



ER 1597

ALDENHAM SCHOOL

Elstree, Hertfordshire

GCSE

**A Guide to Courses
2017-2019**

The Academic Programme at GCSE

Pupils at Aldenham study a number of important **Compulsory Subjects** and choose **additional Optional Subjects** to broaden their learning and provide a firm foundation for further study.

The Compulsory Subjects are:

English: Leading to IGCSEs in English Language & Literature

Science: Taught as three separate sciences leading to two or three GCSE's.

Mathematics: Leading to one or two GCSE's.

These occupy 50% of curriculum time. The remaining time is taken up by

Option Subjects

We recommend that students choose four subjects as follows:

1 - Continue with their Modern Foreign Language

1 - Humanity (History, Geography, RS, & Classical Civilisation)

1 - Creative or Performance based subject

(Art, Design & Technology, Computer Science, PE, Music, Drama)

1 - Free choice from the following list of subjects:

Religious Studies

Physical Education

Computer Science

Art

Drama

Classical Civilisation

Spanish

French

German

Latin

History

Geography

Music

Design & Technology (Graphics & Modelling)

Design & Technology (Textiles Technology)

Design & Technology (Resistant Materials)

Changes to GCSE

The final set of new reformed GCSE's have now been approved so that, as of September 2017 all GCSEs offered at Aldenham will be the new reformed versions. The final subjects to be added to the list were Classical Civilisation and Design and Technology (which has significant changes in comparison to the old GCSE course). Over the last few years academic Heads of Department have been busy selecting what they feel is the right course for the students at Aldenham.

These new reformed GCSE's are more content heavy and the style of exams will place less reliance on coursework. As part of this process the final grades awarded have also changed, instead of A*-G numbered grades 9-1 will be given with 9 the top grade and 1 as the lowest grade. The relationship between old and new grades is illustrated in the table below.

The diagram shows the mapping between the old and new GCSE grading systems. The old system (A* to U) is on the bottom, and the new system (9 to U) is on the top. A central blue circle contains '4 = C', with arrows pointing to the corresponding 'C' grade in the old system and '4' grade in the new system.

New GCSE Grading Structure									
9	8	7	6	5	4	3	2	1	U
A*	A	B	C	D	E	F	G	U	

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Making Choices at GCSE

Choices should be made in the light of individual advice given by Housemasters, Tutors, Head of subject and subject teachers. Aldenham offers excellent careers advice, and pupils should consult with the Assistant Head (Co-Curricula) Mr R.P. Collins or the Assistant Head (Academic) Dr. P. J. Reid.

Every effort will be made to accommodate provisional choices. If a pupil wishes to change his choices we will endeavour to make it possible. However no guarantees can be given that a particular combination requested will be possible. In the event of a subject becoming over or under subscribed, it may become necessary for an individual to be invited to choose an alternative.

The subjects are described alphabetically later on in this booklet. The symbol (©) indicates a compulsory subject,

Art and Design

Examination Board: Edexcel
Specification Number: 1 FA01

GCSE Art and Design at Aldenham aims to develop visual perception and understanding, including analytical thinking, creative, imaginative and practical skills for working in art, craft and design. It will encourage visual literacy and understanding, through practical and critical responses to assignments set in art, craft and design.

Students should enjoy being creative and be passionate about Art and Design. Through their work, pupils will develop their special aptitudes and skills that will encourage confidence, enthusiasm and visual analysis. Pupils will undertake work in the following disciplines: Drawing & Painting, Sculpture, Printmaking and Mixed Media.

The method of assessment for GCSE is weighted 60% for 2 coursework assignments and 40% on the external exam assignment. Coursework consists of two projects that should demonstrate observational skills, research, development, critical analysis, artist research, refinement and realisation of a final piece. Students will complete a sculpture project and a painting project; both projects are supported by visits to various galleries and museums. The exam unit consists of a 6 week preparatory period to research and develop ideas and produce a set of supporting studies leading to a final piece. The final piece is created in a 10 hour timed examination. There is no written exam.

Director of Art: Miss E Lang

Classical Civilisation

Examination Board: OCR
Specification Number: J199

GCSE Classical Civilisation is suitable for those with an interest in the Classical Greek and Roman world. The subject is ideal for students who enjoy humanities, art and culture, and complements subjects like Latin, English, History, Geography, Art and Drama. The course provides a fascinating exploration of the culture of ancient societies through the study of texts and other sources, and helps pupils develop an insight into the continuing importance of the Classical Greek and Roman civilisations. Pupils gain an understanding of the civilisations in their historical, cultural and social context and learn to develop and articulate a personal response to literature in translation, material culture and historical evidence.

Classical Civilisation is a very enjoyable subject that explores some of the central foundations of society through its roots in the Classical world. The course helps students to enrich their own thinking, writing and speaking, and enhance their key transferable skills of analysis, evaluation, and communication. It is an excellent foundation for studying any humanities subject at A Level and University, in particular the study of Literature and History.

2 examined papers, 1 hour 30 minutes each:

Component Group 1: Thematic Study

A choice of one component from the following first group –

- **Myth and religion (11):** an exploration of the myths and religion of the Ancient Greek and Roman world, including gods, heroes, temples, foundation myths, festivals, divine power, death, burial and the after-life. Sources include literary texts such as Virgil and the material culture of ancient temples.
- **Women in the ancient world (12):** exploring the lives of women in Ancient Greece and Rome, the realities of life in these societies, how such women are represented and what this reveals about ancient ideas of gender. Sources include both literary texts including drama and history, and representations of women in art and pottery.

Component Group 2: Literature and Culture

A choice of one component from the following second group –

- **The Homeric world (21):** the well known stories of the Homer's Odyssey, along with the archaeological sites and information regarding their setting, the Mycenaean age. Sources include five books of the Odyssey (9, 10, 19, 21, 22) and a range of visual and material remains.
- **Roman city life (22):** exploring everyday life in Roman cities, focussing on Rome, Ostia, Pompeii and Herculaneum. Topic include Roman housing, home and the family, society, and leisure and entertainment. Sources include literary texts, archaeological finds and buildings such as the Colosseum.
- **War and warfare (23):** focussing on Athens, Sparta and Imperial Rome. Pupils explore the equipment, tactics and organisation of Ancient Greek soldiers, including against Persian forces, and the structure, organisation and achievements of the Roman military. Sources include both literary texts, archaeological sites and representations of warfare in visual and material culture.

Head of Department: Mr ADB Smith

Computer Science

Examination Board: CIE
Specification Number: 0478

IGCSE Computer Science allows pupils to learn how to program and develops their knowledge of the inner-workings of a computer. The IGCSE in Computer Science is known to be an academically rigorous course and it also provides candidates with more vocationally relevant skills.

An IGCSE in Computer Science is suited to any pupil with aspirations to continue their studies in the fields of Science, Technology, Engineering or Mathematics. The course is assessed through two examinations and it has no coursework requirements. The details of each of these examinations are summarised below:

Theory of Computer Science	Written paper worth 60% assessing: <ul style="list-style-type: none">• Computer Networking• Hardware• Operating Systems• Security• Ethics• Logic Gates• Data Representation
Practical Problem-solving and Programming	Written paper worth 40% assessing: <ul style="list-style-type: none">• Algorithms• Programming• Database 40% of the marks are given for answers to questions based upon pre-released material.

Computer Science is ideal for pupils who are numerate, resilient problem solvers and are committed to learning to program computers.

Head of Department: Mr MJ Scott

Design and Technology

Examination Board: Pearson Edexcel

Specification: GCSE (9-1) in Design and Technology (1DT0)

Assessment:

50% - Component 1: 1hr45min exam.

50% - Component 2: Coursework Portfolio and Prototype outcome.

Choices of subjects within Design and Technology are as follows:

- Design and Technology (**Resistant Materials**: Timbers and Metals)
- Design and Technology (**Textiles Technology**: Textiles)
- Design and Technology (**Graphics and Modelling**: Polymers, Papers and Boards)

The overall qualification will be known as ‘Design and Technology’. The students will be taught core knowledge throughout their GCSE which will include the **Specialisms**: Metals, Papers and Boards, Polymers, Systems, Textiles and Timbers. They will however choose one specialism to focus on, and will have part of their exam dedicated to this. The portfolio and the prototype that they will produce during the coursework will also be specialism specific.

The course content will be assessed in the following way:

Component 1 = 50%

This will be a 1 hour and 45 minute exam divided into two sections:

- **Section A (40 marks)** will be General Core D&T knowledge and will be the same for all Design and Technology students. The Core subject knowledge covers: Metals, Papers and Boards, Polymers, Systems, Textiles and Timbers.
- **Section B (60 marks)** will be specialism specific and students will chose (prior to the exam) to answer the remainder of the questions on their chosen subject eg, Metals or Textiles.

Component 2 = 50%

This will be a coursework portfolio and working prototype outcome (**100 marks**). The project will start at the beginning of June for submission in April the following year and will be conducted under controlled assessment conditions. This will be non-examined assessment (NEA) and will be marked and moderated on submission. Students will be given a stimulus topic for their coursework and will develop a brief from this.

There will be four component sections within this which the student will be assessed on:

- Part 1: Investigate
- Part 2: Design
- Part 3: Make
- Part 4: Evaluate

Alongside the knowledge and understanding component of the course, the students will be taught a broad range of practical skills within the subject specialisms of Design and Technology, as stated above. This will involve developing the students’ graphical and manufacturing knowledge and their understanding of materials in order to increase their independence and ability to undertake the GCSE coursework.

Head of Department: Miss CE Macdonald

Drama

Examination Board: AQA
Specification No: 8261

This is a good option for students who have an appreciation and passion for the study of Drama. Pupils will enjoy taking part in performances, practical exploration of text and analysing live theatre. The ability to write effectively is of paramount importance, as theory constitutes 70% of the GCSE, through both a written examination (mostly essay-style questions) and written coursework.

During the course, students will:

- Gain expertise in physical and vocal performance and presentation.
- Work together creatively to devise their own original piece of theatre and
- Develop critical analysis and evaluation skills with regard to the work of theatre professionals.
- Study a full text and learn about roles of theatre makers and different elements of a production.

Course overview:

Component 1: Understanding drama – sat in Year 11 (40% of GCSE)

Written exam: 1 hour and 45 minutes (standard time)

- 80 marks in total

Questions

Section A: multiple choice (4 marks)

Section B: four questions on a given extract from the set play (44 marks)

Section C: one question (from a choice) on the work of theatre makers in a live theatre production (32 marks)

Component 2: Devising drama (practical and theory) – completed in Year 10 (40% of GCSE)

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total

Component 3

Texts in practice (practical) – completed in Year 11 (20% of GCSE)

- Performance of Extract 1 (20 marks) **and** Extract 2 (20 marks)
- 40 marks in total

Director of Drama: Miss C Martin

English and English Literature (©)

Examination Board: Edexcel

Specification Number 4EA1 (Language) and 4ET1 (Literature)

Candidates study English Language and English Literature over the two years; these are two separate subjects with separate grades awarded. A few pupils in the lowest set concentrate on English Language in order to ensure that they attain as high a standard as possible in the examination. This allows candidates to develop language skills to a sufficiently advanced level.

International GCSEs have reformed and updated. The Edexcel IGCSE will change to a new grading system which moves to a new 9-1 grading system. International GCSE English Language A, English Literature specifications will be available for first teaching in September 2016.

IGCSE English Language:

Exam Board: Edexcel

Specification 4EA1

Paper 1 Non Fiction Texts and transactional writing (60%)

Section A: Questions based upon the reading of a Non Fiction Texts from a resource booklet. 1hr 15mins

Section B: Questions which require a response to a comment. 45 mins.

For example

‘There is no point in travelling when you can see everything and learn about places on the TV and the Internet.

Write a magazine article giving your views on this statement.

The article may include:

the advantages and disadvantages of travel

the advantages and disadvantages of learning about places on TV and the internet

any other points you wish to make.

Or

“Schools have a duty to ensure their students keep fit and the time spent on physical education should increase.”

You have been asked to give a speech to your class in which you express your views on this statement.

The speech may consider:

who should have responsibility for a young person’s fitness: school, family or self

where the extra time for PE could be found in school- should other subjects receive less time?

any other points you wish to make.

Responses will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

Paper 2 Poetry and Prose texts and Imaginative writing. (40%)

Section A: Questions based on an Anthology of texts. 45 mins

For example – Using a chapter from The Women in Black

How does the writer bring out feelings of isolation in “Whistle and I’ll Come to You”? In your answer you should write about:

- the weather and setting in the passage
- the effect of the writer’s childhood memories in the passage
- the use of language.

Support your answer with examples from the text.

Section B: A piece of creative or imaginative writing. 45 mins

For example

Write about a time when you, or someone you know, had an unexpected experience. Your response could be real or imagined.

Or

Write a narrative with the title ‘Left Behind’. Your response could be real or imagined.

**IGCSE English Literature
Exam Board: Edexcel
Specification: 4ET1**

Paper 1: Poetry and Modern Prose (60%)

Anthology Poems

If–, Rudyard Kipling
Prayer Before Birth, Louis MacNeice
Blessing, Imtiaz Dharker (New)
Search For My Tongue, Sujata Bhatt
Half-past Two, UA Fanthorpe
Piano, D H Lawrence
Hide and Seek, Vernon Scannell
Sonnet 116, William Shakespeare
La Belle Dame Sans Merci, John Keats
Poem at Thirty-nine, Alice Walker
War Photographer, Carol Ann Duffy
The Tyger, William Blake
My Last Duchess, Robert Browning
A Mother in a Refugee Camp, Chinua Achebe
Do Not Go Gentle into That Good Night, Dylan Thomas
Remember, Christina Rossetti

Modern Prose

To Kill a Mockingbird, Harper Lee
Of Mice and Men, John Steinbeck
Whale Rider, Witi Ihimaera (New)
Things Fall Apart, Chinua Achebe (New)
Joy Luck Club, Amy Tan (New)

Paper 2 and 3 Modern Drama and Literary Heritage: (40%)

Modern Drama

An Inspector Calls, J B Priestley
A View From a Bridge, Arthur Miller
Death and the King's Horseman, Wole Soyinka
Kindertransport, Diane Samuels
Curious Incident of the Dog in the Night-time adapted, Simon Stephens

Literary Heritage

Romeo and Juliet, William Shakespeare
Macbeth, William Shakespeare
Pride and Prejudice, Jane Austen
Great Expectations, Charles Dickens
The Scarlet Letter, Nathaniel Hawthorne

Head of Department: Mr CR Jenkins

Geography

Examination Board: AQA
Specification Number: 8035

A very popular subject that has achieved excellent results in recent years, Geography is a wide-ranging subject at GCSE, covering many aspects of both the Human and the Natural worlds. The Year 9 course begins the GCSE by covering the more accessible topics and so pupils should already know if they are likely to succeed at GCSE based on their progress in Year 9. This year saw the launch of our first overseas trip for several years – Iceland was a geographer’s paradise! We have 2 further compulsory Field Trips in Year 10, visiting contrasting urban and rural environments in which pupils develop their geographical skills and understanding

We study the physical world in which we live, focusing on the natural forces that shape it, and the way in which we humans interact with the environment around us. Many of the skills and topics learnt will be useful in everyday life and there is a strong overlap with other subjects. There are three final examination papers, each contributing a certain percentage towards the overall GCSE.

Paper 1 - Living with the physical environment

- The challenge of natural hazards
- Physical landscapes in the UK
- The living world

Assessed by written exam (1hour 30 minutes) and weighted as 35% of overall grade.

Paper 2 – Challenges in the human environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Assessed by written exam (1hour 30 minutes) and weighted as 35% of overall grade.

Paper 3 – Geographical Applications

- Issue Evaluation - using pre-released material to which pupils must respond in the exam
- Fieldwork Skills – questions relating to candidates own fieldwork experiences

Assessed by written exam (1 hour) and weighed as 30% of overall grade.

All papers have questions that range from multiple choice, to short answers and extended prose.

Geography GCSE is a linear course, meaning all the exams are taken at the end of the two year period (Summer Year 11). There is **no controlled assessment or coursework**. However fieldwork within the curriculum time will remain an important part of learning beyond the classroom and understanding will be assessed via Paper 3 where pupils will answer questions relating to their individual experience of fieldwork.

Geography is a subject that appeals to pupils with a wide range of interests and strengths, and we strive to stretch the most able with a thorough provision of extension tasks/activities whilst supporting and coaching pupils that need more help over the two years.

Head of Department: Mrs J Burger

History

Examination Board: CIE
Specification Number: 0470

The IGCSE Modern World History course focuses on the 20th Century. The syllabus is designed to allow students to gain an historical perspective on some of the main issues facing the contemporary world. The course builds on key skills that have already been introduced in Years 7 – 9.

The following topics are studied: The inter-war period, which comprises of a study of the Treaty of Versailles; League of Nations; Causes of World War Two; Weimar and Nazi Germany. We also study the post-war period, where we look at The Cold War; studying its causes and the attempt by America to contain communism. This leads to a study of both the Cuban missile crisis and The Vietnam War. We also learn about the Iraq War.

There are two exams and one extended piece of coursework. One of the exams counts for 40% of the overall mark and is tested on the inter-war and post-war period, along with Germany. The other exam is 33% of the overall grade and is a sources paper. The content changes every year and it will be based on one of the above units. The coursework totals 27% of the overall grade. This will be on the significance of propaganda to the Nazi regime.

Head of Department: Mr J Kerlake

Languages

French, German and Spanish

Examination Board: AQA GCSE

Specification Numbers: French 8658, German 8668, Spanish 8698

In choosing a language GCSE students continue with the language they are currently studying in Year 9. There are no ab initio courses.

The pattern of assessment is identical for each of the three modern foreign languages. Candidates are entered for the AQA GCSE in each of the four skill areas either at the Foundation tier or at Higher tier: listening, reading, writing and speaking. Each component accounts for 25% of the overall grade. The Reading, Listening and Writing components will be assessed at the end of Year 11 during the external examination session. There is also an externally assessed oral exam. All four skills are practised regularly in class and in French and Spanish pupils benefit from conversational sessions with our language assistant. For Prep we make use of the Virtual Learning Environment, a textbook, pair work, worksheets, radio and television, ICT and magazines. Pupils start their preparation for this course in Year 9 and are already working towards this qualification. The Department encourages all pupils studying a language at GCSE level to participate in the cultural trips. All Language pupils have the opportunity to visit a target country during the summer term. Recently, there have been trips to La Rochelle, Berlin and Seville.

Our language courses offer pupils the opportunity to benefit from the high demand for language skills in the British employment market today. Accordingly we have the following aims:

- To develop the ability to use the target language effectively for purposes of practical communication;
- To form a sound base of the skills, language and attitudes required for further study, work and leisure;
- To offer insights into foreign culture and civilisation;
- To develop an awareness of the nature of language and language learning;
- To provide enjoyment and intellectual stimulation;
- To encourage positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic, tolerant approach to other cultures and civilisations.

Head of Modern Foreign Languages: Srta. Bustamante

Latin

Examination Board: WJEC Eduqas
Qualification Accreditation Number: 601/7811/5

Latin at GCSE is suitable for students who have studied Latin for at least two years. Latin still has significant value and relevance, with students usually demonstrating a strong academic reputation across a range of areas. The study of the language helps develop analytical ability as well as a sensitivity to and understanding of the use of English and other modern European languages. In addition, students learn how to respond to original literature and to understand the cultural context within which it was produced.

The Latin specification divides into the study of Language and Literature components. The Literature examinations involve reading short excerpts and a longer narrative from some of the best Latin literature of the Classical period, in unadulterated original form, with the help of a translation and notes. The Literature examination is “open book”, with the set text and vocabulary being provided alongside the questions.

For the Language, the examination focusses on translation and comprehension of Latin passages, and an additional element either of translation from English into Latin or grammatical questions. The vocabulary list to be learnt consists of 440 words. We work on understanding complex Latin sentence construction and narrative translation primarily from the *Oulton* textbook with stories from Roman History, alongside stories from Roman life and mythology. Eventually translation is practised using past papers and other Latin GCSE materials and textbooks.

The WJEC Eduqas GCSE consists of 3 written examinations – there is no coursework:

Latin Language: 1 hour 30 minutes (50% of qualification)

This paper has two sections; section A is a range of short comprehension questions testing understanding of the storyline (55% of the marks for this component) and translation of a passage from Latin into English, with a gradation of difficulty (35% of the marks for this component). Section B is either Translation from English into Latin or the permitted alternative, questions on Latin grammar to recognise, analyse and explain items of syntax and accidence (10% of the marks for this component).

Latin Literature and Sources (Themes) 1 hour 15 minutes (30% of qualification)

A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme. A choice of one of two themes is offered; we are likely to study the theme “A Day at the Races”, a set of prose and verse passages describing chariot-racing in Rome. This is an open-book assessment.

Latin Literature (Narratives) or Roman Civilisation: 1 hour (20% of qualification)

A prescription of Latin literature forming a narrative, accompanied by adjacent passage(s) in English. There is a choice of one of two narratives (one verse, one prose). This is an open-book assessment. We are likely to study Ovid’s story of Echo and Narcissus.

Pupils are most likely to take this component 3A, the Latin literature (narratives) prescription, but if not there is an alternative option:

3B: A prescribed topic of Roman Civilisation, with a choice of one of two topics.

Head of Department: Mr ADB Smith

Mathematics (©)

Examination Board: AQA
Specification Number: 8300

This is a linear GCSE specification with three equally weighted papers (one non-calculator and two calculator) taken at the end of the course. There are two levels (or “tiers”) of entry, Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). All sets take the examination at the end of Year 11.

This qualification in Mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices. It requires students to develop knowledge, skills and understanding of mathematical methods and concepts, including Number, Algebra, Geometry and Measures, Ratio, Proportion and Rates of Change, Probability and Statistics. Students need to use their knowledge and understanding to make connections between mathematical concepts. They need to apply the functional elements of mathematics in everyday and real-life situations. This specification gives students the opportunity to develop the ability to acquire and use problem-solving strategies, select and apply mathematical techniques and methods in every day and real-world situations, reason mathematically, make deductions and inferences and draw conclusions, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. There will be no coursework element.

Set 1 students will also be entered for AQA Further Mathematics Level 2 Certificate 8360. This is a challenging and rewarding course which introduces students to some of the more complex A level topics, including calculus, matrices, proof and co-ordinate geometry. This is particularly useful for students who intend to do Mathematics A level.

Head of Department: Miss CJ Fulford

Music

Examination Board: Edexcel
Specification Number: 1MU0

The GCSE course is divided into three sections:

- **Performing (30%)**
- **Composing (30%)**
- **Appraising (40%)**

Candidates will be expected to perform one or more solos and one or more ensemble pieces lasting at least 4 minutes in total. You should be aiming to be of at least a good Grade 5 standard by the Christmas of Year 11 in order to access the top grades. There is a free choice of pieces to be performed and they can include pieces that you have used for Associated Board exams.

Two compositions are to be completed lasting 3 to 5 minutes in total, one to a brief set by the exam board and the other a free choice by the candidate.

Pieces in either the performance or composition sections that are too short will not gain any marks. The performances and compositions can be recorded at any time during the course.

8 set works will be studied throughout the course, within which there is a huge variety of music; from Bach to Wicked, and from Beethoven to Queen. Questions on these will be set in the 1 hour and 45 minute appraisal paper, which is in two sections. In section A, as well as quick questions on the set works with extracts played on a CD, candidates will be tested on music dictation and answer a question on an unfamiliar piece of music related to the set works. In section B students have to answer a more in depth essay question on one set work and one unfamiliar piece.

Head of Department: Mr JE Rayfield

Physical Education

Examination Board: WJEC

Specification Number: 601/8444/9

The full GCSE course consists of a practical component worth 30%, a written piece of coursework (Personal Exercise Programme) worth 10%, and a written examination paper worth 60% of the overall GCSE. The course is most suitable to a student involved in the School's sports programme and to someone who has a very keen interest in learning about the theory side of Physical Education & Sport.

Practical assessment (30%)

Pupils are assessed in their ability to perform in three activities from the approved Ofqual activities list:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447738/GCSE_activity_list_for_PE.pdf

They will be assessed in at least 1 team sport e.g. football, and 1 individual sport e.g. badminton. The 3rd sport is the student's free choice e.g. can be a team or individual sport.

Coursework: Personal Exercise Programme (10%)

Pupils must identify physical fitness areas for development in one of their practical assessment activities e.g. a footballer may choose to work on their cardio-vascular fitness.

Over a minimum period of 8 weeks they must devise and carry out a 'Personal Exercise Programme' in order to improve their area for development.

This piece of work will be delivered and completed in theory and practical lessons.

Written paper (60%)

This is a 2 hour written examination, to be taken at the end of the course, which tests the students' knowledge of the theory side of Physical Education.

The theory syllabus content is divided into five parts:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in physical activity and sport

The paper will consist of a variety of short and long answer questions.

Please note all students will also have 1 period of practical PE per week as part of the curriculum.

Head of Department: Mr DL Breeze

Religious Studies

Examination Board: AQA

Who should study this course?

At BFS all students will study short course RE, whilst students can choose to take full course RE as an option.

What will I study?

All students study the beliefs, teachings and practices of Christianity and Islam. Students will also study the following topics from a philosophical and ethical perspective, with a focus on Christianity:

- Relationships and Families
- Religion and Life
- Religion, Peace and Conflict
- Religion, Crime and Punishment

How will I be assessed?

Students will take two examinations at the end of Year 11, which will cover everything studied and be 1 hour 45 minutes each.

What skills will I learn?

Religious Studies enables students to develop their understanding of spiritual, moral, social and cultural issues in considerable depth. All modules address at least one of these areas directly. Students learn about the nature of the spiritual issues and have the opportunity to consider some responses to spiritual questions. Students studying any of these units will gain an understanding of the beliefs of the Christianity and of the way these have an impact on cultural and social issues in the community and in the family. Students will also learn how to be reflective, emphatic, articulate, evaluative, eloquent, decisive, philosophical and creative.

How will this course help me when I finish my GCSEs?

- Encourage students to be inspired, moved and changed by following a broad, satisfying and worthwhile course of study
- Challenge and equip students to lead constructive lives in the modern world
- Encourage students to adopt an enquiring, critical and reflective approach to the study of religion
- Help students to explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- Enhance student's spiritual and moral development, and contribute to their health and well being
- Enhance student's personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion
- Help students develop their interest in and enthusiasm for the study of religion, and relate it to the wider world
- Encourage students to reflect on and develop their own values, opinions and attitudes in light of their learning

Head of Religions Studies: Mrs A Perry

Science (©)

Examination Board: AQA GCSE
Specification Numbers: AQA 8464 Trilogy
AQA 8461 Biology
AQA 8462 Chemistry
AQA 8463 Physics

Students at Aldenham are taught each of the sciences, Biology, Chemistry and Physics, separately to GCSE. This preserves the character of the individual sciences and also helps students to make an informed decision about the choice of A Level sciences.

Students begin the GCSE course in year 9. The content of the GCSE course is very much based on traditional science and provides an excellent foundation for further study at A level.

Assessment takes place throughout the three years through a series of end of topic and end of year tests. The test at the end of year 9 informs a process which leads to the decision as to whether or not pupils follow the Combined Science Trilogy Award or Triple Award course in Years 10 and 11. There is no coursework component in this GCSE course. Boys and girls in the top sets are assessed in each separate science at the end of Year 11 through two external exam papers, each of 1.5 hours duration, leading to three individual GCSE's. Those in the lower sets will take the Combined Science Trilogy Award GCSE in science which is assessed through six papers of 1 hour duration and leads to the award of 2 Science GCSE's.

The content of all courses is both challenging and relevant to everyday life. Pupils considering choosing one or more sciences at A level should be aiming to achieve at least B grades in either Triple or Double Award.

Head of Department: Mr A Shead