

## GCSE OPTIONS 2008

### CONTENTS

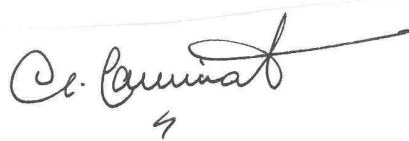
	Page
Introduction	2
Making the Right Choice	3
The Timeline	4
The Year 10 and 11 Curriculum	4
Learning Support	6
EAL	7
Art	8
Classics	8
Drama	9
Economics and Business Studies	10
Electronics	10
English	11
Geography	12
History	12
Information and Communications Technology (ICT)	13
Mathematics	14
Modern Foreign Languages	15
Music	16
Physical Education	16
Religious Studies	17
Science	18
Appendix 1: Information About Arrangements for Exam Concessions	21
Appendix 2: Advice Regarding Word Processing GCSE Coursework and Examinations	22

## INTRODUCTION

During the course of your academic career at school and university, there are a number of key decisions that have to be made regarding the particular subjects that you will study. Among these decisions, one of the most important concerns the subjects you will take in Years 10 and 11 in preparation for your GCSE examinations.

In order to ensure that every Worth student is equipped with a good balance of skills and knowledge, certain subjects are compulsory at GCSE level. These subjects constitute what is known as the 'core curriculum', and include subjects such as English, Mathematics and Religious Studies. In addition, students choose a number of optional subjects. The decision regarding which of these optional subjects should be studied is an important one, and every student is advised to spend time carefully considering the options. It is hoped that this booklet will provide you with some important information concerning the subjects that are available, and provide the basis for you to make a sensible and informed choice.

Of course, your time at school is not simply about academic work and examinations. To get the most out of their time at Worth, every student is urged to get involved in a wide range of sporting, cultural, spiritual and recreational activities. It is very much the case, however, that the basis for a happy and fruitful time at school is to get the academic side of life right. Making the correct choices for GCSE should certainly put you on the path to achieve this.

A handwritten signature in black ink, appearing to read 'Gino Carminati', with a small flourish underneath.

Mr Gino Carminati  
Head Master

## MAKING THE RIGHT CHOICE

In deciding which optional subjects to pursue to GCSE level, there are many factors to consider. Questions that you should be asking yourself include:

### *Which subjects do I enjoy?*

It is often the case that the subjects at which students do best are those which they most enjoy. Certainly, your time in Years 10 and 11 will be more enjoyable if you are studying subjects which you find interesting and stimulating. It is important to remember, however, that the material that you cover in a particular subject in Years 10 and 11 may well be quite different from that which you covered in Year 9. For this reason, it is very important that you do some research into exactly what each GCSE entails. This booklet should give you some key information in this respect.

### *Which subjects am I best at?*

Although life is not simply about getting good examination results, it is important that you opt for subjects at which you have a strong chance of doing well. Equally, it is likely that you will enjoy your time at school more if you are studying subjects which you do not find excessively difficult.

### *Do I need to study particular subjects if I wish to follow a particular career?*

For entry to some professions, it is important to have the right academic qualifications. Those wishing to enter disciplines such as medicine or engineering, for example, would be strongly advised to opt for three sciences. However, for entry to many degree courses and professions, it is not a requirement to have studied any particular subjects.

Most students in Year 9 probably do not have clear ideas about the degree subject they would like to study, or the type of career they would like to pursue. You certainly should not worry if, at this stage, you have little idea about what you would eventually like to do – indeed, many of those who think they know at this stage what they want to do often change their minds (sometimes several times) before finally deciding what to study at university and which career to pursue. The best advice, therefore, is probably to ensure that you make a sensible choice that does not rule out particular careers that you may be considering, but which leaves enough flexibility to allow you to change your mind later. Above all, you should ensure that you play to your strengths by selecting subjects which you enjoy and at which you are good. Remember that the most important thing for most students is to get good GCSE grades, rather than GCSEs in particular subjects.

### *Who can help me make my choice?*

Many people are on hand to help you decide which is the best combination of subjects for you. Your housemaster, tutor, teachers and parents will all be happy to lend advice. You may also wish to talk to Dr Pring, the school Careers Master. You should take the time to seek advice from as wide a range of people as possible and think through all the options. In that way, you maximise the chances of making the best choice.

## THE TIMELINE

In order to allow students time to consider the options available, whilst also permitting the school time to construct next year's timetable, the following timeline has been put in place:

- **End of Autumn Term 2007:** *GCSE Options 2008* booklet sent to Year 9 students and parents.
- **Saturday 9<sup>th</sup> February 2008:** Year 9 Parents' Conference and meeting with parents at which the options may be discussed with the Head Master, Director of Studies and other key staff.
- **Half term, Spring Term:** deadline for submission of options.
- **Spring Term, second half:** option lists finalised.

After students have selected their options, it is possible to make changes. However, it is important to realise that, due to the way in which the timetable is constructed, changes become progressively less possible as time goes on. To be sure of following the course you want, therefore, you should try to ensure that, as far as possible, the options you select in February are the ones that you really want to follow. The best way of making the right choice first time is to research the options thoroughly, to seek as much advice as possible and to give as much thought as you can as to what is the best course for you.

## THE YEAR 10 AND 11 CURRICULUM

At the end of Year 9, students will be asked to choose their GCSE subjects. At Worth we recommend that students study nine or ten GCSE subjects, although this is not a firm rule and may be varied upwards or downwards in exceptional circumstances. All Worth students will study a number of core subjects to GCSE level. These are:

- English
- Mathematics
- Religious Studies
- ICT
- French or Spanish.
- Science

Although all of these subjects must, as our core curriculum, be studied by all boys, there are some variations:

- In English, all students will study towards English GCSE. In addition, the majority of students will study towards English Literature GCSE.
- ICT may be studied for two periods per week in Year 10 and 11 leading to the short course GCSE examination in the summer of Year 11. This has the value of half a GCSE. Students may, however, opt to study ICT for four periods per week in Years 10 and 11, leading to the full course GCSE examination.

- Although students (with very few exceptions) must take either French or Spanish, they may opt to study both languages to GCSE level by taking Spanish as part of the core curriculum and French as an optional subject.
- In Science, about half the year will take the three separate sciences (Biology, Chemistry and Physics); the remainder will take a Combined Science course.
- Those students requiring Learning Support are advised to discuss their options with the LS department, in order to ensure that their choices are appropriate and their workload manageable.

### OPTION BLOCKS

For timetabling reasons, subjects are divided into option blocks, from which students choose the subjects they would like to study.

- Core subjects are shown in column A
- Students taking Combined Sciences may select one subject from each of columns B, C and D.
- Students opting to study for the three separate science GCSEs may choose one subject from column C and one subject from column D.

<b>Core Subjects</b>	<b>Optional Subjects</b>		
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
English		Drama	Art
French or Spanish	Economics and Business Studies	Economics and Business Studies	Latin
Mathematics	Geography	ICT (full course)	Drama
Religious Studies	History	French	Geography
Science	Physical Education	Music	History
ICT (short course)		History	Electronics

## LEARNING SUPPORT

Pupils referred to the Learning Support department follow Worth's mainstream curriculum and additional support programs take place in 35 minute sessions during the school day. The department is an integral part of the school, with most Learning Support teaching taking place in the Study Block.

Learning becomes a positive experience with carefully devised and stimulating programs of work tailored to meet individual needs. Specialist staff devise with their students bi-annual individually tailored education plans (IEPs) based on their Educational Psychologist report. We aim to equip pupils with the skills needed to feel happy and confident in the school environment.

Each pupil works individually, in a suitable pairing, or within small groups with a specialist teacher. Most pupils receive literacy and study skill support, while a small number have specialist help in maths. Strategies are introduced to help improve basic literacy or mathematical skills, working memory and concentration. As pupils progress through the school, increasing emphasis is placed on learning how to learn. Time management, higher reading skills, question analysis, coursework planning and revision skills are important preparation for the demands of GCSE and beyond.

All pupils are screened for possible learning support provision and Access Arrangements (exam concessions) at the end of Year 9. The LS department will contact parents with any necessary recommendations which come as a result of the screening process.

There are great advantages in using ICT across the curriculum for students with specific learning difficulties. We encourage them to take full use of the excellent computer network facilities available. An increasing number of pupils own laptop computers which can be used in the classroom and for independent study. Touch typing skills are a great asset and a Touch typing program is available to all students on the school computer network to support regular practice. *It should be noted, however, that the majority of students will still be required to write their GCSE examination papers by hand. It is important, therefore, that students do not become over-reliant upon the use of ICT at the expense of handwriting. Details of eligibility for examination concessions (including the use of laptop computers) may be found in Appendices 1 and 2.*

Teaching staff show a sympathetic awareness of individual styles of learning and have access to information about each pupil's particular needs. Support staff have opportunities to visit lessons and liaise with subject teachers. The department aims to provide the help and motivation for successful and independent learning.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

All pupils requiring EAL support are required to have English writing and reading skills to Intermediate level as pupils follow Worth's mainstream curriculum. EAL support sessions take place in 35 minute sessions during the school day in addition to normal teaching lessons.

Emphasis is placed upon developing learning strategies to increase pupils' knowledge and use of specialist academic language, and grammar, along with deepening their skills of writing in different styles. Students are expected to continue to practise their developing English vocabulary and language skills outside of EAL support lessons on a regular basis. The use of dictionaries in all lessons is strongly encouraged and parents are advised to ensure their son has a suitable English dictionary for use in lessons.

Each pupil works individually, in a suitable pairing, or with small groups with a suitably qualified EAL teacher. As a pupil's language skills develop increasing emphasis is placed upon question analysis and higher reading skills as important preparation for the demands of GCSE and beyond.

All pupils are screened for Access Arrangements (Exam Concessions) at the end of Year 9 and as part of the admissions programme. The Learning Support Department will contact parents with any necessary recommendations that come about as a result of the screening process.

Pupils whose first language is NOT English are entitled to use a bi-lingual dictionary in school and public examinations. Please advise the Learning Support Department of your son's first language in order that an examination dictionary is ordered in advance of any exams.

Those students requiring EAL Learning Support are advised to discuss their GCSE options with the LS department, in order to ensure that their choices are appropriate and their workload manageable.

All members of staff are provided with information regarding pupils' language/EAL status and are aware of the need to provide vocabulary lists to support vocabulary learning. EAL teachers have opportunities to visit lessons and liaise with subject teachers. The department aims to provide the strategies and motivation for successful language development.

For further details of Learning Support and EAL provision at Worth, please feel free to contact Mrs Julia Cook, Head of Learning Support, on 01342 710282 or at [jcook@worth.org.uk](mailto:jcook@worth.org.uk)

## ART

**Examination Board:** AQA

**Specification Code:** (Fine Art) 3202 C&T

The final assessment of the GCSE is based on 60% coursework and 40% final examination.

Coursework consists of a series of projects which will encourage the pupil to work in a variety of 2D and 3D disciplines, exploring a range of media and techniques. The candidates are required to develop knowledge, skills and understanding through integrated critical, practical and theoretical study of art which includes first hand experience of original work.

The examination is similar in format to the coursework units and there is a 4 week preparatory study period to research their exam paper. This preliminary work is taken into the exam to inform their final exam piece. The final exam piece has to be produced under exam conditions in 10 hours.

It is important that each coursework and exam unit is supported with sketchbook studies recording their observations, investigations, experimentation and analysis of their own work making connections with the work of artists, designers and craftsman. The sketchbooks are proving to be of more importance each year.

The examination endorsement is Fine Art and candidate's submissions should include practical and critical/contextual work in one or more areas of Fine Art, such as drawing, painting, sculpture, land art, installation, printmaking and mixed media.

## CLASSICS

### Latin

**Examination Board:** OCR

**Specification Code:** 1942

GCSE Latin is taken at the end of Year 11 by means of a terminal examination consisting of four written papers, as follows:

*Paper 1 (Language 1):*

1 hour 15 minutes; 30% of total marks

One piece of Latin divided into three sections; comprehension questions on the first and third sections, the second section to be translated into English.

*Paper 2 (Verse set texts):*

1 hour 15 minutes; 30% of total marks

Two questions, each question consisting of a set of sub-questions on one or two passages, dealing with content, context, background, style, effect, etc..

*Paper 3 (Language 2):*

45 minutes; 20% of total marks

A passage of Latin (slightly harder than in Paper 1) to be translated into English. (There is an alternative English-to-Latin translation.)

*Paper 4 (Prose set texts):*

45 minutes; 20% of total

Two questions, each question consisting of a set of sub-questions on one passage, dealing with content, context, background, style, effect, etc..

## **Greek**

GCSE Greek (OCR specification code 1941) may also be taken; the scheme of the examination is exactly the same as for Latin. Greek is available off the timetable, and is dependent upon teacher availability.

## **DRAMA**

**Examination Board:** OCR

**Specification Code:** 1916

Students studying Drama at GCSE level are expected to develop a theoretical as well as a practical understanding of theatre-making, its forms and creative processes. There are many areas of study including Character, Structure, Games, Style and Impro, which students will approach either as a deviser, designer, director or performer.

The program is divided into 3 components. Component 1 includes Units 1 and 2 of the course, where students are expected to work on a scripted piece and a piece of their own making, weighting 60% and internally assessed. In addition, at the end of the second year students are given a chance to do either a written examination or a Practical Examination, both weighting 40% and externally assessed.

Coursework mainly involves the understanding of the most important theatre practitioners, starting in Year 10 with Stanislavski and Brecht. In Year 11, students tackle Artaud and other world theatre practices. They will have a choice of investigating traditions like Theatre of the Oppressed, Kantor or Japanese Noh. They incorporate the theory into their two coursework Units. These are:

1. A scripted piece (Year 10): Students work on three contrasting pieces of repertoire. They produce one of them and direct it themselves to an audience.
2. A devised piece (Year 11): Students write a piece themselves based on a stimulus and produce it in front of the class.

The summary of evidence for an external assessment is produced in the form of a portfolio, which students write over the two-year program. Here they describe the preparation and application of Units 1 and 2.

Drama GCSE is a learning process as much as a journey of self-discovery. It offers the student an alternative educational space and can add another dimension to their experience. We hope that in these two years not only will the students develop ideas of who they are and how they feel about important aspects of their lives, but, more

importantly, that they will gain the skills to express these new understandings creatively both as individuals and as part of an ensemble team.

## **ECONOMICS AND BUSINESS STUDIES**

**Examination Board:** Edexcel

**Specification Code:** 1171

This exciting course provides the first opportunity for Worth students to study Economics and Business Studies. The course is an introduction to both disciplines in a way that links them throughout Years 10 and 11. The titles of the units are:

- Make or Break?
- Work or What?
- Risk or Certainty?
- Big or Small?
- Create or Destroy?
- Winners or Losers?

These thought-provoking themes are then broken down into sections which bring together both economic and business concepts. For example, under *Make or Break?*, students will explore an enquiry which is entitled 'Is there a market?'. Within this they will develop an understanding of both Demand and Supply (Economics) and Market Segmentation (Business Studies).

The assessment is through two papers, each lasting 1 hour and 15 minutes, and a coursework portfolio which will consist of two submitted pieces with a maximum word limit of 1000 words each.

It is not a prerequisite for studying Economics or Business Studies in the Sixth Form that GCSE Economics and Business Studies is taken. However, students who have taken the GCSE will be at an advantage if they carry on into the Sixth Form.

## **ELECTRONICS**

**Examination Board:** AQA

**Specification Code:** 3432

Electronics is one of the largest industries and its products are in use almost everywhere in our modern world. Electronics concerns itself with the designing and making of electronic circuits, how they work and how they are influencing our changing society.

The examination consists of one theory paper counting for 60% of the final mark and two projects which together count for 40%. The first project is a construction exercise in which the student is expected to apply his knowledge of the theory to the design and assembly of a working circuit that seeks to solve a real-world problem and the second project is a research exercise carried out on the internet.

Students study for four periods each week in a well-equipped workshop. This subject is ideal as both an academic qualification or as the foundation for a lifelong and very useful hobby.

## ENGLISH

**GCSE English** Examination Board: AQA Specification Code: A 3702  
**GCSE English Literature** Examination Board: AQA Specification Code: A 3712

All students in Years 10 and 11 take GCSE English. Sets 1, 2 and 3 also work towards the GCSE English Literature examination. Students in set 4 also do a lot of literature, but they do not currently sit the English Literature examination. At present, there are five lessons of English a week in each of Years 10 and 11. You should expect to do 60 minutes of prep a week in Year 10. In Year 11, you should expect 90 minutes of prep a week if you do both English and English Literature, and 60 minutes a week if you do English only.

GCSE English involves both language and literature. Coursework counts for 40% of the marks. This involves speaking, whether in debates, group discussion, drama or a solo presentation; writing fiction; writing about media, such as films or magazines; and essays on a novel and a Shakespeare play. The two exams at the end of Year 11 contain reading and writing exercises, including writing about poetry from different cultures and traditions. You will be rewarded for using standard English with accurate spelling, punctuation and grammar.

If you also do GCSE English Literature, you will study six texts: prose, poetry and drama written before 1914; and prose, poetry and drama from after 1914. Both drama elements and the pre-1914 prose are examined by coursework, which makes up 30% of the marks. You can submit the same essays on Shakespeare and pre-1914 prose for both English and English Literature. The single exam at the end of Year 11 is on the poetry elements and the post-1914 prose; it counts for 70% of the marks.

Here are some of the literary texts that you might study:

Pre-1914 Prose	<i>Frankenstein, The Hound of the Baskervilles or The Time Machine</i>
Pre-1914 Poetry	A wide range of poems from the sixteenth century onwards, including Tennyson's "Ulysses" and Browning's "My Last Duchess"
Shakespeare	<i>Henry V, Macbeth or Much Ado About Nothing</i>
Post-1914 Prose	<i>Of Mice and Men, The Catcher in the Rye or To Kill a Mockingbird</i>
Post-1914 Poetry	<b>Either</b> Seamus Heaney and Gillian Clarke <b>or</b> Carol Ann Duffy and Simon Armitage
Post-1914 Drama	<i>The Crucible, An Inspector Calls or A Man For All Seasons</i>
Poetry from other cultures and traditions	"Vultures" by Chinua Achebe, "Half-Caste" by John Agard, "Presents from my Aunts in Pakistan" by Moniza Alvi

We hope that you will find English at GCSE a great adventure, full of new and exciting skills to learn and worlds to explore, so that you will share the determination of Ulysses:

“To sail beyond the sunset, and the baths  
Of all the western stars”.

## GEOGRAPHY

**Examination Board:** AQA

**Specification Code:** 3031 (Syllabus A)

Geography is a popular option for GCSE study. Each year, between 30 and 35 students take the two-year course covering topics including map work, rocks and landscape, glaciation, hydrology, tectonics, coasts, population, industry and development. A healthy mix of traditional elements, such as geomorphology, and contemporary issues, such as globalisation and immigration, is achieved. In addition to sitting two exam papers which cover work on these topics, boys have to submit a project of about 2500 words based upon fieldwork investigations: this is worth 25% of the exam marks.

Field trips are undertaken in Year 10. A new venture for the department will be a four day trip to southern Italy during ACE week. On this we will visit the site of Pompeii to see the result of natural hazards, such as pyroclastic flows, from volcanoes as well as the monitoring station established to give an early warning of potential future disasters. We will also examine the issues of an economically peripheral region for direct comparison with the SE of England. Although these issues are directly related to the course the trip will not be compulsory.

The one day coursework data collection trip will be based locally in Crawley concerning work on identifying patterns of crime within an urban area. This will examine socio-economic links to different types of crime as well as determining whether there is a direct correlation between perceived crime levels and actual crime levels.

Throughout the course students are provided with copies of Wide World magazine, and they use this resource to widen their background knowledge of this subject. The GCSE course provides a firm foundation for advanced studies of the subject and usually about half of the students taking the GCSE go on to study Geography at AS, A2 or IB level.

## HISTORY

**Examination Board:** OCR **Specification Code:** 1937/A (Modern World History)

*“Study history, study history. In history lie all the secrets of statecraft”* (Winston Churchill).

The History Department at Worth offers its GCSE students the opportunity to study History in breadth as well as in depth, to encourage an interest in the past and to develop expertise in various skills (general as well as historical) and to acquire and demonstrate an understanding of the period studied.

History is a very popular subject at GCSE. The OCR *Modern World* course is based entirely upon the events of the Twentieth Century and has a global focus. The majority of Year 10 is spent examining inter-war relations between the great powers. Students examine the post-1918 peace treaties, the failure of the League of Nations to prevent the outbreak of war, and Britain's policy of appeasement. For their international Depth Study, students examine Germany 1919 to 1945 and in particular the rise and rule of Hitler and the Nazis. In Year 11, students tackle the British Depth Study: *Britain 1906-18* where they consider issues such as women's suffrage through primary source material. In the Lent term of Year 11, they produce their coursework on *Prohibition in America and Roosevelt's New Deal, 1933-41*. In the final examination, two papers are sat to test candidates on their ability to write factually-supported arguments, and their critical handling of source material. Throughout the course every opportunity is taken to develop the students' skills in ICT, debating and good scholarly practice.

Students studying History at GCSE are well catered for by the department's active trips and visits programme. During the course, all students will have the opportunity to visit the Imperial War Museum in London. The department also offers an optional residential trip to Berlin, visiting museums and sites related to Nazi Germany and the Cold War.

All Year 11 students, but particularly those who are considering studying History in the Sixth Form, are encouraged to attend the department's Stanton Society lectures which take place throughout the academic year. In addition, the Stanton Journal offers students the opportunity to write articles and reviews of historical books, films and television programmes for publication in a high-profile school publication.

## INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)

**Examination Board:** AQA

**Specification Code:** 3527 A (short course)  
3521 A (full course)

Worth sees ICT as an important subject in its own right as well as a vital tool to support teaching and learning across the curriculum. Students in Years 7 to 9 receive a discrete ICT course of one period per week. From these lessons, they gain a solid foundation with which to move on to the GCSE.

Two courses are offered to pupils in Years 10 and 11. As one of their GCSE subject choices, pupils can opt for AQA's full course in Information and Communication Technology, taught across four periods per week. Pupils who do not opt for the full course option undertake AQA's Short Course in Information and Communication Technology. This short course counts as half a GCSE, and is taught across two periods per week. The short course GCSE is very good for all pupils as they have to produce projects based around a fictitious client given problem. This means they are learning how to produce solutions for customer needs rather than their own, a skill which is invaluable for the future.

Progression in ICT capability is more than simply the development of skills. Students also need time to consolidate their skills by applying them in a wide range of contexts.

They need to be able to reflect upon their use of ICT skills in different situations before becoming fully capable of deciding when, and when not to use ICT. Cross-curricular opportunities are identified throughout the curriculum to encourage students to use ICT in all areas of their studies.

As a department, we aim to provide all pupils with a strong grounding in the application of ICT in a very real and changing world.

## **MATHEMATICS**

**Examination Board:** Edexcel

**Specification Code:** 4400

The aims of the Mathematics department are two-fold. First, to provide students with a balanced course which will equip them with the mathematics which they will need in adult life. Secondly, to give them a firm foundation in the subject, which will prepare them for more advanced courses of study in the Sixth Form or beyond school.

In September 2006 we started to teach the International GCSE (IGCSE) Mathematics course at Worth School. This has replaced the previous GCSE programme, also run by Edexcel and is taught as a three year course from Years 9 to 11.

The new course has two tiers of entry at Higher and Foundation level with the full range of GCSE grades available. The syllabus has much in common with that previously taught at GCSE, but there are differences at the Higher Level, with some new topics included which help to prepare students for sixth form study in mathematics on both AS and IB courses. At the same time the Foundation tier provides a very accessible course for those of our students who find mathematics a demanding subject. However we expect to enter the vast majority of students for the Higher tier.

Assessment is based entirely on two written examinations, with calculators being allowed in both papers. Project work may be used as part of the course, particularly in teaching certain topics, but will not form part of the external assessment.

Throughout the three years of the course, students are streamed into four sets according to ability but adjustments are made, where necessary, to enable students to progress well.

All students take their IGCSE examinations in Year 11 with students in the top sets, in particular, going considerably beyond the confines of the syllabus to explore topics in greater depth.

## MODERN FOREIGN LANGUAGES

In Years 10 and 11, students at Worth are expected to study at least one Modern Foreign Language. French and Spanish are the two languages offered as a regular part of the curriculum. Through the use of the target language in class, and through laying down a sound grammatical basis, a high level of success is regularly achieved in the GCSE exams. Successful students are encouraged to pursue their language studies into the Sixth Form *via* either the IB program, or the AS/A level route.

In addition to French and Spanish, other languages (Italian, Russian, German, Chinese and Polish) may be studied to GCSE level on a private basis. Further details may be obtained from the Head of Department.

### French

**Examination Board:** AQA

**Specification Code:** 3651 (Specification A)

Most students will sit the Listening, Reading and Speaking tests at Higher tier, although very occasionally it may be to a student's advantage to enter a test at Foundation tier. Students are prepared for either the Writing Coursework option or the Writing paper at the teacher's discretion.

Work is based on the "*Equipe nouvelle*" and *Encore Tricolore – nouvelle édition* coursebooks, supplemented with other materials.

Students are streamed according to ability, and fluent or near-fluent speakers may be allowed to sit their GCSE at the end of Year 10.

### Spanish

**Examination Board:** AQA

**Specification Code:** 3691 (Specification A)

Why learn Spanish? First, because it is a major world language. Spanish is the official language of 21 countries, and is spoken by 300 million native speakers. It is also spoken by 20% of the population of the USA. In addition, Spain is the most visited country in Europe. Spanish also plays a key part in international business both in Europe and beyond (particularly Latin America).

At Worth most students will sit the Listening, Reading, Writing and Speaking tests at Higher tier, although occasionally it may be advantageous for a student to enter a test at Foundation tier. Work is based on the *Listos - 3 Rojo* coursebooks in Years 10 and 11.

Fluent or near-fluent speakers may be allowed to sit their GCSE at the end of Year 10. They will be offered one period of Spanish a week in Year 10 to help them to prepare for the exam.

## MUSIC

**Examination Board:** Edexcel

**Specification Code:** 1426

This GCSE is designed to allow the study of music through a mixture of performing, composing, listening and understanding – with plenty of opportunities for the use of music technology.

The course reflects the diversity of the world in which we live, with a wide range of areas of study from classical music, world music and popular music. It is a very flexible course which allows the students to make most use of their specific skills and interests – performing, composing or listening and analysing.

There is only one written paper (accounting for 40% of the marks), and this involves listening to and answering question on 12 short musical extracts drawn from all kinds and styles of music. The rest of the assessment is done by coursework – composing (30%) and performing (30%). This course is an ideal way to find out more about music, or as a preparation for further study of Music or Music Technology.

## PHYSICAL EDUCATION

**Examination Board:** AQA

**Specification Code:** Physical Education A 3581

The GCSE Physical Education course is all about completing and understanding not only the practice of activities but also the theory that underpins the world of sport, recreation, health and fitness. It provides opportunities for candidates to undertake a range of practical activities, offering four for assessment. They will be required to show advanced skills within the context of the activity and demonstrate their abilities in increasingly challenging situations.

Performance is concerned with movement and the specification focuses upon the theoretical aspects of exercise and training which facilitate coordinated movement. Students will need to know how to apply and demonstrate the relationship between the factors affecting performance and participation, know how and why people get involved in sport and understand why it is important to lead an active lifestyle. They should be able to relate these factors to their chosen physical activities and show an understanding of their application in sport. Students will also be undertaking a Health-related Training Programme, which will enhance their knowledge and understanding of the impact that exercise and physical activity has upon health and fitness as well as contributing to their final grade.

The emphasis of the practical performance is on learning, developing and applying techniques in a competition context or game events, rather than as isolated techniques. Assessments are made for each of the activities/games that candidates take part in.

During the course of the practical component of the course the ‘thinking performer’ will be assessed on their:

- ability to acquire and develop skills under applied conditions.
- perform effectively in the full recognised event/version of the game by selecting and applying skills, tactics and compositional ideas.
- understand, observe and apply rules, conventions, scoring systems and the safety aspects of participation and competition.
- analyse and take action to improve their own and others' performance.
- adopt a chosen role in the activity.

The course is assessed by one examination paper lasting 2 hours (worth 40% of the total marks) and coursework consisting of practical assessment in four activities chosen from at least two of the following activity areas: Games, Gymnastics, Dance, Athletics, Swimming, Outdoor & Adventurous activity and a Health-Related Training Programme (together worth 60%).

The course provides a sound foundation for those candidates who may wish to continue their studies at A level or to pursue careers in the health profession (physiotherapy), the sport and leisure industry and the teaching or coaching professions where knowledge of Physical Education would be an advantage.

## RELIGIOUS STUDIES

**Examination Board:** AQA

**Specification Code:** 3061 (Specification A)

Religious Studies GCSE is taken in Year 11 by all Worth students. The course involves two main areas of study:

*1. The Christian Life and the Gospel (option 1C)*

This option provides an opportunity for the study of Christian belief and practice, with specific reference to the presentation of the person of Jesus in the gospel of Mark. It considers how and why the gospels were written and the way in which the gospels influence traditional, denominational practices and Christian beliefs today.

*2. The Effects of the Roman Catholic Tradition on Behaviour, Attitudes and Lifestyle (option 2B)*

This option looks at the main areas of Roman Catholic belief on practical moral issues such as marriage, euthanasia, wealth and poverty, war and peace, capital punishment and discrimination. It considers the way in which aspects of personal and social life may be related to biblical, moral teaching and Christian beliefs today. Students also study in detail the nature of the Sacraments within the Catholic Church and consider how these may have an effect on the life of a practising Catholic.

All areas of the course demand knowledge of the teachings of different Christian denominations and the reasons for these differences.

The syllabus does not presume any particular religious commitment on the part of the student. It is ecumenical in approach, which allows students to identify and evaluate similarities and differences between various Christian traditions, considering the reasons for the views that are held. The assessment is by two examination papers and two coursework assignments.

Within the GCSE study, students are also encouraged to consider areas that are part of their Personal, Social and Moral Education course. Issues such as sexual relationships, prejudice and discrimination, and our responsibilities towards others, are integral parts of a holistic approach to Religious Education that concerns itself with issues that go beyond the simple requirements of examinations.

## **SCIENCE**

Worth students take a balanced science course, Edexcel's "360 Science" in Years 10 and 11. This means either taking the three separate sciences (Biology, Chemistry and Physics) with three independent GCSE grades awarded at the end of the course, or taking a combined science course. Students taking the latter option will be aiming for two GCSE's at the end of the course: "Science" and "Additional Science". This option might be more suited to those who are less scientifically able, or those who wish to keep other subject options open elsewhere.

The courses are modular, so some examinations will be taken in Year 10. All students cover the same "Science" and "Additional Science" material, with the same examinations. Those taking the three separate sciences do an additional examination (structured questions) in each discipline at the end of year 11. Any student considering taking any scientific subject at A level or IB Higher level is strongly advised to take the three separate sciences course.

## **SCIENCE GCSE**

**Examination Board:** Edexcel

**Specification Code:** 2101

The importance of science in relation to our lives is difficult to overestimate. Many important ethical and political issues have a significant scientific component, and an educated citizen should expect to have some grasp of the underlying facts.

The Science course aims to give students a general introduction to all three sciences: Biology, Chemistry and Physics. It builds upon the work already covered in Year 9. Some of the many topics studied include: Environment, Genes, Patterns in Properties, Making Changes, Electricity and Space. Most of these topics have a considerable practical component, which often includes teacher demonstrations. Students complete practical assessments in class which contribute 10 % to the final mark, plus short internally-assessed "activities" which contribute a further 30 %. The other 60 % of the assessment consists of six short multiple-choice papers.

## **ADDITIONAL SCIENCE**

**Examination Board:** Edexcel

**Specification Code:** 2103

"Additional Science" builds upon the material covered in "Science". Topics include Living Cells, Energy Flow, Chemical Synthesis, Rate of Reaction, Velocity and Acceleration, and Radioactivity. The development of research skills, including internet work, is

encouraged. As with the whole 360 Science course, some parts of modules have been written deliberately to promote discussion and the expression of students' opinions. The assessment is similar to that of "Science" (40 % practical and activities; 60 % external examination), but the examination papers include structured questions as well as multiple choice.

### THREE SEPARATE SCIENCES

#### Biology

**Examination Board:** Edexcel

**Specification Code:** 2105

It is unusual to find a quality newspaper which does not currently have any mention, somewhere, of a subject with a biological dimension. Genetically modified crops, *in vitro* fertilisation, biodiversity and endangered species are among the topics that have recently featured in the news. A good knowledge of Biology is essential to gain a full understanding of such issues.

GCSE Biology covers a wide range of different aspects of the subject. In addition to the modules already covered in "Science" and "Additional Science", Biology students will study the extension modules "Biotechnology" and "Behaviour in Humans and Other Animals". Parts of these modules are designed to promote discussion and expression of opinions

In many parts of the world there are still many species which have not been described. Some, undoubtedly, will become extinct before they are recorded. Biologists will always be in demand!

#### Chemistry

**Examination Board:** Edexcel

**Specification Code:** 2107

Chemistry impinges upon all aspects of our lives. The science of new materials, ranging from carbon fibres to advanced plastics, owes its very existence to Chemistry. Any new drug will have been developed and synthesised by chemists, and the preservation of historical materials ranging from valuable books to archaeological finds depends upon an understanding of the subject. Even our brains work on chemical principles!

The GCSE course aims to develop a student's thinking and research skills, while building up a sound body of knowledge. In addition to the topics covered in the "Science" and "Additional Science" modules, chemistry students will study the extension modules "Chemical detection" (analysis, forensic work) and "Chemistry Working for Us" (the use of chemistry in our everyday lives).

The study of Chemistry is necessary for any student contemplating a medical career, and the subject is looked upon favourably for many vocations ranging from law to accountancy.

## Physics

**Examination Board:** Edexcel

**Specification Code:** 2109

The GCSE specification starts by considering where physics impacts on the modern world, whilst studying the historical development of science and technology through recent decades. Pupils are also given a grounding in all the basics needed for a student to pursue Physics at a higher level at school and University. In addition to the topics covered in the science and additional science units, students will study “Particles in Action” and “Medical Physics” as their extra modules.

Physics as a separate GCSE is particularly appropriate for students who enjoy science and love to know how things work. It also acts as an excellent preparation for those planning to carry on with science in the Sixth Form.

Practical work is done throughout the two years with the emphasis being very much on learning by discovery. As with the other two sciences, students are encouraged to question all aspects of scientific and technological advancement, while also developing their research skills using books and the internet.

## APPENDIX 1

### INFORMATION ABOUT ARRANGEMENTS FOR EXAM CONCESSIONS KNOWN AS “ACCESS ARRANGEMENTS” FROM SEPTEMBER 2004

Major changes have been made by examination boards with regard to Access Arrangements (exam concessions). As the arrangements are designed to meet individual candidates' needs, you are advised to contact the LS department for particular details.

Examination boards recognise that there are some candidates who can cope with the learning demands of a GCSE/GCE course but for whom the standard arrangements of their attainment may present an unnecessary barrier. This might apply where candidates have a known and long standing learning difficulty such as dyslexia or dysgraphia. Such barriers may arise as a result of:

- A learning and/or physical disability
- English being a second or additional language
- A temporary disability or illness or disposition
- The immediate circumstances of the assessment
- Colour blindness.

Exam boards are keen to ensure that neither special arrangements (known as Access Arrangements) nor special consideration gives an unfair advantage over other candidates. Examples of Access Arrangements might include awarding extra time in examinations or use of Word processing, with a spellchecker suppressed.

Both school and exam boards will consider the candidate's **normal way of learning** and producing work as part of their usual classroom practice as a basis for Access Arrangements. Evidence for this requirement needs to be in the form of a diagnostic report confirming a learning disability subsequent to year 6 from an Educational Psychologist or Specialist Teacher along with **evidence of a history of provision** to meet such a need.

Parents who believe their child fulfils the Access Arrangements criteria should contact the Learning Support Department as early as possible for advice and information. **Exam boards request this information at the beginning of the GCSE course in Year 10.**

## APPENDIX 2

### ADVICE REGARDING WORD PROCESSING GCSE COURSEWORK AND EXAMINATIONS

Exam boards have updated the regulations which relate to the use of word processors in written examinations. Students and parents should take careful note of the following advice.

Coursework components can normally be completed on word processors unless prohibited by the subject specification. Heads of Department can clarify if this applies in their subject.

For the use of word processors in examinations, applications must be made to each Awarding Body before a word processor can be allowed. The word processor **must be used only by those candidates whose disability/learning difficulty impairs their hand written communication or whose handwriting is illegible**. The use of a word processor must reflect the candidate's normal method of working. Each candidate must undertake an assessment to verify their proficiency in word processing over handwriting and an educational psychologist or specialist teacher assessment, to be undertaken within two years of the **start** of the examinations series (i.e. **by the end of Year 9** for GCSE)

The candidate must also provide evidence of a learning difficulty and show a history of provision throughout the two year course of study.

**The school strongly recommends, therefore, that all students, other than those formally identified with an appropriate learning difficulty, continue to handwrite wherever possible, particularly in timed situations in order to be adequately prepared for GCSE and subsequent examinations.**

Parents who believe their child fulfils the word processing Access Arrangements criteria should contact the Learning Support Department as early as possible for advice and information.