all Modern Languages Candidates now sit the CIE (*Cambridge International Examination*) IGCSE examination.

The themes that will be covered by the course include:

- Everyday activities
- Personal and social life
- The world around us
- The world of Work
- The international world

## Assessment

The main purpose of the IGCSE examination is “*to develop an ability to use the language effectively for purposes of practical communication*”. The skills that will be developed are speaking, listening, reading and writing. The IGCSE course also aims to provide opportunities for candidates to have an insight “into the culture and civilisation” of the country(ies) where the language(s) studied is/are spoken.

There is no coursework element to the course. The papers are equally weighed.  
All papers are entirely in the foreign language.

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 questions such as multiple choice questions, gap fill, short answer in the target language etc.

Speaking test:

The candidate will prepare a short presentation on which he/she will be asked further questions. In addition, the candidate will be involved in role plays and a general conversation and discussion.

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. Answers 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.

Continuous Writing test:

Candidates will be required to produce three written tasks. One task will consist of a list of single words related to specific theme, a second task is a short directed writing task of 80 to 90 words and the third task takes the form of an extended piece of writing of 140 words. Dictionaries will not be allowed. A fair and clear system of positive marking is used.

The IGCSE is an excellent preparation for 6<sup>th</sup> form courses, A-level or IB, should students decide to pursue their languages studies further.

# MUSIC

## (Edexcel)

### Some questions.....

- Why are Bach and Beethoven so well known for writing major classical works?
- What makes the music of the show Wicked and the film Star Wars so memorable?
- What links Purcell's operatic music with the 1970s band Queen?
- What countries' styles are represented in the hits by Afro Celt Sound System and Esperanza Spalding?

### A general guide

The new GCSE music course is for anybody who plays an instrument to ANY level, and who might want to find out more about the music around them. We teach you about the history behind four very different styles of music, with eight specific set works of all styles to enable you to build up a strong knowledge of how to express what you hear in words, and how to understand how the sound of music has changed over hundreds of years. There are sections in the course to look at classical music, modern classical music, pop and rock, and world music – and all 4 of these areas are equal in terms of questions asked in the one final exam paper.

In addition, there is coursework to complete showing your skills as a performer and a composer. Performance-wise, if you learn an instrument, the exam board expects grade 4 as an average (extra credit for grade 5 standard), but you don't need to have passed these exams. There are still ways to do this section of the course without an instrument, if you are into music tech – but you probably need to be learning an instrument *or* music tech with one of our instrumental teachers during the two years of the course.

As a composer, you come up with two pieces of your own, in any style. You may be inspired by one of the four topics studied, or you may choose to do something totally different. We *don't expect any previous experience here*, but it'll be able to bring any knowledge you have from, or from using Sibelius or Ableton, or from just in improvising your own pieces on piano or another instrument, in order to come up with your own material.

### Assessment and the different parts of the course

#### Performing (30% - coursework)

To perform TWICE during the two years, and have it recorded: once as a soloist and once in an ensemble; or twice using music tech sequencing and recording projects.

#### Composing (30% - coursework)

To come up with TWO pieces of your own, both of which need to be written down and recorded during the two years' course. One will be written to a specific brief/task, one can be in whatever style you choose!

#### History (40% - one exam)

To answer questions on the 12 set works, which are organised into four Areas of Study:

1. Instrumental Music 1700-1820 (studying Bach Brandenburg Concerto no 5 and Beethoven *Pathetique* Sonata)
2. Vocal Music (studying Purcell *Music for a while* and Queen *Killer Queen*)

3. Music for Stage and Screen (studying Schwartz Defying Gravity from *Wicked*, Williams Main title to *Star Wars IV*)
4. Fusions of world styles (Afro Celt Sound System: *Release*. Esperanza Spalding – *Samba el Preludio*)

### **Is it useful?**

There is enough skill in expressing your views, intentions and thoughts about a piece of music, to enable it to be seen as just as academic subject as any other. However, it is obviously a very good choice to anybody who plays an instrument already and wants to use it as part of a GCSE qualification. We split into small sets and achieve excellent results, through individualised tuition, particularly for composition and performance. The skills for the written paper tend to be very similar to the Shells music course – where the questions done in class have been of the same format as at GCSE. If you have any queries, do ask one of the full-time staff, or one of the GCSE students in the Fourth Form.

## PHYSICAL EDUCATION AND SPORTS SCIENCE (AQA)

The major sporting events that we all watch and enjoy highlight the phenomenal levels of scientific and financial support that today's elite athletes require. This course will help to develop the pupils' knowledge and understanding of the science behind their own performances and those of the elite sporting world.

Sports Science is a popular and very successful GCSE course which consists of a theoretical and practical component. It would particularly appeal to those interested in developing their knowledge and understanding of the scientific and social factors that affect performance and participation in physical activities. This course, with active and vibrant lessons, provides pupils with the ability to improve their mental, social and physical well-being, as well as understanding how to improve performance and participation levels.

### What will I learn in the theory lessons?

A wide variety of topics are studied, including many from the key Sports Science disciplines of anatomy and physiology and psychology. The social effects that sport has on society is also studied in depth. The topics studied include the musculoskeletal system; the cardiovascular system; psychological factors affecting performance; health and fitness; the principles of training and nutrition; sociocultural factors that affect sport; the influence of the media and sponsorship; the history of the Olympic Games; the influence of technology on sports performance; first aid and the treatment of sports injuries. This will all be assessed in one ninety minute exam.

### What will I learn in the practical lessons?

GCSE Physical Education not only extends and challenges the mind but also develops organisation, teamwork, leadership and communication skills; each one an invaluable life skill. Pupils will undertake practical assessments in performance, coaching and officiating from a range of physical activities.

Pupils can be assessed as a:

**Performer** – developing the ability to plan and improve performance.

**Organiser/Leader** – bringing together all the main ingredients for a major event at the right time, in the right place in order to maximise participation and performance of others.

**Coach** – analysing and developing the skills and performances of others, communicating and leading individuals or groups, setting goals and providing feedback.

**Choreographer** – designing and arranging a staged dance performance.

**Official** – interpreting the rules, laws and regulations in order to control an activity or game.

Pupils can undertake these assessments from six activity areas: **games, gymnastic activities, dance, athletic and swimming activities, outdoor and adventurous activities, health and fitness.**

GCSE Physical Education is a most interesting and rewarding course; each individual learns and develops by combining a variety of theoretical, practical and leadership skills. It forms the foundation for A-level Sports Science, whilst also providing St Edward's students with the knowledge and understanding of how to maintain a healthy, active lifestyle.

# RELIGIOUS STUDIES

## ***What's in it for me?***

Religious Studies GCSE offers a modern and inspiring option that will help you learn about the approaches of religion and philosophy to some fundamental questions about human existence, and of religion and ethics to the most important questions about how people behave and why.

Choosing Religious Studies will enable you to gain a qualification in a subject you'll have studied for most of your school life, and to build on the foundation that has provided. It's a GCSE for students of all faiths – as well as for those who have none.

As of writing, Ofqual has not yet accredited any of the draft specifications, and so we are unable to specify which board we will choose. Having said this, we are excited by the content proposed by the examination boards, and whichever we decide to go for, pupils will:

- develop knowledge and understanding of two religions (one of which will be Christianity) and non-religious beliefs;
- develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying;
- develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject;
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life;
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

We expect to be teaching a range of topics including:

- Medical ethics
- Environmental ethics
- Human relationships
- Belief in deity
- Sources of religious authority
- Religion and science

Pupils will find the Shell *Theology, Philosophy, and Ethics* course to be an excellent foundation for the GCSE in Religious Studies.

## ***How will my work be assessed?***

You will have four 1 hour exams. Two of these will be based on what you will study in your Philosophy units and two will be based on what you will study in Ethics. Each exam is worth 25% of your total mark.

## ***How will my work be assessed?***

The course will be examined at the end of the Fifth Form, most likely in two 2-hour exams. There will be no coursework.

## ***How could it help with my future?***

Religious Studies is a challenging and rewarding course during which you are encouraged to articulate your own opinions while retaining a healthy understanding and acceptance of those with whom you may disagree, and the course is an excellent basis for moving on to an A Level in Religious Studies, or the Philosophy IB course.

It could also take you towards a number of careers, including working as a counsellor, social worker, nurse, lawyer or teacher, in organisations such as Oxfam or Amnesty International, or in any career that requires an understanding of people.

***Any further questions?***

If you have any questions about this GCSE, why not have a chat with your Religious Studies teacher?