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## **CURRICULUM - YEARS 10 & 11 – Key Stage 4**

The curriculum in Year 10 and Year 11 is based on the **General Certificate of Secondary Education** (GCSE) programme of subjects. The GCSE courses run for two years with examinations taken at the end of Year 11. In addition, many subjects have a coursework element which counts for a proportion of the final mark, and is completed throughout the two-year course. Increasingly this takes the form of supervised assessment in the classroom. The externally-examined examinations are well-established in the UK and in many international schools. Many subjects began new specifications from September 2009 in line with reform of GCSE in England and Wales. Others will follow in 2010 and 2011.

Our aim is to provide every student **with a broad and balanced curriculum**, but at the same time to allow some choice in the programme of GCSE subjects which each student follows.

Accordingly, there is a core of subjects, which everyone takes, as well as four options.

### **1. Core**

Students will in general follow **GCSE courses** in **English Language and Literature, Mathematics and Science** (which includes Chemistry, Physics and Biology).

The majority of students will follow a GCSE course in **English Language and English Literature**. However, some students who require EAL (English as an Additional Language ) support may follow different English-based courses. For details of the EAL examinations available, please see the Learning Support section.

All students will take **core Physical Education** and will follow a programme of **Personal, Social, Health Education (PSHE)**, and **Careers Guidance**.

### **2. GCSE Options**

GCSE options. In addition, **four other subjects** are chosen from the following list of courses. These are all **GCSE courses except Study Skills and English as an Additional Language. Students will spend two and a half hours per week on each option.**

Art & Design  
Design & Technology: Product Design  
Design & Technology: Food  
Drama  
Dutch  
English as an Additional Language \*  
French  
Geography  
German  
History  
Music  
Physical Education  
Spanish  
Study Skills \* (see section 3ii on the next page)

\* Not GCSE courses

### 3. Enrichment Options

**Enrichment Options.** Students may choose to continue with ICT in Year 10 and 11 but they may choose another subject instead. These options were first introduced in September 2009 and have proved to be very successful. Generally, these courses do not lead to formal examinations. Instead the focus is on learning and thinking. **Our options are currently under review and we will be offering Year 9 students their choice enrichment subjects later in the academic year.** To give you an idea of what choices might look like here is a list of current subjects which the **present** Year 10s are studying:

ICT  
Individual Enrichment  
Perspectives on Science: ethics and philosophy  
Sociology and Psychology  
Textiles

Students will spend one lesson per week on their chosen enrichment option.

\*

- (i) **We strongly advise students to choose a breadth and balance of subjects from the list above.** Subject entries in this booklet describe the aims of the GCSE courses, what they involve, how they are examined, and what opportunities exist to continue with these studies in the Sixth Form (Years 12 and 13) for either A Level or the IB Diploma. Present Year 9s will be the fifth cohort to start IB in 2012. **Please bear in mind that GCSE option choices may have an impact on what students can do for IB.** For example, all students must study a foreign language for IB and, therefore, must have a GCSE or IGCSE in that language. A GCSE obtained in earlier years in a modern language will also be an acceptable base for IB in that language. **In addition, students must attain a B grade or better in a GCSE subject (or in a related discipline) in order to take that subject at either A Level or as part of the IB Diploma.** Details of the current options in Year 12 & 13 can be found on ParentNet.
- (ii) The usual full programme for GCSE consists of nine, or ten examination subjects. This may not be appropriate for every student, however. The Learning Support Faculty will provide extra help for students with special needs and, in addition, a Study Skills course may be offered instead of one of the subject options. This is a course specially designed and structured to support students to get the very best from their studies.
- (iii) Although every effort is made, it is not always possible to accommodate every student's first choice of subject because of timetabling constraints and limitations on group sizes. **The final decision on such matters rests with the Headteacher.**
- (iv) Our two-year programme aims to fulfill academic potential, to develop talents and skills and to encourage students to become balanced and contributing members of society with healthy sets of values and relationships.
- (v) **Academic Work.** GCSEs are clearly the main focus of attention as outlined in this curriculum booklet. Students will be encouraged to develop a learning style tailored to their particular way of studying. Targets will be discussed periodically with form tutors. Grade cards will be issued which allow all concerned to monitor progress, celebrating success when that is warranted and dealing with problems as they arise.

- (vi) Students will make a gradual move towards **independent learning** by, for example, taking responsibility for maintaining a useful agenda with less parent and tutor input, completing assignments and coursework to the correct standard and by meeting deadlines. However, parents will be informed of coursework deadlines in good time as well.
- (vii) **Culture and Current Affairs.** Through the PSHE, assembly, tutor time programmes and in the Enrichment programme, students will take time to consider issues relating to youth concerns, current and world affairs, culture, tradition and religion.
- (viii) **Concern for others**  
In addition, students will be encouraged to help others through charity fund-raising, community service, getting involved with environmental issues, working with younger students and developing a greater awareness and understanding of the needs of others in the school community.
- (ix) **Beyond the classroom**  
Key Stage 4 is a real opportunity to try something new. Students can make Years 10 and 11 the time to stretch their horizons through taking part in sport drama or music, the Young Enterprise, the International Award (Duke of Edinburgh Award ) the NESDA speech and debate competition and many other extra-curricular activities provided by the school.
- (x) **Looking to the future**  
This is also the time to start looking ahead to the future. Students need to consider where they are going to be and what they might like to be doing in two and four years' time. Careers education and support takes place in tutor time, assemblies and PSHE lessons and individual guidance is provided in Year 11 when decisions are being made about the next steps. Central to this programme is student membership of ISCO's Futurewise careers scheme. All students will be enrolled towards the end of Year 10 when they will sit a psychometric test. This will provide students with a detailed personal profile which will form the basis of their future careers planning and will be invaluable when they come to make their choices for A Level or IB, and beyond. The cost of this package 160 euros and membership is valid until the age of 23. For this one-off payment, students will have access to all benefits beyond university. **You can get further details from the Careers Office, or on ParentNet.**
- (xi) **Keeping a balance**  
Perhaps most important of all students will learn to monitor their own work/leisure/extra-curricular balance to cope in a busy and challenging world.

Field courses for certain subjects play a central role in the curriculum: all students are expected to attend the week's residential course at the end of the Summer Term; other courses, trips and visits are planned to complement academic and social development. The availability of trips should not, however, be a primary consideration when students are making their choices.

### **Entry into the Sixth Form**

In general, the entry requirement at present for the Sixth Form is **five GCSE passes at C-grade, or better. The entry level into individual subjects may vary.** Each faculty has a section in the booklet describing what opportunities exist in the Sixth Form to continue with an existing subject and to take up new ones. It is very important to think ahead in this way, not just about what subjects are available in the Sixth Form but what these choices may lead to at university level and beyond. **For further details, please contact the**

**appropriate head of department, or one of the people listed below.** There is also a curriculum booklet for the Sixth Form available on parent.net

At the back of the booklet **in the Appendix** there is a list of other websites which you might find useful. On the next page there is an explanation of some key educational terms used during this stage of education. We are here to help. Please do not hesitate to ask if you need help and guidance.

**Gary Minnitt, Deputy Headteacher, January 2010**

If you require any further information about the curriculum in Years 10 & 11, or in the Sixth Form, please contact the Senior School on 071-560 2222.

Head of Year 9	Duncan Crawford
Head of Year 10	Elizabeth Bourne
Head of Year 11	John Cliff (to be Head of Year 10/11 during 2010-12)
Head of Sixth Form	Nicki Welch
Deputy Head Sixth Form	Helen Andrews
Head of Careers	Debbie Sharples
Enrichment	Janet Cook
Deputies	Gary Minnitt ( Curriculum) Ian Laycock (Pastoral)
Headteacher	Peter Simpson

#### **Some terms used in the booklet:**

##### **Key Stage 4**

The programme of study during Years 10 and 11

GCSE:

**General Certificate of Secondary Education.** Examinations are taken at 16 years of age usually in nine, or ten subjects. Grades range from A\* to G. Higher grades from A\* - B are generally accepted as qualifications to begin a course at AS level or IB in Year 12, leading to A2 level and the second year of IB in Year 13. **The minimum requirement to enter the Sixth Form at the BSN is five passes at C grade, or better. All subjects require at least a pass at B grade as a base for further study at A Level or in the IB Diploma.**

##### **GCE AS Level: taken in Year 12**

**General Certificate of Education at Advanced Subsidiary Level.** These examinations are also internationally-recognised as university entrance qualifications. Students usually take four or five subjects in Year 12. They allow students to retain a breadth of subjects at a high academic level, or to begin courses in new subjects. If students continue at A2 Level, the AS results count towards the final A Level award. Results in the subject(s) which a student may typically drop at the end of Year 12 to concentrate on their A2 courses, count as AS grades and may be used, along with GCSE grades, as part of a student's application to university.

##### **GCE A Level (A2 Level): taken in Year 13**

**General Certificate of Education at Advanced Level.** These are examinations which are internationally-recognised as university entrance qualifications. Students usually take these examinations at the age of 18 in Year 13 in three or four subjects. A levels are being increasingly referred to as A2 Levels; it means the same.

### **International Baccalaureate (IB) Diploma**

The school is an authorised IB World School and offers the Diploma course in Years 12 & 13 as an alternative to A level. The IB Diploma is an internationally-recognised qualification for university entrance. Students study six subjects, three at higher level and three at standard level, as well as a core consisting of Theory of Knowledge, the extended essay and Creativity, Action & Service (CAS). Students are required to study the six subjects for two years. Students must also study a foreign language as one of their six subjects.

### **COURSES OFFERED BY FACULTIES**

FACULTY	GCSE COURSES	OTHER COURSES
Art & Music	Art & Design Music	
English & Drama	English English Literature Drama	
Humanities	Geography History	PSHE
Learning Support		English as an Additional Language (EAL)  Study Skills
Mathematics	Mathematics OCR Free Advanced Unit in Mathematics (see Mathematics section)	
Modern Languages	Dutch French German Spanish	
Physical Education	Physical Education	Core Physical Education
Science	Biology, Chemistry and Physics (see Science section for full details)	
Personal Social & Health Education		PSHE
Technology	<u>Design &amp; Technology:</u> Product Design Food	ICT enrichment (option)



## **Details of Subjects Offered**

### **Part One: The Core Subjects**

#### **English and Drama Faculty**

**As a core subject, all students are required to study English Language and it is a QCA requirement that the study of English Language must be combined with the study of English Literature. Therefore, students will receive two qualifications in English. The skills acquired in one qualification help with the other. Some students may take EAL (English as an Additional Language) instead of English. In such cases, the Learning Support Faculty would approach students and their parents.**

#### **GCSE English Language (WJEC)**

##### **Details of what the course involves**

Students taking GCSE English Language will be offered opportunities to develop their speaking and listening skills by taking part in researched and planned activities, such as formal debate, and discussions arising from the material being studied in class. They will cover a range of reading material, including prose, poetry, drama and non-fiction and will be required to write in a wide range of forms and genres.

##### **How will the course be examined?**

There are two examinations, each worth 20% and each one hour long:

- Unit 1: Studying Written Language - non-fiction texts
- Unit 2: Using Written Language - information and ideas

The remaining 60% of the course comes from controlled assessment (coursework) and is either written or spoken:

- Unit 3: Literary Reading and Creative Writing (analysis 15%, creative writing 15%)
- Unit 4: Spoken Language (speaking & listening 20%, analysis 10%)

What opportunities are there to take this subject further in the Sixth Form?

AS and A Level English Literature and/or Drama and Theatre Studies are offered in Year 12. There is a requirement to study English at either Higher or Standard Level at IB.

##### **Other Information**

English Language is a mandatory qualification for students applying to universities in the UK and those in all English-speaking countries.

#### **GCSE English Literature (WJEC)**

English Literature will give students the opportunity to develop the ability to read, understand and respond to a wide range of types of literary texts; to develop an awareness of the social, historical and cultural contexts and influences in the study of literature; and to develop the ability to construct and convey meaning in speech and writing, matching style and audience.

### **Details of what the course involves**

GCSE English Literature requires the study of at least two set texts and a wide selection of poetry. They will respond critically, sensitively and in detail; to explore how language, structure and form contribute to the meanings of texts; and to explore relationships and comparisons between texts. Students will be expected to read and prepare material for discussion in class; to plan and draft responses to texts in detail; and be prepared to evaluate their own written work.

### **How will the course be examined?**

There are two examinations, collectively worth 75% and each two hours long:

- Unit 1: Prose (different cultures) & Poetry (contemporary) 35%
- Unit 2: Drama & Prose (contemporary & heritage) 40%

The remaining 25% of the course comes from controlled written assessment (coursework):

- Unit 3: Poetry & Drama (Literary Heritage) 25%

### **What opportunities are there to take this subject further in the Sixth Form?**

Currently AS and A Level English Literature and/or Drama and Theatre Arts are offered at Year 12. There is a requirement to study World Literature at either higher or standard level at IB.

## **GCSE Drama (WJEC): 4150/01**

Students taking Drama will be given opportunities to develop the ability to read, understand and respond to a wide range of drama texts; to develop an awareness of the social, historical and cultural contexts and influences in the study of drama and theatre; to develop the ability to construct and convey meaning in speech and writing, matching style and audience; and to experiment with and develop confidence in dramatic presentation.

Students will be required to make trips to the theatre as such visits will inform devised work. Students will be required to attend local theatre at least once during the course though frequent, independent visits are encouraged.

Drama requires group work. Sixty percent of a student's mark will be affected by the relationships that they form with group members and as such, students must be willing to work as part of a team. Students should expect to work with peers outside of class-time in rehearsal. A minimum number of students will be required for the course to run.

### **Details of what the course involves**

Students taking GCSE Drama will study one set text *and* a theatre practitioner. They will be required to respond critically, sensitively and in detail, to explore how language, structure and form contribute to the meanings of play texts and to explore relationships and comparisons between texts. Students will be expected to read and prepare material for discussion and presentation in class, to plan and draft responses to texts in detail and be prepared to evaluate their own written and practical work.

### **How will the course be examined?**

GCSE Drama consists of written coursework, two examination performances and a written exam.

Coursework consists of two units:-

- Devised Practical Performance (40%)
- Written Project Report Evaluation (20%)

There are two terminal examinations: a practical performance from a published text, worth 20% (usually assessed in March) and a written paper in June, worth 20%, which covers one set text.

### **What opportunities are there to take this subject further in the Sixth Form?**

Currently AS and A Level English Literature and/or Drama and Theatre Arts are offered in the Sixth Form. Theatre Studies is an option as part of the IB curriculum offered at the BSN. Students wishing to take Theatre Studies do not necessarily have to have studied Drama at GCSE level but they will need to have achieved at least a B grade in English Literature or be able to otherwise satisfy the faculty of their ability to tackle these courses.

## **Mathematics Faculty**

### **GCSE Mathematics (Edexcel 1381)**

#### **Aims of the Course**

The aims of the course are to increase the mathematical skills of the individual and to enable students to apply these skills in solving a variety of problems in different contexts.

#### **Details of what the course involves**

There are four study areas:

- Using and applying Mathematics
- Algebra and Number
- Shape and Space
- Data Handling

In Years 10 and 11 these are taken at 2 levels based on the National Curriculum Specifications.

These are:	Foundation Level:	Grades available	C	D	E	F	G	
	Higher Level:	Grades available	A*	A	B	C	D	<i>*see note</i>

The Mathematics Faculty sets the students, using the recommendations of teachers as well as written tests, so that we are better able to meet the mathematical needs of each individual student. Although students are placed in sets at the start of Year 10, they could be moved to a higher or lower set depending upon their performance during the GCSE course.

*\*note: There are 2 courses for the Higher Level examination, one course covers material up to the A\* Grade, whilst the other course covers material up to the B Grade.*

### **How will the course be examined?**

#### **Final Examination Edexcel**

The examination currently consists of two papers at Foundation and Higher levels. The first paper for each level is a non-calculator paper, while the second is a calculator one. Both papers are examined with a 1¾ hour paper. Scientific calculators are required only in the second paper. There is no coursework in this subject.

### OCR Free Advanced Unit in Mathematics Code 6993

An Additional Mathematics qualification is offered to students with a natural aptitude for the subject. Currently the top 2 sets are prepared for the OCR examination alongside the Higher Level GCSE syllabus. The grades available for this course are A B C D E.

### What opportunities are there to take the subject further in the Sixth Form?

A variety of Mathematics modules in Pure Mathematics, Mechanics and Statistics are offered leading to AS, or A2 level Mathematics and AS or A2 Level Further Mathematics. In the IB programme students can take the Higher Level (HL) or the Standard Level (SL). Those not taking the HL or SL, will follow the Mathematics Studies programme at Standard Level. Mathematics is a compulsory component of the IB Diploma.

### Entrance recommendations for Mathematics AS, A2 and IB

The Faculty recommends the following grades at GCSE for entrance into:

Higher Level IB and Further Mathematics **at least an A** at GCSE and either an **A,B or C** in the OCR Free Advanced Unit in Mathematics, or the ability to perform at this level.

Standard Level IB, A2 and AS **at least a B at GCSE on a higher paper**

Standard Studies IB **at least a C at GCSE**

### Relevant School Excursions and Competitions

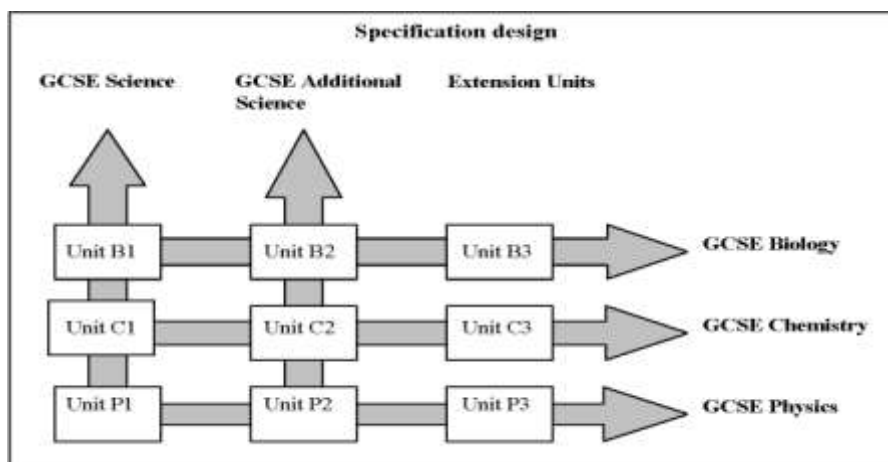
A small group of students are offered the opportunity to take part in the ISMTF Junior Mathematics Competition. The competition is usually hosted in a European country; students would be expected to fund the cost of travelling to the relevant country. A larger number of students also take part in the UK Maths Challenge which takes place at school in the Autumn Term.

## Science Faculty

Science Faculty see page 12 for examination details

From September 2006 GCSE Science underwent a major revision. Students can, within Key Stage 4, prepare for certification in GCSE (Core) Science, GCSE Additional Science and GCSE Extension Science in Biology, Chemistry and Physics.

All students will all be taught by specialists in Biology, Chemistry and Physics as both GCSE Science and GCSE Additional Science comprise all three sciences.



All students will take GCSE Science (Core) in Year 10. These consist of units B1,C1 and P1. Students will be examined both internally and externally during this first year. This course covers all three sciences.

## **Our plan for GCSE: 2010-11**

Students may take one of two routes for studying the remainder of Science in Years 10 and 11.

- **three sciences to Additional Level (comprising Additional units)**
- **three sciences to GCSE Extension Level** ( comprising Additional and Extension units in those sciences)

**Students will be guided by the Science Faculty when taking their options on the basis of their academic record and potential.**

Students wishing to study particular sciences in Years 12/13 should have obtained **at least a B grade or better in their chosen science(s) at GCSE Extension Level** or a **B grade in a higher paper in Additional Science**. We will make provision for students who have a strength in a particular science and who wish to study that subject at A Level, or for the IB Diploma.

It is worth noting that students contemplating the IB Diploma will have to study at least one science (or Design Technology) as part of that course. Students, whatever they choose to study during Year 11, will have the means to study a science for the IB Diploma provided they have achieved the minimum grade (B on a higher paper).

If, at the end of Year 10, a sufficient number of students are interested in continuing with **two sciences to extension level**, it may be possible to form a viable set studying these two sciences to extension level. It is highly unlikely that requests for all three possible two-science combinations will be possible.

## **Courses available – national classification codes (EdExcel board)**

The classification codes for these specifications are:

- GCSE (Core) Science – 1310
- GCSE Additional Science – 1320
- GCSE Biology – 1010
- GCSE Chemistry – 1110
- GCSE Physics – 1210

### **Aims of the course**

- to develop students' understanding of the science around them that affects them in their everyday life
- to develop students' questioning, analytical and evaluative approach to scientific problems and issues
- to develop students' practical skills in science and an understanding of how science works
- to encourage enthusiasm about science leading to continued study.

### **Key features**

- A framework of qualifications, designed to meet student needs.
- Encourages an understanding of scientific concepts rather than recall of detailed facts.
- Choice of weighting of internal and external assessment.
- Flexible approach to tiering.
- Encourages science teaching through practical learning activities.

- Practical skills are assessed by the teacher and non-moderated.
- Internal assessment prepared by EdExcel, designed to support formative assessment/Assessment for Learning.
- All assessment components worth 10% of GCSE or multiples thereof.
- Gives teachers an opportunity to discuss real science issues, including the science behind stories in the media, with their students.
- Teaching schemes indicate opportunities for ICT and key skills development.
- Endorsed textbooks and online resources.

### Details of what the course involves

#### GCSE Science Qualification structure: unit titles

Biology: Environment; Genes; Electrical and Chemical Signals; Use, Misuse and Abuse

Chemistry: Patterns in Properties; Making Changes; There's One Earth; Designer Products

Physics: Producing and Measuring Electricity; You're in Charge; Now You See it, Now You Don't; Space and its Mysteries

#### GCSE Additional Science GCSE Science units PLUS

Biology: Inside Living Cells; Divide and Develop; Energy Flow; Interdependence

Chemistry: Synthesis; In Your Element; Chemical Structures; How Fast? How Furious?

Physics: As Fast as You Can!; Roller Coasters and Relativity; Putting Radiation to Use; Power of the Atom

#### GCSE Biology GCSE Science units PLUS GCSE Additional Science units PLUS

Biotechnology and Behaviour in Humans and Other Animals

#### GCSE Chemistry GCSE Science units PLUS GCSE Additional Science units PLUS

Chemical Detection and Chemistry Working for Us

#### GCSE Physics GCSE Science units PLUS GCSE Additional Science units PLUS Particles in Action and Medical Physics

### Summary of Scheme of Assessment

GCSE Science	<p><u>Internal assessment (40%)</u></p> <ul style="list-style-type: none"> <li>• Assessment of practical skills (10%), teacher directed.</li> <li>• Assessment activities (30%), provided by Edexcel,</li> </ul> <p><u>External assessment (60%)</u> 60% based on six tiered multiple-choice tests</p>
GCSE Additional Science	<p><u>Internal assessment (40%)</u></p> <ul style="list-style-type: none"> <li>• Assessment of practical skills (10%), teacher directed.</li> <li>• Assessment activities (30%), provided by Edexcel,</li> </ul> <p><u>A choice of further assessment routes available (60%)</u> Students must attempt two out of the three routes for each of Biology, Chemistry and Physics; each assessment contributes 10%.</p> <ul style="list-style-type: none"> <li>• internally-assessed centre-devised</li> <li>• externally-assessed multiple-choice tiered tests</li> <li>• externally-assessed structured tiered examination papers</li> </ul>
Extension units for GCSE Biology, Chemistry & Physics	<p>Either</p> <ul style="list-style-type: none"> <li>• Structured single-tiered examination paper.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Centre-devised internal assessment.</li> </ul>

### **What opportunities are there to take this subject further in the Sixth Form?**

After receiving their results, students may wish to continue with their study of science. The **Biology, Chemistry and Physics** Departments all offer post-16 courses which are available as options in Years 12 and 13. Environmental Science is also available both at AS and A2 levels.

Students wishing to study the IB Diploma must study a subject from the Group 4 Science options. These include Chemistry, Physics, Biology & Design Technology. The IB courses are available at Higher and Standard level. Students may study two sciences for IB instead of an arts option.

For further details, please talk to the Science Faculty.

## **Learning Support Faculty**

### **English as an Additional Language**

#### **Aims of the Course**

English as an Additional Language (EAL) is available for those pupils whose mother tongue is not English. The EAL department supports the mainstream subjects at Key Stage 4 with an integrated programme of Listening, Speaking, Reading and Writing.

#### **Details of what the course involves**

The backgrounds of the pupils vary greatly and we like to build on the richness of this cultural diversity. This means that much of the work is based upon individual needs. Our teaching necessarily focuses on small groups and individuals and the aim of the teaching is to provide the pupils with a sufficient level of English to enable them to undertake their mainstream academic programme.

A wide range of audio-visual and paper-based materials are used to facilitate language learning in meaningful and realistic contexts for the age of the pupils, and in close collaboration with subject teachers.

In order to further motivate pupils we organise external examinations at all levels and these are recognised by institutions all over the world.

#### **How will the course be examined?**

A wide range of international examinations are available through University of Cambridge ESOL including KET, PET, FCE, CAE and CPE. All the examinations relate to BSN and The Council of Europe language levels and are recognized as accurate assessments of communicative competence in English in more than 150 countries. The British Council in Amsterdam administers the examinations at the higher level and the BSN Senior School is a centre for the lower suite of exams.

To prepare for these examinations students will focus on five areas: **language use, reading, writing, speaking and listening**. The reading examination will test understanding of gist, main points, detail, text structure, the ability to extract specific information and the deduction of meaning. In the writing paper, students will be required to produce articles, reports, a letter or a composition task. The paper tests range of vocabulary and structure, accuracy of vocabulary, structure, spelling and punctuation, appropriacy, organization and cohesion and task achievement. The listening examination is designed to test understanding of gist, main points, detail or specific information or the deduction of meaning. The speaking component of the examination is designed to assess

spoken ability in the use of grammar, the use of vocabulary, pronunciation, interactive communication and task achievement.

### **What opportunities are there to take this course in the Sixth Form?**

EAL tuition continues in Years 12 and 13 and students can prepare for further examinations and IELTS.

More information is available on [www.britishschool.nl](http://www.britishschool.nl) under EAL or through an appointment with Mr. Malcolm Hebden, Head of the Learning Support Faculty.

### **Special Educational Needs**

Support is available for students who have been identified as having specific learning difficulties. The Special Educational Needs Co-ordinator (SENCO) works with students, parents, colleagues and other professionals to facilitate and support students' learning.

## **Personal Social Health Education**

All students will receive one half-hour lesson of Personal Social and Health Education a week through Years 10 and 11. Many very important topics are considered through both informative, interactive and discussion-based lessons.

### **The underlying aims of the course are to encourage pupils to:**

- develop mutual respect and support
- think about issues and make informed opinions
- be aware of and care for others
- talk about feelings and be sensitive to the feelings of others
- be constructively critical and questioning
- be responsible for their behaviour and learning

### **The content of the course is based around four main themes:**

- Personal Management: research, discussion, presentation and study skills; attitudes to learning; decision-making, subject choices and career research through Careerscape software and the Futurewise programme organised by ISCO (Independent Schools Careers Organisation); revision skills; group relationships and team work; financial capability.
- Health and Safety: drug abuse including information on illegal drugs; and advice on social situations involving legal drugs e.g. binge drinking and smoking; recovery position techniques and stress management.
- Personal Relationships: communication; self-awareness; relationships; sexual responsibility including STIs (sexually-transmitted infections), contraception, pregnancy and abortion.
- Social Awareness: Human rights – the right to vote, law and order, privacy, discrimination e.g. racism, sexism and homophobia.

For further information regarding PSHE in Years 10 and 11 please contact Mrs. S. Hettyey.

## **Core Physical Education**

### **Year 10**

Year 10 and 11 students have two hours of Physical Education per week. During the winter term boys follow a series of lessons in soccer, rugby, basketball, keep fit, cross-country and volleyball.

Girls follow lessons in hockey, soccer, basketball, volleyball, keep fit, and cross-country.

In the summer term all pupils receive lessons in cricket, tennis, athletics and softball.

### **Year 11**

During Year 11 boys and girls follow a series of lessons, which include both a core programme and optional sports, involving soccer, weight-training, volleyball, squash, basketball, aerobics, trampolining, rugby, tennis, cricket, softball, hockey, self-defence, golf and badminton.

## **Part Two: GCSE Options**

### **The Art and Music Faculty**

#### **GCSE Art & Design (AQA 4201)**

##### **A course in Art & Design should encourage students to:**

- actively engage in the process of art and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- develop creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in art and design;
- become confident in taking risks and learning from their mistakes when exploring ideas, materials, tools techniques and technology.
- Develop investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills;
- show understanding of codes and conventions of art and design, and awareness of contexts in which they operate.
- demonstrate knowledge and understanding of art and design in contemporary societies and in other times and cultures.
- Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

##### **Details of what the course involves**

We deliver a broad-base course, with emphasis on the individual and the development of their individual skills. Our aim is that the students become more independent as they progress through the course, becoming more confident in their own ideas and able to make good critical judgements. There is flexibility in the choice of media and subject matter used.

Two pieces of coursework are built up throughout the first sixteen months of the course. These are worked on in class and are supported through tasks set for homework, such as sketching or resource work, which target specific skills. Each piece of coursework must show evidence of first-hand resourcing, research into the work of artists, the development of ideas, experimentation with different media and the development of composition; along with an analysis of the journey they have made. Each piece of coursework culminates in a final piece (or pieces).

In addition to the two coursework pieces each student builds up a portfolio of work to show further breadth and to showcase their strongest skills. This *can* include any applied artwork such as designed posters or tickets, and crafts done beyond lessons; and also work done in school, or for homework, in different media from the projects and without connection to other work.

We like students to be aware of art work in the environment and encourage them to experience as much as possible, by viewing sculpture in the environment and making gallery or museum visits.

In order to complete their homework tasks, students will need to have a range of drawing pencils, coloured pencils and a small set of water colours at home and be prepared to go out into their environment to resource topics. Access to a digital camera is also anticipated.

The externally set task requires students to respond to a stimulus chosen from a list sent by the Examination Board. Students prepare themselves in the same way as they have done with each piece of coursework in the period January to May of the final GCSE year. The final piece is then created in ten hours of supervised time.

### **How will the course be examined?**

The coursework element is worth 60% of the final mark and the externally set task has a value of 40%. Students present their work in an exhibition at the end of the course.

### **What opportunities are there to take the subject further in the Sixth form?**

Both the IB Visual Arts programme and the AS / A2 course in Art & Design are available to anyone who shows an aptitude for and/or a real interest in the subject and wants to take it further. Both courses build on the skills and approaches developed during the GCSE course.

## **GCSE MUSIC Edexcel Code: 2MU01**

### **Aims of the course**

The Edexcel GCSE Music course allows those students with an interest in all types of music to further their enjoyment and understanding of music through Listening, Performing and Composing in a wide range of musical styles.

### **Details of what the course involves**

What do you need to do Music at GCSE? One of the greatest requirements for success on the Music GCSE course is an enthusiasm for making music and learning more about music. In addition to this, students should be able to read music notation(s) and be able to play an instrument/sing to a reasonable level of competence. It is also extremely useful to have a basic keyboard facility (if the piano is not a 'studied' instrument).

All students should be taking, or be intending to take instrumental or vocal lessons, which can be arranged either through or outside of the school, and we encourage active participation in the relevant ensemble opportunities provided not only by the Music Department, such as Choirs, Orchestra, Swing Band, Concert Band, Rock Groups, Flute Choir etc., as Solo and Ensemble Performance accounts for 30% of the final marks, but also in ensembles and music-making outside of school. During the year, students are *expected* to take part, either as soloist or ensemble member, in the series of regular lunchtime and evening concerts.

### **Students are introduced to a range of music grouped into four Areas of Study:**

Western Classical Music 1600-1899;  
Music in the 20<sup>th</sup> Century;  
Popular Music in Context;

### **Music from around the World.**

Each area of study studied will comprise Performing, Composing and Listening/Appraising tasks.

Compositional projects begin as exercises, learning effective use of melody, harmony and structure, and gradually develop into more substantial pieces, exploiting a widening variety of styles and instruments. Composition accounts for 30% of the final marks.

Students also learn how to develop their knowledge of Music Technology, to help enhance both Listening and Composition work, using state-of-the-art, professional sequencing, score-writing and audio recording software/hardware.

The Listening & Appraising examination takes the form of a paper in which students have to:

- a) answer specific questions relating to extracts of Set Works heard on a CD recording and
- b) more extended/in-depth writing relating to the Set Works.

The Set Works to be studied are as follows:

#### **Area of Study 1 – Western Classical Music 1600-1899**

*G F Handel*: Chorus: And The Glory of The Lord from Messiah, HWV 56

*W A Mozart*: 1st Movement from Symphony No. 40 in G minor, K. 550

*F Chopin*: Prelude No 15 in D flat major, Op. 28

#### **Area of Study 2 – Music in the 20th Century**

*A Schoenberg*: Peripetie from Five Orchestral Pieces, Op. 16

*L Bernstein*: Something's Coming from West Side Story

*S Reich*: 3rd Movement (fast) from Electric Counterpoint

#### **Area of Study 3 – Popular Music in Context**

*M Davis*: All Blues from the album Kind of Blue

*J Buckley*: Grace from the album Grace

*Moby*: Why Does My Heart Feel So Bad? From the album Play

#### **Area of Study 4 – World Music**

*Capercaillie*: Chuir M' Athair Mise Dhan Taigh Charraideach (Skye

Waulking Song) from the album Nàdurra Rag Desh

#### **Suggested listening:**

*A Shankar*: Rag Desh from the album Live at Carnegie Hall

*S D Dhandhada and H Dhandhada*: Rag Desh from the album Mewar Re Mira

*B Wertheimer and S Gorn*: Rag Desh Parts 1-3 from the album Priyagitah: The Nightingale

*Koko:Yiri*

This accounts for 40% of the final marks.

#### **How will the course be examined?**

Performance and Composition are examined through coursework, normally submitted / recorded / examined towards the end of the Spring term of the examination year.

For the Performing paper, students have to perform ONE solo and ONE ensemble piece near the end of the course which represents their best performance standard on one or more instruments/voice. This can be in any style, either notated in traditional notation(s), or improvised within a set of chosen parameters.

*Depending on the composition of the group and take-up numbers, it may be possible to offer computer-sequenced performance for the Solo, and Multitrack Recording for the Ensemble part of the Performing paper. Rehearsing and Directing is also a possible option for the Ensemble performance.*

However, there is still a necessity to actually 'perform' live at some point, whether directly to a listener, or onto a multitrack or sequenced 'track'.

The final Composition portfolio for final submission, normally just after Easter, will contain two compositions or arrangements, or one of both, based on two different Areas of Study, with a combined minimum duration of between 2 and 4 minutes. This is undertaken in 'Controlled (supervised) Conditions' and after initial preparation work, students will have 10 hours to complete each submission.

The Listening & Appraising paper, consisting of questions relating linked to extracts of music on a CD, plus a more extended/in-depth section of writing, is taken during the June exam period.

### **What opportunities are there to take this subject further in the Sixth Form?**

Music at AS/A2 level, Music Technology at AS/A2 level are both available as one- or two-year courses, and Music at IB Higher/Standard Level is offered in the Sixth Form as a two-year course.

## **Humanities Faculty**

### **GCSE Geography: AQA syllabus A**

#### **Aims of the course**

- Geography reflects the modern and changing world at a variety of scales from local to global
- Geography offers a unique view of earth science and the associated environmental issues;
- Geography offers a relevant account of the economic issues of the modern world;
- Geography shows how the scientific, human and economic aspects of the modern world interact creating both problems and opportunities
- Geography in its global view offers a unique opportunity to explore the international dimension.

#### **Examination and Assessment AQA syllabus A**

Physical Geography ( earth science) 37.5 % of final marks

4 of these topics will be studied

- Plate tectonics-earthquakes, tsunamis, volcanoes, mountains.
- **Rocks and the landscape- applied Geology.**
- **Meteorology (weather studies) and climatology**
- **Hydrology (river studies)**
- **Glaciation**
- **Coasts**

Human Geography (The social sciences) 37.5% of final marks

4 of these topics will be studied

- **Demography-population studies**
- **Urban – The study of cities**
- **Rural – The study of the countryside**
- **Development-The gap between rich and poor**
- **Globalisation - The power of the trans national countries**
- **Tourism- The world's largest industry**

Field course 25% of final marks

- **Planning and preparation**  
This will be done in class during the summer term of Year 10 and will involve theory lessons explaining the science of river systems and relating the systems to principles developed in experiments in Physics.
- **Data collection**

The course will normally take place in the penultimate week of term. We will be using advanced and professional geophysical and surveying equipment and collecting data from rivers. The data will be recorded and processed using ICT. Spreadsheets of all the data collected which will be made available to all students before the end of term.

- **Data processing**

The statistical and graphical processing of the data and the use of digital camera images will begin in the last week of term and some work is expected over the summer holidays. The ICT skills needed will be taught in lessons.

- **Data Analysis and conclusions**

Time and help will be given in analysing data and drawing conclusions in lessons in the autumn term of Year 11 and the finished project will be completed during the first half of Year 11. The projects will be internally graded and externally moderated by the exam board.

### **What opportunities are there to take this subject further in the Sixth Form?**

Geography is offered at both AS and A2 Level in the Sixth Form. Students may study Geography as part of the IB Diploma both at standard and higher level. Geography has strong links with the study of Geology and environmental sciences and offers a way into the rapidly expanding areas of remote sensing, computer imaging and Geographical Information Systems.

**Fieldwork Project** based on the field course in Engelberg, Switzerland. The field course will cost approximately 450 euros, which will be added to your bill as an essential academic cost and take place in July of Year 10.

## **GCSE History Edexcel syllabus A**

**Exam Board:** EDEXCEL

**Syllabus:** HISTORY A (Modern European and World History)

### **Aims of the course**

GCSE History helps to establish lifelong skills - the ability to argue a case, to articulate and communicate what you know and understand, to sift through a wide range of evidence and come to a conclusion. As the course deals with mainly the 20<sup>th</sup> century, it will help students to understand the background to current affairs and have a better understanding of the world we live in.

### **This course will appeal to students who**

- want to study a dynamic subject that changes with the world around them;
- want to understand the world they live in; so many of today's conflicts have their roots in the past; how can you negotiate with , trade successfully with or report on a country if you know nothing of its history?

### **During your course you will learn:**

- about the significance of events, individuals, issues and societies in History;
- how and why societies have changed over time – how people interact, their motives, factionalism, how people may unite under a common cause
- to develop an understanding of how the past has been interpreted and represented;
- to express your own historical ideas confidently and effectively;
- to understand the nature of historical evidence and the methods used by historians to analyse and evaluate it;

- to develop your ability to analyse and evaluate evidence, reach supported judgements, and to argue a case effectively both orally and on paper.

### Topics studied:

#### **UNIT1: Peace and War: International Relations.**

The focus of this course will be **the Cold War 1943-1991**. Students will study its evolution, key crises such as the building of the Berlin Wall, the Cuban Missile Crisis, the Prague Spring in 1968 and the invasion of Afghanistan in 1979. We will also question what led to the end of the Cold war and study the fall of the Soviet Union.

#### **UNIT 2: Depth Study - Option 2A: Germany 1918–39**

Students will study topics such as the early problems of the Weimar Republic post WW1, the impact of the Great Depression 1929–33, the founding and growth of the Nazi Party, how Hitler gained power and controlled Germany. Students will also consider Life in Hitler's Germany for a wide range of groups.

#### **UNIT 3: Source Enquiry - Option 3C: A Divided Union? The USA 1945–70.**

Topics include McCarthyism, Women's rights, Martin Luther King and the Civil Rights Movement and student protest over Vietnam.

#### **UNIT 4: Representations of History –**

EITHER: Option CA11: **Change in British Society 1955–75** OR

Option CA12: **Power and Political Transformation in Britain 1970–90.**

**Topics include:** The impact of immigration and race relations, sex discrimination and the changing role of women, the liberalisation of society : the abolition of the death penalty; changing social attitudes: abortion, contraception and youth culture, membership of the EEC, , government relationships with Trade Unions: the miners' strike, the Falklands War and Thatcher's Britain: the rise of the 'Iron Lady' and her eventual demise.

**GCSE History is not about just writing essays!** Questions are mostly short answer questions. There is only one longer structured answer on each exam paper. Two separate skills, are tested - knowledge and understanding but also the ability to analyse historical sources. Students are already skilled at analysing photographs, statistics, cartoons and diaries. The techniques are **exactly the same** as those they have been utilising in Years 7 - 9. The majority of the work will be problem solving, investigation and class discussion. There will be reading and writing, of course, but we will also analyse video footage, use computer software, examine different opinions through role-play and have debates on contentious issues.

### How will the course be examined?

- Units 1, 2 and 3 are examined. Each exam is 1hour 15minutes long. There are no tiered papers in History.
- Units 1 and 2 test your knowledge and understanding of the key features and characteristics of societies and your conceptual understanding.
- Unit 3 tests your ability to understand, analyse and evaluate sources.

- Unit 4 is a type of coursework known as a controlled assessment. This means that you will be allowed to use notes but the task will be carried out under supervised conditions in school. The resulting piece of work will be internally assessed, and then externally moderated.  
This unit gives students the opportunity to analyse and evaluate representations of history, carry out a historical enquiry and make links between modern representations and the key features of the topics studied.
- Each of the 4 units is of an equal weighting – i.e. 25% of the total marks.

### **Fieldtrips**

We usually run two fieldtrips to **Russia (Moscow and St Petersburg)** and **Berlin**, which students can attend either in Year 10 or Year 11. All students will have the opportunity to go on one trip. The costs are approximately 1,700 euros for Russia and around 700 euros for Berlin.

### **What opportunities are there to take this subject further in the Sixth Form?**

History can be studied at both AS and A2 Level and IB. Government and Politics is available as an option at AS and A2 levels.

## **Learning Support Faculty: Study Skills**

**This is not a GCSE course but can be taken instead of a GCSE option.**

### **Aims of the course**

This course is designed to support students during Years 10 and 11. Study Skills focuses on the development of effective study techniques and learning tools that are important for academic success. It is a reinforcement of the work they will be carrying out in other subjects and will support students in all curriculum areas.

### **Details of what the course involves**

This course will allow students to develop study skills and strategies important for success in many subject areas.

### **The main topics are:**

- Learning Styles
- Organisation & Time Management for independent learning
- Memory Skills & strategies
- Reading strategies
- Research skills
- Vocabulary
- Note-taking skills & strategies
- Essay-planning and writing skills
- Self-assessment
- Revision and exam techniques
- Stress Management

**The course is not examined** but is designed to contribute towards greater success in those subjects, which are taken at GCSE. Like other options it takes up 2.5 hours per week.

### **What opportunities are there to take the subject further in the Sixth form?**

Students can receive Study Skills support in Years 12 and 13. An individual programme is developed to meet the needs of each student.

### **Other relevant information**

Teaching students to use study skills and strategies effectively is an important step in transforming dependent learners into independent learners. Therefore, throughout the course, students are encouraged to develop their own strategies to help complete the GCSE programme.

### **Modern Foreign Languages Faculty**

**Modern Foreign Languages see page 23 for examination details**

**EdExcel (except for Dutch), GCSE French (2FR01), German (2GE01), Dutch (OCR 7J33) and Spanish (2SP01)**

The BSN places special emphasis on Modern Foreign Languages. Unlike many other schools, there are mother-tongue assistants in all of the languages offered at GCSE level.

#### **Aims of the courses**

- To develop students' understanding of the spoken foreign language to the point where they can understand everyday conversations and extracts from radio broadcasts.
- To develop students' spoken language to enable them to cope with everyday situations that they are likely to encounter in the foreign country, to relate events giving their opinions and to cope with unpredictable elements.
- To develop their reading skills so that they can understand the main details from a variety of sources written in the foreign language including brochures and newspaper articles or extracts from stories.
- To improve their written skills to allow them to write short business letters, to recount events, or produce brochures using a variety of verb tenses and expressing opinions about and reactions to events.

#### **Why study Modern Foreign Languages?**

- To enable students to understand and communicate with a large section of the world.
- To enrich students' cultural knowledge.
- To learn more about the way in which we think and to open students' minds to new ways of thinking.
- To increase employment possibilities.

#### **What do the courses involve?**

The emphasis on oral work that was developed at Key Stage 3 continues to be an important part of the lessons in Years 10 and 11. Some of the activities will be more demanding and will require a greater degree of negotiation and problem-solving. There will continue to be Reading and Listening Comprehension exercises similar to the ones that students are used to from lower down the school. Writing will take on slightly more importance – tasks will be set that require a more detailed response. The new GCSE (from September 2009) in Modern Foreign Languages will be much more practical than in the past with much of the assessment being done in class.

In class, there will be the opportunity to work in pairs, small groups and sometimes individually. Students may also be given the opportunity to work in smaller groups with the language assistant once, or maybe twice a week. In some activities there will be a greater degree of choice – students will be able to choose the topic that they wish to discuss for one part of the oral.

The topics covered are drawn from 5 wide topic areas set by the exam board, these are:

1. Media and culture
2. Sport and leisure
3. Travel and Tourism
4. Business, work and employment
5. Free choice option (not available in Dutch)

The specific language books that we use are:

### **French**

Over the two-year course we use the textbooks *Metro* and *Envol*, which are supplemented by *Encore Tricolore Revision Handbook for GCSE French* and specific worksheets developed by the department.

### **German**

We use the new Edexcel GCSE German textbook with its accompanying workbook and additional worksheets developed by the department. During the course of the year we also watch the German language films *Goodbye Lenin*, *Nordwand*, *Traumschiff Surprise* and *Wir Kinder vom Bahnhof Zoo*.

### **Dutch**

*In preparation for the Dutch GCSE we use Zebra deel 2 en 3, Taal-Vitaal, Nederlands in Hoofdlijnen. Magazines: Kidsweek junior Past papers Websites: [www.nos.nl/jeugdjournaal](http://www.nos.nl/jeugdjournaal), [www.teleac.nl](http://www.teleac.nl)*

### **Spanish**

In Year 10 and 11 the department has produced its own workbook covering all the GCSE topics.

### **How will the courses be examined?**

The system of assessment for German, Spanish and French is as follows:

- |                  |  |
|------------------|--|
| <b>Listening</b> | A paper of about 35 minutes is set. It is hoped that this will be available to be done on-line. The exam will normally be taken in the May of Year 11. This paper is worth 20% of the final mark.  |
| <b>Reading</b>   | A paper of about 50 minutes is set. It is hoped that this will be available to be done on-line and the exam will normally be taken in the May of Year 11. This paper is also worth 20% of the final mark.  |
| <b>Writing</b>   | During the course students will be asked to complete a number of written assessments in class time. Students will submit the best two of these pieces of work at the end of Year 11. This component is worth 30% of the final mark.  |
| <b>Oral</b>      | Also during the course students will be asked to complete a number of oral work tasks. These can vary from presentations about a subject of their own choice to a description of a picture or a role play-type situation (e.g. a mock job interview). Students will submit the best two of these at the end of Year 11 and this component is also worth 30%. |

In Dutch the assessment system is different. This is because Dutch is considered to be a lesser-taught language. The assessment is organised as follows:

- |                  |   |
|------------------|---|
| <b>Listening</b> | A 50 minute examination that is worth 25% of the final mark |
| <b>Reading</b>   | A 50 minute examination that is worth 25% of the final mark |

- Oral** A ten minute examination that is worth 25% of the final mark. In this exam students will have to present a topic of their own free choice for a minute and then discuss this with the examiner after which there will be a general conversation for the remainder of the time.
- Writing** A 50 minute examination that is worth 25% of the final mark. In this paper students will be able to select two essays from a choice of four that are offered.

### **What opportunities are there to take the subjects further in the Sixth Form?**

All languages are available in the Sixth Form. AS and A2 level examinations are offered in all languages although in Dutch, because of the limited number of papers available these can be supplemented with sections of the *Nederlands Als Vreemde Taal / Dutch as a Foreign Language*, examination to ensure that all four skills have been covered and examined in the Year 12/13 course. Students wishing to study for the IB Diploma must study a foreign language either at Standard or Higher Level. The languages currently offered include French, Dutch, German and Spanish and ab-initio Italian. The study of a foreign language is a compulsory component of the IB Diploma. A GCSE obtained in earlier years in a modern language will also be an acceptable base for IB. Students may study a second language for the IB Diploma in preference to the Arts option.

### **Please note**

- There are field courses to Spain, Germany and France offered to students in Year 10 and Year 11. These courses are recommended but not compulsory and will be about 4 or 5 days long. The cost of the courses will be about 550 - 650 euros. More details will be available from the heads of the appropriate departments nearer the time.
- Further opportunities for native-speakers exist via the International Education Centre at the Wheatfields site. Please contact their office for further details (070-315 4080)

## **Physical Education Faculty**

### **GCSE Physical Education (EdExcel 2PE01)**

#### **Aims of the Course**

To develop confidence and self-esteem through improved personal performance.

To improve communication skills and presentation skills.

To develop analytical skills.

To understand the benefits/importance of a healthy lifestyle through developing personal fitness.

#### **Details of what the course involves**

The course is run in two parts – practical and theory.

#### **Practical:**

A variety of different sports will be looked at and practised over a period of time. Each block will look at developing an understanding of the rules and tactics of the sport (including officiating) as well as some coaching techniques and improving personal performance. Most of the practical work will be taught in Year 11.

#### **Theory:**

The theory is classroom-based, although implemented practically whenever possible. Basic physiology and anatomy is taught (e.g. the skeletal system) as well as safety and risk assessment work. Reasons why people take part in exercise are considered as well as why exercise is important and the development and implementation of a Personal Exercise Programme (PEP) is undertaken. This will involve a series of fitness testing. Most of the theory will be taught in Year 10.

Students will be involved in the teaching through taking control of certain aspects of the lessons – e.g. warm-ups and cool-downs. Students will also have the chance to teach basic skills and to present short talks on aspects of the theory.

### **How will the course be examined?**

60% of the final mark is based on the practical.

40% of the final mark is based on the theory.

#### 60% Practical

Four sports are offered for assessment – these sports are selected by the students but MUST be drawn from at least two activity areas (i.e. games, outdoor education, athletic activities, swimming, dance, gymnastic activities, exercise). The class teacher assesses each sport and ONLY the actual level of performance is considered – NOT improvement. It may also be possible to be assessed in coaching and officiating skills as well as performance. Towards the end of Year 11 a practical exam is taken in each sport where a second mark is recorded. These two marks go through to the exam board. Each sport makes up 12% of the final GCSE grade. The other 12% of the practical mark is taken from the student's ability to analyse performance in ONE of their four selected sports.

#### 40% Theory

This is assessed in one paper lasting 1 hour 30 minutes taken at the end of Year 11.

In GCSE PE, the only coursework required is practical. The written work is assessed through the exam.

### **What opportunities are there to take the subject further in the Sixth Form?**

PE is available at both AS and A2 level. Please contact the PE department if you have further questions about options in Years 10/11 and the Sixth Form. PE is currently not available in the IB Diploma programme since it is currently running as a pilot subject worldwide.

## **Technology Faculty**

### **Design and Technology Product Design (AQA 4555)**

#### **Aim of the course**

After studying D&T at Key Stage 3 students will have experienced a wide range of different ways to both design and manufacture products using up-to-date technological processes. This course allows students to specialise in the focus area of product design where they will learn about a range of materials, manufacturing processes, techniques and technologies and be able to use them as appropriate to the design and make process.

GCSE Product Design encourages students to:

a. demonstrate fully their Design and Technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products suitable for production in quantity;

b. acquire and apply knowledge, skills and understanding through:

- analysing and evaluating products and processes;
- engaging in focused tasks to develop and demonstrate techniques;
- engaging in strategies for developing ideas, planning and producing products;
- considering how past and present design and technology, relevant to a designing and making context, affects society;

- recognising the moral, cultural and environmental issues inherent in design and technology.

## Details of what the course involves and teaching styles

Course Content	Teaching & Learning Style
Classification and working properties of materials	Focused practical tasks that deliver materials knowledge and specialist skills. Short design and make tasks are undertaken to develop and acquire skills, including the use of Computer Aided Design & Manufacture (CAD/CAM) in single item production.
Design and market influence	Focused practical tasks related to the analysis and evaluation of products and processes, including the wider effects of technology on society, the environment and the manufacturer.
Processes and Manufacture	Focused practical tasks which deliver specialist knowledge of the various manufacturing methods used in an industrial and commercial environment.

### How will the course be examined?

The course is examined in two ways:

#### Written Paper **40% of total marks**

The paper is split into 2 sections. Section A is a series of design questions based on a theme provided by the exam board in the form of a preparation sheet. Section B will examine knowledge and understanding of specific materials and processes, manufacture, design and market influences.

#### Coursework Project **60% of total marks**

Coursework will be internally assessed and externally moderated. The coursework will consist of a single design and make activity which will be chosen from a broad range of pre-selected briefs. This is expected to take 45 hours in total. Students will design and make a 3-dimensional product supported by a concise design folder of approximately 20 A3 pages. The coursework project begins during the summer term of Year 10 and will be completed during the spring term of Year 11.

### What opportunities are there to take this subject further in the Sixth Form?

Achieving a B grade, or above, allows you to progress directly to the Advanced Subsidiary (AS) and then on to the A2 GCE in Design & Technology (3D Product Design), leading to an A Level award. Also available would be the option of Design Technology within the IB. Design Technology appears in the science group for the IB Diploma.

Further information can be found at: <http://www.aga.org.uk/>

## **Design and Technology – Food Technology (AQA 4547)**

### **Aims of the course**

- This Design and Technology course enables students to develop their designing and making capabilities using food as a material.
- The course provides opportunities for students to design their own original food products.
- Students will undertake a range of practical and investigative activities and support this with written work.

### **Details of what the course involves**

During the course the students will study the following areas:

- Structure and properties of food including temperature control
- Stages of product development
- Product manufacture
- Nutritional issues: e.g. vegetarianism
- Marketing

This course is student-centred. Students are encouraged to carry out their own research and demonstrate their creativeness with food. There are many opportunities to carry out investigative and experimental work while developing practical skills of a high standard. The course has a problem-solving approach. Students work on design briefs for many of the units of work including the major piece of assessed work. There is great emphasis on practical work and the use of ICT in this subject.

### **How will the course be examined?**

The course is examined in two main ways:

1. **Written paper.** This constitutes 40% of the total marks. In advance of the written paper students are issued with a preparation sheet informing them of the context of the examination.
2. **Design and Making in Practice.** This constitutes 60% of the total marks. It consists of a single design and make activity selected by the student from a range of board set tasks. This assignment is started in the summer term Year 10 and completed during the autumn term of Year 11.

### **What opportunities are there to take this subject further in the Sixth Form?**

There are opportunities in the Sixth Form to continue the study of food through an AS and A2 course in Food Technology or the IB Design Technology option. This option appears in the science group for the IB Diploma.

### **Other information**

During Years 10 and 11 students have the opportunity to attend a field course in either France or Italy where they work alongside professional chefs. This course is not compulsory but is highly recommended and enjoyed by all. The cost of this trip is between €480 and €650 depending on the location of the course.

## **Part Three: Enrichment Options**

Since September 2009, students have been able to choose a further option on top of their GCSE subjects. Since Year 9s will have completed their GCSE-equivalent ECDL ICT course, Information Technology becomes an option in Years 10 and 11 along with a range of other subjects. These options are currently under review and we will be asking Year 9 students to make their enrichment choices later this year. ICT will certainly be one of these options.

This has already become a genuine extension and enrichment of the existing curriculum and we feel that students will gain fulfilment and satisfaction in their learning from these extra options. Please note that students must take their chosen option for the full two years. One hour per week of curriculum time is allotted to these subjects. Education is not just about exam qualifications, it is about opening up learning opportunities to enable students to reach their potential, to think and develop in new ways, in many different areas, in and beyond the classroom. These options will provide our students with experiences outside the regular curriculum thus enhancing their studies and general learning experience, while supporting their developing independence as learners and effective work habits. At the same time, becoming confident and capable in another area has a motivating effect, and can inculcate high expectations in the students themselves, as learners.

## **Appendix**

### **Websites**

**Here are some website addresses which you might find useful in your thinking about these important choices and the future beyond GCSE: AS and A Levels, IB and universities and colleges.**

**The Qualifications and Curriculum Authority:**

**<http://www.qca.org.uk>**

**EdExcel (Examinations board which we use predominantly at GCSE):**

**<http://www.edexcel.org.uk>**

**The National Curriculum online:**

**<http://www.nc.uk.net/home.html>**

**For the IB Diploma:**

**<http://www.ibo.org/>**

**UCAS: Universities and Colleges Admissions Service**

**<http://www.ucas.co.uk>**

This is a very useful website for students interested in applying to university in the UK.

**The European Council of International Schools provides free links to universities in Europe, Canada, Australia and the United States:**

**<http://www.ecis.org/colleges/colleges.htm>**

**The Department for Children, Schools & Families (UK Government)**

**<http://www.dcsf.gov.uk>**

**The British Council guide for overseas students wishing to study in the UK:**

**<http://www.educationuk.org>**

**For universities and colleges in the Irish Republic:**

**<http://www.cao.ie>**

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