



ST. EDWARD'S OXFORD

GCSE Course Guide
for those entering the Fourth Form in September 2018

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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:

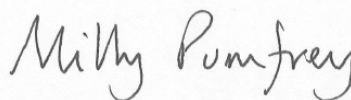
- How interested am I in this subject?
- How much do I enjoy this subject?
- If I don't study this subject will I be able to take it up in the Sixth Form?
- If not, am I damaging my chances of following a particular degree or career path?
- How do my subjects fit together? Do I have a balance which reflects 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 3rd 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



Milly Pumfrey
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 (Resistant materials) Drama History PE Music Spanish	Art Ceramics Classical Civilisation DT (Resistant materials) DT (Jewellery) 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 Development department and Deputy Head Academic 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
- RE & Ethics

ENGLISH **(Edexcel IGCSE 4EA0)**

All pupils study IGCSE English, which is taught in seven sets, according to ability. The course is delivered over two years, alongside the detailed study of further literary texts.

IGCSE English Language (Edexcel, 4EA1) is assessed as follows:

- 60% Examination (Paper 1), 2 ¼ hours
 - Reading: questions in response to one passage from Part 1 of the Edexcel anthology and one unprepared passage. [45]
 - Transactional Writing: one task, from a choice of two, involving a given audience, form or purpose. [45]

- 40% Coursework (Paper 3)
 - Poetry & Prose Texts: an essay on two texts chosen from Part 2 of the Edexcel anthology (poetry and/or prose).
 - Imaginative Writing: one imaginative writing task.

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 9-4 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.

The top set (or sometimes top two sets) follow an accelerated programme aiming to complete the IGCSE course by the end of the Michaelmas term in the Fifth Form. They then study the Additional Mathematics Free Standing Maths Qualification (OCR syllabus 6993) and will take both exams 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).

SCIENCES
Edexcel IGCSE
Double Award (4SD0) & Triple Award (4BI1; 4CH1; 4PH1)

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 the Shell year (Year 9), all pupils follow courses in Biology, Chemistry and Physics. After the Shell year, pupils are set according to their Science ability (primarily based on the End Of Year Exam results). Pupils will be in the same sets for Biology, Chemistry and Physics. From the outset of the 4th form, the high achieving scientists in the top sets will be taught the Triple Award IGCSE syllabus, whereas pupils who find science harder will be taught the Double Award IGCSE syllabus. It will be possible for pupils to move sets at certain points through the year if it transpires a pupil may be in an inappropriate set.

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.

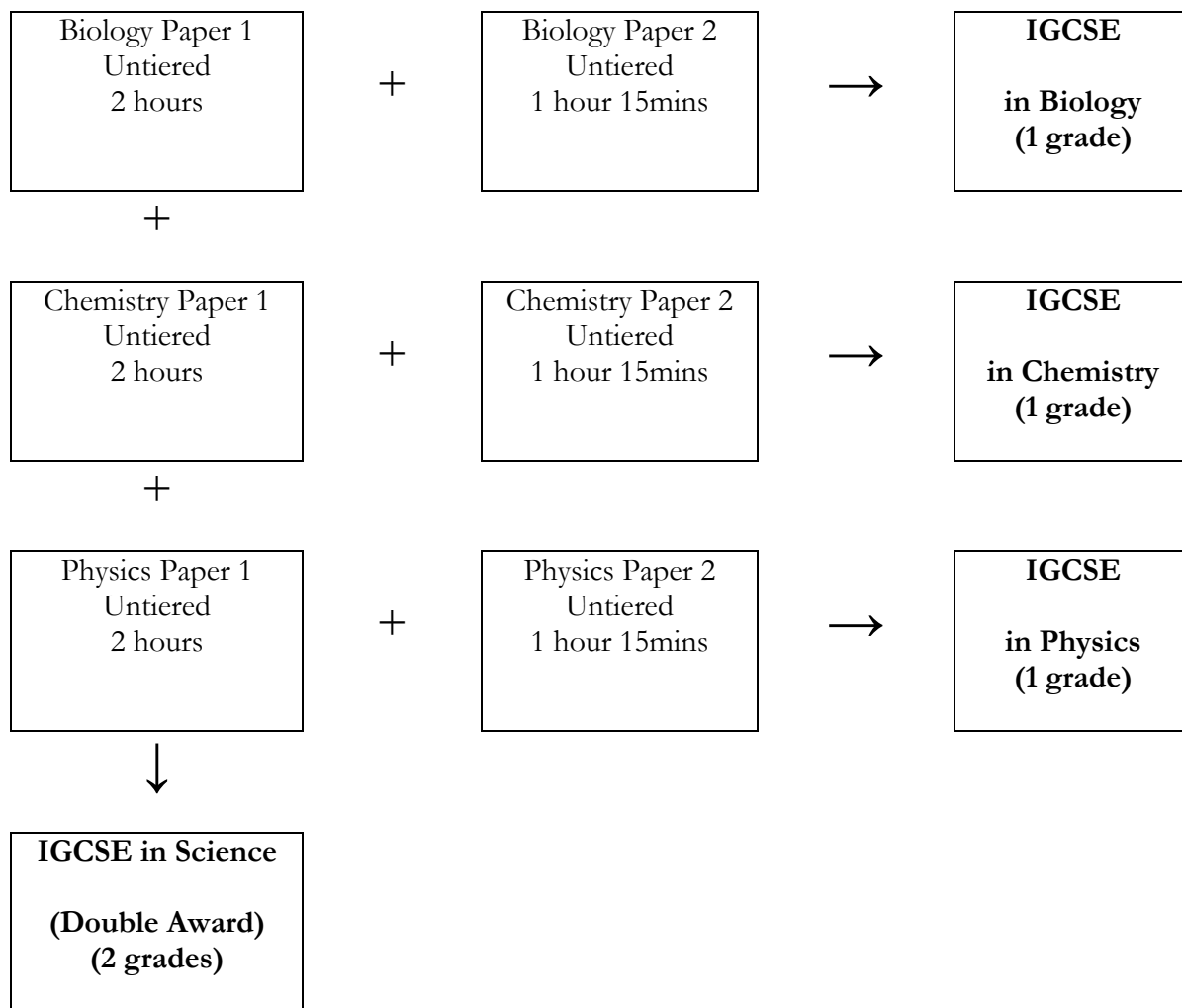
Triple Award: Students will study for three IGCSEs; Biology, Chemistry and Physics. Students will receive three separate IGCSE grades from 9-1 in each subject.

In both courses, IGCSE examinations are taken at the end of Fifth Form (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 the sciences at either A-Level or IB.

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 21st 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 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, protocists, 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:

- How are nutrients recycled?
- Does it matter if any given species goes extinct?
- What impact are humans having on the environment?

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?
- How to maximise food production

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, inventing new materials, and understanding and combating climate change.

The titles for the teaching blocks are:

Section 1: Principles of Chemistry

Including: States of matter; Atomic structure; The Periodic Table; Chemical formulae, equations and calculations; Bonding; Electrolysis.

Section 2: Inorganic Chemistry

Including: The Group 1 elements – lithium, sodium and potassium; The Group 7 elements – chlorine, bromine and iodine; Gases in the atmosphere; Reactivity series; Extraction and uses of metals; Acids, bases, alkalis, titrations and salt preparations; Chemical tests.

Section 3: Physical Chemistry

Including: Energetics; Rates of reaction; Reversible reactions and equilibria.

Section 4: Organic Chemistry

Including: Crude oil; Alkanes; Alkenes; Alcohols; Carboxylic acids; Esters; Synthetic polymers.

PHYSICS

The Physics component of IGCSE Science Double or Triple Award tries to answer some of the most important scientific 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 specification is split into the following themes:-

- 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

- Astrophysics

The orbital motion of objects in the Solar System and formation and life cycle of the stars. Moving on to studying evidence for the Big Bang and the expansion of the Universe.

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 Art and Design (Fine Art) 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, reductive printing, oil painting, ink and bleach, mono printing, collagraphs, ceramic panels, model making, charcoal drawing and collage.

Art and Design (Three dimensional Design) course is run on similar lines but as one would expect, greater use is made of materials to realise three dimensional ideas. Pupils record from source material individually chosen by them, look at artists, materials and techniques and then develop ideas from these areas. We predominantly use ceramics as the material for the final outcome but also use plastics, metal, paper, plaster and wood. The outcome can be functional, sculptural, wearable, wall hung, for outdoor or indoor use; it is very open ended. A piece of jewellery or body ornamentation can become the final design or just an idea that is explored.

For both endorsements, 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 (40%). For this candidates select one title 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)

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 both Greek & Roman societies and evidence for each, 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 life in Europe and beyond. You will come into contact with some exceptional art & literature and learn to analyse and interpret literary, epigraphic and archaeological sources. By confronting different cultures with different values, you will reflect on your own lives & attitudes and so begin to articulate views and considered opinions. Visual and interactive material is used and all classical courses involve trips to museums (British Museum and Ashmolean), play productions (Oxford, London, Bradfield, Cambridge), and sites (Cirencester, Caerleon, Rome, Pompeii), when 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 can 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) Culture/Civilisation topics based on prescribed sources (in English translation) on Roman Entertainment, Romans in Britain.

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.

Nature of study

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 cultural paper, based on prescribed sources (in English translation).

Verse Literature set texts include Homer and Euripides, prose texts include Herodotus and Lucian. The Greek cultural topics are: Olympic Games & 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 (OCR)

This subject gives you the opportunity to study a combination of archaeology, art and architecture, literature, politics, social history, religion and philosophy of the Classical Greek and Roman worlds. No prior knowledge or learning related to this subject is required before beginning the GCSE course in the 4th Form; so whether you did Latin or Classical Studies in the Shells or are new to the School, it's all good. 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.

Classical Civilisation provides an excellent introduction to the classical world and its legacy. You will study two components:

Thematic Study which provides the opportunity to study both Greece and Rome, literature and visual/material culture. You will study one of:

- *Myth and Religion*
- *Women in the Ancient World*

Literature and Culture where you will study material from both ancient Greece and Rome, and their surrounding worlds, drawn from the time period 3000 BC to 500 AD. This material encompasses aspects of literature and visual/material culture in their respective social, historical and cultural contexts. You will study one of:

- *The Homeric world*
- *Roman city life*
- *War and warfare*

Assessment:

Thematic Study (J199/11, J199/12)

The examination is worth **90 marks** and lasts **1 hour and 30 minutes**.

This represents 50% of the total marks for the GCSE (9–1).

There are **3** sections to the paper, one on Greece, one on Rome and the third on Greece and Rome. Each section is 30 marks. The question paper will consist of both short answer and extended response questions. You will be required to respond to both literary and visual/material sources, some of which will be unseen and some from the prescribed material.

In the third section of the paper you will be required to compare two ancient sources, one of which will be literary, the other visual/material; one Greek, one Roman.

Literature and Culture (J199/21, J199/22, J199/23)

The examination is worth **90 marks** and lasts **1 hour and 30 minutes**.

This represents 50% of the total marks for the GCSE (9–1).

There are **2** sections to the paper, one on “Culture” topics and sources, one on “Literature”. Each section is 45 marks. The question paper will consist of both short answer and extended response questions. For the “Culture” section, learners will be required to respond to visual/material sources, some of which will be unseen and some from the prescribed material. Sources for the “Literature” section will be from the prescribed material only.

DESIGN AND TECHNOLOGY

- **Design and Technology: focusing primarily on Product Design principles and working with resistant materials such as Wood, Metal and Plastics and Textiles;**
- **Three-dimensional design: Jewellery, Silversmithing and Decorative Arts (see next page).**

Both these courses provide the ideal foundation for the A-Level 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.

AQA Design and Technology (8552)

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. On the 1st June, the exam board provides a 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 th Form June – March in the 5 th form	50%
Written Paper	5 th Form June 2 hours	50%

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

OCR Art and Design: Three-dimensional Design (J175)

Jewellery, Silversmithing and Decorative Arts

This option allows for pupils to develop their creative skills in jewellery and body adornments. The course is portfolio based with 60% being internally assessed and 40% being assessed through an externally set brief.

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 jewellery, hand graphical presentation techniques, the use of Jewellery facilities in 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.

Students are encouraged to follow their own expressive path, and produce high quality, creative artefacts.

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 presentation techniques.

For most of the year pupils have the opportunity to design, develop, produce, and evaluate their body adornments. Pupils will be encouraged to develop creative design thinking through a variety of methods and will be expected to produce a sketchbook that records their research, ideas, and exploratory journey. 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. The final piece must be produced in 10 hours under exam conditions.

The GCSE course in Art & Design requires pupils with high level of interest and have ability to work under their own motivation. The qualification will lead directly in to A-level Art and Design Three-dimensional and IB courses.

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 **(Cambridge IGCSE 0411)**

Drama IGCSE 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?
- Are you a confident writer, who is looking to develop their analytical skills?

IGCSE 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 - divided into two components:

Component 1 - Written examination 2 hours 30 minutes – 40% (externally assessed)

- **Section A (30 marks)** Candidates answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the drama devised from their chosen stimulus (10 marks).
- **Section B (25 marks)** Candidates answer **one** longer-answer question from a choice of three on the extract from the play.
- **Section C (25 marks)** Candidates answer **one** longer-answer question from a choice of three on the drama devised from their chosen stimulus.

Component 2 – Coursework – 60% (Internally assessed and externally moderated)

Candidates submit three pieces of practical work.

- **One individual piece (3–5 minutes):** one performance of an extract from a play.
- **Two group pieces (maximum 15 minutes each):** one performance of an extract from a play and one original devised piece.

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 IGCSE Drama?

You may wish to take 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 Drama and Theatre Studies A' level or IB Theatre Arts in the Sixth form or you might wish to go into a job where it is useful to have had experience using 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 and working with others. The study of Drama can help you develop transferable skills which you can take into any career or job.

GEOGRAPHY

(Cambridge IGCSE 0976)

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 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:-

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....
- We build on the life-worthy learning skills developed in the Shell year, such as effective verbal and written communication, thinking critically and creatively, research and collaboration underpins our approach.
- Experience shows a good sense of humour is also helpful, if not crucial.

The course:

- You will follow the **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 local fieldwork is undertaken to support the students' learning of the two sides of the subject.

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.

Why Geography?

Geography is a subject that fits well both with Arts and Sciences. Those that take a future route (either A level of 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.

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.

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 20th 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 : Depth Studies

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

Dictatorship and Conflict in the USSR: 1924-53

- Leadership Struggle 1924-29
- Five Year Plans & Collectivization of agriculture
- Purges, Show trials & the Cult of Stalin
- Life in the Soviet Union
- The Second World War and After

Paper 2 : Investigation & Breadth Studies

The USA 1918-1941

- The Roaring Twenties
- Increased Social tension in the 1920s
- The USA in Depression 1929-33
- Roosevelt and the New Deal
- The Opposition to the New Deal

Society in Change : Conflict, Crisis and Change - China 1900 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 one question on Germany and another on the USSR (1 hour 30 mins)
- In Paper 2 pupils answer one question on the USA and another on China (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 ran its bi-annual IGCSE trip to Russia and there are plans already in place for the next History Trip to Russia in 2019. In an exciting new development the department is leading a trip to China in Easter 2018. 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 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 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 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 6th 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 challenging and popular course which consists of theoretical and practical components. It is weighted towards the theoretical side and would particularly appeal to those interested in developing their understanding of human physiology and the scientific factors that affect performance in physical activities. This course provides pupils with the knowledge needed to improve their mental, social and physical well-being, as well as understanding how to improve their own performance and participation levels and that of others.

Subject Content

A wide variety of topics are covered, including many from the key Sports Science disciplines of Exercise Physiology and Psychology are studied in depth, along with the social effects that sport has on society. Pupils' knowledge and understanding will be assessed through two 1 hour 15 minute papers at the end of the course.

Paper 1: The human body and movement in physical activity and sport

What is assessed?	Overview of content
Applied anatomy and physiology	Musculoskeletal system; cardiovascular system; respiratory system; energy systems; diet and nutrition.
Movement analysis	Joint mechanics; the biomechanics of movement, levers, planes, axis and forces of motion.
Physical training	Methods and principles of training; aerobic and anaerobic training zones; physiological adaptations of training.
Use of data	Data analysis questions based related to the above content.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What is assessed?	Overview of content
Sports psychology	Effects and methods of controlling: stress, anxiety, tension, motivation, tedium, aggression during performance.
Socio-cultural influences	The influence of the media and sponsorship; the history of the Olympic Games; the influence of technology on sports performance.
Health, fitness and well-being	Physical well-being; components of fitness, fitness testing procedures; first aid and the treatment of sports injuries.
Use of data	Data analysis questions based related to the above content.

Non-examined assessment

GCSE Physical Education not only extends and challenges the mind but also develops organisation, collaboration, leadership and communication skills; each one an invaluable life skill. Alongside the theory lessons pupils will undertake one practical lesson per cycle which will form part of the non-examined assessment during which they will apply the theories studied in the classroom in order to improve their practical performance in physical activity and sport.

What is assessed?

1. **Practical performance:** this is assessed through three different physical activities in the role of a performer. One assessment will be in a team activity, one in an individual activity and a third in either a team or in an individual activity.
2. **A written component:** pupils are required to analyse and evaluate their performance in order to bring about improvement in one of their three activities.

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

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

RELIGIOUS STUDIES

Pearson Edexcel Religious Studies B (9-1)

Beliefs in Action

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.

The aims and objectives of this qualification are to enable students to:

- develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop their 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 their 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 will contribute to their preparation for adult life in a pluralistic society and global community
- demonstrate knowledge and understanding of two religions
- demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views between and/or within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

Pupils will gain a deep understanding of both Christianity and Islam in a rigorous intellectual context. Topics covered are:

Christianity

- Beliefs
- Living the Christian life
- Marriage and the family
- Matters of life and death

Islam

- Beliefs
- Living the Muslim life
- Crime and punishment
- Peace and conflict

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 two 1 hour 45 mins exams. Each exam is worth 50% of your total mark.

When will my work be assessed?

The course will be examined at the end of the Fifth Form. There is 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?



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