



ER 1597

ALDENHAM SCHOOL

Elstree, Hertfordshire

GCSE

**A Guide to Courses
2016-2018**

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 IGCSE'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)

Design Technology (Textiles)

Design Technology (Resistant Materials)

Making Choices at GCSE

Pupils are given extensive guidance on options for GCSE, as this is often the first time they have had a choice of which subjects to study. Whilst making a decision can be difficult, doing so is just as much part of the pupil's education. Life outside of school will require informed and considered decision-making.

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, The Assistant Head (Academic) Mr D.S. Watts or the Director of Studies 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,

Changes to GCSE

GCSEs will be changing over the next three years as part of a Government review of qualifications. They will be more content heavy and the style of exams will place less reliance on coursework. As part of this process the final grades awarded will also change, 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.

Percentile	Old Style GCSE	Comment	New Style GCSE	Percentile
5.2	A*	Top 20% of those awarded a Grade 7 and above.	9	3.5
17.5	A	Broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above	8	
			7	17.5
38.3	B	Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. Grade 5 will be positioned equivalent to the top third of Grade C and the bottom third of Grade B.	6	31.4
			5	47.1
64.7	C		4	64.7
82.7	D		3	
91.4	E		2	
95.9	F			
98.3	G	The bottom of Grade 1 will be aligned with the bottom of Grade G	1	98.3
100	U		U	100

Taken from Grading for the New GCSEs in 2017: leaflet at <https://www.gov.uk/government/news/setting-standards-for-new-gcses-in-2017> and *Results 2015* published by Ofqual 200815

Those starting GCSE courses in 2016 will be studying a number of these revised subjects. Academic heads of department have been and are busy selecting what they feel is the right course for the students at Aldenham. At the time of writing this document, not all of the specifications have been approved by JCQ for next year. Therefore in some subjects we are not able to say exactly which course will be followed. However we have given the best indication possible in these subjects and will confirm details once all the specifications have been approved and decided upon.

Subjects changing to the new style of GCSE for this year group are:

Core

English Language, English Literature,
Mathematics,
Biology, Chemistry, Physics, Double Science.

Options

Art, Computer Science, Drama, Geography, History, French, German, Spanish,
Music, Physical Education, Religious Studies

Art and Design

Examination Board: Edexcel
Specification Number: 1 FA01

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.

Head of Department: Miss E. Lang

Classical Civilisation

Examination Board: OCR
Specification Number: J280

GCSE Classical Civilisation is suitable for any student who has an interest in the Classical Greek and Roman world, and previous experience of the subject is not required. The subject is ideal for students who enjoy subjects like Latin, English, History and Geography. The examinations involve a series of short written answers based on a stimulus passage or picture, followed by one essay.

The course provides a fascinating exploration of the culture of ancient societies through the study of texts and topics and an insight into the continuing importance of the Classical Greek and Roman civilisations. Through the range of topics, students acquire 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 and historical evidence.

Classical Civilisation is a very enjoyable subject that explores some of the central foundations of today's society. The course helps students to enrich their own thinking, writing and speaking, and allows them to develop and enhance their key transferable skills of analysis and communication, by evaluating issues and structuring responses to a range of historical and literary material. It is an excellent foundation for studying any humanities subject at A Level and University.

The OCR Examination is not due to change to the new 9-1 format until 2017. The assessment consists of 4 units of equal weight (25% each):

3 examined papers:

- **City Life** in the Classical World; we study life in *Ancient Rome*, covering a range of topics including gladiators, chariot-racing, life at home, education and religion.
- **Epic and Myth**; we read six books of Homer's *Odyssey*, covering well known stories such as the Cyclops, Circe, Scylla and Charybdis and the Sirens
- **Community Life** in the Classical World; we study life in *Ancient Sparta*, covering a range of topics including the Spartan army, education and upbringing, the battle of Thermopylae and the defeat of the 300 Spartan hoplites.

1 controlled assessment unit, completed in the Lent term of the exam year:

- **Culture and Society** in the Classical World; we study the *Ancient Olympic Games* and pupils prepare and write a project on a set question regarding the nature of the games and their cultural context.

Head of Department: Mr A.D.B.Smith

Computer Science

Examination Board: CIE
Specification Number: 0478

Computer Science IGCSE 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 M. J. Scott

Design Technology

Examination Board: Edexcel

**Specification Numbers: 2RM01 (Resistant Materials)
2GR01 (Graphic Products)
2TT01 (Textiles Technology)**

Assessment:

40 hours Major Project/Coursework	60%
1½ hours written exam	40%

During the first year, the course is structured to build practical and theoretical knowledge in preparation for year 11. 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. Students will also prepare for the external theory exam throughout year 10 and 11, which will be sat in June 2018.

Work on the compulsory coursework project will commence after the Easter vacation in the first year, 2017. This element is quite demanding but very rewarding for those who rise to the challenge. It is important that students are very organised during this time, and keep to all of the set deadlines. A total time of 40 hours under controlled conditions has been allocated by the external examination board and no extra time can be allowed outside of the normal circumstances. However, research and preparation for the 40 hours of controlled coursework time can be undertaken outside of the classroom.

The format of the course is the same for all three specialisms; however the course content and project outcomes are different;

2RM01 (Resistant Materials)

This course covers primarily wood, metal and plastic. The theory examination involves understanding the application of these primary materials and includes joining, finishing manufacturing methods and industrial practices. Coursework tends to result in a product that 'works', such as media storage/display, disability aids, games, hobbies, security, sports, mechanical aids.

2GR01 (Graphic Products)

Graphic products theory involves wood, metal and plastics mainly from the point of view of packaging, promotional and printed products. Students will be learning about the application of these materials in the world of 'advertising' and design prototyping (including CAD/CAM). The coursework will result in the student making a presentation quality prototype of a product.

Due to the nature of the course the product choice is generally 'blue sky' with a real life application/problem solution. Projects include; Architecture, vehicle design, product design (mice / camera / water bottles / fragrance bottle), promotional design (clocks / point of sale / water & ice dispensers) and many more.

2TT01 (Textiles Technology)

This course covers a wide range of topics including sports fashion, casual wear, smart/occasion wear, nightwear, bags and accessories. Over the two years pupils develop a range of creative designing and making skills, technical knowledge and understanding relating to textiles products and invaluable transferable skills such as problem solving and time management. The final outcome is a Textiles based product with a supporting portfolio of designs, research and evaluations. Pupils will also learn skills, such as design development (including CAD/CAM), fabric enhancement, pattern cutting, garment construction and manufacturing of garments and textile products.

Head of Department: Miss S. Nicholl

Drama

Examination Board: To be confirmed
Specification No:

This is a good option for students who enjoy acting and going to the theatre. The ability to write well is also of paramount importance.

During the course:-

- Students gain confidence and expertise in physical and vocal performance and presentation.
- Students work together creatively to devise their own original theatre piece
- Students develop their critical analysis and evaluation skills with regard to their own work and the work of theatre professionals.

At the time of writing, the new specifications are still in draft form: once these have been finalised and approved by Ofqual we will be able to confirm further details.

Director of Drama: Ms J. Bannister

English and English Literature (©)

**Examination Board: Edexcel
Specification Number TBC**

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 are being 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.

For English Literature and English Language A there are currently only draft materials outlining set texts as detailed below:

**IGCSE English Language:
Exam Board: Edexcel
Specification TBC**

Paper 1 Non Fiction Texts and transactional writing

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.

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.

English Literature:

Paper 1: Anthology Poems

If–, Rudyard Kipling
Prayer Before Birth, Louis MacNeice*
Blessing, Imtiaz Dharker (New)
Search For My Tongue, Sujata Bhatt (New)*
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)

** texts which are subject to permission clearance*

Paper 2 and 3 Modern Drama and Literary Heritage:

Modern Drama

An Inspector Calls, J B Priestley

A View From a Bridge, Arthur Miller

Death and the King's Horseman, Wole Soyinka (New)

Kindertransport, Diane Samuels (New)

Curious Incident of the Dog in the Night-time adapted, Simon Stephens (New)

Literary Heritage

Romeo and Juliet, William Shakespeare

Macbeth, William Shakespeare (New)

Pride and Prejudice, Jane Austen

Great Expectations, Charles Dickens (New)

The Scarlet Letter, Nathaniel Hawthorne

Head of Department: Mr C.R. 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 two more local Field Trips in Year 10. The first of these is to a managed coastline at Walton on the Naze, Essex, whilst the second is linked to the controlled assessment and the location may vary from year to year.

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 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 - The Human Environment

- Issue Evaluation - some pre-release material to which pupils must respond
- Fieldwork – 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 longer any controlled assessment** nor is there any 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 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. For the 2016-18 course, the sources paper will be on the Treaty of Versailles. 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. Kerslake

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, 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 exchanges and trip participation and maintains partnerships with schools in Europe. All Language pupils have the opportunity to visit a target country during a residential trips week during the academic year. Recently, there have been trips to Paris, Berlin and Cuba.

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 Department: 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:

- **1: 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).

- **2: 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.

- **3: Latin Literature (Narratives) or Roman Civilisation:** 1 hour (20% of qualification).

3A: 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 A.D.B Smith

Mathematics (©)

Examination Board: AQA
Specification Number: 8300

This is a linear 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 C.J. Fulford

Music

Examination Board: Edexcel
Specification Number: 1MU0

The GCSE course is divided into three sections, Performing (30%), Composing (30%) and 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. 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 and 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 question on one set work and one unfamiliar piece.

Head of Department: Mr J.R. Wyatt

Physical Education

Examination Board: WJEC

Specification Number: To be confirmed

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 D L Breeze

Religious Studies

Examination Board: OCR

**Courses: GCSE Religious Studies, J625
GCSE Religious Studies (Short Course), J125**

Religious Studies at GCSE covers religion, philosophy and ethics. Students learn about religious and non-religious ideas and how to apply them to contemporary issues. For example, they will study the ethics of war by looking at the Just War Theory of St Thomas Aquinas and relevant conventions established by the UN, and then they will apply these ideas to current conflicts. As they discuss and write about these interesting and important topics, students get better at engaging intellectually with events in today's world and at expressing themselves seriously and effectively.

At Aldenham all students work towards one of the above two qualifications in Religious Studies. They may choose to study the full GCSE course (J625); and if they do not they will work towards a half GCSE in the subject (J125). In the full course, they will learn about the beliefs and practices of two of the great religions and how ideas from one of them apply to issues relating to relationships and families, the existence of God, peace and conflict, and dialogue between religious and non-religious perspectives. In the process they will develop a knowledge of contraception, divorce, gender, terrorism, pacifism, humanism, euthanasia, abortion and genetic engineering (amongst other things) and an understanding of the arguments for and against these matters. At the end of two years of study, students sit three written examination papers, one lasting for two hours and the other two lasting for an hour each. The Short Course covers half the content of the Full Course and there is one two hour written examination paper.

Head of Department: Dr K. Viswanathan

Science (©)

Examination Board: AQA GCSE
Specification Numbers: AQA 8404

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 Double 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 Double 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: Dr P. J. Reid