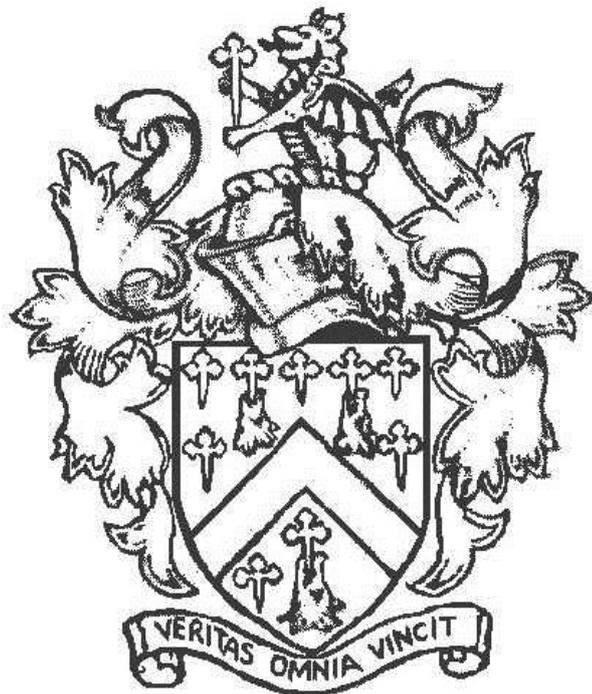


Reading Blue Coat School



GCSE Options
2017 – 2019

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The GCSE Curriculum

Introduction

Choosing the right GCSEs involves many difficult and important decisions. To help you in this process, a summary of the different subject areas has been prepared by each Head of Department. This will give you an outline of the content and assessment procedure for each subject. In addition, information outlining the GCSE curriculum and the options pattern is attached.

The Options

English Language and English Literature, Mathematics, Science, a Modern Language and Religious Studies are all compulsory. Religious Studies GCSE will be examined at the end of Year 10.

There are **twelve** option subjects: Art, Computer Science, Design Technology, Drama, Geography, Geology, History, ICT, Latin, Music, Physical Education and a second Modern Language. From these ten subjects, **three** are chosen. In almost all cases, we are able to offer pupils the three subjects they have chosen. However, your son should also indicate a reserve choice, which can be substituted in the unlikely event of one of their first three choices being unavailable. **It is far more likely that there will a problem fitting in the choices if neither History nor Geography is chosen.**

If the take-up of any subject offered does not produce a class which is academically viable, we reserve the right not to timetable it. Physical resources may require us to limit the numbers of pupils that study a subject if the number of pupils choosing it is too large. In this case, the pupils will be selected on their performance in the subject, or a related subject, during Year 9.

In addition, pupils study Physical Education as a non-examined subject (in Year 11 only), PSHE (Personal, Social and Health Education) and participate in Games and Activities.

Recent Reforms

Under Michael Gove, the government launched a series of reforms to GCSE. The GCSE specifications taught at Blue Coat have therefore undergone considerable change over the past year. As we do IGCSE in many subjects, they have not experienced such significant change but all GCSEs and IGCSEs are having to change their grading system.

Incrementally, from this summer onwards, GCSEs and IGCSEs will be graded differently from before. The exception to this is English Literature, which will still be graded A*-G. In all other subjects, a numerical grading system of 9-1 will replace the current system of A*-G, with 9 as the highest achievable grade and 1 as the lowest (although there will also be a grade U for those who fail to achieve the minimum requirements for grade 1).

Grade 5 will be considered a 'good pass', with performance tables focusing on students achieving grades 9-5. The old system takes a grade C as a benchmark for a 'good pass', but the new grade 5 will be equivalent to a low B or high C – thus a 'good pass' mark will become harder to achieve than previously.

The new system has been designed to reveal differences between candidates at the top end of the spectrum. The current top two grades (A* and A) will be replaced with three top grades (9, 8 and 7). Grade 9 is being referred to by some as an A**, as it will only be awarded to approximately the top 3%.

At Blue Coat, our assessment of pupils will increasingly reflect these new grades, as will the half-term grades, which will now be based on a 9-4 scale.

Making the Choices

At Blue Coat, we believe that the curriculum up to the end of Year 11 should be broad. This is to ensure that pupils continue to develop skills gained from studying as wide a range of subjects as possible, giving them the ability to develop their own interests and to retain some flexibility with regard to the subjects they will go on to study at A level. However, we recognise that each child is different and so, within our options system, we recognise that some pupils may benefit from choosing 'practical' subjects whereas others may not.

The recent emphasis on an 'English Baccalaureate' the School finds to be rather narrow: for example, we would argue that the fact all our pupils study Religious Studies provides them with the experience of a 'humanity', whereas the government does not. We therefore believe strongly in pupils retaining breadth in their academic subjects without necessarily adhering to the government's prescription.

Choices made will be checked for their balance and suitability. **There are some combinations that are impossible to timetable. These are principally those which contain more than two 'practical' subjects – for example, more than two from Art, Design Technology, Drama, Physical Education and, possibly, Music.**

Discussions and Decisions

When making choices, pupils should ask themselves questions such as 'which subjects do I enjoy?', 'what am I good at?', 'what will I be studying?', 'how is the course assessed?' and 'how much coursework is involved?'. Pupils should then speak with Mr Yates, Director of the Middle School, their subject teachers and their form tutor for advice on the wisdom of the choices being considered.

The information in this booklet naturally gives you the opportunity to discuss potential choices with your son. You will also receive a full written report from your son's subject teachers just before half term, giving a clear picture of their current progress and potential. All pupils are also being individually counselled by their tutor.

The Parents' and Pupils' Consultation on **Tuesday 28th February** gives you an opportunity to finalise decisions following discussion with subject staff. Mr Yates and your son's tutor will deal with most matters of general advice and I will be available should you need advice on how the options process works.

Once all the discussions are complete, please fill in the form at the end of the booklet and **return by Monday 6th March**. All data will then be built into the timetable. Naturally, some modification of decisions may be possible subsequently to reflect performance in the summer examinations.

Monitoring of Progress

Overseen by Mr Yates, the monitoring of pupil progress occurs throughout their GCSE courses. Form Tutors have an important role in this process and pupils and parents should refer to them if difficulties arise. It is usual for Form Tutors and their tutor groups to remain unchanged from Year 9 to 11. Regular reporting to parents continues through the use of half-term grades, formal written reports and parents' consultations.

The Future

Most pupils will wish to continue at Blue Coat to do their 'A' level examinations. Our current requirements are naturally based on the current GCSE grading criteria and these will be revised in the light of the move to numerical grades. We will consider this carefully before arriving at a firm policy on this.

However, in the meantime, it would be helpful for you to be aware that we currently expect a minimum of seven passes at grade C or above, of which four are to be at least at grade B and two at grade A. Pupils wishing to study Maths, Economics, Biology, Physics and Chemistry must have an A grade in that subject at GCSE (or the relative component if studying Double Award Science). In other subjects, it is expected that pupils will have at least a grade B. Most of our pupils qualify to enter the Sixth Form.

The Sixth Form at Blue Coat consists of three A level subjects, one chosen from each of three blocks, which are devised according to student choice. New subjects such as Business, Drama and Theatre, Economics, Government and Politics and Psychology are added to those studied at GCSE. Students also opt from within the Enrichment Block, which has a wide variety of subjects to choose from, several not being offered at A level. These include Classical Civilisation, Electronics and Film Studies. Students will complete an AS in their enrichment subject over two years. Alternatively, they can complete the Extended Project Qualification, preferably by the end of Year 12, to enable them to impress university tutors of their commitment to a particular course.

Fees

Parents are responsible for all examination fees incurred by Year 11 pupils. Currently the fee for each GCSE subject is approximately £30, although this varies from subject to subject and board to board.

Mr Philip Rowe
Deputy Head (Academic)
January 2017

Compulsory Subjects



FIRST LANGUAGE ENGLISH: IGCSE

Exam Board: CIE

Syllabus Code: 0500

*First Language English at IGCSE is taught concurrently with **English Literature (Syllabus Code 0486)**, a separate IGCSE, for which we enter all candidates.*

There are obvious but often unstated reasons why the study of English is essential: it enables pupils to understand their own language more thoroughly and thus helps them to communicate more accurately and appropriately in any situation. Their ability to deal with all that they hear, read and experience will, by the study of English, be immeasurably enhanced.

The CIE First Language English Course is divided into two distinct, but complementary elements.

The first is coursework. This element accounts for 50% of the pupil's final grade. Pupils' coursework will consist of three written tasks although teachers may, at their discretion, complete more than this to maximise the opportunities available for students to achieve top marks. Redrafting of coursework is allowed by the examination board, but pupils should do all work themselves, with little parental or teacher support. Through their coursework, pupils are developing transferrable skills by looking at a wide variety of texts (anything from travel literature to journalism to report-writing) and by writing with a wide variety of purposes in mind. Pupils will be taught, for example, how to write persuasively, argumentatively and entertainingly.

The second element is the examination. At the end of Year 11, the pupils will sit one paper of two hours. This will account for the remaining 50% of the pupil's grade. The examination is called **Paper 2: Reading Passages**. Questions will relate to two passages of approximately 600-700 words each, linked by a common theme. These passages will be printed on the question paper.

Mr Malcolm Stewart

ENGLISH LITERATURE: IGCSE

Exam Board: CIE

Syllabus Code: 0486



We want our pupils to be enthusiastic readers who take great pleasure from the literature that they encounter. The study of English Literature complements the study of English at IGCSE level. By studying a variety of literature in detail, candidates will begin to understand meaning independently, and will develop into discerning, analytical and critical readers.

In English Literature, there is no coursework, with the course being assessed through terminal examination. This takes three parts:

- an **unseen examination** (1 hour 15 minutes – 25% of final grade), during which candidates must explore a text which they have never come across before.
- a **set texts: closed books examination** (1 hour 30 minutes – 50% of final grade) on a novel and collection of poetry studied during the course.
- a **set text: open book examination** (45 minutes – 25% of final grade) on a play studied during the course.

The current syllabus offers the following possibilities for study 2017 - 2019:

DRAMA

Arthur Miller *A View From the Bridge*

William Shakespeare *Macbeth*

Terence Rattigan *The Winslow Boy*

POETRY

Either a selection of poetry by Gillian Clarke, or a selection of poetry by numerous poets taken from the Nineteenth and Twentieth Century.

PROSE

Jane Austen *Mansfield Park*

Charles Dickens *Hard Times*

Kate Grenville *The Secret River*

Alan Paton *Cry, the Beloved Country*

A selection of short stories published by Cambridge University Press

Mr Malcolm Stewart

MATHEMATICS: IGCSE

Exam Board: Edexcel

Syllabus Code: 4MA1 Specification A



Students are entered for the international examination IGCSE. In common with many other independent schools, we believe that this examination is better suited to our students than is GCSE. The content is appropriate both as a final examination for those not continuing with the subject and a firm basis for those continuing to A level and beyond. It is accepted as equivalent to GCSE for University entrance.

Content

The course builds on the foundations of the first three years and continues courses of study in number, algebra, geometry, statistics and an introduction to calculus.

External Assessment:

2 x 2 hour papers (50% each).

Both papers test all areas of the syllabus and require the use of a scientific calculator.

There is no coursework component.

Internal Assessment:

- i) Regular module tests throughout the course.
- ii) Examinations at end of Year 10.
- iii) Mock examinations in Year 11.

Students will be placed in five ability sets. It is expected that all students will be entered for Higher Tier (grades 9-1). We expect that all students will gain a solid knowledge and understanding of the entire syllabus and students in higher sets will become familiar with material well beyond the IGCSE course.

MATHEMATICS: LEVEL 2 CERTIFICATE IN FURTHER MATHEMATICS

Exam Board: AQA

Syllabus Code: 8360

This examination is offered to a small number of students in year 11; however much of the material is taught to the whole of set 1 during year 10 & 11.

The AQA Level 2 Certificate in Further Mathematics places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It gives high achieving students an introduction to AS level topics that will help them to develop skills in Algebra, Geometry, Calculus, Matrices, Trigonometry, Functions and Graphs.

Assessment is linear: paper 1, written paper (non-calculator) carries 40 per cent of marks and paper 2, written paper (calculator) carries 60 per cent of marks.

Mr Richard Shuttleworth

MODERN LANGUAGES: IGCSE

Exam Board: Edexcel

Syllabus Code:

French 4FRO

German 4GNO

Spanish 4SPO



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Languages at IGCSE are designed to give students the opportunity to learn to communicate with confidence in a foreign language, as well as learn to appreciate the culture of another country. Not only are languages regarded as a highly valued asset by many employers, but the course allows students to develop their own self confidence and communication skills, which are indispensable in later life.

Students will cover a number of key topic areas at IGCSE which are of relevance to the lives of young people, such as health and sport, media and travel and the wider world. The topics are taught through the medium of the four skills of reading, writing, listening and speaking. As well as using course books, the students will have the opportunity to participate in a wide range of additional activities throughout the course, including role plays, presentations, independent reading, video recording, language games and interactive activities in the computer room. In Year 11, students will have the chance to speak with the language assistant once every three or four weeks in a small group. As part of the course, students in German are offered the opportunity to participate in an exchange, where they will be able to practise their language skills in authentic situations. Pupils learning French and Spanish have been offered the opportunity to visit the country in Year 8 and 9.

All four language skills are assessed by examinations taken at the end of Year 11. There are three examinations, all of which are based on the topics taught:

- **Listening** (50 minutes – 25% of final grade). Candidates hear a number of passages in the foreign language and respond with non-verbal responses, such as ticked boxes or matching exercises. Some passages will require a brief response in the language.
- **Reading and Writing** (1 hour 30 minutes – 50% of final grade). Candidates tackle five reading comprehension passages of varying length and difficulty. They will also write two pieces in the language, one piece of 50 words and one of 150 words.
- **Speaking** (10 minutes – 25% of final grade). Candidates prepare and present a picture of their choice (based on a topic area studied). This is followed by a general conversation on two of the topic areas studied.

Mrs Sally Head

SCIENCE: IGCSE

Exam Board: Edexcel

Syllabus Code:

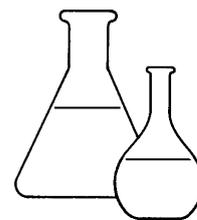
OR

Science (Double Award) 4SCO

Biology 4BIO

Chemistry 4CHO

Physics 4PHO



The aims of the course are for every pupil to achieve a sound and comprehensive knowledge of basic scientific concepts and an awareness of the impact that Science has on their everyday life. Students will develop skills in research, investigation and communication of scientific ideas. Pupils who choose not to study Science beyond GCSE will gain a strong scientific background, whilst those intending to undertake Science A levels will have an excellent foundation upon which to further their knowledge.

The IGCSE Science course starts in Year 9 with pupils studying Biology, Chemistry and Physics as separate disciplines. Pupils in Year 9 are broadly set into three bands according to ability though all students will study the same material. At the end of Year 9 students will be offered to study either Double Award (two IGCSEs in Science where each GCSE comprises of a third Biology, Chemistry and Physics), or Triple Award (separate IGCSEs in Biology, Chemistry and Physics).

Pupils are set in Years 9 and 10 in order to ensure that every student has the chance to achieve their maximum potential whilst studying the Sciences to GCSE level. The Triple award Science sets will explore concepts in greater depth but these must be covered at a significantly faster rate.

Those studying the Double Award will have the benefit of spending more time consolidating key concepts and revising and developing the skills necessary to succeed in the Sciences. Both qualifications are ample preparation should the student wish to study any of the disciplines at A level and beyond.

The accelerated learning necessitated to achieve the triple award qualification means that this is not suitable for every student. The decision whether to offer the opportunity to study for the additional material is made by the School in the interest of the individual pupil and there is no question of a dual award qualification disadvantaging a pupil at A level.

If students are offered the opportunity to study the Triple Award at the end of Year 9, they may opt to study Dual Award Science if they feel this is a more appropriate qualification.

Content:

Both the Double Award and Triple Award specifications follow the themes listed below. Those students taking the third IGCSE will encounter additional facets within these topics.

Biology

The nature and variety of living organisms
Biological molecules and cells
Key physiological processes in humans and plants
Reproduction & inheritance
Ecology & the environment
Use of biological resources (including cloning)

Chemistry

Principles of Chemistry
Chemistry of the elements
Organic Chemistry
Physical Chemistry
Chemistry in Society

Physics

Forces and motion
Electricity
Waves
Energy resources & energy transfer
Solids, liquids & gases
Magnetism & electromagnetism
Radioactivity & particles
Astronomy

Assessment

The IGCSEs do not require students to complete any coursework or a controlled practical assessment. All practical ideas are examined within the theory papers.

Double Award:

Students will sit papers in Biology, Chemistry and Physics lasting two hours each. Each paper contributes a third towards the two GCSEs.

Triple Award:

Pupils will sit two papers for each discipline. In addition to the two hour papers sat by dual award students there is an hour and fifteen minute long assessment, examining the core and additional content studied.

The 2 hour paper in each subject contributes 61.1% of the marks towards the respective IGCSE whilst the shorter paper accounts for the remaining 38.9%.

Mr Michael Jerstice

RELIGIOUS STUDIES

Certification Title: AQA GCSE Religious Studies (Specification A)

Syllabus Code: 8062



The course is open to candidates of any religious persuasion or none, but is designed to promote an enquiring, empathetic and critical approach to the study of religion. Half the course is a study of Christian and Islamic beliefs and practices. The second half is a study of four themes, which are explored from Christian, Muslim, and secular perspectives.

Content

Starting in Year 9, all pupils will cover the following units:

Component 1:

The study of Christianity: beliefs, teachings, and practices

Beliefs and teachings: the nature of God, sin, the person of Jesus, salvation, Resurrection, eternal life.

Practices: various types of worship, prayer, sacraments, pilgrimage, celebrations, role of the Church both social and spiritual, mission and evangelism, the experience of the worldwide Church (including persecution), the work of one Christian charity.

The study of Islam: beliefs, teachings, and practices

Beliefs and teachings: six articles of faith in Sunni and the five roots in Shi'a, the nature of God, angels, afterlife, authority, prophethood, Qur'an and other holy books, imamate of Shi'a Islam.

Practices: Five Pillars, jihad, Ten Obligatory Acts of Shi'a, Shahadah, Salah, Sawm, Zakah, Hajj, festivals.

Component 2:

The study of four themes from Christian and Muslim (and secular) perspectives:

Theme B: **Religion and life:** including abortion, euthanasia, animal experimentation, origins and value of universe, and of human life

Theme C: **The existence of God and revelation:** arguments for the existence of God, revelation, visions, miracles

Theme E: **Religion, crime and punishment:** Factors in the causes of crime, mental illness, different types of crime, aims of punishment, types of punishment, treatment of criminals, forgiveness, death penalty

Theme F: **Religion, human rights and social justice:** prejudice and discrimination, rights and responsibilities, equality, wealth, poverty, charity

Each Component equals 50% of the total marks for the Full GCSE Course. Component 1 will be examined in one paper of 1 hour 45 minutes. Component 2 will be examined in one paper also 1 hour 45 minutes. We expect all pupils to complete the Full Course. There is no coursework.

Each question on the examination paper is divided into 5 parts 1 to 5 and should be completed by the pupil in 26 minutes plus extra time if required.

Assessment

This course will be assessed by examination only at the end of Year 10.

Mr Benjamin Clark

Option Subjects



ART, CRAFT & DESIGN

Examination Board: EDUQAS (WJEC)

Syllabus Code: C650QS

*This title is designed to promote learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. The emphasis is on an increased breadth of approach commensurate in demand with the depth of other specialist titles. It is emphasised that the title 'Art, craft and design' is **not** the same as the title 'Fine Art'.*

*This title offers flexibility in content and approach and the opportunity to explore and create work associated with areas of study from **at least two titles** listed below.*

Students undertaking the art, craft and design title are required to demonstrate the knowledge, skills and understanding set out in the introduction to Section 2. Students are required to demonstrate the ability to realise creative intentions relevant to areas of study drawn from at least two of the following titles:

- Fine art
 - Graphic communication
 - Three-dimensional design
 - Critical and contextual studies.
-

Course Structure

Portfolio	60%
Set Task	40%

Portfolio – Students will be required to generate a broad based portfolio of work. This will consist of two diverse projects exclusively created within the confines of the Department's studios. The Department reserves the right to alter project structure in accordance to the specific strengths and weaknesses of any particular year group. However, learners can expect to be challenged by aspects of Fine Art, Graphics, Illustration and 3D. Thus, total focus, superior organisational skills, self discipline and considerable maturity will be required to achieve a respectable grade.

Set Task – The course culminates in a controlled test. Preparation for the examination will take place over a four month period, during which students will engage in extensive investigation, research and analysis. Thus preparation work and the final examination piece will be marked as one whole unit.

Mr Robert Wallis

COMPUTER SCIENCE

Exam Board: OCR

Syllabus Code: J276



Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether you want to be a scientist, develop the latest killer application, or just know what it really means when someone says “the computer made a mistake”, studying computing will provide you with valuable knowledge.

Computing Central to all of these things we take for granted are computers: hardware, software and innovative applications. Indeed, computer science is an extraordinarily creative enterprise. It has changed the way we live, has propelled our economy forward through innovation and will continue to do so for the foreseeable future. Still, it might not be clear what “Computer Science” is. Perhaps a better term for what we study is “computational thinking”. Computational thinking primarily emphasizes that we are interested in problem solving with computers.

ICT deals with the purposeful application of computer systems to solve real-world problems, including issues such as the identification of business needs, the specification and installation of hardware and software, and the evaluation of usability.

The fun of Computing! Through this study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this way, the course will stimulate interest and engagement with technology and technology-related careers. The course would suit students with a strong mathematical background and a scientific and logical way of thinking.

Computer systems (J276/01) 40% Exam 90 minutes.

This component will introduce students to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that students will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. It is expected that students will draw on this underpinning content when completing the Programming Project component.

Computational thinking, algorithms and programming (J276/02) 40% Exam 90 minutes

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging students to apply this knowledge and understanding using computational thinking. Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will become familiar with computing related mathematics.

Programming Project (J276/03/04) Non Examined Assessment 20 %

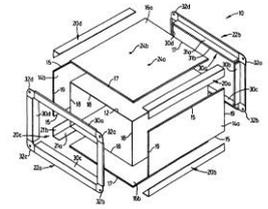
This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

Mr Scott Yates

DESIGN TECHNOLOGY

Exam Board: AQA

Specification Code: Resistant Materials Technology 4562



Design Technology 'Resistant Materials' is ideally suited to the student who enjoys problem solving and is able to work in both two and three dimensions. It encourages creative and innovative thinking and prepares students for a future in engineering, architecture (leading on to a separate dedicated strand at A Level), graphic design and advertising. There is emphasis on 20th century design history. The department runs popular study trips to support this with recent visits to Vienna, Copenhagen and Budapest. Next December we will be travelling to Milan and Venice. Sustainability and responsible design are also integral aspects of the course. Students who follow this programme to GCSE will learn to think holistically and turn their ideas into realities. This is the foundation for the Product Design A Level.

The course is made up of two separate units:-

Unit 1: Written Paper (45601)

2 hours – 120 marks – 50%

All candidates answer set questions in two sections of a single examination paper. Pre-release guidance is issued for part of this.

The specification includes knowledge of the three main resistant materials (metals, polymers and timbers), smart materials, nanomaterials, design and market influences, sustainability of design, Computer Aided Design, Computer Aided Manufacture, the design cycle and processes, social, moral, economic and cultural influences upon design, consumer rights, health and safety issues within manufacture, manufacturing processes, joining techniques, component adhesives, applied finishes and industrial practices.

Unit 2: Design and Making Practice (45602)

(Controlled Assessment)

Approximately 45 hours – 90 marks – 50%

A single design and make activity will be selected from a range of options consisting of the development of a made outcome and a concise supporting design folder produced using PowerPoint or a similar presentation based program. Candidates will be evaluated across all areas of the design cycle and are expected to conduct relevant design research, create multiple design proposals, create a single working solution and to evaluate the resulting product according to their own brief and specification.

Mr Harvey McGough

DRAMA

Exam Board: WJEC Eduqas

Syllabus Code: 601/8420/6



The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. It gives students a broad and balanced experience of drama.

The course promotes the enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Learners are given opportunities to participate in and interpret their own and others' drama. Learners investigate a practitioner of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a playtext. Learners will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination.

Component 1 - Devising Theatre

Non-exam assessment: internally assessed, externally moderated

40% of qualification

Learners are required to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.

In addition to a live performance to an audience, learners produce a portfolio of supporting evidence and write an evaluation under supervised conditions.

Component 2 - Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner

20% of qualification

Learners are required to participate in a performance from a published text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.

In addition to a live performance to an audience, learners submit their artistic intentions to the examiner in the form of a short report.

Component 3 - Interpreting Theatre

Written examination: 1 hour 30 minutes

40% of qualification

This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre. Pupils will be expected to attend up to five live theatre performances for each year of the GCSE course. These are compulsory trips which will enrich their own creative work.

Mrs Natasha Coccia-Clark

GEOGRAPHY: IGCSE

Exam Board: Edexcel

Syllabus Code: 4GE1



Geography is a dynamic and relevant discipline that provides a bridge between the scientific and artistic academic traditions. Young geographers develop a framework of spatial awareness that ranges from the local to the global. They recognise and understand global concerns and acknowledge their responsibilities as citizens. Teaching and learning opportunities are many and varied, as fieldwork, use of media, application of appropriate technologies and enquiry are all features of the geography classroom.

Course Structure

There are four units, each concentrating on the interaction between people and environments.

The Nature of People and the Environment

Coastal Environments

Hazardous Environments

People and their Environments

Ecosystems and Rural Environments

Urban Environments

Global Issues

Fragile Environments

Fieldwork

Students are required to attend two day field trips during Year 10.

Assessment

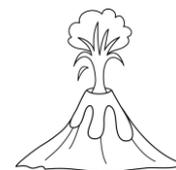
Candidates are assessed through **two separate examinations** at the end of the taught element. **There is no coursework.** The first examination is one hour and ten minutes in duration and will cover aspects of Physical Geography. The second examination lasts one hour and forty five minutes and will cover Human Geography themes as well as Global Issues. All answers are written on the paper and a combination of both short and long responses are required. The examination will assess knowledge and understanding of the topics set out above and the fieldwork tasks undertaken on field trips. Questions may include reference to maps, satellite images, photographs or other stimulus material.

Mr Mike Baker

GEOLOGY

Exam Board: WJEC Eduqas

Syllabus Code: 603/0598/8



Geology is the study of the Earth, in particular its structure, evolution, mineral and energy resources and the processes involved in shaping its surface through its 4600 million year history. Geoscientists perform an essential role in society; they search for valuable deposits of natural resources such as uranium, iron, and oil. They also study and help to mitigate natural hazards such as landslides, tsunamis, volcanoes and earthquakes. Geoscientists determine the stability of dams, design suitable waste disposal sites and also find supplies of clean water. Geology is a very visual science which develops observational, spatial, time and problem solving skills. A common task for students is to present a possible explanation of the events that occurred to produce the landscape surrounding them. Once you have studied geology, you will see the world around you in a completely different light.

Content and Structure

Geology is a practical subject. A large emphasis is placed on developing practical skills, with students regularly carrying out experiments, analysing rocks, drawing fossils, testing minerals and interpreting geological maps. The course is split into 4 key geological ideas;

	Key Idea	What will be investigated?
Key Idea 1	Rock exposures contain evidence of how rocks were formed and how they are subsequently deformed.	The fundamental principles in Geology are covered in this module. Students will learn the skills to analyse and interpret the rock record by understanding the basic principles of Igneous, Sedimentary and Metamorphic rocks and how they become deformed.
Key Idea 2	Major concepts and techniques underpin our current understanding of the Earth and its history	This module investigates the major geological theories including that of The Rock cycle, Plate Tectonics and the origin and development of life on Earth.
Key Idea 3	Comparisons of the Earth with other planetary bodies within the Solar System provide evidence for the origin and evolution of both.	Students will discover and investigate the similarities and differences between natural Earth processes and those on other planetary bodies within our solar system.
Key Idea 4	Human interaction with the Earth can increase or reduce risk.	Earth Hazards such as volcanoes, earthquakes and tsunamis will be studied with particular emphasis on their prediction and mitigation. Students will also study the risk of acquiring resources and of building engineering projects.

Assessment

Paper	Assessment method?	What is involved?
1 - 1 hour 15	On-screen	Data and stimulus response questions including multiple choice, short and extended answers.
2 - 1 hour 30 m	Written paper	This assessment is wholly based on an area covered by a geological map. It will involve data and stimulus response questions including short and extended writing answers.

There is no coursework component in this GCSE. There will be a field trip in Year 10 where the pupils will complete two days in the field learning and developing new observation and practical Geology skills.

Mrs Rebecca Crossland

HISTORY: IGCSE

Exam Board: Edexcel

Syllabus Code: 4HI1



The IGCSE course has been chosen to give students an excellent opportunity to develop a real understanding of many key events and issues in 20th century history that have shaped the world we live in today. Studying History equips students with key academic skills, through reflection, argument and debate. The skills and knowledge acquired and tested throughout the course are a useful foundation for A-levels and in any future career.

Content and structure of the course

The course consists of 4 units of equal value.

In Year 10, students will study the following units, which are examined in Paper 1:

3: Germany: Development of dictatorship, 1918-1945. (Depth study)

In this unit, we study Weimar Germany, Hitler and the growth of the Nazi party, the nature of Nazi dictatorship, Nazi domestic politics, and the defeat of Germany in WW2.

6: A world divided: Superpower Relations, 1943-72. (Depth study)

This is a study of the Cold War from its beginnings, asking how the Cold War developed, looking at the various forms superpower rivalry took, examining the crises of Hungary, Berlin, and Cuba, and looking at the Thaw and moves towards Détente.

The questions asked in Paper 1 on the Depth Studies require students to provide written explanations of causation and consequence, and to provide structured answers; the final question on each unit could be viewed by parents as an 'essay' question. Analysis of a passage of historical interpretation is also included.

In Year 11 the students study the following units which are examined in Paper 2:

A4: The Vietnam Conflict, 1945-75. (Historical Investigation)

The course looks at Vietnam's struggle against France for independence, US foreign policy and intervention in Vietnam, confrontation in the war, the impact of conflict on civilians in Vietnam and on attitudes in the USA.

B4: Conflict, crisis and change: China, 1900-1989. (Breadth Study)

This unit looks at aspects of conflict, crisis and change that have affected this increasingly important country during its transition from imperial nation, through communist dictatorship, to the economic giant that it is today.

The questions asked in Paper 2 require the source work skills of comprehension, making inferences, cross-referencing, evaluating representations, explaining key features and examining change over time.

Assessment

At the end of Year 11, students take 2 exams, each worth 50% of the IGCSE, each lasting 1 hour 30 minutes.

Paper 1, the Depth Study exam, uses structured questions which require students to recall, select, organise and analyse their historical knowledge. Paper 2, on the Breadth Study and the Historical Investigation, tests the student's ability to interpret and analyse historical source materials.

There is no coursework or Controlled Assessment for this IGCSE course.

Miss Tanya van der Werff

ICT – INFORMATION AND COMMUNICATION TECHNOLOGY: IGCSE

Exam Board: Edexcel

Syllabus Code: 4IT0



IGCSE ICT expands and tests skills in the use of a wide range of ICT tools, whilst developing a deeper understanding of the underlying technologies and their impact on society. The course aims to educate students to meet the many and varied ICT challenges that they will encounter in the future both in education and the workplace.

Why study ICT?

- “The Internet? We are not interested in it.” Bill Gates (Microsoft) 1993
- It has become appallingly obvious that our technology has exceeded our humanity.
Albert Einstein

A qualification in Information Technology opens up a vast world of opportunities for work, not only within the technology industry but also in supporting roles within other industries. ICT students will develop technical skills and knowledge that goes without saying. They will also need other talents such as the ability to communicate clearly at all levels, to plan and to manage a project. Decision making and problem-solving are also important.

During this course, students develop the capacity to think creatively, innovatively, analytically, logically and critically as they look at ICT in a range of contexts to solve problems and develop an understanding of the effect of ICT on individuals, organisations and society.

- Improves confidence in areas such as apps, web page and games design
- Improves understanding of social networking and its impacts
- Enables students to keep up to date with IT and digital developments, at home and in the commercial world
- Explains how IT can help improve career options
- Provides students with IT skills they can use to solve practical problems

ASSESSMENT:-

Paper 1 (written) Systems and Applications in ICT (Exam 1 hour 30 minutes) (50%)

Paper 2 (practical) Applying ICT Controlled (Exam 3 hours) (50%)

Students study a range of ICT systems, as used in the home, at school and in society. Students are made aware of current and emerging technologies and the impact that advances in technology may have on themselves and others.

Mr Scott Yates

LATIN

Exam Board: OCR
Syllabus Code: J281



Latin offers students the chance to study elements of Roman language, literature and culture. The exciting breakthrough that will be made during the GCSE years is the appreciation of reading and analysing Latin literature in its original form. It is at this point that the grammatical work of the preceding three years comes into context. **As a result, therefore, the Latin GCSE qualification is only available to those who have continued with their study of Latin during Year 9.**

Latin students develop and acquire skills which are of great value in areas of academic study and employment. The importance of Latin in training the mind, promoting logical thought and clarity of expression by honing analytical skills, alongside developing linguistic ability is widely understood. Latin enhances an understanding of vocabulary and grammar which is beneficial to all subjects, whilst enriching knowledge of ancient history, including an appreciation of the foundations from which modern societies are based. This subject is highly respected and held in high regard amongst universities and employers alike. Due to the cross-curricular nature of the subject, it sits well with both Arts and Sciences and is a good introduction to the study of Classical Civilisation at A-Level.

GCSE Content: comprises of 3 modules which are all exam assessed.

Unit J282/01: Latin Language

Exam 1hr 30 minUTES

50%

This unit tests understanding of unseen Latin based on popular stories drawn either from mythology, Roman domestic life or Roman history. Students will have practised ample unseen texts in preparation. The exam will consist of a mixture of comprehension questions based on a passage of text and a section of unseen Latin to translate.

Unit J282/02/03: Latin Prose Literature

Exam 1hr

25%

A study of Latin prose literature in its original form. The set text authors for examination in 2018/19 will be taken from the Cambridge Latin Anthology and will include passages on the Druids and Boudicca's last stand in Roman Britain. This module tests skills of contextual analysis, interpretations of the text and study of narrative techniques.

Unit J282/06: Literature and Culture

Exam 1 hr

25%

A study of Roman daily life, history and culture through the analysis of different sources using both primary and secondary evidence. A range of source material will be studied and the topics set for 2018/19 are Roman Entertainment and Myths and Beliefs. This module also tests skills of analysis and interpretation.

Miss Natalie Evans

MUSIC

Exam Board: OCR
Syllabus Code: J535



Music GCSE enables students to explore performance and composition with a focus on their own instrument and genre of choice. Through various genres, styles and eras in the four Areas of Study they will explore musical context, musical language performance and composition skills.

Unit 1 – Integrated Portfolio 30%

Candidates must record one performance on their own instrument and one composition for their own instrument. The composition brief is set by the student and can be in a style of their choosing.

Unit 2 – Practical Portfolio 30%

Candidates must record one performance, which must be an ensemble, and a composition to a brief set by the exam board. The ensemble performance must be a minimum of one minute long.

The combined length of performance for Units 1 and 2 must be a minimum of four minutes.

Unit 3 – Listening and Appraising 40%

The listening test is a written examination in which candidates will have to answer questions about extracts of music from four Areas of Study – The Concerto through the Ages, Rhythms of the World, Film Music and Conventions of Pop. The examination is approximately an hour and a half long.

Pupils will be expected to take lessons on an instrument or voice and participate in an ensemble and choir.

Mr Jonathan Bowler

PHYSICAL EDUCATION

Exam Board: AQA GCSE

Syllabus Code: 8582



The AQA GCSE Physical Education specification provides pupils with an opportunity to study both the practical and theoretical aspects of Physical Education. New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies. Through studying the course, pupils will be able to develop an understanding of effective and safe physical performance. They will be able to appreciate the necessity for sound understanding of the principles and practices that underpin improved performance as well as better health and well-being.

Content and Structure

The specification is designed to develop knowledge and understanding of the factors that affect performance and participation in physical activities.

Requirements to study Physical Education at GCSE

Along with in depth theoretical content there is a significant practical element to the course and pupils must be physically capable of applying themselves to an adequate standard in a minimum of three sports. There is no doubt that the course suits the more able practical performer, and a strong interest and understanding of a wide range of sporting activities as well as a commitment to school sport is essential.

Assessment

Pupils are assessed in the following ways:

- Two written exam papers 60% (Paper 1 - 30%, Paper 2 - 30%).
- Coursework 40% (assessment in 3 player/performer activities - 30%, written task - 10%)

Written examination will comprise of two seventy five minute examination papers. Both papers will be a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 1 will focus on the human body and movement in physical activity and sport:

Applied Physiology and Anatomy

Movement Analysis

Physical Training

Use of Data

Paper 2 will focus on the socio-cultural influences and well-being in physical activity and sport:

Sport Psychology

Socio-cultural influences

Health, Fitness and Well Being

Use of Data

The coursework component is worth 40% and pupils will be assessed in their practical performance in three different activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or an individual activity - 30%). For the final part of the practical assessment pupils will have to evaluate and analyse their performance to bring about improvement in one activity.

Mr Gerwyn Wilson



Reading Blue Coat School

Please return to: Mr Rowe
Reading Blue Coat School

by: Monday 6th March 2017

Name of Pupil: _____

Tutor Group: _____

My son has chosen the subjects indicated below:

Signature: _____ Date: _____

Compulsory Modern Language: _____

Options

1. _____

2. _____

3. _____

Reserve Choice: _____

Selecting Modern Languages

If you wish to study **one language**, only put French, German or Spanish as required in the box for Compulsory Modern Language.

If you wish to study **two languages** put French in the Modern Language box and the second, either German or Spanish, in as Option 1.