



**FIFTH FORM GUIDE**  
**TO THE GCSE PROGRAMME**  
**2009/2011**





This document is meant as a guide for pupils as they consider their GCSE options.

While details were accurate at the time of printing, they may change, without notice, as a result of subsequent developments.

Printed: February 2009

# GUIDE TO THE GCSE COURSES

At King William's College we aim to provide a broad and challenging curriculum in the M5 and U5 and most students are encouraged to study 10 subjects at GCSE or IGCSE level.

All students take the core subjects of:

English  
English Literature  
Mathematics  
Biology  
Chemistry  
Physics  
French

*The three sciences begin teaching the IGCSE course in the L5. At the start of the M5 the students will be setted and they will either continue to study the sciences separately or embark upon the Co-ordinated Science course (equivalent to 2 IGCSEs) as appropriate.*

Students then choose **three** additional GCSE subjects, one from **each** of the following option blocks:

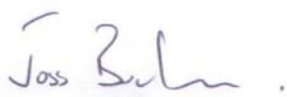
<b>1</b>	<b>2</b>	<b>3</b>
Drama Geography History Latin Physical Education Spanish	Art Geography History Music Photography	Business Studies DT (Product Design) DT (Textiles) History Religious Studies

*It should be noted that those who have not already started a foreign language cannot normally do so at this stage.*

*Some subjects require a minimum number of students before the course can proceed.*

In addition to their GCSE studies students will also have lessons in ICT and Religious Studies (leading to the GCSE Short Course qualification) and two games sessions a week.

The following pages give an outline of the GCSE courses. It is important that students make the right decisions and they are encouraged to discuss their choices with both their tutors and their subject teachers. Parents should feel free to contact any member of staff if they would like further details about any aspect of the option process.



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# ENGLISH

## Examination Board: OCR

All pupils take two separate subjects, **English** and **English Literature**; most are entered for the Higher Tier papers. The two subjects complement each other and are taught together, since much of the work focuses strongly on literature. A common folder of Coursework is submitted for both subjects.

TESOL pupils may be entered for GCSE **English** and **English Literature** at the appropriate tier.

### Aims

The aims of the curriculum are to develop pupils' ability to:

- communicate accurately, appropriately and effectively in speech and writing;
- understand and respond imaginatively to what they hear, read and experience in a wide variety of media;
- enjoy and appreciate the reading of literature;
- understand themselves and others.

### Assessment Objectives

Our pupils should be able to:

- understand and convey information;
- understand, order and present facts, ideas and opinions;
- evaluate information in reading material and in other media, and select what is relevant to specific purposes;
- articulate, experience and express what is felt and imagined;
- recognise implicit meaning and attitudes;
- show a sense of audience and an awareness of style in both formal and informal situations;
- exercise control of appropriate grammatical structures, conventions of paragraphing, sentence structure, punctuation and spelling in their writing;
- communicate effectively and appropriately in spoken English.

### Assessment

#### Examination:

##### **Unit 1 (Non-fiction and Media texts) (30% – 1 hour 45 minutes)**

- Task 1: Response to unseen reading (Non-fiction – 10%)  
 Task 2: Response to unseen reading (Media – 10%)  
 Task 3: Continuous writing (Inform/explain/describe – 10%; linked to but not based on reading)

##### **Unit 2 (Literary Texts) (30% – 1 hour 45 minutes)**

- Task 1: Response to reading (Different cultures, prose – post-1914 text; passage-based task – 10%)  
 Task 2: Continuous writing (Analyse/review/comment – 10%)  
 Task 3: Continuous writing (Argue/persuade/advise – 10%)

#### Coursework:

##### **Unit 4 (Reading and writing) (20%)**

- Item 1: Continuous writing (Explore/imagine/entertain – 10%)  
 Item 2: Response to reading (Shakespeare from the English Literary Heritage – 5%)  
 Item 3: Response to reading (Poetry pre- or post-1914 from the English Literary Heritage – 5%)

##### **Unit 5 (Speaking and Listening) (20%)**

- Context 1: Drama-focused activity  
 Context 2: Group activity  
 Context 3: Individual extended contribution

# ENGLISH LITERATURE

## **Aims**

The curriculum aims to give pupils the opportunity to explore their literary interests and encourages them to develop:

- the ability to read, understand and respond to a wide range of types of literary texts, to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study;
- awareness of social, historical and cultural contexts and influences in the study of literature;
- the ability to construct and convey meaning in speech and writing, matching style to audience and purpose.

## **Assessment Objectives**

Our pupils should be able to:

- respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence;
- explore how language, structure, and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations.
- explore relationships and comparisons between texts, selecting and evaluating relevant material.

## **Assessment (Scheme A)**

### **Examination:**

**Unit 1 (Drama post-1914) (Open Texts) (20% – 45 minutes)**

**Unit 2 (Poetry and Prose post-1914) (50% – 1 hour 30 minutes)**

### **Coursework:**

**Unit 3 (Drama, Poetry and Prose pre-1914) (30%)**

Reading in the English Literary Heritage: comparative and social/cultural/historical perspectives; writing to analyse, review and comment.

Unit 3 also contributes to the assessment of **English**.

### ***Expectations for ENGLISH and ENGLISH LITERATURE:***

The course emphasises the importance of learning through discussion: pupils should be prepared to listen carefully and responsibly to others, and then express their own views thoughtfully and coherently.

Careful preparation and re-drafting of coursework are essential for success.

Pupils need to develop their reading habits: close, sensitive reading of detail and wide reading over a range of written material, especially literature, are crucial skills.

Throughout our work in these areas of speaking, listening, writing and reading we hope that pupils will be encouraged to enjoy language and literature while developing their own creative and critical skills.

# FRENCH

## Examination Board: AQA

The actual GCSE course lasts for two years with the Lower Fifth acting as a preparatory year. At the end of the course, students have learnt to understand the written and spoken language as well as to use it orally and in writing sufficiently accurately to be able to communicate efficiently.

This is done in the thematic context of five Areas of Experience:

1. Everyday Activities.
2. Personal and Social Life.
3. The World Around Us.
4. The World of Work.
5. The International World.

Each of the four skills (Listening, Writing, Speaking and Reading) is worth 25% of the total mark.

There are papers for Foundation and Higher Tiers. Some skills can be examined through different combinations, and formats are chosen to reflect students' abilities.

# MATHEMATICS

**Examination Board: Edexcel**  
**Syllabus: 1380 GCSE Mathematics (Linear)**

This specification offers a traditional linear route to GCSE Mathematics with two terminal examination papers taken at the end of the Upper Fifth. The content is based on the requirements of the National Curriculum.

Within the National Curriculum there are **four** major Assessment Objectives in Mathematics:

**Ma1:** Using and Applying Mathematics.

**Ma2:** Number and Algebra.

**Ma3:** Shape, Space and Measure.

**Ma4:** Handling Data.

**Aims**

The course aims to develop an understanding of everyday mathematics, logical and reasoned thinking; a tool for use in science and technology. For more able pupils the higher tier course should stretch their mathematics in preparation for Higher Level IB.

**Scheme of Assessment**

The weighting for each assessment objective and the grades available for each tier is shown below.

	Two parallel examination papers A01-A04	
<b>Weighting</b>	50%	50%
<b>Foundation tier (G to C)</b>	Paper 1 Non calculator 1 hour 30 minutes	Paper 2 With calculator 1 hour 30 minutes
<b>Higher tier (D to A*)</b>	Paper 3 Non calculator 1 hour 45 minutes	Paper 4 With calculator 1 hour 45 minutes

It is expected that the majority of students will be entered for the Higher Tier.

**Coursework**

There is no coursework requirement with this specification.

## THE SCIENCES

At King William's College, Science is seen as a practical subject and laboratory skills and techniques are developed within a framework which pays due regard to health and safety and promotes an awareness of their uses and limitations.

It is hoped to develop positive pupil attitudes through success and enjoyment of the subject. The three sciences: BIOLOGY, CHEMISTRY and PHYSICS are studied independently throughout the Fifth Form and each subject is taught by a specialist in that field.

### Examination Outline

In the Lower Fifth year the pupils will begin studying for their IGCSEs in Science and all pupils will be taught the Separate Science Higher Tier syllabus. At the beginning of the Middle Fifth the pupils will be setted, and the top sets will continue being taught the Higher Tier syllabus. The remaining pupils will continue studying for their Co-ordinated Science at Higher Tier.

The grades available for the higher tier are as follows.

Tier	Grades Available
Higher	A* - G

Where appropriate, there is the possibility for particularly weak candidates to be entered for the Co-ordinated Science course. In this case the pupil would be awarded the equivalent to two GCSEs in Science.

The Separate Science IGCSEs provide a strong basis for the study of science as part of the IB in the Sixth Form.

# BIOLOGY

Biology is the study of living organisms and their interactions with their environment. We look at both the positive and negative results of these interactions and this helps the students to understand that how they live can affect the planet around them.

IGCSE Biology places considerable emphasis on the understanding and use of scientific ideas and principles in a variety of situations. The course features a range of learning experiences and these are designed to develop the students' skills and their comprehension of the key principles. Students will acquire transferable life-long skills relevant to the increasingly technological environment in which people find themselves. The course will also prepare the students for an assessment that will, within familiar and unfamiliar contexts, test expertise, understanding and insight.

The Biology syllabus is split into four sections:

- Characteristics and classification of living organisms
- Organisation and maintenance of the organism
- Development of the organism and the continuity of life
- Relationships of organisms with one another and with their environment

## CHEMISTRY

Chemistry – the science of atoms and molecules – is the key to the world about us. Chemistry is the study of substances, what they are made of, how they interact and what role they play in our lives. It is the study of all materials. Every aspect of our lives – food, medicine, agriculture, electronics and communications – is dependent on the skill of the chemist to devise and produce the compounds and materials which sustain its existence and promote its development.

Chemistry is a practical subject and laboratory skills and techniques are developed within a framework, which pays due regard to health and safety and promotes an awareness of their uses and limitations. It is hoped to develop positive pupil attitudes through success and enjoyment of the subject.

The IGCSE syllabus is a linear course and is studied over three years. It consists of 14 topics and each one is divided in to a core and extended curriculum. Students entered for a higher tier examination are taught both, whereas those being entered for a foundation paper only follow the core curriculum.

The end of the U5 all candidates will be entered at the appropriate level and sit three papers.

Paper 1 Multiple choice

Paper 2 Theory paper (short answer and structured questions)

Paper 3 Practical assessment

Each paper is weighted differently and their value towards the final mark can be seen in the table below.

Paper	% Weighting
1	30
2	50
3	20

# PHYSICS

Physics is the study of the very big (the Universe) to the very small (atoms and nuclei). Physics permeates every part of our lives and every citizen should have a familiarity with the concepts which impinge on our daily lives. Physicists are good at solving problems and need to be logical, numerate and inquisitive.

Following the IGCSE syllabus the students study the following topics:

1. **General Physics** (Dynamics, Forces, Pressure, Energy, Power)
2. **Thermal Physics** (States of Matter, Kinetic Theory, Heat transfer, Specific and Latent Heat)
3. **Properties of Waves** (Sound, Light , Electro-magnetic spectrum, Wave Properties)
4. **Electricity and Magnetism** (Magnets, Electro-statics, simple circuits, Electrical Components, Electro-magnetism, Transformers, Oscilloscopes)
5. **Atomic Physics** (Kinds of Radio-active decay, Half Life, Safety, Isotopes, Uses of Radio-activity)

In addition, the pupils will undertake at least two pieces of coursework and be assessed on four skill areas:

- 1 Using and organising techniques
- 2 Observing, measuring and recording
- 3 Data handling and processing
- 4 Planning investigations

# OPTION GCSE SUBJECTS

Art

Business Studies

Design & Technology

Drama

Geography

History

Latin

Music

Photography

Physical Education

Religious Studies

Spanish

# ART

## 1. **Course Description**

The GCSE Art course takes place over a two year period during Middle Fifth & Upper Fifth and leads to an award from the AQA examination board. The unendorsed course is an interesting and stimulating one. It covers a wide variety of media, techniques and creative processes. It includes painting, drawing, printing, ceramics and multi-media work. There is also the opportunity for some students to attend activity groups after school and add work in photography to their portfolio of coursework.

The first year of the course covers a variety of techniques and media. The second year gives pupils a chance to specialise in areas they enjoy. A portfolio and at least two sketchbooks are compiled during the two years of the course. These items, along with the student's best work, is formed into an exhibition in May of the second year of the course. An external examiner will visit the school to mark this work along with an examination piece of ten hours' duration.

## 2. **Course Aims**

The broad aims of the course are to:

- Provide an experience where candidates discover where their strengths and talents lie.
- Enable candidates to relate their own work to that of other artists, craftspeople and designers in both a contemporary and a historical context.
- Develop an understanding of the process of research, development and artistic outcome and the holistic nature of this activity.
- Develop an awareness of the links between art, society and culture and the important role of art in the evaluation of experience in a multi-cultural society.
- Develop in candidates an understanding of the nature of visual thinking and its appropriate language in visual and annotated descriptions.

3. The **Scheme of Assessment** comprises two components:

### **Coursework: 60% of the marks**

Three units of coursework.

A coursework unit should include preparatory work and sketch books related to the final piece(s) in the chosen area(s) of study.

All assessment objectives must be met in the Coursework as a whole.

*Centre-assessed and moderated by AQA*

### **Controlled Test (10 hours): 40% of the marks**

Candidates will be required to respond to one starting point in their chosen option. A response to all assessment objectives is required. Starting points will be set by AQA. There will be a preparatory period of 4 weeks, followed by 10 hours of supervised time. Candidates will be expected to develop their own work to resolve their investigations, producing a final piece or pieces based upon preparatory studies and research.

*The Controlled Test will be centre-assessed and moderated by AQA.*

To conclude, Art offers an enormously enriching and interesting two years of study. It really tests the initiative and motivation of students. It offers wide scope for the talented and an opportunity for the less able artists to work to their strengths. Above all it is enjoyable and often provides a much needed contrast with a range of subjects requiring extensive written work. A student wishing to proceed to the IB Visual Arts course in the Sixth Form is strongly advised to obtain an examination pass at GCSE level.

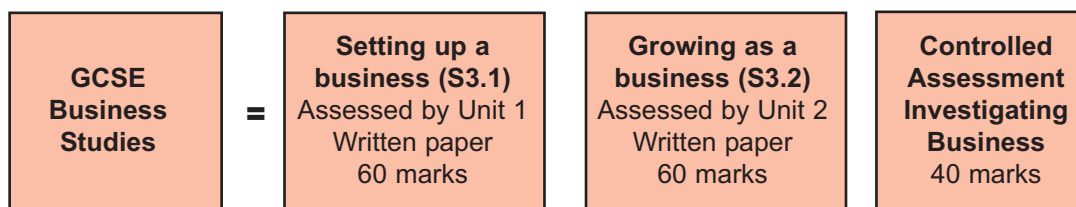
# BUSINESS STUDIES

Students studying Business Studies will follow a new course developed by the AQA. The new specifications are designed to encourage candidates to consider the practical application of business and economic concepts and explore these in the context of the real world, from the context of small and larger (growing) business.

As such, the course provides progression for those wishing to continue their studies at IB level in Business Management and/or Economics.

Business Studies involves the investigation of how businesses add value by organising the production of goods and services. The performance of businesses is studied from a range of perspectives. Using case studies, Business Studies ensures that students have knowledge, understanding and experience of real world business organisations. The use of case study materials ensure that students use a variety of methods to analyse and evaluate evidence and make judgements in the context of these case studies.

At a glance:



### Section 3.1 The Unit focus is on small business and start-up issues.

- Starting a business including aims and objectives, business planning, legal structure and location decisions
- Marketing including market research and the marketing mix
- Finance including finance for small business, measuring performance and cash flow
- People in business including recruitment and motivation
- Operations management including production methods and customer service

### Section 3.2 The unit builds on the content of Unit 1, allowing students to study businesses as they grow and considers how methods of expansion and objectives of larger businesses and the issues that growth raises.

- Topics covered include: methods of expansion, marketing, finance, organisation, recruitment, and operations management from the context of growing businesses.

### Section 3.3 Investigating businesses

- This unit is a controlled assessment, set by the AQA and involves preparation, research and planning and an independently written final presentation, prepared under controlled classroom conditions.

# DESIGN TECHNOLOGY

Design Technology is a practical based subject which requires the application of theoretical knowledge and understanding when developing ideas, planning production, manufacturing products and evaluating them. A distinction between Designing and Making can be loosely outlined, but in practice the two will merge. Students will carry out research as an important part of the design process, when printed information must be evaluated and consumer opinions taken into account, but further research into proportion, colour, structure, materials and processes will be investigated through practical work.

The skills needed to be able to carry out all stages of the Design Process will be taught and practised during the two year course. Candidates will actively engage in all aspects of the design process in order to develop as effective and independent learners. They will be encouraged to make their own decisions through individual and collaborative work, in order to design and make quality products. They will learn to develop practical solutions to needs, wants and opportunities, and to recognise their impact on quality of life. The course requires them to consider and explore ways in which economic, environmental, ethical and social issues interact and influence design, as well as cultures and societies.

Both courses offered, aim to develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

A choice of two GCSE Design Technology courses will be offered:

## **Product Design and Textiles Technology**

### **Textiles Technology**

This syllabus offers young designers the chance to study an aspect of Design Technology which influences one of the fastest growing industries in the UK and which can lead to a wide range of future opportunities.

Textiles Technology encourages candidates to be inspired and self motivated by following a broad, coherent, satisfying and worthwhile course of study which will promote imaginative curiosity and develop resourceful responsibility.

Candidates will explore a wide range of fibres, fabrics and components, as well as learn a variety of construction methods, finishes and exciting contemporary decorative techniques. Students will also develop their understanding of how skills and techniques learned in the classroom, are used commercially in industrial production, enhancing their appreciation of the importance of textile products in the commercial world of both fashion and furnishings.

### **Product Design**

The first year of the course will enable candidates to build their knowledge and skills base through an integrated approach of taught theory and practical experience. This will prepare them for the Controlled Assessment Task which they will undertake in the Upper Fifth year which is a 45 hour 'Design and Make' task that will be submitted for examination and which comprises 60% of the final mark, (split roughly into 40% for the development of the design concept and 20% for the actual making of a product) The remaining 40% of marks may be gained through a single written paper taken at the end of the course.

This has been a very popular course in which committed candidates achieve a high level of success and fulfilment within the Design and Technology department at KWC.

### **Allocation of marks for final GCSE grade:**

**Controlled Assessment Activity:** 60% (approximately 40% Designing/ 20% Making)

**Written Paper:** 40%

( From 2010 there will no longer be a tiered division in the Design Technology examinations meaning that all candidates will sit the same paper giving them all possible access to grades A\* to G)

## DRAMA

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work as well as look at plays written by other people.

The GCSE Drama course is in **three parts**:

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

### Will I enjoy this course?

You will enjoy this course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights but never had the chance. You will enjoy this course if you enjoy working as part of a team, as Drama involves a lot of group work. There will be trips to productions on the island, as well as the opportunity to go to London and Manchester theatres.

### How does it follow on from what I have learned before?

GCSE Drama follows on from drama work that you may have done previously. You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail and look at different ways of bringing a script alive on stage.

### What about exams?

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

### Is there any coursework?

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

### What other skills might I develop?

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

### What could I do next with GCSE Drama?

There are many things you can go on to do with a GCSE in Drama. You could go on to take IB Theatre Arts at Higher or Standard level. You may wish to take a GCSE in Drama for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Or you might wish to go into a job where it is useful to have had experience of Drama, or where you will need to use some of the skills developed during this course. These might include careers in such fields as retail, travel and tourism, sales and marketing or any career that involves meeting people face to face. The study of Drama can help you develop transferable skills you can take into any career or job.

# GEOGRAPHY

The Geography course will follow a new syllabus starting in September 2009 for first examination in 2011. It follows the OCR Syllabus B.

The aims of the syllabus are for students to, amongst other things:

- Actively engage in the process of Geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Develop their knowledge and understanding of Geographical concepts and appreciate the relevance of these concepts to our changing world
- Develop spatial awareness of places and cultures
- Develop empathy with different individuals and societies in order that they may become global citizens
- Apply their learning to the real world through fieldwork

The syllabus is divided into 4 key themes

- Theme One: Rivers and Coasts**  
**Theme Two: Population and Settlement**  
**Theme Three: Natural Hazards**  
**Theme Four: Economic Development**

Assessment of the course is by three components:

1. **Sustainable Decision Making Exercise (DME)** Examination which is sat in June of the M5 based upon one of the 4 Key Themes by way of pre-released material that is studied in the three weeks prior to the examination. It is a 1 hour written paper which accounts for 25% of the total GCSE marks.
2. **Geographical Enquiry** through 2 pieces of Controlled Assessment:
  - (i) A 1200 word report based upon Fieldwork undertaken on any of the Key Themes.
  - (ii) A Geographical Investigation of 800 words using secondary materials on one topic from a list of nine.These account for 25% of the total GCSE marks
3. **Terminal Examination** based upon the 3 Key Themes not covered by the Sustainable DME. This is a 1 and 1/2 hour written paper which accounts for 50% of the total GCSE marks.

It is envisaged that during the course there will be an opportunity to undertake field trips both on island and to an exciting foreign destination (to be confirmed).

## HISTORY

GCSE History teaches you a range of different skills: how to analyse and interpret historical sources; how to develop your own ideas and construct a balanced argument; and how to communicate your ideas and use evidence to support your case. But in addition to these skills, History also of course teaches you about the past, and it gives you an insight into some of the key developments that have contributed towards making the world what it is today. As one historian once wrote: a society without History would be like a man without a memory.

We study Edexcel's 'The Making of the Modern World' History syllabus which provides us with the opportunity of studying some of the most significant events of the 20th century.

### **The Russian Revolution and the Soviet Union, 1917-1939**

We begin the course by studying the 1917 Russian Revolution and life in the Soviet Union before the Second World War. The revolution is perhaps the most significant individual event of the last century, and not only does it teach us much about revolutionary change and disappointed idealism, but by studying Lenin and Stalin we are also able to study the role of the individual in History and the extent to which one person can change the world.

### **International Relations, 1943-1991**

Building on our study of Russia we then look at the Cold War: its origins in the 1940s, its key flashpoints in the 1950s and 1960s including the building of the Berlin Wall and the Cuban Missile Crisis, and the ultimate collapse of communism in Eastern Europe at the end of the 1980s. It is a chance to study a broad sweep of History and to look at events from a number of different perspectives and it will help the students to understand the Europe we live in today.

### **A Divided Union? The USA 1945-70**

Our third unit is on something completely different: the civil rights movement in the United States. This will probably be the first time that any of the students will have studied American History and it gives us a good insight into the American political system whilst also raising some very important issues for any society. This unit will be examined through the study of historical sources.

### **Controlled Assessment: Power and political transformation in Britain 1970-1990**

We conclude the course by completing a piece of Controlled Assessment on British History. The exact focus is determined by the exam board and changes each year, but it will be on some aspect of Britain in the 1970s and 1980s, notably the changes brought in by the Thatcher Government.

The course is assessed through three 1¼ hour exams with each exam accounting for 25% of the GCSE. The one piece of Controlled Assessment will be written under supervised conditions in normal lessons and will also account for 25% of the course.

Finally, the History department has a proud tradition of taking groups abroad and we aim to give all students the opportunity to take part in such a trip at some stage during the GCSE course. In 2006 we visited Poland and Berlin to see at first hand the legacy of the Cold War; in 2007 we visited the battlefields of Vietnam and Cambodia and in 2009 we are returning to Russia to visit both Moscow and St Petersburg.

# LATIN

## Examination Board: OCR

There is a three-year Latin Course commencing in Lower Fifth and leading to GCSE. Pupils follow a new (1999) course entitled “So you really want to learn Latin” which is lively and concentrates on the fundamentals. There is no requirement to translate English into Latin. Extracts from Latin literature are selected as set book material in the Upper Fifth year. The syllabus followed is OCR Latin. Pupils should have good ability in foreign language study as a prerequisite for this course.

There are four papers for GCSE:

Paper 1 - Unprepared Comprehension and Translation

Paper 2 - Verse Literature

Paper 3 - Prose Literature

Paper 4 - Roman Life Topics

There is no coursework for GCSE Latin; instead, the short Paper 4 is taken.

## MUSIC

From September 2009, the GCSE music course changes slightly. It is still a practical based course, concentrating on **Performing**. This element now carries 40% of the marks. **Composing** (now required to be completed under supervised, controlled conditions) also carries 40% in total and the **Listening** paper (classical, popular and world music) carries 20%. Music is aimed at developing musicianship at whatever level, and does not predispose towards those with a high degree of musical skill. Each candidate is encouraged to be creative with sound and to build up a body of work appropriate to ability. All candidates will be expected to participate in the musical life of College such as choirs, ensembles, orchestra etc. The peripatetic music staff provide the teaching expertise for each candidate's instrumental work.

Musicians are required to engage in:

### **Performing:** **40% of total marks**

- One **solo** and one **ensemble** performance
- Assessment may be conducted at any stage during the course and the recorded evidence retained for submission.
- Internally assessed and moderated by AQA.

### **Composing:** **40% of total marks**

- One **free piece** and one **assigned composition** composed under supervision. Submissions will be by **either** recording, wherever possible, with score, **or** recording with detailed annotation.
- Free piece (20%) - internally assessed and moderated by AQA. Assigned composition (20%) externally marked.

### **Listening and Appraising Test:** **20% of total marks**

- A listening and written paper of 1 hour. A wide selection of different music on CD (pop, rock, world, folk and classical) requiring short written answers.
- Externally assessed as part of the Terminal Examination.

With its broad approach, GCSE Music is an ideal preparation for IB music and builds upon the strengths that each candidate is already developing through performance. Anyone with a real love of Music and an ability to perform will do well. It is an advantage if they already have peripatetic music lessons or are intending to take them. The course is also a way to explore the arts and the wider knowledge that Music brings about emotions and life.

# PHOTOGRAPHY

## 1. **Course Description**

The GCSE Photography course takes place over a two year period during Middle 5 and Upper 5 and leads to an award from the AQA examination board. The Photography course is an interesting and stimulating one. You will learn how to take photographs, develop black and white films and print your own photographs.

The first year of the course covers set themes and dark room skills, including health and safety. A work journal will be kept that shows development of your ideas and understanding of the dark room processes. A portfolio of photographs and at least two work journals are compiled during the two year course. These items are formed into a display in May of the second year of the course. An external examiner will visit the school to mark this work along with a timed test of ten hours' duration.

## 2. **Course Aims**

Candidates are required to work in one or more area(s) of Photography such as those listed below. They may explore overlapping areas and combinations of areas.

- portraiture, documentary and/or photo-journalism
- environmental photography
- experimental photography
- working from objects, still life and/or from the natural world

Candidates may use digital and/or chemical (silver halide) techniques to produce images.

## 3. **Assessment**

Candidates will be expected to demonstrate skills in the context of their chosen area(s) or study:

- making appropriate use of colour, line, tone, shape, texture, pattern and form;
- showing in their work appreciation of viewpoint, composition, depth of field and movement;
- responding to an idea, issue, concept, theme or brief;
- making appropriate use of the camera, lenses, filters and lighting, film and/or digital techniques;
- using appropriate techniques related to developing and/or downloading, image manipulation, printing, presentation, layout and mounting;
- providing evidence of the use of safe working practices.

### **Coursework**                      **60% of marks**

Three or four sets of photographs that illustrate themes set. At least two work journals showing research.

### **Controlled test**                      **40% of marks**

Develop a set of photographs and related research to illustrate one of set starting points. There will be a preparatory period of 4 weeks, followed by 10 hours of supervised time.

To conclude, Photography offers an enormously enriching and interesting two years of study. It really tests the initiative and motivation of students. Above all it is enjoyable and often provides a much needed contrast with a range of subjects requiring extensive written work. Photography can be continued into the Sixth Form IB Visual Arts course.

# PHYSICAL EDUCATION

Pupils who take the Edexcel Physical Education option are examined by a Written Paper - The Theory of Physical Education (40%) and Practical Activities - The Performance in Physical Education (60%).

## **Unit 1 - Written Examination 1 hour 30 minutes**

This unit is externally assessed; through an externally set examination and includes multiple choice, short answer and longer answer questions.

## **Unit 2 – The Performance in Physical Education**

This unit involves five tasks. Four performances in a practical context, in the role of player, official or leader, at least two performances must be in the role of player. Performances must be taken from a minimum of two different activity areas. The pupils need to analyse performance in a selected physical activity for the fifth task. This unit is internally assessed under controlled conditions and externally moderated.

The aims of the course are to build on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It gives exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. Pupils should have an interest in physical education and sport, enjoy being active and appreciate the benefits of keeping healthy.

During the two years pupils will

- Develop knowledge and practical skills in a range of physical activities
- Examine the effects of exercise and how training can improve performance
- Find ways to improve their own performances in a variety of roles
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
- Appreciate the benefits of promoting sport for all.

# SPANISH

## Examination Board: AQA - Specification A

During the 2 year GCSE Course students will continue to increase their cultural knowledge of Spanish Speaking countries, develop their language skills to enable them to communicate confidently, listen, read and comprehend text and write with fluency and coherence in the target language.

These skills will be developed within the context of 4 main topic areas:

1. My world
2. Holiday time and travel
3. Work and life style
4. The young person in society

The GCSE is assessed through 3 examination papers and oral assessment.

Paper 1.	Listening	–	40 mins – 25%
Paper 2.	Reading	–	50 mins – 25%
Paper 3.	Speaking	–	10-12 mins in total – 25%
Paper 4	Writing	–	50 mins – 25%

Each examination paper consists of 2 tier levels; all candidates will be encouraged to complete the Higher tier level to enable them to achieve a higher GCSE grade.

# RELIGIOUS STUDIES

**Exam Board: OCR**

**Syllabus: B (Philosophy and Ethics) 1931**

In 2008 KWC will, for the first time, be offering students the chance to take a full GCSE in Religious Studies.

The Course falls into two halves:

## **Section A – Philosophy**

- What are the arguments for and against believing in God?
- How do Science and Religion interact?
- What do religions have to say about life after death, or the problem of suffering?

## **Section B – Ethics**

- How does religious belief effect the way we live?
- What do religions have to say about abortion or euthanasia?
- Where do religions stand on racism and sexism?
- How do religions respond to world poverty?
- Should religious believers ever go to war?

In both Sections candidates will need to be able to approach issues from not only a Christian perspective, but also from Hindu and Muslim perspectives. In this way the GCSE will build on work students have already covered in previous years. The two Sections will be taught in parallel; pupils will receive 2 periods a week on A and two periods a week on B.

Students will finally be assessed by two 2 hour Exams, each worth 50%. There will be no Coursework requirement for this GCSE.