

# GCSE courses starting September 2008

# Introduction

During the three years in which you have been in the Senior School you have been studying lots of different subjects. As you move into the Fourth Year you will start the important task of preparing for your GCSE examinations which you will take at the end of the Fifth Year in Summer 2010 (although some module exams in the Sciences are taken at the end of the Fourth Year), and the subjects which you will study for GCSE will consist of a mixture of some compulsory and some optional ones. This booklet is designed to help you and your parents in your discussions about the options which are open to you and about the decisions which you will need to make.

As far as subject choices are concerned, I advise you to discuss your ideas with your parents, your Form Tutor, those who teach you and the relevant Heads of Department. (This is particularly important for subjects such as Business Studies which you have not studied before.) Mr Christian, your Head of Year, and Mr Lee, our Head of Careers, would also be very pleased to speak with you. Among the questions you could usefully ask yourself are:

- } What subjects am I really interested in?
- } What subjects am I good at?
- } What subjects do I think I might wish to study in the Sixth Form?
- } What are my career aspirations? (At this stage in your life you probably don't have much of an idea of what you would like to do as a career – but if you do, this will influence your choice of subjects.)
- } What subjects will keep my options open?

## Compulsory Subjects

All boys will do GCSEs in English Language, English Literature, Mathematics, Chemistry, Physics and Biology.

The three Sciences will be taught as separate subjects which will lead to three separate GCSEs.

## Optional Subjects

You have to choose four subjects from the following list:

- } Art and Design
- } Business Studies
- } Classical Civilisation
- } Electronic Products
- } French
- } Geography
- } German
- } Greek
- } History
- } Information and Communication Technology
- } Latin
- } Music
- } Physical Education
- } Religious Studies

Your choice must include at least one of French and German, and you may of course choose both of these Modern Foreign Languages.

You can choose Classical Civilisation whether or not you are studying it in the Third Year, but you can only choose Latin or Greek if you are in one of the Third Year Latin groups. If you do choose Latin or Greek (or both) then you cannot choose Classical Civilisation as well.

We cannot guarantee that each boy will be able to study his first choice of subjects: the various teaching groups have to be organised into four option blocks where everybody is studying just one subject in each block, so of course not every possible combination of four subjects can be accommodated within those blocks; moreover, the number of places on a few subjects is likely to be limited, which means that some boys who would like to choose such subjects may be disappointed.

Information on each subject appears on the following pages, arranged in this order: English; Mathematics; Sciences; then the optional subjects in alphabetical order as in the list above.

I hope that you and your parents will find the following pages helpful and that your GCSE courses here at BGSB will be enjoyable, rewarding and successful ones for you.



**Headmaster**

March 2008

# English

Acting Head of Department: Mr D E Armsbey

Board: AQA

Coursework: Yes

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Pupils will follow two GCSE courses, AQA English (Specification A) and AQA English Literature (Specification A). These courses are assessed by final examinations and coursework.

## **AQA GCSE English**

This is a combined literature and language course which was originally designed to replace the previous separate subject awards. All pupils are entered for the Higher Tier award.

### *Final Examinations*

There are two papers which assess reading and writing skills. The literature component is a selection of poems from different cultures and traditions published in the AQA Anthology. The examinations constitute 60% of the marks for this award.

## **AQA GCSE English Literature**

This course involves the study of a wide variety of literature of all genres as prescribed by AQA. All pupils are entered for the Higher Tier award.

### *Final Examinations*

There is one paper which assesses reading skills in response to the set texts. The examination constitutes 70% of the marks for this award.

## **Coursework**

Pupils will produce five pieces of coursework which will apply to both of the GCSE courses in common. They will also be assessed in Speaking and Listening skills which will also contribute to the coursework marks. In GCSE English the coursework will constitute 40% of the total marks and in GCSE English Literature it will constitute 30% of the total marks. The coursework is normally completed in the Fourth Year.

# Mathematics

Acting Head of Department: Mr A C J Young

Board: Edexcel

Coursework: No

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We follow the Edexcel International GCSE in Mathematics. The work which you will do in the Fourth and Fifth Years continues naturally from the work you did in the Third Year. The GCSE exam is based on ALL of the maths you have learnt, from the First Year onwards, and as you will already have realised, each of the different topics is developed further and further as you progress from one year to the next.

## **The content of the course consists of:**

### } *Numbers and the number system*

Anything to do with calculations involving different sorts of numbers.

### } *Equations, Formulas and Identities*

Lots of algebra in this one.

### } *Sequences, Functions and Graphs*

More algebra; this topic includes a basic introduction to a very important topic called Calculus.

### } *Geometry*

Includes shapes, constructions, areas and volumes, trigonometry.

### } *Vectors and Transformation Geometry*

Changing shapes in various ways.

### } *Statistics*

Collecting and analysing data. This topic includes probability.

## **Other relevant information**

The exam consists of two papers, each of two hours. You are allowed to use your calculator in both papers.

You will continue to be taught in sets – 5 altogether – based upon ability, with the possibility of moving up or down between sets at the end of the fourth year. Sets 4 and 5 may not cover some of the harder, A\*-aimed topics.

The vast majority of boys will be entered at Higher Tier, in which grades A\* to D are available; but a small number of weaker pupils will be entered at Foundation Tier, in which the harder topics are left out, so it's an easier exam – but you can only get up to grade C.

# Sciences

Heads of Department:

Biology: Mr G A Ferguson

Chemistry: Mr R N Marshall

Physics: Mr C A Davidson

Board: AQA

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## Common Aims

Candidates are encouraged to:

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

Biology, Chemistry and Physics are taught by subject specialists as separate sciences, with a common unit structure:

### Unit 1 Delivered in Third Year

- Biology*
- } How do human bodies respond to changes inside them and to their environment?
  - } What can we do to keep our bodies healthy?
  - } How do we use/abuse medical and recreational drugs?
  - } What causes infectious diseases and how can our bodies defend themselves against them?
  - } What determines where particular species live and how many of them there are?
  - } Why are individuals of the same species different from each other?
  - } What new methods do we have for producing plants and animals with the characteristics we prefer?
  - } Why have some species of plants and animals died out?
  - } How do new species of plants and animals develop?
  - } How do humans affect the environment?

- Chemistry*
- } How do rocks provide building materials?
  - } How do rocks provide metals and how are metals used?
  - } How do we get fuels from crude oil?
  - } How are polymers and ethanol made from oil?
  - } How can plant oils be used?
  - } What are the changes in the Earth and its atmosphere?

- Physics*
- } How is heat (thermal energy) transferred and what factors affect the rate at which heat is transferred?

} What is meant by the efficient use of energy?

} Why are electrical devices so useful?

} How should we generate the electricity we need?

} What are the uses and hazards of the waves that form the electromagnetic spectrum?

} What are the uses and dangers of emissions from radioactive substances?

} What do we know about the origins of the Universe and how it continues to change?

### Unit 2 Delivered in Fourth Year

- Biology*
- } What are animals and plants built from?
  - } How do dissolved substances get into and out of cells?
  - } How do plants obtain the food they need to live and grow?
  - } What happens to energy and biomass at each stage in a food chain?
  - } What happens to the waste material produced by plants and animals?
  - } What are enzymes and what are some of their functions?
  - } How do our bodies keep internal conditions constant?
  - } Which human characteristics show a simple pattern of inheritance?

- Chemistry*
- } How do sub-atomic particles help us to understand the structure of substances?
  - } How do structures influence the properties and uses of substances?
  - } How much can we make and how much do we need to use?
  - } How can we control the rates of chemical reactions?
  - } Do chemical reactions always release energy?
  - } How can we use ions in solutions?

- Physics*
- } How can we describe the way things move?
  - } How do we make things speed up or slow down?
  - } What happens to the movement energy when things speed up or slow down?
  - } What is momentum?
  - } What is static electricity, how can it be used and what is the connection between static electricity and electric currents?
  - } What does the current through an electrical circuit depend on?

- } What is mains electricity and how can it be used safely?
- } Why do we need to know the power of electrical appliances?
- } What happens to radioactive substances when they decay?
- } What are nuclear fission and nuclear fusion?

### **Unit 3** *Delivered in Fifth Year*

- Biology*
- } How do dissolved substances get into and out of plants and animals?
  - } How are dissolved materials transported around the body?
  - } How does exercise affect the exchanges taking place within the body?
  - } How do exchanges in the kidney help mammals to maintain their internal environment, and how has biology helped us to treat kidney disease?
  - } How are microorganisms used to make food and drink?
  - } What other useful substances can we make using microorganisms?
  - } How can we be sure we are using microorganisms safely?

- Chemistry*
- } How was the periodic table developed and how can it help us understand the reactions of elements?
  - } What are strong and weak acids and alkalis?
  - } How can we find the amounts of acids and alkalis in solutions?
  - } What is in the water we drink?
  - } How much energy is involved in chemical reactions?
  - } How do we identify and analyse substances?

- Physics*
- } How do forces have a turning effect?
  - } What keeps bodies moving in a circle?
  - } What provides the centripetal force for planets and satellites?
  - } What do mirrors and lenses do to light?
  - } What is sound?
  - } What is ultrasound and how can it be used?
  - } How can electricity be used to make things move?
  - } How do generators work?
  - } How do transformers work?
  - } What is the life history of stars?

### **How Science Works**

- } The thinking behind the doing
- } Fundamental ideas
- } Observation as a stimulus to investigation
- } Designing an investigation
- } Making measurements
- } Presenting data
- } Using data to draw conclusions
- } Societal aspects of scientific evidence
- } Limitations of scientific evidence

### **Centre Assessed Unit (CAU)**

The knowledge and understanding which are assessed by the centre assessed unit are detailed in the 'How Science Works' section (above)

Assessment to include the Practical Skills Assessment (PSA) and the Investigative Skills Assignment (ISA) – an internal investigation and a written examination (45 minutes), set by the board, internally marked and externally moderated (replacing the old GCSE coursework).

### **Assessment in each GCSE Science:**

Written papers are available in January and June. Retakes are available.

*Unit 1*      Written paper  
25%  
45 minutes  
45 marks

*Unit 2*      Written paper  
25%  
45 minutes  
45 marks

*Unit 3*      Written paper  
25%  
45 minutes  
45 marks

*CAU*      (*Unit 1, 2 or 3*) based on normal class  
*practical work*  
Practical investigation  
Written paper  
25%  
ISA: (an externally set, internally assessed test taking 45 minutes)  
PSA: (a holistic practical skills assessment throughout the course)  
40 marks

# Art & Design

Head of Department: Mr T A Burns

Board: AQA

Coursework: Yes

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Pupils in the Fourth and Fifth Years study AQA GCSE Art and Design Syllabus A.

The coursework element, in the form of an exhibition, totals 60% of the final marks, and the questions or themes are set by the department.

The Terminal Examination element totals 40% of the marks, is also included in the exhibition, and follows a theme set by the examinations board. The students have a four-week preparation period, and a total of up to ten hours to complete the Terminal Examination final work.

The final assessment is by the department, and then by an External Moderator.

## At BGSB, the pupils study three areas:

} Pictorial Composition

} Graphic Design

} Three Dimensional Work

In the Fourth and Fifth Years, the students are given a starting point or theme, which is common to both two and three dimensional work. Each theme/project lasts a term, so in the first year of the course, the students are expected to produce three projects for each area of study. In two-dimensional work that means a project based on graphic design and two projects on pictorial composition, and in three-dimensional work, three projects in media of the student's choice. At every stage of the work, consultation and evaluation are taking place, and decisions are made by the pupils, in discussion with staff, when they are addressing the four assessment objectives. In the Fifth Form, one or two coursework projects are attempted, and then the final examination project is completed before the exhibitions are put up at the end of the course.

## Why choose this subject?

Although demanding, GCSE Art and Design can be a stimulating and enjoyable experience, helping the student to develop his creative and imaginative powers. It also helps to develop skills in a range of media and investigate and interpret the work of others in connection with their own artwork.

Students hoping to follow a career in any form of Art and Design based field as well as Architecture should follow a GCSE Art and Design course.

# Business Studies

Head of Department: Mr M J Curtis

Board: AQA

Coursework: No

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## Course Content

### } *External environment and business*

Issues covered include: the benefits and costs of business, eg the creation of jobs and income, pollution; how factors such as unemployment, inflation, interest rates and government legislation affect business.

### } *The ownership and control of business*

Forms of business organization such as sole traders, partnerships, franchises and limited companies are studied in this section which also examines reasons why firms grow and the methods they use to do so.

### } *The aims and objectives of business*

These include maximizing sales, profits and market share.

### } *The management of people within a business*

Topics covered in this section include the span of control, the chain of command, leadership styles and methods of motivating people within a business.

### } *Finance and accounting*

The three elements in this section are: sources of finance such as bank loans and shares; business planning by means of, for example, cash flow forecasts and business plans; analyzing performance using profit and loss accounts and balance sheets.

### } *Production*

As well as looking at production methods such as flow production we will study stock control systems and ways of maintaining quality. The location of industry will also be examined.

### } *Marketing*

Market research methods, sampling, pricing methods and promotional techniques are some of the topics covered in this section.

## Why choose this subject?

Business Studies is a subject which is relevant to your current lives and future career choices. The knowledge you gain will empower the decisions you make in the future. Learning about business will give you the essential information about the working environment you will experience whichever organization you choose to work for. You will not only have technical knowledge about how the business works but also learn how to behave in the workplace as a manager or a worker.

Business Studies has become one of the most popular academic subjects in schools and universities. Our experience is that students find it stimulating and accessible: they find they already have some business knowledge on which to build their future exam success. Its relevance can be appreciated every day as more

business stories hit the headlines and the subject becomes the basis for popular TV programmes such as *The Apprentice*. Many of our students continue with the subject in the Sixth Form and at university.

# Classical Civilisation

Head of Department: Mrs J Hone  
Board: OCR  
Coursework: Yes

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## Literature

Two literature topics are studied for GCSE. We usually opt for Homer's *Odyssey* and Ovid's *Metamorphoses*. Pupils read the texts in class and are taught to analyse and appreciate the literature (in much the same way as texts are studied in English Literature GCSE).

## History

Two historical topics are also studied. In recent years we have chosen 'Sparta and the Spartan System' and 'Roman Sport and Leisure'. The former involves close examination of a brutal but very successful military state; the latter explores many forms of entertainment in the Roman world, including the spectacular gladiatorial contests and chariot-racing.

## Coursework

This is linked to the 'Roman Sport and Leisure' topic. There are two pieces of 1500 words each: a study of gladiatorial types and a description of a visit to the Roman baths.

## Examinations

Paper 1: History – 40%

Paper 2: Literature – 40%

Coursework: 20%

## Why choose this subject?

If you do not enjoy the study of language but wish to continue learning about the ancient world, then Classical Civilisation will be a good choice for you. It is a subject which can be taken at A level, and at degree level in many of the top universities.

# Electronic Products

Head of Department: Mr D Hailwood  
Board: OCR  
Coursework: Yes

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## Assessment

Students are expected to submit a coursework project and also complete a written examination. Overall assessment is structured as follows:

Coursework project: 60%

Written examination: 40%

## Course Content

Not only will we design and build electronic circuits, but we will also study various aspects of Electronics, including:

- } different materials such as polystyrene, softwoods and mild steel
- } the process of vacuum forming
- } different electronic components including switches, resistors, thermistors, capacitors, thyristors
- } a programming language for writing simple sub-system routines
- } how to do various calculations using appropriate formulae
- } how to suggest modifications for improving the performance of a design to fit in with various moral, cultural or environmental considerations
- } how to consider Health and Safety issues by applying safe practice and procedures when designing and making products
- } the use of computer aided design (CAD) to generate designs for electronic circuits, along with computer aided manufacturing (CAM) systems for manufacturing products
- } how to manufacture products using a range of materials and processes
- } the consideration of various issues involved with the industrial applications of electronic design and manufacture

## Why choose this subject?

This subject is aimed at pupils who are considering Electronics or Electrical Engineering as a career – but it would also suit those who simply wish to increase their knowledge of Electronics.

# French

Head of Department: Mr J Kendall

Board: AQA

Coursework: No

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## Course Content

The course is based on the four skills of listening, reading, speaking and writing and builds on what you have already achieved in the first three years. All the four skills are tested in the GCSE examination and all have equal importance. We continue to use the Tricolore textbook. You will have the opportunity of having conversation classes in small groups on a regular basis with our French assistant(e) during both years of the course. By the end of the course you will be able to hold a conversation on different topics, cope in many different language situations and be able to understand more complex French.

## Why choose this subject?

Those who can communicate effectively in a foreign language will find that they have a skill highly valued by potential employers, particularly at a time when the number of young people studying languages nationally is in decline. GCSE French is essential for further study of the language and it combines well at A-level with other subjects, including the sciences. We hope that the course provides a real academic challenge, enjoyment and a skill for life.

} Coasts

} Weather and Climate

} Ecosystems

We attempt 3 options

## Paper 2 Human Geography

Choose from:

} Population

} Settlement

} Industry

} Agriculture

} Managing resources and Tourism

} Development and Interdependence

We attempt 3 options

## Fieldwork

The department does local fieldwork in Bury looking at the regeneration of the town and the effects that places such as the Trafford Centre have had on regeneration.

## Why choose this subject?

There are many reasons to choose any subject, but above all you must enjoy it, as you will be the one sat there doing the work. Geography is truly a multi-disciplinary subject that fosters a unique understanding of the world and the issues that affect us all, from Climate Change and Globalisation to Migration and its effects.

*"It's important that we understand the World and our place in it"*

*Ritchie Blackman 4UV*

# Geography

Head of Department: Mr M E Bradley

Board: AQA Specification A

Coursework: There will be no coursework

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Geography is a dynamic subject that has changed over the years to incorporate the most up-to-date issues that affect the planet today such as Multi-culturalism and Global Warming. The course at present is split up as follows:

## Paper 1 Skills and Physical Geography

Choose from:

} Global Tectonics

} Rocks and Landscapes

} Glaciation

} Rivers

# German

Head of Department: Mr D R Lee

Board: AQA

Coursework: No

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## Course Content

Students of GCSE German will build upon the foundations laid in the Third Year. We will practise the four skills of speaking, listening, reading and writing whilst covering topics of interest to young people such as hobbies, school, careers and family. The examination at the end of the Fifth Year places equal emphasis on each of the four skills. By the end of the course, students should feel confident about expressing themselves and coping with a whole host of situations in which they might find themselves when visiting a German-speaking country.

### Why choose this subject?

Those who can communicate effectively in a foreign language will find that they have a skill highly valued by potential employers, particularly at a time when the number of young people studying languages nationally is in decline. GCSE German is essential for further study of the language and it combines well at A-level with other subjects, including the sciences. We hope that the course provides a real academic challenge, enjoyment and a skill for life.

### Other relevant information

Students will have weekly conversation classes with our Assistant/in in the Fifth Year and the opportunity to take part in one of the longest-running exchange schemes in the country, namely that with our partner school in Cologne.

# Greek

Head of Department: Mrs J Hone

Board: OCR

Coursework: No

### Language

Greek GCSE involves intensive and fast-paced language study which takes in much of Ancient Greek grammar and syntax in a short time. After the alphabet has been learnt, several paradigms of verbs and nouns are committed to memory each week and translation of increasing difficulty is tackled. At the end of the course pupils have reached the same standard in Greek that pupils who do Latin have, notwithstanding the relatively limited timescale.

### Literature

As in Latin, two Set Texts are studied:

*Verse:* 160 lines (Homer)

*Prose:* 100 lines (Herodotus, Thucydides, Antiphon etc)

These Set Texts are translated thoroughly and slowly with a great deal of support from the teacher and committed to memory in preparation for translation and analysis in the examinations.

### Examinations

Paper 1: Language 50%

Paper 2: Verse Literature 30%

Paper 3: Prose Literature 20%

### Why choose this subject?

Pupils who enjoy the challenges of a highly inflected language and study of the ancient world and all the disciplines developed in ancient Athens may choose Ancient Greek. It is not, however, for the faint-hearted as the learning pace is probably faster than in any other GCSE subject. The advantages of achieving a good grade in GCSE Greek are self-evident: enhanced linguistic skills, a deeper knowledge of the ancient world and a qualification with immense cachet

# History

Head of Department: Mr M J Hone

Board: AQA

Coursework: Yes

### Course Content

We follow the AQA examination board's popular 'Modern World History' course. This comprises two 1½ hour written papers worth 75% of the total marks, and two pieces of coursework worth 25% of the total marks. The topics covered include: the causes of the First World War; the Versailles Treaty; the inter-war period; the origins of the Second World War; the start of the Cold War; Britain and the First World War. There are also special studies of two countries, chosen from Russia 1914-41, Germany 1918-39 and the USA 1919-41.

### Coursework

There are two assignments, each worth 12½% of the total GCSE marks, both on aspects of the Second World War. These are completed in the autumn term of the second year of the course.

### Why choose this subject?

Apart from the intrinsic interest of the subject matter, which helps pupils to understand much about the world of today, the study of History develops many useful skills. These include the ability to evaluate information, argue a case and support an argument with evidence, recognise key causes and effects and identify the key factors which help to explain why events turned out as they did. The skills learned in studying History have long been recognised as vital ones for people planning to go into careers like the Law, journalism, the Civil Service and many types of management.

# Information and Communication Technology (ICT)

Head of Department: Mr P M Meakin

Board: AQA

Coursework: Yes

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## Details of Course Content

Students studying this course develop their practical skills using application software so that they are able to use spreadsheet, database, web design and desktop publishing software in more sophisticated ways than they have previously had the opportunity to. They learn how to investigate problems that may benefit from a computerized solution and how to plan and develop systems for organizations such as small businesses and clubs.

Students study the purposes of a range of computing devices, the social and legal issues relating to the use of computers in society and a range of other theoretical topics such as networking and simulations.

The course is assessed by a 90 minute examination at the end of the Fifth Year which is worth 40% of the credit and two coursework projects which are together worth 60% of the credit.

## Details about Coursework

Students must complete two coursework projects, one in the Fourth Year and one in the Fifth Year. Each of these is worth 30% of the credit for the course.

The project completed in the Fourth Year is set by AQA and is known as the Board Set Assignment (BSA). This project is based around a situation chosen by the exam board. Students must investigate the set problem and complete three or four tasks based upon it. Each task usually involves the use of one application package, eg desktop publisher, spreadsheet, database or web design software. Students must plan their work, gather evidence of its being completed and test the work they have done.

In the Fifth Year, students tackle their own choice of project to produce a Personal Project. Most students use a database package to develop a sophisticated system for an organization such as a club or small business. Students decide what the system must do, produce the system and then test it to ensure that it works correctly. Evidence must be gathered to show how the system was developed and that it functions as expected.

## Why choose this subject?

ICT skills are often required by employers and will be useful to help you complete work in your other subjects and later in life. If you are interested in computers, you will have the opportunity to learn much more about

them than in the first three years. You will learn a lot more about the various software packages that the school has. You will have the opportunity to apply the skills you have learned in the fifth year to tackle a substantial problem of your choice. There is a lot of practical work which some students appreciate as a change from their other GCSE subjects.

## Other relevant information

The school follows AQA GCSE Information and Communication Technology Specification A (3521). As much of the two years is spent completing coursework it is vital that boys who choose this subject apply themselves well throughout the course. Self-determination and perseverance are required when completing coursework as is the ability to work independently. This is not a subject in which you can hope to do well by putting in minimal effort until near the end of the course.

# Latin

Head of Department: Mrs J Hone

Board: OCR

Coursework: Yes

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## Language

In the first year of Latin GCSE, language study, building on what has been learnt in the previous two years, is intensive: Latin grammar, sentence structure and vocabulary are the focus of learning. If a pupil has enjoyed Latin in the Third Year and has been very successful in the end-of-year examination, he is very likely to continue to be successful in the Fourth Year.

## Roman Civilisation

The Fifth Year begins with coursework, which makes up the Roman Civilisation element of the course: one piece of 2000 words is required. It is completed within 3 weeks.

## Literature

The remainder of the Fifth Year is taken up with the study of verse and prose literature:

*Verse:* 160 lines: selections from Ovid, Virgil, Catullus, Horace, etc.

*Prose:* 100 lines: selections from Pliny, Tacitus, Cicero, Sallust, etc.

These Set Texts are translated thoroughly and slowly with a great deal of support from the teacher and committed to memory in preparation for translation and analysis in the examinations.

## Examinations

Paper 1: Language – 30%

Paper 2: Verse Literature – 30%

Paper 3: Prose Literature – 20%

Coursework: – 20%

## Why choose this subject?

Those who enjoy Latin and can cope with its linguistic challenges are likely to choose it. Some are already thinking of their future careers and university applications at this stage: prospective linguists ancient and modern, lawyers, doctors, IT specialists, accountants or students of English Literature may choose Latin GCSE. It is important to bear in mind that Latin is a very academic subject and is now considered to be a great asset when competing for places at elite universities.

# Music

Head of Department: Mr C N J Hyde

Board: AQA

Coursework: Yes

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A mainly practical course which includes:

- } Performing (2 pieces) – at least Grade 4 level to get the highest grade
- } Composing (1 piece) – could be vocal or instrumental in a style of the pupil's choice
- } Listening – approximately 10 pieces of music to listen to and answer questions on (90 min exam)
- } Project – to include elements of all three sections above, in which a report is written, a composition produced and a performance done of the composition.

## Why choose this subject?

*“Education in music is most sovereign because more than anything else, rhythm and harmony find their way to the inmost soul ...”*

*Plato*

*“Music makes savage souls gentle and uplifts sad minds ...”*  
*Lassus from ‘Cautiones Sacrae’ 1594*

*“Song was established*

*Drums were set up*

*It is said that thus*

*The cities had their start: Music existed in them.”*

*Fr. Bernardino de Sahagún in The Aztec image of self and society*

If you enjoy making music and being immersed in musical experiences then this course is for you. Music is a multi-national industry and our country has always been a forerunner in that industry.

Yes, music is for pleasure, but increasingly these days there are jobs available in which a good knowledge of and interest in the subject are essential.

NB. The BBC are relocating to Greater Manchester!

To be successful you need to be able to play a musical instrument, or to sing to Associated Board Grade 4 level by Easter in the Fifth Year.

# Physical Education

Head of Department: Mr L M Hilton

Board: Edexcel

Coursework: Yes

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The exam consists of one written paper worth 40%. The practical activities are worth the other 60%.

**Written Paper:** 1 hour 45 minutes – 40%

This paper is in three parts:

*Part I:* multiple choice questions

*Part II:* short-answer questions

*Part III:* scenario questions

All candidates are expected to attempt all questions in each part of the paper. The paper will cover all aspects of the *Factors Affecting Participation and Performance* and is divided into three sections:

} Exercise and Training

} Safety Aspects and Risk Assessment in Physical Activity and Sport

} Applied Anatomy and Physiology

All three sections will be covered in each part of Paper 1.

**Practical Activities – 60%**

All candidates will be required to offer four activities for assessment and to complete an Analysis of Performance in one of these activities. Each activity is marked out of 10 and the Analysis of Performance is marked out of 20.

This section covers the Practical Skills and is assessed internally during the course but there is usually a visit from an outside moderator in the final months of the course, normally between March and May. Certain activities will not be taught in school and therefore they must be assessed using video evidence, eg golf, canoeing etc.

Although we want you to choose your strongest activities, it is impossible to cover all sports for all candidates during practical lessons as this would be too time-consuming.

The criteria when assessing practical activities adhere to the following principles:

- } the basis for all assessment will be the candidate's technique, which underpins the skill and effectiveness with which these skills are applied into structured and full game situations
- } in individual activities the overall assessments will be based upon the cumulative principle reflecting the degree of difficulty of the movement, which enables the candidate to apply his skill in the context of the activity

#### Why choose this subject?

The course is designed to give students the opportunity to:

- } develop and apply their knowledge, skills and understanding of physical education through selected practical activities
- } develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship
- } understand the role of rules and conventions in selected activities
- } promote their understanding of the health benefits and risks associated with taking part in physical activity
- } develop the skills necessary to analyse and improve performance
- } support their personal and social development through adopting roles in selected activities when working with others

# Religious Studies

Head of Department: Mr A L Stacey

Board: OCR

Coursework: Yes

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The syllabus we follow is: OCR GCSE in Religious Studies A (World Religions) (1930)

Candidates are entered for three units: units 1 and 2 are examined, unit 3 is coursework.

#### Unit 1 *Christian Perspectives on Personal, Social and World Issues*

This entails the study of a range of issues, including family life, sexuality, marriage, euthanasia, the environment, war and peace, prejudice and discrimination. Each issue is

explored through research and class discussion. It is important that candidates know what they are talking about and are able to express their own points of view clearly. We look at Christian teaching on these issues and pupils have plenty of opportunity to consider their personal standpoints. Discussions are often lively and the ability to listen to the opinions of others is an advantage.

This unit is assessed by sitting a 1hr 30mins examination paper, accounting for 40% of the final mark.

#### Unit 2: *A Chosen World Religion*

Candidates will study one of the world's major religions, looking at aspects such as basic beliefs, festivals, pilgrimage, places and forms of worship, sacred writings. The aim is to learn something about a major belief system as practised in the world today.

This unit is assessed by sitting a 1hr 30mins examination paper, accounting for 40% of the final mark.

#### Unit 3: *Coursework*

Candidates will submit two pieces of coursework: one relating to a controversial moral issue and the other to the chosen world religion. Together, they will account for 20% of the final mark.

#### Why choose this subject?

- } Are you interested in debating controversial issues?
- } Do you ever wonder about the meaning of life?
- } Do you enjoy learning about cultures different from your own?

If so, then Religious Studies could be for you!

Religious Studies is a popular choice nationally and is a widely respected qualification, recognised by all universities and colleges. Students find the subject matter highly stimulating and benefit personally from having the opportunity to wrestle with some very controversial points of view. Throughout, we are engaged in the process of learning about influential beliefs and ways of life. You can expect to gain a number of valuable skills, including being able to think critically, debate effectively, write essays in a clear style and to see things from other points of view. Students entering professions such as law, politics, medicine, journalism, the media, social work and teaching have found their studies of religion to be particularly helpful.