

**Guide to GCSE Choices
for
September 2018**

GCSE Choices for September 2018

Choosing GCSEs is an important milestone in your son or daughter’s education. This booklet aims to provide more information about the GCSE subjects which will be offered at Sedbergh from September 2018.

All Y10 pupils will study the following core subjects:

- English
 - English Literature
 - Mathematics
 - Biology
 - Chemistry
 - Physics
- } (or English as an Additional Language)
- } (either combined or separate Science route)

Four additional subjects will be chosen to include one language, one humanity and two other subjects from the list of all options offered at GCSE. The aim is to maintain as broad a curriculum as possible in order to keep post-GCSE options open.

Choose one language	Choose one humanity	Choose Two from this list	
French German Latin Spanish	Classical Civilisation Geography History Religious Studies	Art Classical Civilisation Design (RMT) Design (silversmith) Drama French Geography	German History Latin Music Physical Education (PE) Religious studies (RS) Spanish

All pupils will also continue to have one lesson a week in PSHE (Personal, Social and Health Education).

The following pages contain details of the GCSE courses. The core subjects are listed first, followed by the additional subjects in alphabetical order. You are advised to keep this book as it contains useful syllabus information you may wish to refer to in the future.

Our options process is in two stages:

1. On **Monday 29th January**, all Year 9 pupils will fill in a provisional options online questionnaire. This allows us to look at demand for subjects and to arrange the timetable to accommodate as many different options as possible. It is not always possible to meet everyone’s first choice, although we will do our best. Please note that

there is a maximum number of places available on some courses and where subjects are oversubscribed we shall select those who can take part.

2. The final choices form will be sent directly to parents via email on the first Monday back after Easter – **April 23rd**. Please discuss GCSE options with your sons and daughters over the Easter break so that you can complete this form, even if your son or daughter's choices have not changed from their provisional options choices.

It is possible to change subjects after examinations in June, but this will be dependent on space in the classes and the new subjects both meeting the criteria laid out above as well as the timetable.

Please do not hesitate to get in touch with me if you have any queries about these important choices.

Jenny Macdonald
Head of Year 10 & 11
jmm@sedberghschool.org

January 2018

Subject:	English Language & English Literature
Examination Board:	Edexcel
Web address:	www.qualifications.pearson.com/en/subjects/english.html
Specification:	GCSE (9-1) English Language (1EN0) GCSE (9-1) English Literature (1ET0)
Assessment:	English Language: Two written papers, one of 1 hour 45 minutes and the other of 2 hours in length, and an assessment of Spoken Language. English Literature: Two written papers, one of 1 hour 45 minutes and the other of 2 hours and 15 minutes in length.

Description of the Course

Exam preparation – English Language

Through the study of a selection of extracts from 19th, 20th and 21st century prose fiction, pupils develop skills of analysis and evaluation; develop imaginative writing skills to engage the reader; develop transactional writing skills for a variety of forms, and learn to use spelling, punctuation and grammar accurately.

Component 1: Fiction and Imaginative Writing: 40%

This paper is in two sections: Reading and Writing. In Section A pupils analyse and evaluate an unseen 19th century fiction extract. In Section B pupils complete two writing tasks. The tasks are linked by a theme to the reading extract.

Component 2: Non-fiction and Transactional Writing: 60%

This paper is in two sections: Reading and Writing. In Section A pupils answer two questions on thematically linked, unseen non-fiction extracts. In Section B there are a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.

Assessment of Spoken Language

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all pupils' certificates as a separately reported grade, alongside the overall grade issued. This is a compulsory two year course for all members of Year 10 and Year 11. It leads to a GCSE in English Language.

Exam preparation – Literature

Through the study of a range of canonical literary texts, pupils develop skills to analyse how the language, form structure and context of texts can create meanings and effects; and develop skills to maintain a critical style and informed personal response.

Component 1: Shakespeare and Post-1914 Literature (Closed Book): 50%

There are two sections to the paper. Section A is on Shakespeare and contains a two part question. The first task is focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play. Section B is on a Post-1914 British play or novel and pupils must answer one essay question.

Component 2: 19th century Novel and Poetry since 1789 (Closed Book): 50%

Again there are two sections. Section A is a two-part question on a 19th century novel with the first part focused on an extract of approximately 400 words. The second part is an essay question exploring the whole text. Section B is in two parts. In Part 1 pupils compare a named poems from the *Pearson Poetry Anthology* collection to another poem in the collection. In Part 2 pupils compare two unseen poems.

This is a two year course for those members of Year 10 and Year 11 who, in the opinion of their teachers, will benefit from taking a specialist course in addition to their compulsory English Language GCSE which applies to the majority of pupils. The course leads to a GCSE in English Literature.

General Comments

Grade C in English is a minimum requirement for progression to Higher Education.

Head of Department: Dr G J Downes
gjd@sedberghschool.org

Subject: English as an Additional Language (EAL)

Pupils whose first language is not English may have EAL lessons instead of English/English Literature lessons and/or may choose EAL as an option. This allows them to develop and improve their English, which in turn helps them to cope with, and do well in, their other subjects. Some pupils who have EAL lessons may go on to join a mainstream English/English Literature class if their English improves sufficiently; most will stay in EAL in Year 11 and will be entered for IGCSE English as a Second Language.

In EAL lessons, teaching usually takes place in small groups of between 2 and 8 pupils, and lessons are taught by a qualified and experienced EAL teacher. Pupils are given support which helps them to access the school curriculum, as well as practising the key language elements of grammar, vocabulary, reading, writing, speaking and listening. Lessons are planned around the needs of particular pupils, allowing each pupil to progress at their own speed and according to their level of English.

The content of lessons is varied and a range of resources is used in lessons, including text books, magazines, websites, apps, video clips, audio CDs and special EAL readers. We aim to make lessons interesting, engaging and fun whilst at the same time ensuring that pupils are challenged and have plenty of opportunities to improve their English.

General Comments

Please note that EAL lessons are subject to an additional charge; please see the school fees document for further details.

Head of Department: Mrs CL Bettney
clb@sedberghschool.org

Subject:	Mathematics A
Examination Board:	Edexcel International
Web address:	www.edexcelinternational.org.uk
Specification:	4MA1
Tiers:	Higher – grades 9 to 4 Lower – grades 5 to 1
Assessment:	Two written papers, both two hours long in which calculators may be used. There is no coursework component.

Description of the Course

Number

- use numerical skills in a purely mathematical way and in real life situations

Algebra

- use letters as equivalent to numbers and as variables
- understand the distinction between expressions, equations and formulae
- use algebra to set up and solve problems
- demonstrate manipulative skills
- construct and use graphs

Geometry

- use properties of angles
- understand a range of transformations
- work within the metric system
- understand ideas of space and shape
- use ruler, compasses and protractor appropriately

Statistics

- understand basic ideas of statistical averages
- use a range of statistical techniques
- use basic ideas of probability.

Pupils should be able to demonstrate **problem solving skills** by translating problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.

Pupils should be able to demonstrate **mathematical reasoning skills** by:

Making deductions and drawing conclusions from mathematical information.

Constructing chains of reasoning.

Presenting arguments and proofs.

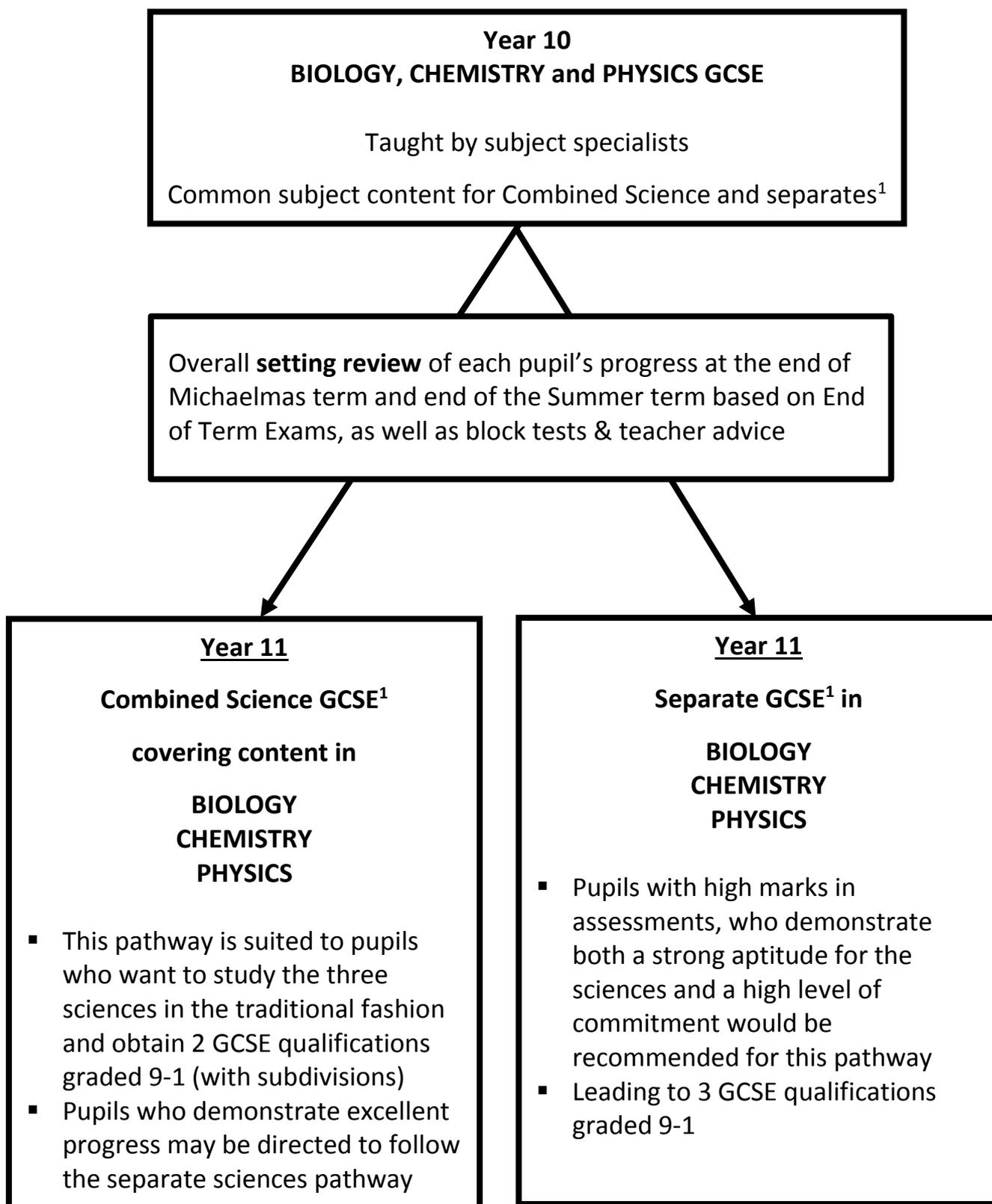
Interpreting and communicating information accurately.

General Comments

Grade 9, 8 and 7 indicate ability to study A level Mathematics

Head of Department:	Mrs C M Morgan cmm@sedberghschool.org
----------------------------	--

GCSE Science Pathways



¹ See separate pages in this options booklet for outline subject content and assessment format.

Subject: Combined Science GCSE
Examination Board: AQA
Web address: www.aqa.org.uk
Specification: Combined Science (8464)
Tier: Higher or Foundation tier

Assessment:

Pupils sit two Biology, two Physics and two Chemistry papers at the end of the course, each 75 minutes. The questions range from multiple choice, closed, short answer and open response. Combined Science is a double award, therefore pupils will receive two GCSEs. The grades will either be two numbers the same, or two adjacent numbers: [Highest] 9-9, 9-8, 8-8, 8-7, 7-7, 7-6, 6-6, 6-5, 5-5, 5-4, 4-4, 4-3, 3-3, 3-2, 2-2, 2-1, 1-1 [Lowest].

Based on the previous convention of an A*- G grading system, Ofqual advise that a grade 4 is the equivalent of a 'bottom C' and that a grade 5 is a 'top C'. A grade 5 is considered a "good pass" by the Department for Education.

Description of the Course

Summary of content

Biology: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.

Chemistry: Atomic structure and the Periodic Table, Bonding, structure, and the properties of matter, Quantitative Chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

Physics: Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure.

General Comments

The content of the combined Science GCSE overlaps with Separate Science GCSE courses and all pupils begin Year 10 on this route. Questions in the written exams will draw on the knowledge and understanding pupils have gained by carrying out practical activities encountered throughout the course. These questions will count for at least 15% of the overall marks for the qualification. Pupils who obtain a high grade on the Combined Science route may subsequently progress to science A Levels in the Sixth Form. Those pupils who show a strong aptitude for Science and a high level of commitment may be directed to study the Separate Sciences at the end of Year 10. This is based on a review of an individual pupil's performance throughout the year and on the advice of their teachers.

Head of Science: Dr A McMeechan
amm@sedberghschool.org

Subject:	Biology
Examination Board:	AQA
Web address:	www.aqa.org.uk
Specification:	Biology (8461)
Tier:	Higher or Foundation tier
Assessment:	Pupils sit two written papers each 1 hour 45 minutes at the end of the course. The questions range from multiple choice, closed, short answer and open response. The GCSE qualification is graded 9 to 1 (grade 9 being the highest).

Description of the Course

Summary of content

1. Cell Biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

General Comments

GCSE Biology provides a sound grounding in a subject which is becoming increasingly important for an understanding of the modern world. This new Biology course has a traditional flavour and contains a good deal of practical work. Questions in the written exams will draw on the knowledge and understanding pupils have gained by carrying out practical activities encountered throughout the course. These questions will count for at least 15% of the overall marks for the qualification. This course will also give a solid foundation for those progressing to A-Level Biology.

Head of Science & Biology: Dr A McMeechan
amm@sedberghschool.org

Subject:	Chemistry
Examination Board:	AQA
Web address:	www.aqa.org.uk
Specification:	GCSE Chemistry 8462
Assessment:	Pupils sit two written papers each 1 hour 45 minutes at the end of the course. The questions range from multiple choice, closed, short answer and open response. The GCSE qualification is graded 9 to 1 (grade 9 being the highest).

Description of the Course content

Atomic structure and the periodic table
Bonding, structure and the properties of matter
Quantitative chemistry
Chemical changes
Energy changes
The rate and extent of Chemical change
Organic chemistry
Chemical analysis
Chemistry of the atmosphere
Using resources

This is a Chemistry course with a traditional flavour, which contains a good deal of practical work. It provides a sound grounding in a subject which is becoming increasingly important for an understanding of the modern world. This course will also give a solid foundation for A Level Chemistry. Some pupils may be streamed to follow GCSE Science and/or Additional Science.

Head of Chemistry:	Mr C D Gunning gun@sedberghschool.org
---------------------------	--

Subject:	Physics
Examination Board:	AQA
Web address:	www.aqa.org.uk
Specification:	Physics (8463)
Tier:	Higher or Foundation tier
Assessment:	Pupils sit two written papers each 1 hour 45 minutes at the end of the course. The questions range from multiple choice, closed, short answer and open response. The GCSE qualification is graded 9 to 1 (grade 9 being the highest).

Description of the Course

Summary of content

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism & Electromagnetism
6. Particle Model of Matter
7. Atomic Structure
8. Space Physics

General Comment

GCSE Physics provides a coherent and logical journey through the working laws of the universe that surrounds us. This new Physics course includes the traditional knowledge that has stood the test of time whilst including the modern Science investigated today. Questions in the written exams will draw on the knowledge and understanding pupils have gained by carrying out practical activities encountered throughout the course. These questions will count for at least 15% of the overall marks for the qualification. This course will also give a solid foundation for those progressing to A-Level Physics.

Head of Physics:	Mr M Appleton mja@sedberghschool.org
-------------------------	---

Subject:	Art & Design
Examination Board:	AQA
Web address:	www.aqa.org.uk
Specification:	8201
Tiers:	None
Assessment:	Portfolio: 60% of the marks; 2, 3 or 4 units of coursework Controlled Test: 40% of the marks; 10 hours unaided with preparation.

GCSE consists of two components, both of which must be completed by the candidates.

Component 1: Portfolio

What is assessed?

A portfolio that shows explicit coverage of the four assessment objectives which must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it is assessed?

This is marked out of 96 (60% of final marks) and work is completed without a time limit. The 'Non-Exam Assessment' (NEA) is set and marked by the school and moderated by AQA during a visit.

Component 2: Externally set assignment

What is assessed?

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How is it assessed?

There is a preparatory period followed by 10 hours of supervised time. The work is marked out of 96 marks (40% of GCSE)

Assessment objectives

Pupils will be assessed using the following objectives which are the same for all exam boards:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Head of Department:	Ms Laura Bolton leb@sedberghschool.org
----------------------------	---

Subject: Classical Civilisation

Examination Board: OCR

Web address: www.ocr.org.uk

Specification: J199

Assessment: Two written papers

Description of the Course

Both papers consist of a combination of short answer questions, longer structured responses and stimulus questions.

Paper 1: (Thematic study) Myth and Religion

Pupils will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. These are well known stories that pupils will enjoy engaging with and studying in increased depth. Myth as a symbol of power will also be explored, as will ever-popular myths about the underworld. Pupils will also look at the role of religion in the everyday lives of ancient Greeks and Romans.

Paper 2: (Literature and Culture) Roman City Life

Pupils will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. The Culture section of this component comprises a study of a variety of aspects of Roman society including Roman housing, education and the lives of young people in the Roman world. The Roman social system was notorious for its intrigues and politics and this, coupled with the study of the spectacle provided by Roman entertainment, provides an exciting and enjoyable course for pupils. The Literature topics examine poetry and prose, fiction and non-fiction texts.

General Comments

The subject will appeal to those with an interest in the literature, history and culture of the Greek and Roman worlds. The Year 9 Classical Civilisation course will have given a good grounding. No knowledge of the ancient languages is required.

Head of Department: Mr J D Lidiard
jdl@sedberghschool.org

Subject:	Design & Technology
Examination Board:	AQA
Web address:	www.aqa.org.uk
Specification:	GCSE Design Technology – 8552
Assessment:	Coursework: 50% Written paper: 50%

Description of the Course

Yr 10

Candidates undertake a range of practical projects that give them experience of different materials and design techniques. The focus is on building up their skill base in a range of practical areas from CAD/CAM machines (laser cutters, 3D printing etc) through to traditional hand tools and graphical techniques. Likewise a broad understanding of what makes a successful commercial product and the stages between 'concept' and 'market' is introduced. Some technical elements of the theory syllabus will be taught and visits to commercial companies and manufactures are included in the course wherever possible.

Yr 11

Coursework – 50%

A variety of broad contexts are provided by the Board on the 1st of June (half term in the Summer of Year 10). The candidate selects a project of their own choosing providing it can fit within one of these contexts. The candidate produces solution that takes the form of a design folio (maximum of 20 pages of A3) and a physical product.

The folio is marked under the following headings;

- a) Investigating the Design Context
- b) Producing a Design Brief and Specification
- c) Generating design ideas
- d) Developing Ideas
- e) Realising (making)
- f) Analysing and Evaluating

It should be noted that this element of the course has reduced in weighting from previous syllabuses and accordingly is afforded less time during the year. Pupils can still be ambitious but the **focus is on quality not quantity of work.**

Written Paper 50%

Candidates are examined on their understanding of materials (including modern and smart materials), mechanical devices, new and emerging technologies, energy generation and storage, the work of past and present designers, plus basic electronics and programming.

Candidates will cover core technical principals as well as specialist principals in timber or metal based materials.

As with all new GCSE's there are links to other subject areas. In Design Technology pupils should expect examination questions to include the use of basic mathematical principals, for example calculating area, percentages, forces, geometry, analysis of data and the use of graphs.

The examination is a mixture of multiple choice, short answer questions and extended responses.

General Comments

Candidates gain experience in identifying, considering and solving problems through the manipulation of a range of materials and technologies. They also develop a broader understanding of the commercial world around them and how it influences society.

GCSE Design Technology is a challenging subject closely linked to modern business and manufacture and it should not be considered a soft option. Whilst academically weaker candidates can achieve significant success within the practical elements of the course it is likely they will find the theory elements challenging in proportion to their ability.

Candidates are free to work in any materials they choose, however all project materials and consumables used during the course are billed. In the case of an abnormally expensive project parental permission is sought first.

The course links well with the A Level in Product Design but also provides a range of project management and ICT skills not found in other subjects which are useful for future study, even if the candidate does not choose to study Design further.

Studying Design Technology is useful for a wide range of careers including: Product Design, Interior Design, Web Design, Graphic Design, Engineering – Mechanical, Electronic and Civil, CAD Technician, Architecture, Surveying, Marketing and Advertising, Business, IT and Telecoms, Specialist craft and restoration, Trade based careers etc.

Head of Department: Mr S R Arnold
sra@sedberghschool.org

Subject:	Design & Technology (Specialising in Jewellery & Silversmithing)	
Examination Board:	AQA	
Web address:	www.aqa.org.uk	
Specification:	GCSE Design Technology - 8552	
Assessment:	Coursework: 50%	Written paper: 50%

Description of the Course

The course follows the same syllabus as the main option; however the majority of the material is delivered in the context of the Jewellery industry. Specifically pupils get to work with both craft-based skills in silver and state of the art commercial production techniques using Art CAM software and rapid prototyping. The course is one of only two in the country and is backed by several commercial sponsors including Delcam (www.delcam.co.uk). The department has also been accepted as a member of the 'British Jewellers Association' (which is unique honour for a school), and has its own hallmark registered at the Birmingham Assay Office.

Yr 10

Candidates undertake a range of practical projects that give them experience of different materials, and design techniques. Candidates get to work with silver, precious metal clay, and gemstones. The focus is on building up their skill base in a range of practical areas from CAD/CAM (3D printing etc) through to traditional hand tools and graphical techniques. Likewise a broad understanding of what makes a successful commercial product and the stages between 'concept' and 'market' are introduced. Some technical elements of the theory syllabus will be taught and visits to commercial companies and manufactures are included in the course wherever possible.

For details on **Yr 11 Coursework and the Written Examination** please see the main Design Technology section.

General Comments

Candidates gain experience in identifying, considering and solving problems through the manipulation of a range of materials and technologies. They also develop a broader understanding of the commercial world around them and how it influences society.

Candidates are free to work in any materials they choose, however all project materials and consumables used during the course are billed. In the case of an abnormally expensive project parental permission is sought first. Costs in taking the Jewellery option are no greater on average than the main course.

The course links well with the A Level in Product Design, where the candidate can continue to focus on Silversmithing and Jewellery if they choose. It also provides a range of project management and ICT skills not found in other subjects that are useful for future study even if the candidate does not choose to study Design further.

Studying Design Technology is useful for a wide range of careers including: Product Design, Interior Design, Web Design, Graphic Design, Engineering – Mechanical, Electronic and Civil, CAD Technician, Architecture, Surveying, Marketing and Advertising, Business, IT and Telecoms, Specialist craft and restoration, Trade based careers etc.

Pupils with a Jewellery specialism are ideally placed to enter this industry either directly into an apprenticeship or via University. Due to the fact Sedbergh is one of only two schools in the country with a specialism in this area pupils often attract generous offers from HE establishments in related courses.

Head of Department: Mr S R Arnold
sra@sedberghschool.org

Subject:	Drama
Examination Board:	Eduqas
Web address:	http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/
Specification:	601/8420/6
Assessment:	Component 1: Devising Theatre Non-exam assessment: internally assessed, externally moderated, 40% of qualification Component 2: Performing from a Text Non-exam assessment: externally assessed by a visiting examiner, 20% of qualification Component 3: Interpreting Theatre Written examination: 1 hour 30 minutes, 40% of qualification

Description of the Course

Component 1: Devising Theatre

Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.

Learners must produce:

- A realisation of their piece of devised theatre
- A portfolio of supporting evidence
- An evaluation of the final performance or design.

Component 2: Performing from a Text

Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre

Section A: Set Text

A series of questions on DNA by Dennis Kelly.

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Head of Department:	Cathy Want cjw@sedberghschool.org
----------------------------	--------------------------------------

Subject: French (Foreign Language)

Examination Board: CIE

Web address: www.cie.org.uk

Specification: 0520 **Tiers:** None

Assessment: Listening: 45 minutes
Speaking: 15 minutes (approximately)
Reading: 1 hour
Writing: 1 hour

Description of the Course

The topics covered in IGCSE French will enable you to communicate confidently with French speakers about a range of interesting topics: everyday activities, personal and social life, the world around us, the world of work and the international world. You will be assessed in all four skills: writing, speaking, listening and reading. The Cambridge IGCSE is a linear course and you can choose your own topic to present on for part of your speaking exam.

General Comments

Pursuing the goal of communication in a foreign language is a highly commendable aim both practically and philosophically. Not only is it an enviable tool prized by employers and universities alike but, more importantly, it opens up a window into another culture and way of thinking which encourages us to see beyond our own narrow view of the world. Sadly, in a world where English is increasingly widely spoken, the number of British people who have a strong grasp of a foreign language is in decline. As a result, those who can communicate effectively are set apart from the ordinary and are increasingly in demand.

French is a mellifluous language, a pleasure to hear and to work with. It is often thought of as the language of fashion and food, associated with luxury and decadence but French is also a front runner in the world of technology and modernity. The significance of French as a global player is reflected in the wide extent to which it is used in diplomatic and creative spheres. It is a working language of the United Nations, an official language of the EU and the International Olympics Committee, the main language of the African Union and the only international language of the postal system. Although it is not spoken by as many people as Mandarin or Hindi, it is (along with English) one of only two languages present in five continents.

Head of Department: Miss W Swan
ws@sedberghschool.org

Subject:	Geography
Examination Board:	AQA Web address: www.aqa.org.uk
Specification:	GCSE Geography Specification 8035
Tiers:	Examinations are not tiered. The qualification will be graded on a nine point scale where 9 is the best grade.
Assessment:	Three exams are sat at the conclusion of the course.
Paper 1:	Living with the Physical Environment 1½ hours, 88 marks and 35% of the total marks.
Paper 2:	Challenges in the Human Environment 1½ hours, 88 marks and 35% of the total marks.
Paper 3:	Geographic Application Issue Evaluation: 1¼ hrs, 76 marks & 30% of the total marks.

Compulsory structured questions on a theme drawn from the specification – leading up to a decision making task (choosing a location for a wind farm, or stadium, for example) based on a pre-release Sources Booklet which will be issued to students during February of the second year of the course.

Description of the Course

In Year 10 the following Living with the physical environment topics are studied:

- Tectonic Hazards
- Weather Hazards
- Climate Change
- Tropical Rainforests
- Cold Environments
- UK Physical Landscapes
- River Landscapes in the UK
- Glacial Landscapes in the UK

In Year 11 the following Challenges in the human environment topics are studied:

- Urban Issues and Challenges
- The changing economic world
- The challenge of resource management
- Energy

Geographical Application and Issue Evaluation and Decision Making will be taught during both years of the course. Skills taught include: Map, atlas, and graphical skills including: Grid references, measuring distances, using contours to show relief, comparing maps and photographs, interpreting a variety of atlas maps, constructing maps and diagrams, interpreting a variety of graphs and statistical data. Decision Making will involve the use of resources including text, data, maps, photographs and justifying the choice of location for a new development for example.

General Comments

This new GCSE will appeal to pupils who have enjoyed Geography in year nine as it builds on the material studied and it has an even mix of physical and human geography. There is no coursework, instead a geographical skills and decision making paper is taken.

Head of Department: Mr S J Cooling
sjc@sedberghschool.org

Subject: German (Foreign Language)

Examination Board: CIE

Web address: www.cie.org.uk

Specification: 0525 **Tiers:** None

Assessment: Listening: 45 minutes
Speaking: 15 minutes (approximately)
Reading: 1 hour
Writing: 1 hour

Description of the Course

The topics covered in IGCSE French will enable you to communicate confidently with French speakers about a range of interesting topics: everyday activities, personal and social life, the world around us, the world of work and the international world. You will be assessed in all four skills: writing, speaking, listening and reading. The Cambridge IGCSE is a linear course and you can choose your own topic to present on for part of your speaking exam.

General Comments

Pursuing the goal of communication in a foreign language is a highly commendable aim both practically and philosophically. Not only is it an enviable tool prized by employers and universities alike but, more importantly, it opens up a window into another culture and way of thinking which encourages us to see beyond our own narrow view of the world. Sadly, in a world where English is increasingly widely spoken, the number of British people who have a strong grasp of a foreign language is in decline. As a result, those who can communicate effectively are set apart from the ordinary and are increasingly in demand.

German is often thought of as the language of logic, philosophy and music and with such sons as Nietzsche, Kant, Bach and Beethoven who can be surprised? The cultural history of Germany is long and rich and it has been the cradle of some of the world's most outstanding minds. On a more practical front, Germany remains at the centre of the European Union as a financial and business powerhouse and German is an official language of seven European countries. For anyone considering a career in international business, or technological design German is a wise choice. The language itself is very orderly and often appeals particularly but by no means exclusively to musicians or to those with a mathematical mind.

Head of Department: Miss W Swan
ws@sedberghschool.org

Subject: Graphic Communication

Examination Board: AQA

Web address: www.aqa.org.uk

Specification: 8203

Introduction

Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

Areas of Study

Within the context of graphic communication, students must demonstrate the ability to: use graphic communication techniques and processes, appropriate to students' personal intentions, e.g:

- Typography
- Illustration
- Digital and/or non-digital photography
- Hand rendered working methods
- Digital working methods

Use media and materials, as appropriate to students' personal intentions, for example:

- Pencil, pen and ink,
- Pen and wash, crayon, and other graphic media
- Watercolour, gouache and acrylic paint
- Layout materials
- Digital media
- Printmaking
- Mixed media

Assessment

Unit 1: Portfolio of Work

Controlled Assessment – set and marked by centre and moderated by AQA.

96 marks – 60%. The content of the pupil's portfolios is selected from work undertaken during course of study and must include more than one project.

Unit 2: Externally Set Task

Question papers issued in the Lent term. Marked by centre and moderated by AQA.

96 marks – 40%. Unlimited preparation time. 10 hours of sustained focused study.

Candidates respond to their chosen starting point. The pupils are required to elicit a personal response from one starting point or project brief within the paper for which they have been entered. They are expected to develop their own work informed by their preparatory studies and in their total Externally Set Task submission, evidence coverage of all four assessment objectives.

Head of Department: Mr F E Kearton-Gee
ekg@sedberghschool.org

Subject:	History
Examination Board:	AQA
Web address:	www.aqa.org.uk
Specification:	GCSE History (8145)
Tiers:	There are no tiers in this subject.
Assessment:	Two written exams, taken at the end of Year 11

Description of the Course

Paper One: Understanding the Modern World

In Year 10, pupils study these two topics:

- *Germany, 1890 –1945:* This topic looks at how Germany went from the rule of the Kaisers, to defeat in World War One, the brief experience of democracy in the 1920s and the dictatorship of Hitler.
- *Conflict and tension, 1918 – 1939:* This topic looks at the efforts of the peacemakers to create a lasting peace after the First World War and the slide towards World War Two.

Paper Two: Shaping the Nation

In Year 11, pupils study these two topics:

- *Britain: Migration, empires and the people:* Pupils learn about how British people have interacted with the wider world. From invasions and conquests, to the rise and decline of the British Empire.
- *Elizabethan England, c.1568–1603:* Pupils study the major events of the last 35 years of the reign of Queen Elizabeth I.

General Comments

The GCSE History course provides a challenging and interesting study of a range of historical periods and themes. It will help pupils to begin to develop the kinds of analytical and interpretative skills that they will need to succeed in a wide range of subjects at A-Level, at degree-Level - and on into employment. It will also equip them to become informed, reflective and active citizens.

Head of Department:	Mr R N D Follett rndf@sedberghschool.org
----------------------------	---

Subject:	Latin
Examination Board:	OCR
Web address:	www.ocr.org.uk
Specification:	Latin (9-1) J282
Assessment:	Three written papers

Description of the course

Candidates work towards assessment in a combination of language and literature, honing their language skills in Year 10 and tackling the literature in Year 11.

Language: tests ability in unseen translation and comprehension of Latin prose, as well as derivations and basic grammar questions.

Prose Literature: tests knowledge, appreciation and understanding of prose authors such as Pliny, Livy and Cicero. The texts are used as sources to examine areas such as Roman daily life, Roman politics, famous battles and Roman Britain.

Verse Literature: tests knowledge, appreciation and understanding of a verse set text, currently selections from the Aeneid, Virgil's epic masterpiece.

General Comments

The subject will appeal to those who have coped well with the challenge posed by the language in Year 9, whether in 9A or 9B, and who have an interest in pursuing this in greater depth, as well as studying some of the great works of Latin literature in the original.

Head of Department: Mr J D Lidiard
jdl@sedberghschool.org

Subject:	Music
Examination Board:	AQA (subject to final accreditation of the specification)
Web address:	www.aqa.org.uk
Specification:	8271
Assessment:	One performance coursework unit (30%) Two composition coursework elements (15% each), and a Listening & Appraising exam paper (40%).

Description of the Course

Candidates have to compose two pieces, and appraise the composition process for one of those pieces. These compositions will be based on the styles from the below areas of study. In addition, two pieces must be performed at a level roughly equivalent to Grade IV standard. One of these must be an ensemble performance.

Listening and Appraising – a one hour exam in which candidates are asked about examples of music from the following areas of study:

Areas of Study

Western Classical Tradition

Art music of the European tradition intended for public performance.

Set piece: Haydn Symphony 101

Popular music

Mainstream music including a number of musical styles and genres including pop, jazz, musical theatre and computer gaming from 1960 to the present. Set works: three tracks from Sgt. Pepper's Lonely Hearts Club Band.

Traditional Music

Music that takes influences from traditional sources including folk music, and reinterprets them in a contemporary style.

General Comments

The course is suitable both for experienced musicians and for others who are also hard-working and interested. The performance standard required by the fifth term of the course for maximum marks is that of a competent Grade IV, though an excellent performance of Grade III repertoire would still score highly.

Head of Department:	Mr CFJ Allinson cfja@sedberghschool.org
----------------------------	--

Subject:	Physical Education		
Examination Board:	CIE		
Web address:	www.cie.org.uk		
Specification:	0413		
Qualification:	IGCSE		
Assessment:	Written Theory Paper		50%
	Practical Assessment	(4 sports)	50%

Description of the Course

This course combines practical performance of four sports with the study of the theoretical concepts involved in sport and exercise. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance. It is also designed to foster enjoyment in physical activity.

50% of marks are allocated to physical performance. Pupils study a range of sports / activities then select four from at least two of the seven categories in the National Curriculum Areas of Activity for assessment. Candidates will be encouraged to improve their ability to plan, perform, analyse and evaluate physical activities and develop their knowledge, skill and understanding of relevant physical activities

The theory element of the course requires the students to study 4 separate units:

Section 1	Anatomy and Physiology
Section 2	Health, fitness and training
Section 3	Skill Acquisition and Psychology
Section 4	Social, Cultural and Ethical influences

This is examined by way of a 1 hour 45 minutes written paper.

General Comments

We use the IGCSE course because there is a natural progression to the OCR A-level syllabus that we use. Pupils hoping to study A-level Physical Education should achieve at least a **B grade** in the theory paper at IGCSE.

Head of Department: Mr Peter Coke
 pjec@sedberghschool.org

Subject:	Religious Studies
Examination Board:	AQA
Web address:	www.aqa.co.uk
Specification:	Specification A 8062
Tiers:	One Tier only
Assessment:	Two written papers, both one hour forty five minutes long.

Description of the Course

Paper 1a : The meaning of Christianity in faith and practice.

Styles of worship in different churches
Initiation Rites – Baptism, Marriage, Funerals
The meaning of The Bible and how it is used today
The key points in the life of Jesus
Christian beliefs such as The Trinity
Festivals such as Christmas and Easter
The worldwide Church and Ecumenism
Liberation Theology
Places of Pilgrimage such as Lindisfarne and Iona

Paper 1b : The meaning of Judaism in faith and practice

Styles of worship in different synagogues
Initiation Rites – Bar Mitzvah, Marriage, Funerals
The meaning of the Tenakh and the Talmud how they are used today
The meaning of the Covenant
The sanctity of human life
The nature of God
Festivals such as Passover, Rosh Hashanah and Yom Kippur
The meaning and significance of Kosher and Trefah dietary laws
The significance of Shabbat in Judaism today

Paper 2 : Christian Perspectives on Contemporary Moral Issues.

The ways in which Christians help people in their local area
Christian concern for young people through The Children's Society
Humanitarian work in Britain through The Salvation Army
Issues concerning Justice with reference to the British Prison System
Worldwide Christian work for the poor through Tear Fund
Christian concern for peace and responses to war and conflict
Sanctity of Life issues relating to Abortion and Euthanasia
Divorce and Re-Marriage
Green Issues and Care for the Environment

General Comments

Studying Religious Studies successfully is not dependent upon the beliefs of the candidate.

Head of Department: Mrs H E Fletcher
hef@sedberghschool.org

Subject: Spanish (Foreign Language)

Examination Board: CIE

Web address: www.cie.org.uk

Specification: 0530 **Tiers:** None

Assessment: Listening: 45 minutes
Speaking: 15 minutes (approximately)
Reading: 1 hour
Writing: 1 hour

Description of the Course

The topics covered in IGCSE French will enable you to communicate confidently with French speakers about a range of interesting topics: everyday activities, personal and social life, the world around us, the world of work and the international world. You will be assessed in all four skills: writing, speaking, listening and reading. The Cambridge IGCSE is a linear course and you can choose your own topic to present on for part of your speaking exam.

General Comments

Pursuing the goal of communication in a foreign language is a highly commendable aim both practically and philosophically. Not only is it an enviable tool prized by employers and universities alike but, more importantly, it opens up a window into another culture and way of thinking which encourages us to see beyond our own narrow view of the world. Sadly, in a world where English is increasingly widely spoken, the number of British people who have a strong grasp of a foreign language is in decline. As a result, those who can communicate effectively are set apart from the ordinary and are increasingly in demand.

The Spanish language often conjures up images of *siestas* or *fiestas* depending on the time of day but these relaxed connotations bely the fact that Spanish is increasingly a language at the cutting edge of many spheres of international progress. In Britain, we are all familiar with the Banco de Santander, one of the major financial service providers; and Spanish companies have also become increasingly influential in the fashion world, numbering companies such as Zara, Mango and Massimo Dutti amongst their ranks. Spanish is the first language of almost one third of the population of the USA and is spoken by nineteen countries across Latin America and the Caribbean. Although these countries often have their own variations of Spanish, the basic language is the same. Many agree that South America will be the economic success story of the next few decades so this is a language which will enable you to be in the vanguard of international development.

Head of Department: Mrs W Swan
ws@sedberghschool.org