



Garde Ta Foy

Felsted  
School

# **GCSE Coursework Guide**

**2010-2011**



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## *Introduction*

The next two years will involve studying courses leading to the General Certificate of Secondary Education (GCSE). These courses aim to assess what pupils can achieve, and usually involve the completion of controlled assessments as well as performance under examination conditions. The courses also reflect a balance between the acquisition of skills, understanding and knowledge. Practical work, oral work and problem solving assume greater importance, and this Prospectus illustrates how this is emphasised in the different subjects.

Pupils will be awarded a grade from A\* to G. Some subjects offer tiered papers for the written examinations; in the majority of cases pupils are entered for the most challenging papers aimed at the highest grades, but where recommended, and after consultation with their HM the Head of Department, some pupils may be entered for papers where the highest level of achievement is restricted to a grade C. Many subjects allow the first papers to be sat during the summer of Year 10, with the opportunity to resit these, if felt necessary, during the summer of Year 11. All subjects have to assess at least 40% of the course in the terminal examination session.

Felsted School's curriculum allows all pupils the opportunity to take up to 10 GCSEs. Five of these subjects appear as options and so there is a significant element of personalisation at GCSE level allowing pupils to develop their particular strengths and interests and maintain a wide choice for Sixth Form study.

## *Curriculum for Years 10 and 11*

The aim for Years 10 and 11 is to follow a curriculum based on a 'core' of five subjects and five 'options' that ensures a broadly balanced programme for all pupils, without inhibiting the specialisation required for a variety of Sixth Form courses.

In Years 10 and 11, every pupil studies English Language, English Literature, and Mathematics. Science and Additional Science are also offered for those not selecting science as an option.. These form the five **core** GCSEs. The remaining five **optional** subjects allow the opportunity for pupils to tailor their programme to suit their abilities and intentions for further study. The framework within the options ensures that a balanced curriculum is followed. In certain circumstances a pupil will be advised to take four rather than five optional subjects so that additional time may be spent on supporting the core subjects. In Years 10 and 11 pupils also follow non-examined courses in Physical Education and PACE (Personal and Citizenship Education).

Each pupil should choose five optional subjects ensuring that they meet the requirements of the two restrictions placed on the choice.

1. One of the following Modern Foreign Languages must be chosen:  
French, German and Spanish

2. A humanities subject must be chosen:  
Classical Civilisation, Geography, History, Religious Studies

The remaining three choices can be selected from:

**Art and Design, Classical Civilisation, Design and Technology  
French, Geography, German  
History, ICT, Music, Physical Education  
Religious Studies, Science\*, Spanish**

**Support for Learning\*\*  
English as a Second Language\*\*\***

**Science\*** Opting for Science means that a course leading to the three separate science GCSEs – Biology, Chemistry and Physics – will be followed rather than Science and Additional Science.

**Support for Learning\*\*** Opting for Support for Learning means that additional time may be spent on supporting the core subjects.

**English as a Second Language\*\*\*** This option should be selected by those students whose native language is other than English.

Stage	Requirement	Subjects	Selection made
1	<b>ONE</b> Modern Foreign Language	French, German, Spanish	
2	<b>ONE</b> Humanities	Classical Civilisation, Geography, History, Religious Studies	
<b>then either</b>	a further <b>THREE</b> choices at <b>GCSE</b>	Art and Design, Classical Civilisation, Design and Technology, French, Geography, German, History, ICT, Latin, Music, Physical Education, Religious Studies, Science, Spanish	
<b>or</b>	a further <b>TWO</b> choices at <b>GCSE</b> supplemented by <b>SFL</b> or <b>ESL</b>	As above but with one fewer GCSE subjects as <b>either SFL or ESL</b> selected.	

Dr. John Shaw

Director of Studies

# Core Subjects

## *English*

### **Unknown specification**

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**The current English and English Literature specification followed by the English Department will be unavailable from September 2010. At present a decision has not been made but all potential syllabuses contain the traditional mix of controlled assessment coursework and examinations.**

### **Organisation of Classes**

There are normally five English sets and pupils are placed in a set that is appropriate for their abilities. Each set is normally taught by one teacher, though on occasion two teachers may share a set. Cross-set assessment often takes place, especially at times of internal examinations or major oral assessments.

For the vast majority of pupils, an A\* to B grade is a realistic target in both English and English Literature, and these pupils are entered for Higher Tier papers. For a handful of pupils, a C grade is the highest realistic target, so these pupils are entered for Foundation Tier papers.

### **Private Reading and Extension Activities**

The syllabus requirements form the minimum components that must be studied for GCSE. However, for good pupils these should constitute simply the starting point for further study with an expectation that the higher sets, in particular, will be stretched beyond the minimum with regular extension activities. This will include Private Reading: all GCSE pupils should have an English reading book in progress at all times, over and above their regular studies.

Outside the classroom, there are also numerous opportunities for pupils to extend and develop their core skills, in line with their own major interests. To aid with the development of oral and analytical skills, all pupils have the opportunity to become involved in the school's Debating, Public Speaking and Model United Nations programme. There is also a thriving Pupil Magazine, allowing pupils to practise their creative and journalistic talents in a different context, and articles created can also be entered for regional or national competitions. Finally, trips to the theatre are regularly organised, and these are supplemented with a rich and diverse programme of visiting performers and speakers.

### **Cross-Curricular Benefits**

The ability to communicate clearly and effectively both orally and on paper underpins most subjects in the curriculum. In addition, the analytical skills developed are invaluable in any area that requires balance, critical judgement and clarity of thought and expression. Reading, particularly of literary texts, fosters an awareness of culture, and encourages pupils to engage with many social issues that are not only topical, but for all time. Success is essential for most pupils' future career plans.

## **Mathematics**

### **EDEXCEL IGCSE (International GCSE) (4400)**

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Pupils will consolidate and develop skills in various fields which can be broadly categorised as number, algebra, shape, space and measures and handling data.

**Number and algebra** will account for 55% of the total assessment. This will include numbers and the number system, equations, formulae and identities, sequences, functions and graphs. There is a heavy emphasis on algebraic skills, which are important for further development of the subject.

**Shape, space and measures** will account for 25% of the total assessment. This will include geometry, vectors and transformation geometry.

**Handling data** will account for 20% of the total assessment. This will include statistics and probability.

The International GCSE has the following features:

1. There is no coursework. The assessment is made on two final examination papers, each of two hours duration and equally weighted. The use of a calculator is permitted in both papers.
2. All pupils will enter for the 'Higher Tier' examination, for which the available grades range from A\* to D. Therefore, any pupil who is a late developer in the subject will still have the full range of grades available in Year 11.
3. It contains topics such as differentiation, sets and functions and is therefore a better preparation for Advanced Level and especially the International Baccalaureate than GCSE. Similarly, the topics that appear on GCSE but not IGCSE are of relatively little importance.

The pupils are setted according to ability and the course is designed so that pupils who are likely to study the subject beyond GCSE will develop the more difficult topics which provide the foundation for Sixth Form study, and which tend to discriminate for the A\* grade.

The top set in each year (along with some volunteers from Set 2) will also be entered for the United Kingdom Mathematics Challenge, in which several gold awards are usually won, and which provides an extra bit of fun and interest for the able mathematicians.

## Science

### AQA SCIENCE B (GCSE 4462)

### AQA ADDITIONAL SCIENCE (GCSE 4463)

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The **AQA suite of GCSE Science specifications** offers a modern, interesting and challenging science curriculum to meet the needs of different pupils. The aims of the course are to encourage pupils to:

- develop their interest in, and enthusiasm for science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- acquire scientific skills, knowledge and understanding necessary for progression to further learning.

Pupils may opt to study either a two GCSE course, **AQA Science B** and **AQA Additional Science**, or may choose to study a three GCSE course leading to **GCSE Biology**, **GCSE Chemistry** and **GCSE Physics** by selecting this as one of the option choices. All pupils will study for the **AQA Science B** and **AQA Additional Science** as a minimum GCSE requirement. This course will provide a sound basis for pupils progressing to study science subjects in the Sixth Form though the separate Science option will give pupils a broader science-based curriculum which may be advantageous.

**AQA Science B** and **AQA Additional Science** are individual GCSE qualifications. They have a similar format in that they comprise one Biology unit, one Chemistry unit and one Physics unit. These will be assessed by three 45 minute written papers available at Foundation and Higher Levels. Each paper is worth 25% of the total GCSE marks. In addition, each course contains an additional unit – “How Science Works”. This allows pupils to develop their knowledge and understanding of how scientists plan and carry out experiments, analyse data effectively and evaluate the integrity of their experiment and the data produced. The content of this unit will be examined through the coursework element.

The coursework unit for each Science GCSE comprises an Investigative Skills Assessment (ISA) worth 25% of the total marks. An ISA is a practical activity set by AQA where pupils obtain their own data through experiment. This is followed by an externally set, internally assessed test of 45 minutes duration. These ISAs provide a fair and rigorous assessment of a pupil's ability to undertake practical work. It is envisaged that pupils will undertake one ISA for Biology, Chemistry and Physics with the best selected for submission to the examination board.

Pupils are encouraged to develop their ability to understand important scientific concepts and make informed decisions about scientific issues. They will be able to understand and reflect critically on the information presented in the media or other sources. Pupils will use ICT as well as more traditional sources of information to carry out their own research. They will have to select, organise and present information clearly and logically, using appropriate scientific terms and conventions, again using ICT skills when necessary.

## AQA Science B

Unit	Weighting	Summary of content
Biology 1	25%	Body systems, homeostasis, health & exercise, effects of drugs, diseases and immune system, ecology, variation & inheritance, human influence on the environment.
Chemistry 1	25%	Atoms & molecules, material properties, use of metals, fuels from oil, polymers, use of plant oils, earth and atmosphere.
Physics 1	25%	Thermal processes, energy, electricity usage and generation, waves and EM spectrum, radioactivity, the Big Bang theory.
Science 1 ISA	25%	Investigative Skills Assessment.

## AQA Additional Science

Unit	Weighting	Summary of content
Biology 2	25%	Animal and plant cells, osmosis and diffusion, photosynthesis, energy and food chains, decomposition, recycling, carbon cycle, enzymes, respiration and homeostasis, genes and inheritance.
Chemistry 2	25%	Sub-atomic structure, periodic table, ionic, covalent and metallic bonding and structures, reactions and synthesis, rates of reaction, exothermic and endothermic reactions, ions and solutions.
Physics 2	25%	Motion, forces, kinetic energy and energy transfer, momentum, static electricity, electrical circuit behaviour, mains electricity and safety, nuclear fission and nuclear fusion.
Science 2 ISA	25%	Investigative Skills Assessment.

Pupils will have three lessons per fortnight with a subject specialist in each of Biology, Chemistry and Physics. There will also be one lesson per fortnight of Science where pupils can study the "How Science Works" unit and undertake ISAs.

Pupils will be awarded two GCSE grades, one for AQA Science and one for AQA Additional Science. **A pupil may, therefore, be awarded two different grades.**

Various visits, lectures and other activity days take place throughout the course to enhance and broaden the pupils' experiences.

# Optional Subjects

## ***Art and Design***

**EDEXCEL (1027)**

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The course provides pupils with the opportunity to develop practical skills in a wide variety of media, involving both two and three-dimensional work. The study of the work of past and contemporary artists also ensures that pupils become both critics and practitioners. Coursework consist of two thematic projects in the first year of the course, followed by a further thematic project in the first term of the second year. Each project ensures that students develop the skills required to meet all of the GCSE exam assessment objectives successfully. Course work will contribute to 60% of the final exam mark.

The externally set assignment marks the culmination of the course and takes place in the final two terms. During a substantial preparatory period, students investigate and develop their ideas, with teacher guidance. Finally, students produce an unaided response to the exam theme over a timed, ten-hour period.

First hand experience of original art work is also an essential part of the course, and at least two organised visits to London galleries will take place over the two year period. The course builds on the skills developed during KS3 and prepares for AS or A level Art.

This course is delivered through two units. These are structured to allow students to explore their potential for creating original artwork using a variety of media and techniques. Students are encouraged to build on their own strengths and interests, developing the ability to work confidently and independently towards the culminating examination project (the Externally Set Assignment). It is vitally important that students keep a visual diary, or work journal, throughout the course, charting the growth of their knowledge, ideas and skills. Visits to galleries or exhibitions may be organised where appropriate to enhance classroom experience.

# **Classical Civilisation**

**OCR J280**

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This GCSE course aims to develop students' skills at analysis, comprehension and literary appreciation, developing effective arguments and presentation (both written and spoken) through studying a full range of topics within the Classical World. The subject matter is intrinsically interesting, mainly as Classics is so cross-curricular in its nature; it covers literature, philosophy, history, politics and sociology, archaeology, technology and science. Most importantly for some, it is all studied in English; there is no need for any knowledge of Latin or Greek.

The course itself is made up of four modules (worth 25% each). Three of these are taught and one is a piece of coursework of around 2000 words that is researched and written under controlled conditions. Two of the taught modules will be examined at the end of Y10.

## **Year 10**

### **Sparta:**

25% of final mark; 1 hour exam sat at end of Y10

Find out the truth behind the film "300". How is the word "spartan" used in English? Why? Were the Spartans really as fearsome as we believe?

### **Homer's Odyssey:**

25% of final mark; 1 hour exam sat at end of Y10

Following the ten year long Trojan War, Odysseus is trying to return home, but is delayed by angry gods, love-struck goddesses and terrifying monsters.

## **Year 11**

### **Controlled Assessment (coursework!):**

25% of final mark; 1 essay researched in class under supervised conditions and written under exam conditions in lesson time.

### **Rome (everyday life):**

25% of final mark; 1 hour exam sat at end of Y11

What was life like for a normal Roman citizen? Pupils will look at Roman religion, home life, education and entertainment.

For each written examination, there will be 2 sections:

- Section A (source analysis):
  - Answer 2 questions (15 marks each) out of a choice of 3
- Section B (essay):
  - Answer 1 question (30 marks) out of a choice of 2

## ***Design and Technology: Resistant Materials***

**AQA (3545)**

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The course provides pupils with the opportunity to combine skills with knowledge and understanding in order to design and make quality products.

The course is designed to enable pupils to develop their ability and analyse products and manufacturing processes. The pupils are encouraged to engage in strategies for developing ideas, planning and producing products. Pupils are expected to recognize the moral, cultural and environmental issues inherent in Design and Technology. The development and use of ICT within the 'design process' is an integral part of the course.

The subject content follows four broad areas of study:

- Designing and making skills
- Materials and components
- Design and market influences
- Processes and manufacture

The scheme of assessment involves two components. There is a two-hour examination paper that has a weighting of 40% of the total marks. Questions will test the application of knowledge and understanding of materials, components, processes, technologies and the evaluation of commercial practices and products. The second assessment component is the coursework project. This has a weighting of 60% of the total marks. Pupils are required to submit a model/product and a concise design folder.

Pupils have the freedom to use the type and variety of materials necessary to satisfy their design brief. Throughout the project, pupils should address the industrial and commercial practices, and the moral, social, cultural and environmental issues, arising from their work.

The course has been designed to ensure that pupils will learn about a range of materials, manufacturing processes, techniques and technologies. The transferable skills of problem solving and ICT will be beneficial regardless of career choice. For those wishing to study design to a higher level, this course will ensure they are well prepared.

Pupils are encouraged to visit the Department in their activity time and the Department runs weekly activity and extra workshop sessions.

## Geography

**AQA SEG A (3031)**

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GCSE Geography aims to explore and expand pupil knowledge about the world around them and consider some of the key themes that they have touched upon in the past and which are of great relevance to their life and their future. The course contains the following optional areas of study with three topics chosen from each column, depending on the teacher's preferences

<b>PHYSICAL 37.5%</b>	<b>HUMAN 37.5%</b>
The Restless Earth Rocks, Resources and Scenery Challenge of Weather and Climate Living World Water on the Land Ice on the Land The Coastal Zone	Population Change Changing Urban Environments Changing Rural Environments Section B The Development Gap Globalisation Tourism
<b>Internal Assessed Fieldwork</b>	
<b>25%</b>	

All the topics studied consider both the theoretical aspects of the subject and then use real life examples to enable pupils to contextualise the material they have covered. These real life examples can be as diverse as the impact of the Boscastle floods in Cornwall upon the local community and the influence of tourists upon the Peak District. This allows pupils to gain a broad and varied education within Geography and consider important environmental, ecological and human issues in the world today.

Throughout the topics covered pupils will also develop and utilise a number of skills touched on during Year 9. Map-work skills are still required at GCSE, although the focus of this area is now in relation to the topics covered and the identification of key features in both the human and physical landscape. Pupils will also need to analyse and interpret aerial photographs and satellite imagery.

Fieldwork plays a significant part in GCSE Geography as it is vital in the production of a piece of controlled assessment, (an internally assessed piece of coursework). With fieldwork having such importance for Geographical learning, the department places a great deal of emphasis on this area and at the moment is reviewing the process for the new GCSE. At present we organise two residential weekend fieldtrips enabling pupils to collect field data however this might be consolidated into one longer trip in the future. At present we organise two residential weekend fieldtrips enabling pupils to collect field data. Pupils find these weekends rewarding and memorable. Clearly there is a cost implication for these fieldtrips but this is unlikely to be more than £150 per pupil.

The examination is made up of two papers: a physical geography paper with questions on maps and skills; a human paper covering the topics illustrated in the table above.

## ***French, German and Spanish***

**French AQA (4695)**

**German AQA (4695)**

**Spanish AQA (4695)**

French – french@felsted.org

German – german@felsted.org

Spanish – spanish@felsted.org

**Pupils must select ONE of French, German and Spanish but may then select a SECOND Modern Foreign Language.**

The ability to communicate effectively in a major language is a significant advantage both for those wishing to travel for personal enjoyment and for those entering the world of work; where in an increasingly global market, proven ability to learn a language is a very attractive attribute to potential employers. At Felsted all pupils must study **one** Modern Foreign Language, but for stronger, or even just reasonably good linguists, a second foreign language can make all the difference to future prospects.

The first aim of the GCSE Modern Language course is to develop the ability to use the language effectively for the purpose of practical communication, through both the written and spoken word, using a range of vocabulary and structures. It should also give a base for continued study of the language and offer an insight into the culture and civilisation of the countries where the language is spoken. Beyond the actual language studied, pupils should become more aware of how to learn languages, derive intellectual stimulation and enjoyment from language learning, develop positive attitudes to language learning and a sympathetic approach to other cultures, and finally, learn skills of more general relevance, such as memorising, drawing conclusions, selecting relevant material.

Four skill areas are developed and assessed; listening [20% of total marks], speaking [30%], reading [20%] and writing [30%]. To this end, pupils will develop their skills by acquiring knowledge and understanding of the target language and by developing cultural awareness. The content of the examination and the controlled assessments set suit the interests and experience of 16 year olds, and relate to situations they could expect to encounter in real life.

All pupils normally take Higher Level in all four skills, but some may, on the advice of their teacher, attempt Foundation Level for some skills. The Listening and Reading tests will be set and marked by AQA, whilst Speaking and Writing tasks can be set by the teacher. Writing will be externally assessed but Speaking will be internally assessed and externally moderated. The ability to communicate effectively is the most important factor in success, but pupils looking for the higher grades will need to be able to use a variety of structures and vocabulary, and be able to write accurately in the foreign language.

The subjects have a Classroom Assistant and a Language Assistant who help classes and individuals with written and oral work, and trips to France, Germany and Spain are organised as and when demand dictates.

## History

**EDEXCEL (2HA01)**

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The GCSE History course provides pupils with an opportunity to study some of the seminal moments of twentieth century history, such as the rise of Hitler, World War Two, the Cold War and the Civil Rights Movement. As well as providing pupils with insights into events and individuals that have shaped the modern world, History at GCSE level also aids in the development of important transferable skills that will serve pupils well in the Sixth Form and beyond; such skills include the ability to evaluate competing interpretations and sets of evidence, to write fluently, to construct well structured and convincing arguments, and to analyse written texts carefully and cogently.

Pupils will sit three examinations. **Paper 1** (25% of the total) is a 75 minute short answer and essay paper covering aspects of the Cold War. Specifically, pupils will study what happened in Europe after World War Two and the creation of the 'Iron Curtain' and the key events of the Cold War such as the Berlin Airlift, the Cuban Missile Crisis and the Soviet invasion of Afghanistan. This module concludes with an evaluation of the role of Gorbachev in bringing about the end of the Cold War and the collapse of the USSR.

**Paper 2** (25% of total ) is a 75 minute short answer and essay paper which focuses on a modern world depth study - in this case, covering Germany between 1918 and 1939. The topics covered in this paper are the Weimar Republic between 1918 and 1933; the reasons behind the Nazis' rise to power; and the development of the Nazi dictatorship up to 1939. This final section will involve pupils analysing how and why the Nazis persecuted minority groups like the Jews and the extent to which Hitler transformed Germany into a police state.

**Paper 3** (25% of the total) is a source based paper which challenges pupils to analyse and evaluate a range of sources on American history topics covering the period, 1945-70. In particular, pupils will look at McCarthyism and the Red Scare and the Civil Rights Movement and the role of Martin Luther King within it.

There is also a **coursework component for Unit 4** (25% of the total) - **the impact of war on Britain between 1914 and 1950**. Pupils write up this assessment task in controlled conditions in the classroom; pupils will be allowed access to research notes and an outline plan. The task will be marked by members of the History Department and EDEXCEL will moderate the work. This is an opportunity for pupils to gain a detailed understanding of aspects of modern British history, in particular how British society coped with the strains and burdens imposed by total war.

Therefore, the structure of the GCSE course enables pupils to gain a detailed overview of the turbulent events of the relatively recent past. The curriculum described above is delivered in a wide variety of ways by members of the History Department who are committed to teaching stimulating and thought provoking lessons. Increasing stress is being placed on using specific websites for research and also using interactive CD ROM versions of history text books to analyse sources and access film and spoken archives in lessons. Pupils can also expect to learn through debate and discussion, role play and presentation work, as well as more traditional teaching techniques. They are also supported by a large range of notes, glossaries and resources, which can be accessed via the Department Intranet site. In conclusion, History at GCSE level is intellectually stimulating and also equips pupils with the enthusiasm and skills to go on and make a success of studying the subject in the Sixth Form.

## **ICT (Information and Communication Technology)**

**Unknown specification**  
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The ICT GCSE specification is changing for 2010. Previously the course chosen was provided by the AQA Examination Board. A number of different Examination Board's specifications are being investigated and the most suitable course will be chosen for September. The ICT department will make the choice based on providing an engaging curriculum content, covering relevant skills and new technologies. The new qualification will also provide students with more of the practical skills they need to meet the demands of life - both in education and in the outside world. These specifications give emphasis to the development of transferable skills such as thinking creatively, logically and critically, and in particular to problem solving. These are assets that will be valued by those in further education and employers alike.

New features for next year

- One question paper suitable for all students (40%)
- Controlled Assessment replaces coursework (60%)

## **Latin**

**OCR (J281)**  
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A good school education should be based on personal development and building up key skills; few subjects can claim to aid these outcomes more than Latin. As the foundation of many European Languages, both through its vocabulary and its grammar, the study of Latin can help pupils develop their skills in modern languages, including English, through consideration of how languages work, through the discussion of etymology – the study of where our vocabulary originates from - and the structured analysis of grammar. The Latin language is a very logical one; once students have learnt the rules and the patterns, they can then apply these to previously unknown words successfully. This development of a logical brain complements more mathematical and scientific subjects that students may be studying for GCSE. But the reason for studying GCSE Latin should not just be the benefits it brings to your other subjects; the ultimate goal is to read Latin literature in the original language, as one cannot truly appreciate the beauty and intricate detail in translation. This in turn benefits students' study of English literature, both because of the inherent Classical influences on modern literature and the skills in literary criticism that are developed in both subjects.

Throughout the GCSE course, students focus on two key areas, language and literature, but also prepare one piece of coursework on a subject area of their choice. Gone are the days of dry grammar, obscure passages and awkward translations designed to trick the unwary. There are straightforward comprehensions and vocabulary lists to make the linguistic study much more manageable and enjoyable. This is not to say that the subject is not challenging and will stretch the most able for the top grades, but with dedication to the learning of the vocabulary lists and key grammar, anyone who is prepared to try can succeed.

## **Assessment**

There are four examinations, each worth 25% of the final mark, two of which will be sat at the end of Y10:

### **Year 10**

#### **Language Paper 1 (Mythology and domestic life):**

25% of final mark; 1 hour exam sat at end of Y10

There will be one Latin story (based on mythology or domestic life) on which there will be a series of questions. These questions may ask pupils to translate, understand the content of the story, pick out Latin words or understand Latin grammar or etymology (i.e. word derivations).

#### **Sources for Latin:**

25% of final mark; 1 hour exam sat at end of Y10

Pupils will study a range of primary sources about the following aspects of Roman civilisation:

- Work and domestic life
- Social life and entertainment

The exam will focus on source analysis (that is, there will be a source or range of sources in the exam and candidates will be asked to use these to answer questions on the two topics).

Questions may require short answers in English, tick box responses or extended responses in English (in which marks will be awarded for the quality of written communication).

### **Year 11**

#### **Language 2 (History):**

25% of final mark; 1 hour exam sat at the end of Y11

This will take a similar form to the Language 1 paper in Y10, except pupils will be expected to know slightly more grammar and syntax and vocabulary. This time the story will be drawn from history.

#### **Literature:**

25% of final mark; 1 hour exam sat at end of Y11

We will study either some verse or prose literature. We will translate it, discuss its content and context and also analyse its style and composition. In the exam, questions may require short answers in English, tick box responses or extended responses in English (in which marks will be awarded for the quality of written communication). There will be literary appreciation questions (10 marks), in which pupils will have to refer to the Latin text to support their answer.

## **Greek**

Although Greek is not currently available as an option on the school timetable, it may be offered off-timetable if there was sufficient demand for those pupils who wish to develop their language skills further.

## **Music**

**AQA (4272)**

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The course provides opportunities for musicians of all interests to improve their knowledge and confidence in an examination that is 80% coursework. Please note that any instrument, including music technology, or voice is acceptable but pupils who do not play an instrument at all should not consider taking this course.

The course tests pupils in three primary areas of listening and appraising, composing and performing. Recorded solo and ensemble performances are sent to the board for assessment along with recordings of two compositions written during the course.

The final part of the exam is an aural paper requiring written answers to questions on pieces of music on a recording provided by AQA. Questions focus on the three main Areas of Study: The Western Classical Tradition, Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries and World Music.

The assessment model is:

Listening to and Appraising Music	Written exam (1 hour)	20%
Composing and Appraising	Coursework	40%
Performing (Solo & Ensemble)	Coursework	40%

## **Physical Education**

**AQA (4980)**

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This is a fascinating course, which is relevant to much of contemporary society. It provides an extension to the National Curriculum study of two practical activities and gives an ideal foundation for progression to Sixth Form study.

The focus of this GCSE is for the pupil to take responsibility for his/her own physical growth and development as part of a healthy lifestyle.

60% of the course is practical based delivered through two units where the pupil will be assessed in four activities chosen from at least two of the six ways of thinking or pathways:

- Outwitting opponents – games activities
- Accurate replication of actions and sequences – gymnastic activities
- Performing at maximum levels – athletic activities
- Exploring and communicating ideas – dance activities
- Identifying and solving problems to overcome challenges – life saving, personal survival and outdoor and adventurous activities
- Exercising safely and effectively to improve health and well-being – fitness and health activities

At least two of the performances must be as a Player/Performer.

Fortunately Felsted's Games Programme supports several of these pathways and by committing to play for school teams over the two years, pupils should be able to gain excellent coursework marks.

40% of the course is examined through one exam (1 hr 30 mins) subdivided into:

- Multiple choice question paper
- Short answer question paper
- Extended answer question paper based on a scenario issued prior to the examination

The theory is delivered through two units and includes, amongst other topics: health, fitness and a healthy lifestyle/diet/skeletal system/how movement is achieved/muscle groups and movement/flexibility/smoking and alcohol/drugs/aerobic and anaerobic exercise/injury/fatigue and stress/cultural and social factors/emotional health and well-being/school influences/influence of local and national provider/the role of the active participant/international factors.

There will be the possibility to achieve a Double Award [two GCSEs] for the more able pupil.

## **Religious Studies**

### **AQA (Ethics, Philosophy and Religion in Society) 4055**

rs@felsted.org

This course is distinctive in providing opportunity for studious exploration of moral issues and fundamental questions of life, and the study and understanding of religious issues. Pupils will have the opportunity to discover how the philosophical doctrines and practices of Christianity affect the ways in which believers make decisions about moral issues and lead their lives. Pupils will develop skills that will enable them to identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life;

The course will also provide pupils with the opportunities to think independently and critically as well as developing a wide range of other learning skills. They will learn how to interpret and evaluate pieces of information; how to communicate and apply their knowledge; how to describe and analyse the key features of the concepts studied and how to think critically and problem solve. Assessment is through two written examinations one from each of the Units outlined below.

#### **Unit 3 Religion and Morality**

- Topic 1 Religious Attitudes to Matters of Life (Medical Ethics)
- Topic 2 Religious Attitudes to the Elderly and Death
- Topic 3 Religious Attitudes to Drug Abuse
- Topic 4 Religious Attitudes to Crime and Punishment
- Topic 5 Religious Attitudes to Rich and Poor in British Society
- Topic 6 Religious Attitudes to World Poverty

#### **Unit 4 Religious Philosophy and Ultimate Questions**

This unit is intended to begin philosophical thinking at GCSE, focussed on matter linked to the Philosophy of Religion. It encourages pupils to reflect upon ultimate questions about the meaning and purpose of life, and to develop their own reasoned response to those questions. In the examination, pupils will be expected to illustrate their answers by reference to actual arguments put forward by philosophers in relation to the issues.

- Topic 1 The Existence of God
- Topic 2 Revelation
- Topic 3 The Problems of Evil and Suffering
- Topic 4 Immortality
- Topic 5 Miracles
- Topic 6 Science and Religion

This GCSE will give the pupil a beneficial insight into many of the issues that confront us during our lives. The course provides an excellent basis for moving on to an A Level in the Philosophy and Ethics or IB Philosophy. Whatever career path chosen, pupils will find philosophical training extremely helpful in developing the ability and confidence to debate and reason in writing and in open discussion. Universities and employers place great value on these skills.

## **Sciences: GCSE Biology, GCSE Chemistry & GCSE Physics**

**AQA BIOLOGY ( GCSE 4411 )**

**AQA CHEMISTRY (GCSE 4421)**

**AQA PHYSICS (GCSE 4431)**

science@felsted.org

Pupils who take this option will follow a science course leading to three individual GCSE qualifications. Pupils will have five lessons per fortnight with a subject specialist in each of Biology, Chemistry and Physics. There will also be one lesson per fortnight of Science where pupils can study the “How Science Works” unit and undertake ISAs. This course will give the student a broad science-based curriculum providing an excellent basis for the study of Science subject in the Sixth Form.

An ISA (Investigative Skills Assessment) is a practical activity set by AQA where pupils obtain their own data through experiment. This is followed by an externally set, internally assessed test of 45 minutes duration. These ISAs provide a fair and rigorous assessment of a pupil’s ability to undertake practical work. It is envisaged that pupils will undertake at least two ISAs for Biology, Chemistry and Physics with the best selected for submission to the examination board. The ISA mark accounts for 25% of the final GCSE mark. The remaining 75% is assessed by three 45 minute written papers available at Foundation and Higher Levels.

Pupils are encouraged to develop their ability to understand important scientific concepts and make informed decisions about scientific issues. They will be able to understand and reflect critically on the information presented in the media or other sources. Pupils will use ICT as well as more traditional sources of information to carry out their own research. They will have to select, organise and present information clearly and logically, using appropriate scientific terms and conventions, again using ICT skills when necessary.

### **AQA BIOLOGY (GCSE 4411)**

<b>Unit</b>	<b>Weighting</b>	<b>Summary of content</b>
Biology 1	25%	Body systems, homeostasis, health & exercise, effects of drugs, diseases and immune system, ecology, variation & inheritance, human influence on the environment.
Biology 2	25%	Animal and plant cells, osmosis and diffusion, photosynthesis, energy and food chains, decomposition, recycling, carbon cycle, enzymes, respiration and homeostasis, genes and inheritance.
Biology 3	25%	Diffusion and osmosis, the circulatory system, gas exchange and respiration, the kidney and dialysis, micro-organisms and their uses.
Biology ISA	25%	Investigative Skills Assessment.

## AQA CHEMISTRY (GCSE 4421)

Unit	Weighting	Summary of content
Chemistry 1	25%	Atoms & molecules, material properties, use of metals, fuels from oil, polymers, use of plant oils, earth and atmosphere.
Chemistry 2	25%	Sub-atomic structure, periodic table, ionic, covalent and metallic bonding and structures, reactions and synthesis, rates of reaction, exothermic and endothermic reactions, ions and solutions.
Chemistry 3	25%	The development of the periodic table, acids and bases, water, energy calculations, chemical analysis.
Chemistry ISA	25%	Investigative Skills Assessment.

## AQA PHYSICS (GCSE 4431)

Unit	Weighting	Summary of content
Physics 1	25%	Thermal processes, energy, electricity usage and generation, waves and EM spectrum, radioactivity, the Big Bang theory.
Physics 2	25%	Motion, forces, kinetic energy and energy transfer, momentum, static electricity, electrical circuit behaviour, mains electricity and safety, nuclear fission and nuclear fusion.
Physics 3	25%	Turning forces & circular motion, light and sound, electromagnetism, stellar astrophysics.
Physics ISA	25%	Investigative Skills Assessment.

Various visits, lectures and other activity days take place throughout the course to enhance and broaden the pupils' experiences.

## ***Support for Learning***

Support for Learning provides an opportunity for all those who need support to achieve their very best. A combination of highly experienced and well qualified teachers and teaching assistants offer support both in small groups and individually to suit students learning needs. The aim is to lead students through the challenges of GCSE by determining individual learning styles, supporting organisation, developing study skills and literacy and numeracy skills within the context of curriculum subjects. The 'open house' policy allows students access to the department at all times of day and on a Tuesday evening during Prep sessions.

The Support for Learning Department supports identified students in class for GCSE subjects, including English, Mathematics and Science, allowing for individually designed programmes. Students are also able to 'drop-in' when necessary. Students are not withdrawn from other lessons but may choose Support for Learning as a timetabled option.

Contact with parents is actively encouraged: parents' support is seen as invaluable and crucial to the work of the department.

### **Criteria for choice of Support for Learning:**

Support is desirable for any student who has or has previously had:

- Difficulty with literacy skills including reading comprehension and writing tasks
- Organisational difficulties
- Slow processing and work rates
- Weak revision strategies
- Difficulty with understanding and information retention
- Difficulty with Maths
- A previous need for support

### **Advantages to students:**

#### **The likely improvement in quality of work and GCSE results:**

Improved study skills  
Increased independence  
Improved self esteem

There is an additional charge which is £160 per term and, if appropriate, this includes testing and reports for external examination boards whilst at Felsted School.

## ***English as a Second Language***

Students, for whom English is not their first language, who are identified as needing additional English language support are advised to opt for ESL as one of their five optional GCSE subject choices. Although this will result in one less GCSE, it is recommended if pupils are to achieve their potential in the mainstream curriculum.

English as a Second Language lessons are provided in small groups alongside the mainstream curriculum. When deemed appropriate by the ESL coordinator, the group is taught as a whole and is given lessons focussing on each of the skill areas in English – speaking, reading, writing and listening. In addition, each student who takes English as a Second Language lessons has a formal personalised learning plan, developed by the ESL coordinator, to focus lesson content on each students' individual needs and areas of weakness. When working individually the ESL coordinator will monitor and measure progress.

Outside of formal lessons, there are two lunchtimes and one after school “ESL clinic” for students to work on their individual learning plans and to receive guidance and support with their other academic subjects including their coursework, class work and prep. There is also a supervised prep session on a Wednesday evening from 7.30 - 9.00 pm when students may work on their prep under the guidance of the ESL coordinator.

In the mainstream classroom, Felsted School also has a number of specialist Support Assistants, whose role is to provide support for ESL students. These professionals are trained to support the mainstream classroom teacher and are familiar with the specific needs of the ESL student in the mainstream.

For the academic year 2010-2011 the tuition fees charged for English as a Second language will be at a flat rate of £160 per term, which is automatically billed each term.

We are dedicated to internationalism at Felsted School and want to do all that we can to ensure that each student achieves their full potential both academically and socially during their time at the School. It is our belief that the ESL support offered at Felsted will maximise the chance of this.

## Curriculum Enhancement

### ***Curriculum PE***

**Year 10:** a 32 week course that expands on the pupils’ skills and understanding from their Year 9 foundation course. All pupils study six different areas of Physical Education: gymnastics, athletics, health and fitness, net and wall sports, swimming and games activities. During the course pupils will evaluate and improve their performance while developing, selecting and applying skills and tactics. The course will contribute to their understanding of how regular exercise enhances a healthy lifestyle.

**Year 11:** a 12 lesson course where we concentrate on life skills. Pupils will have the opportunity to learn about refereeing, umpiring and coaching. In addition, they will be taken through a basic Life Saving Course and will learn the skills necessary to perform CPR. The remaining lessons will be used to further develop pupils understanding of the components of fitness and how to improve their technical expertise in a variety of physical activities.

### ***PACE*** (Personal and Citizenship Education)

Pupils will study three board themes:

**Personal Well Being** - pupils will consider and reflect on their personal development, including the role that relationships will play in their lives.

**Citizenship** - pupils learn about their rights, responsibilities, duties and freedoms, and about laws, justice and democracy. They learn to take part in decision-making and different forms of action.

**Economic well being and financial capability** -through their learning and experiences inside and outside school, pupils will learn about the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as informed consumers and learn to manage their money and finances effectively.