



St Edmund's School Canterbury

Pre-Prep | Junior | Senior

The Right Course

Curriculum for Middle and Upper Fifth Forms

(Years 10 and 11)

2018 - 2019

GCSE Options

This booklet provides detailed descriptions of the subjects offered for GCSE, both the core subjects (English, Mathematics and Science) and those which are optional. Making an informed choice, based on experience and aptitude, is crucial. The information within this booklet will complement any ideas your son or daughter may already have and may clarify issues which seem difficult.

Of course, we are now teaching to the new GCSE specifications launched by the Government back in 2015. The qualifications are designed to be more academically demanding with a greater importance placed on the final examinations. Parents should also be aware that the new GCSEs are graded on a 9 to 1 scale.

The old and new GCSE grading scales do not directly compare but there are three points where they align, as the diagram shows:

- The bottom of grade 7 is aligned with the bottom of grade A;
- The bottom of grade 4 is aligned with the bottom of grade C; and
- The bottom of grade 1 is aligned with the bottom of grade G.



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5 STRONG PASS	B
4 STANDARD PASS	C
3	D
2	E
1	F
1	G
U	U

If you have any questions about subject choices, the grading structure or the options process, please contact Mr Ed O'Connor, Deputy Head at eoc@stedmunds.org.uk. We are proud of our success at GCSE and are aware of our responsibility to ensure that all our pupils embark on the 'right' courses. With your help, we can plan the most suitable way forward for your son or daughter.

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Middle Fifth Curriculum

Pupils in the Middle Fifth study the GCSE core subjects and select one subject from four option blocks. The arrangement of optional subjects is designed to allow pupils to study those subjects best suited to their individual aptitudes and abilities.

The selection of optional subjects is guided by full discussion and consultation between pupils and their parents, teachers, tutors and Housemasters. The parents' evening held during the Lent term is an important stage in this process.

Core Subjects

English (Language and Literature)
Mathematics
Science

Lessons per week

5 in M5, 6 in U5
5 in M5, 5 in U5
12 in M5, 9 in U5

- The separate Science disciplines (Biology, Chemistry and Physics) are taught by specialist staff. Pupils may be entered for GCSE Combined Science Trilogy worth two GCSEs or for GCSEs in each of the three separate sciences.
- All pupils also have two periods of Physical Education each week, as well as one afternoon of Games and one of Activities. PSHE is delivered in half-day blocks spread over the academic year in M5, and as a weekly single lesson in U5.
- ** English as an Additional Language (EAL) is available as an alternative to a Modern Foreign Language for pupils for whom English is not their native tongue. EAL lessons will be scheduled individually, at additional cost.

Option Blocks

Choose one subject from each of the following blocks:

Block A	Block B	Block C	Block D
Art	Art	3D Design (Ceramics)	Dance
Drama	Economics	Computer Science	Drama
Food Preparation and Nutrition	Geography	French	EAL **
History	History	Geography	French
Latin	Music	Product Design	Spanish
Product Design	Sports Science (Cambridge Nationals Qualification)	Religious Studies	Religious Studies

All optional subjects are studied for 5 lessons per week.

If a particular option is oversubscribed, it may be necessary to redirect pupils to a different course according to their ability and interests.

Please note that staffing or timetabling issues may necessitate changes in the content of the option blocks during the year. The school will notify parents in the event of any such alteration.

Core Subjects

English Language and Literature

The GCSE years are exciting and stimulating times for English Language and Literature. The department aims to help pupils to express themselves with clarity and feeling. Spelling, punctuation and grammar are important in the assessment of both GCSEs overall but there is also emphasis on creativity and pupils are encouraged to read beyond the curriculum. Good handwriting and presentation are encouraged alongside ICT skills. The department follows the OCR specifications for both areas of the subject, details of which are given below:

English Language (OCR J351) is assessed by **two** 2-hour papers:

- the first (01) examines the communication of information and ideas;
- the second (02), literary impact and effects.

Each paper is worth 50% of the GCSE.

Paper 01 There are two sections, A and B. In A, candidates read and respond to unseen non-fiction texts, one of which is 19th century. In B, they produce a piece of non-fiction writing.

Paper 02: There are two sections, A and B. In A, candidates read and respond to unseen prose texts, from the 20th and/or 21st century. In B, they produce a piece of original creative writing.

In addition, there is a spoken language component, which requires three tasks to be undertaken to demonstrate the ability to communicate in individual presentation, in role-play and in discussion. This is a compulsory non-examined component.

English Literature (OCR J352) is assessed by **two** 2-hour papers:

- the first (01) examines modern and literary heritage texts;
- the second (02) poetry and Shakespeare.

The aim is to develop comprehension and critical learning skills, to analyse the effects of language, form and structure, to compare texts and to write sustained responses.

Each paper is worth 50% of the GCSE.

Paper 01 There are two sections, A and B. In A, candidates study one modern prose or drama text. The focus is on exploring themes, character and setting with an opportunity given for a comparative study with an unseen modern text of the same genre. In B, they study one 19th century novel and the aim is to develop a response to context, to develop a viewpoint and use evidence selectively to evaluate reading.

Paper 02: There are two sections, A and B. In A, candidates study a group of poems (15 from 1789 to the present). The accent is on variety with well-known poems, from different eras being studied alongside those from other countries. Themes are Love and Relationships, Conflict and Youth and Age. In B, A Shakespeare play is studied and the literary skills of understanding, critical evaluation and sustained, informed responses are further examined.

Extra English

Extra English lessons are targeted at pupils working at below a predicted grade 4 (C) at English Language GCSE. These lessons are recommended due to the importance of a pass in GCSE English Language for further and higher education. The extra English programme is highly structured to meet individual needs, running alongside the pupils' usual English lessons and providing extra preparation for English Language GCSE through provision of additional opportunities to practise and consolidate the skills required for success at GCSE. The course consists of small group structured teaching for one hour per week with additional work set for pupils to complete in supervised study time.

Mathematics

Some people love learning and exploring Mathematics whilst others find it intimidating and daunting. Whatever your aptitude may be we will help to guide you through this compulsory iGCSE subject and build upon your level, enhancing upon your understanding and improving your confidence. Even if a career in mathematics or a related field is not your intention, confidence with numbers is a real bonus in everyday life as well as at work. And for those with a keen interest in the subject, we will thoroughly prepare you for advanced study in the subject.

Pupils are taught in sets to ensure that work is covered at a speed with which they will feel comfortable. Higher sets move along quickly and create time for extension work to stimulate interest in the subject and to provide students with the strongest possible foundation for further study. Lower sets move more cautiously, allowing ideas and concepts to become fully grasped before moving forwards. The placement of individuals into ability sets is continually reviewed so that every pupil has the greatest opportunity to realise his or her full potential.

Assessment is entirely through written examination, with two papers being taken at the end of the Upper Fifth year.

The course covers topics under five broad headings:

- Using and Applying Mathematics: choosing appropriate mathematical techniques to solve everyday problems.
- Number: developing knowledge of decimals, fractions, percentages, ratios, negative numbers, standard form, accuracy and rounding, both with and without the use of calculators.
- Algebra: using algebraic ideas in the investigation of number patterns, graphs of many kinds, functions, as well as the solution of linear, quadratic and simultaneous equations and inequalities.
- Shape, Space and Measure: looking at fundamental shapes and solids such as triangles, quadrilaterals, cones and spheres. Their symmetries and angle properties are considered in addition to the units appropriate for measurement. This section also includes Pythagoras' theorem, together with co-ordinate geometry and trigonometry.
- Data Handling: collecting, analysing and interpreting numerical information, together with work on probability.

Able pupils in Set 1 are offered an enrichment programme that takes place after school to further enhance their progress towards study in the Sixth Form and beyond.

Extra Mathematics

Extra Mathematics lessons are offered to pupils working below a predicted grade (C) at Mathematics GCSE. These lessons are recommended due to the importance of a pass in GCSE Mathematics for further and higher education. The extra Mathematics programme is highly structured to meet individual needs, running alongside the pupils' usual mathematics lessons and providing extra opportunities to develop and practise the skills required for success at GCSE. The course comprises small group structured teaching for one hour per week with additional work set for pupils to complete in supervised study time.

Science (Biology, Chemistry, Physics)

The AQA specification is followed at GCSE level. This encourages learning through practical activities and gives pupils the opportunity to discuss current science issues, including science-based articles presented by the media. The science studied is often relevant to our everyday lives and the emphasis in the teaching is on “how we know” rather than “what we know”.

Biology, Chemistry and Physics will be studied by all pupils and the curriculum will be delivered by experienced subject specialists. Pupils will study interesting and diverse topics such as Genetics, Ecology, Atomic Structure, Rates of Reaction, the Big Bang and Radioactivity.

GCSE Combined Science (Trilogy) is studied by the majority of pupils in the Middle Fifth and Upper Fifth. Assessment is through external examinations, comprising structured questions, which will be taken in May and June of the Upper Fifth year. These exams will assess both the theory and practical elements of the course. There is no coursework element.

The most able pupils will study a more extensive curriculum which will lead to the award of a separate GCSE in each of the three science subjects. Assessment will take the form of written papers in May and June of the Upper Fifth year. There is no coursework element.

All examinations will be offered at two levels: Higher Tier and Foundation Tier. We anticipate that the majority of pupils will sit the Higher Tier papers.

Optional Subjects

Art and Design

Art and Design is both a form of communication and a means of expressing ideas and feelings. It is a language which complements those of the literary, mathematical, scientific and factually based subjects. It is especially concerned with the development of those complex mental processes involved in visual perception and aesthetic experience.

The GCSE Art course is designed to stimulate visual awareness. It enables pupils of varying artistic abilities to experience, and enjoy using, a variety of media, to observe, analyse and develop ideas and to express themselves in visual terms. Attention is given to developing individual skills, and projects are underpinned by critical studies. Pupils explore ideas using a wide range of media, techniques and approaches, including new technologies to develop personal responses to various starting points. The course offers the opportunity to produce work from many disciplines including drawing, painting, printmaking, sculpture, mixed media, textiles, digital photography and film. Pupils work on a variety of scales, using a sketchbook as a visual resource in which they develop ideas and record responses to relevant images, artefacts and resources. Gallery trips are offered to provide inspiration and first-hand experience of the work of professionals.

Although this course is not targeted only to naturally able artists, a genuine interest and enjoyment of the subject is vital due to coursework commitments.

The course is assessed in two units as follows:

Unit 1: Coursework Portfolio

60% of the final mark

Unit 2: Externally set assignment

Ten hour controlled test and additional preparation studies

40% of the final mark

This course offers excellent opportunities to broaden pupils' perceptions and visual literacy as well as developing transferable skills, which are valued in industry and higher education; particularly research, creative thinking, problem solving and independent learning.

GCSE Art is an excellent foundation for the study of Art and Design A-level options. Possible career paths include Fine Art, Photography, Textiles, Fashion, Graphic Design, Interior, Furniture, Jewellery Design etc. as well as Architecture.

This course is one of two options offered by the Art Department. Pupils may study one or both options. Due to the expensive nature of Art and Design, pupils will be charged £10.00 per term to make a small contribution to the cost of consumable materials. They will also be offered the opportunity to purchase other materials for their own personal use. These are charged at cost price.

Ceramics (Three-Dimensional Design)

The GCSE Ceramics course is designed to stimulate visual awareness. It enables pupils of varying artistic abilities to experience, and enjoy using ceramics media, to observe, analyse and develop ideas and to express themselves in visual terms. This is a particularly relevant subject for pupils who possess strong practical and creative skills and a good sense of spatial awareness. Pupils work from a chosen topic, using relevant research material to develop a progression of individual design ideas which are then transferred into three-dimensional clay work. The beginning of the GCSE course is designed to build up the knowledge of a variety of different hand building techniques, so previous experience of working with clay is not necessary.

Pupils are encouraged to explore a wide range of decorative effects which can be applied both during construction and after the firing process, and a variety of other materials can also be used in combination with the clay.

Three-dimensional outcomes can take the form of sculptural items, decorative ware, textural wall hangings or tiles etc. depending on the choice of each individual pupil.

The course is assessed in two units as follows:

Unit 1: Coursework Portfolio

60% of the final mark

Unit 2: Externally set assignment

Ten hour controlled test and additional preparation studies

40% of the final mark

This course is not only directed at pupils who wish to pursue further study in Ceramics or Three-Dimensional design but will also develop pupil's visual perception and other skills including research, creative thinking, problem solving and independent learning.

GCSE Three-Dimensional Design (Ceramics) is a good basis for the study of A-level Art and Design options. Specialist areas of possible higher education study include Ceramics, Sculpture, Glass, Interior, Furniture, Product, Jewellery, Fashion Design etc.

This course is one of two options offered by the Art Department. Pupils may study one or both options. Due to the expensive nature of Art and Design, pupils will be charged £10.00 per term to make a small contribution to the cost of consumable materials. They will also be offered the opportunity to purchase other materials for their own personal use. These are charged at cost price.

Computer Science

This course follows the AQA GCSE Computer Science, an inspiring course for pupils interested in programming and understanding how a computer works. The course is particularly useful for pupils who are interested in Science, Technology, Engineering or Mathematics.

The course is examined via three papers:

- 1) **Computational thinking and problem solving** - Written Paper (1h 30 minutes, 80 marks – 40%). Pupils will learn how to logically program, formulate algorithms using flow charts and write pseudo code. They will learn to trace code samples, find errors in code and predict outcomes. This paper will also examine the mathematical element of computer science and pupils are expected to learn binary and hexadecimal representation of data plus electronic logic gates.
- 2) **Computing Theory** – Written Paper (1h 30 minutes, 80 marks – 40%). For this paper, pupils will learn about computer networks, cyber security, software development, various protocols (for example, TCP and SMTP) and how pieces of hardware work together to create a computer system.
- 3) **Practical Programming Project** – (20%). Pupils will solve a practical programming problem and will follow a systematic approach to design, write and test their program. The programming language they will learn is Python, a scripting language.

Lessons will toggle between programming and theory and pupils will create most of their notes electronically and be expected to install Python on their own computer.

Pupils are not required to have previous programming skills but they must have a willingness to learn abstract things like electronic gates and have a high level of Mathematics.

Dance

“Dance is vital, an activity both exhilarating and liberating to watch or do. The instinct to dance is fundamentally joyous and no matter how hard you try you can’t get away from that for long. It can also be a huge force for good, effectively drawing people together and levelling everyone through sheer hard work. It can speed up your heart rate, it can enliven your being, it can change your life” - Richard Alston CBE, Dance UK

We are delighted to offer GCSE Dance as part of the St Edmund's curriculum, which will be managed by the Drama Department and taught by professional choreographer and teacher, Lisa Jayne Gordon.

GCSE Dance helps pupils develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance.

This four unit specification enables pupils to increase their confidence and self-esteem, employ the skills of problem solving and creativity and make knowledgeable decisions about dances. It allows pupils to demonstrate actively and physically their abilities through the controlled assessment which is worth 60% of the qualification and the practical exam, worth 20%. A further 20% will be awarded for the written paper.

Drama

This is an exciting and creative IGCSE course that is taught through a comprehensive set of units that cover practical skills such as effective use of the voice and body, improvisation and devising, acting with masks and stagecraft. It also approaches the subject from an academic perspective, inviting pupils to analyse text and critically reflect on performances.

Course Outline

As part of the course pupils see a variety of professional performances and are also encouraged to take part in the many extra-curricular drama-related opportunities that are offered at St Edmund's, such as performing in a production or being part of the well-established stage crew.

Performances of practical pieces of coursework often attract large audiences and results are excellent with pupils, almost always, gaining marks at the top of Band One.

Component 1 Written examination 2 hours 30 minutes

The questions on this paper relate to pre-release material which is sent to St Edmund's in December of the U5. This material consists of three stimuli and an extended extract from a play (or an abridged version of an entire play).

Candidates: (1) Devise a piece of drama based on one of the three stimuli (2) Study the extract from the play.

The questions on the paper will require candidates to have engaged with the pre-release material from the perspective of actor, director and designer.

The question paper is structured as follows:

Section A (30 marks) Candidates answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the drama devised from their chosen stimulus (10 marks).

Section B (25 marks) Candidates answer one longer-answer question from a choice of three on the extract from the play.

Section C (25 marks) Candidates answer one longer-answer question from a choice of three on the drama devised from their chosen stimulus.

Externally assessed. The whole Component is worth 40% of the overall exam.

Component 2 Coursework

Candidates submit three pieces of practical work.

- One individual piece (3–5 minutes):
 - One performance of an extract from a play.
 - Two group pieces (maximum 15 minutes each):
 - One performance of an extract from a play and one original devised piece.

Note: the stimuli on the pre-release material for Component 1 may not be used as a basis for the devised piece on Component 2.

Internally assessed and externally moderated. The whole Component is worth 60% of the overall exam.

English as an Additional Language (EAL)

The International GCSE in English as a second language is primarily aimed at pupils whose first language is not English. It provides a recognised qualification reflecting the practical language abilities of the candidate who will go on to further study either here in the U.K. or in another country where higher education is through the medium of English. The examination consists of two separate papers: Reading and Writing, and a Listening paper. Candidates are examined through a variety of realistic tasks, including comprehension of written and recorded texts, and writing tasks that reflect the type of work that further study demands. There is no coursework component and the results are issued as a grade. Preparation for the examination is by means of specific practice exercises as well as general English grammar and vocabulary taught in interactive, communicative small group classes.

Economics

As a demanding, yet accessible introduction to the study of Economics, the AQA GCSE course allows pupils to pursue their interest in matters such as the workings of the economy, the role of markets and the arguments for and against government policy.

The subject content looks at economic activity through the lens of consumers, producers, government and the workings of the global economy. As students go through the course they will be presented with opportunities to focus on real-world issues. Clues to the emphasis of the new AQA specification are seen in the sample assessment materials. Here we see topics tested such as:

- The power of supermarkets
- The impact of economic growth
- The effects of rises in inflation and interest rates on both firms and individuals

Prompted by the enduring success of the subject as an A level choice, St Edmund's sees Economics as an ideal complement to subjects such as History and Geography. The difference between Economics and other Social Science subjects is that Economics, from the early days of GCSE study, will make demands on pupils' numeracy skills. As such, it is an ideal choice for a student with strong awareness of current affairs who is something of an all-rounder; able to offer essay writing skills alongside the ability to calculate solidly and use number evidence in analysis.

The GCSE Economics course is linear, does not have a controlled assessment element and is assessed at the end of the course using two papers, each of 1 hour and 45 minutes.

Reflecting the fact that Economics will be a subject new to M5 pupils, we would encourage parents to get in touch with the Head of Department, Mr Richard Comfort rnc@stedmunds.org.uk should there be any questions concerning suitability as a GCSE choice.

Food Preparation and Nutrition

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics: Food nutrition and health, Food science, Food safety, Food choice, and Food provenance.

Progression Routes for Food Include:

Leiths introductory Certificate of Food and Wine, Degree and Diploma level at University, Industry experience for careers in Hospitality, Food retail, Food and Nutrition, Food product design and manufacturing, Food Technologist, Chef for hospitality operations, Food scientist and nutritionists.

Assessment Method

Non-Examination Assessment: 50%

Written examination: 50%

The opportunity to undertake a Leiths Introductory Certificate in Food and Wine is on offer at St Edmund's and enables the student to further develop their knowledge and skills at a higher level and in turn, lead to university courses and careers.

Geography

"Without Geography you are nowhere!" *Michael Palin*

GCSE Geography covers many matters of vital concern to everyone in the world today, including the proper use of resources and the environment, rapid social, economic and technological change, urban growth and the increasing devastating impact of natural hazards. The course encourages the development of a wide range of transferable skills through work in the field, the classroom and individual enquiries. The study of Geography is now recognised as a fundamental part of moving the Planet forward to a sustainable future.

GCSE Geography covers a wide range of topics which are explored using real and contemporary examples of issues and locations. The topics below are covered in the GCSE course.

- **Unit 1 - Managing Places in the 21st Century (37.5%) (written examination)**
The Coastal Environment AND The Urban Environment
- **Unit 2 - The Hostile World and Investigating the Shrinking World (37.5%) (written examination)**
A – Living with Natural Hazards OR The Challenge of Extreme Environments
B - Investigating the Globalisation of Industry OR Investigating Global Tourism
- **Unit 3 - Local Investigation Including Fieldwork and Global Issue Investigation (25%)**
- Controlled assessment based on primary data collected on local field work.
- Controlled assessment based on a title allocated by AQA, written up as a research essay, Water – a precious resource or Energy in the 21st century.

(Titles are allocated by AQA)

The topics look at the theoretical processes but most importantly how these may impact on people's daily lives. This course offers an exciting and contemporary syllabus that covers the topics that really matter and help develop pupils as well rounded, high order thinkers who can meet the challenges of modern global issues.

The GCSE course is assessed with two written examination papers (1.5 hours each), a 1200-word fieldwork based coursework assignment (up to 12 hours controlled assessment), and an investigative essay (up to 6 hours controlled assessment). The fieldwork element will be completed in M5 usually during the summer term: attendance on the field visit is compulsory.

The subject will be taught using a wide variety of methods including data interpretation, map and photograph interpretation, and the analysis of satellite imagery as well as practical work involving field experimentation and investigation. Geography is a modern and exciting subject which looks at the interaction between humans and their environment. Throughout the course contemporary examples will be used to support the concepts and ideas being studied in our rapidly changing world.

History

Pupils study the Cambridge International GCSE Modern World History Syllabus. This course enables the pupils to study a variety of important events throughout the 20th century.

Paper 1 consists of two main areas of study. The first topic is the History of the USA from 1919 to 1941, with a focus on the causes of America's prosperity in the 1920s and then the economic crash of 1929 which led to the depression of the 1930s. The second topic is the Cold War from 1945 to 1991 which examines the causes and consequences of the hostilities between the Superpowers.

Paper 1 is worth 40% of the overall mark and is assessed in terminal exams at the end of the Upper Fifth.

Paper 2 is a study of International Relations between 1919-1939. We look at the legacy of the treaty of Versailles, the development of the League of Nations and the events of the 1930s which lead to World War Two. This is a sourced based paper.

Paper 2 is worth 33% of the overall mark and is also assessed in a terminal exam at the end of the Upper fifth.

Each pupil also undertakes a coursework project. This is an essay of 2000 words worth 27% of the overall mark. It is written during the Upper Fifth after a term of focused teaching on the topic. The current topic being studied for coursework is the Civil Rights Movement in the USA from 1954 to 1968.

We aim to make the pupils aware of the influence of key historical events on their lives and the world around them as well as develop specific skills such as analysis and interpretation.

A more detailed specification of this course is available from the History Department.

Latin

Latin GCSE provides the opportunity to study the language and literature of Ancient Rome, reading the works of famous authors such as Virgil, Ovid, Cicero and Tacitus. The course, which continues to follow the Cambridge Latin textbooks, covers elements of the language, culture and social and political life of the Roman civilisation which has influenced many later generations. As well as being interesting and inspiring, this course helps to develop analytical skills and intellectual flexibility which will be useful in a wide range of jobs or in further study.

Course Aims

- To develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Latin and the languages of today.
- To read and appreciate Latin literature in its cultural context and in its original language.
- To learn how to communicate clearly and effectively.

Examinations

Paper 1 (Language: 90 mins)

Comprehension and translation questions based on unseen Latin passages. Questions are similar to those practised in class and for prep throughout the GCSE course.

Paper 2 (Prose Literature: 60 mins)

Comprehension and literary appreciation questions based on the prose texts studied in class. We shall be studying the Druids and Boudica's rebellion.

Paper 3 (Verse Literature: 60 mins)

Comprehension and literary appreciation questions based on the verse texts studied in class, usually from Virgil's epic 'The Aeneid' which tells of the adventures of the Trojans after their city has been destroyed by the Greeks. This year we shall be reading about Aeneas's love affair with Dido.

Modern Foreign Languages (French, Spanish)

The modern Foreign languages Department offers GCSE courses in French and Spanish.

The courses are designed to prepare pupils for the AQA examination. In both languages vocabulary and grammar are practised and learnt in three main themes that are divided as follows:

Theme 1: Identity and culture	Theme 2: Local, national and global areas of interests	Theme 3: Current and future study and employment
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The four skills tested at GCSE level are Listening, Reading, Speaking and Writing and are all examined at the end of the course in a formal and terminal examination. Two levels of entry are available: Foundation (grade 1-5) and Higher 4-9) and decision about tiers of entry is based on each individual strengths and weaknesses.

The weighting is as follows:

Skill	% weighting
Listening	25%
Reading	25%
Speaking	25%
Writing	25%

The principal aims of both courses are the same namely to develop:

- understanding of the spoken and written forms of the language;
- the ability to communicate effectively in speech and writing;
- knowledge and understanding of the rules of grammar and the ability to apply them;
- knowledge of countries and communities where the target language is spoken;
- positive attitude towards learning modern foreign languages;
- a sound foundation for the practical use of the language and for further study.

French

French is an important language globally, being the only language, other than English, spoken on the five continents. The content of the course we offer introduces the language through engaging topics relevant to young people and is designed to maximise motivation and performance.

In the Middle Fifth, those who have been studying French as their only foreign language are expected to continue through to the GCSE examination in the Upper Fifth. Sets are reviewed following the examination at the end of the Lower Fifth but settings do not automatically restrict the grades available to any individual pupil.

The French Department provides regular after school support lessons or clinics for students who require extra help or who wish to develop their conversational skills. The Department prides itself in having a high ratio of native speakers of French amongst its staff. A variety of events are organised to support and develop both cultural and linguistic knowledge, including the organisation of individual exchanges, a day trip to Northern France in M5 and activities to celebrate the European Day of Languages.

Spanish

Spanish is a language of increasing worldwide importance; as well as being the native tongue of most South American peoples in addition to the people of Spain, it is also much spoken in the U.S.A.

Spanish is available as a GCSE option to those pupils who have previously studied the language in Lower Fifth or elsewhere. During the Upper Fifth year pupils also have the opportunity to work in small groups with a language assistant who is a native speaker.

The Spanish Department arranges a variety of trips and events during the school year. These include Spanish Society evenings, study trips to Spain, film club and Spanish Music Tour to Barcelona. This is an exciting, vibrant course at the end of which pupils sit the Higher Tier examinations.

Music

The course is open to all pupils who have a keen and active interest in Music. Pupils build up a broad range of skills, including in communication and presentation; historical contexts and analysis, and in self-expression and creativity. Music is demanding both academically and practically, yet equally personally fulfilling and rewarding. The subject is fully recognised by universities, colleges and employers.

Pupils must be prepared to study an instrument, sing, and learn to develop their reading of different forms of musical notation. Normally, it is expected that candidates should already play an instrument to Grade 4 (or equivalent) standard at the start of the course. Should formal examinations not have been taken, a candidate's level of performance will be assessed by departmental staff before being accepted onto the course. All musicians are expected to be fully involved, not only in classroom music, but also in the wide variety of extra-curricular music organised by the department.

It is essential that pupils have a proven level of musical proficiency in written musicianship and theory at the start of the course. Those who have little experience in reading notation should be prepared to follow a short course designed to get them up to speed with the musical understanding needed in order to get the top grades at GCSE. The recommended workbook is 'Step Up to GCSE Music' by Paul Terry, which may be started at any point and will be supported by music staff.

The Edexcel Specification is followed, which breaks down into three components:

- **Performing** (30%): Pupils record two performances in the Upper Fifth year, one of which must be part of an ensemble. The combined length of these recordings will be at least four minutes. In preparation, pupils are expected to perform both in class and in public lunchtime concerts.
- **Composition** (30%): This coursework element comprises two compositions, one of which is written in response to a set brief and the other is free. Pupils are set regular composition assignments covering a range of styles throughout the course, and build up a portfolio of ideas from which two are chosen to be developed for final submission. Scores must be produced and pupils will gain experience in using Music software, including Sibelius, Garageband and Logic, in order to fulfil this requirement.
- **Appraising** (40%): Assessed as a 1 hour 45 minute written paper, this component examines knowledge of set works, musical elements, historical contexts and responding to unfamiliar pieces. There are four Areas of Study, each with two set works:
 - Instrumental Music 1700-1820
 - Vocal Music
 - Music for Stage and Screen
 - Fusions

Product Design

Think of almost any issue that bedevils the modern world – climate change, superbugs, affordable housing - and the chances are that people with STEM skills, science, technology, engineering and maths, will be at the core of devising a solution. Great product design combines art, technology, mathematics and science in various degrees to make inventive three-dimensional goods using of a wide range of materials.

This GCSE course includes a Non-Examination Assessment project featuring the design, manufacture, marketing and branding of prototype products. Design contexts are chosen by the individual and can include: furniture; lighting; fashion; jewellery; smart products, sports and leisure products; transportation; toy and games. Students develop a range of techniques across studio-based design processes, traditional workshop methods, computer aided design and computer aided manufacturing techniques. They will also have the opportunity to study specialist technical principles in greater depth.

This course enables students to understand design in its wider context and to recognise its place in the cultural landscape. They will gain awareness and learn from wider influences including historical, social, cultural, environmental and economic factors. Students will also get the opportunity to work creatively when designing and making and apply technical and practical expertise. If you can mix your creative skills with a logical approach, this GCSE might suit you well.

Progression Routes for Design technology Include: This course will provide students with many skills applicable across the employment market. Careers directly related are: product design, manufacturing, carpentry, metal work, furniture production, plumbing, model-making product development, industrial design, materials development and architecture, Graphic designer, graphic artists, Illustrator, set designer, costume designer, fashion and jewellery designers and interior designers.

Assessment Method

Non-Examination Assessment: 50%

Written examination: 50%

The opportunity to study A-level Product Design is also on offer at St Edmund's and enables the student to further develop their knowledge and skills at a higher level and in turn lead onto university courses and careers in the creative industries.

Religious Studies

The GCSE course we follow considers both the basis for Christian and Buddhist beliefs and teachings and how these religions are practiced in the modern world. This learning is reinforced by trips to local churches, including a privileged insight into the life of Canterbury Cathedral, and a Buddhist temple. Outside speakers also help pupils understand how religious communities contribute to the wider community. The second year focuses on modern moral dilemmas such as war, abortion, euthanasia, crime and punishment, environmental issues and social justice.

The course builds on material covered in the Lower Fifth Form, where Christianity has been studied, and an introduction to ethics has been followed. However, prior knowledge is not essential and the course is open to people of all beliefs and those with none. The course is examined via two written papers; there is no coursework.

The Religious Studies course requires pupils to explore all sides of an argument and to develop their own opinions. During the two years of the course pupils learn a great deal about religion and the world in which they live but they also learn a lot about themselves, their beliefs and their values. The course helps pupils to develop the ability to marshal and to express an argument persuasively without necessarily believing in that point of view. It is ideally suited to those who enjoy discussion and debate and is a useful stepping stone to A-level humanities courses including Philosophy and Ethics.

Sports Science

The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, bodily responses to physical activity and nutritional advances and applications in contemporary sport. It is suitable for pupils that have a passion for sport and aspire to work in a sporting environment as they achieve their goals through education.

Learners will be expected to work independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills and qualities at a high level.

Pupils will apply knowledge, understanding and skills in a variety of contexts, confidently exploring, identifying, selecting and using a wide range of social issues, sport science methods and approaches which add value in the workplace and in higher education.

Pupils will use a range of skills to produce work that is complete and coherent, demonstrating originality, independence and depth of understanding.

Coursework (75%)

Examination (25%) Compulsory

Certificate (4 units) 2 x Mandatory – Equivalent to 1x GCSE

Award (2 units) 2 x Mandatory

Mandatory units:

R041: Reducing the risk of sports injuries (**25% Examination**)

R042: Applying principles of training (**C/W**)

Optional units:

R043: The body's response to physical activity

R045: Sports nutrition

GCSE SUBJECT CHOICES (2018-19)

Please find below our provisional GCSE options blocks. While it is very unlikely the content of the blocks will change, please be aware that this may be necessary on rare occasions due to staffing changes or unusual levels of demand. We will inform you immediately of any changes.

GCSE Choices

Select four optional GCSE subjects to be studied in the Middle Fifth Form, one subject from each of the blocks.

Block A	Block B	Block C	Block D
Art	Art	3D Design (Ceramics)	Dance
Drama	Economics	Computer Science	Drama
Food Preparation and Nutrition	Geography	French	EAL **
History	History	Geography	French
Latin	Music	Product Design	Spanish
Product Design	Sports Science (Cambridge Nationals Qualification)	Religious Studies	Religious Studies

**English as an Additional Language (EAL) is available as an alternative to a Modern Foreign Language for pupils for whom English is not their native tongue. EAL lessons will be scheduled individually, at additional cost.

Choice of GCSE Subjects for 2018-19

Name: House:..... Tutor:.....

BLOCK A Subject:.....

BLOCK B Subject:.....

BLOCK C Subject:.....

BLOCK D Subject:.....

Don't worry!

Your choices are **NOT** final and binding at this stage. Please contact Mr O'Connor if you have any questions or concerns: eoc@stedmunds.org.uk

www.stedmunds.org.uk | prep-school@stedmunds.org.uk | juniorschool@stedmunds.org.uk | seniorschool@stedmunds.org.uk | **01227 475600**

St Edmund's School Canterbury, St Thomas Hill, Canterbury, Kent CT2 8HU

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