



**ST EDMUND'S
SCHOOL**
CANTERBURY

THE RIGHT COURSE

CURRICULUM FOR MIDDLE & UPPER FIFTH
(YEARS 10 & 11)

2022 - 2023





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.

With one exception (Drama) we are now teaching 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 will be aware that GCSEs are now 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.

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

If you have any questions about subject choices, the grading structure, or the options process, please contact Dr Cathy Sotillo, Director of Studies, at cfs@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 will plan the most suitable way forward for your son or daughter.

Contents

Curriculum	3
<u>Core Subjects</u>	
English	5
Mathematics	7
Extra English and Mathematics	8
English as an Additional Language	8
Science (Biology, Chemistry, Physics)	9
PSHEE	10
<u>Optional Subjects</u>	
Art and Design	11
Ceramics (Three-Dimensional Design)	13
Computer Science	14
Dance	15
Drama	16
Economics	17
Food Preparation and Nutrition	18
Geography	19
History	20
Latin	21
Modern Foreign Languages	22
French	23
German	23
Spanish	23
Music	24
Product Design	25
Religious Studies	26
Sport Science (Cambridge Nationals)	27
Provisional Options Form	28

Middle Fifth Curriculum

Core Subjects	No. of fortnightly 1hr lessons
English (Language and Literature)	8
Mathematics	7
Science	15
Optional subjects (usually 4)	5

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' curriculum evening held during the Lent term is an important stage in this process.

- 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.
- Middle Fifth pupils also have one hour of Physical Education each week, as well as one afternoon of Games. There is also an Activities afternoon once per fortnight. PSHEE is delivered in timetabled lessons with one hour per week.
- 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 are scheduled individually, at additional cost.

Option Blocks

Pupils choose one subject from each of the following blocks:

Block A	Block B	Block C	Block D
Art	Art	3D Design (Ceramics)	Dance
Drama	Music	Economics	Drama
History	History	Computer Science	Latin
Product Design	Religious Studies		Product Design
German	Sports Science*** (Cambridge National)	French	Spanish
Food Preparation & Nutrition		Food Preparation & Nutrition	EAL *
	Geography	Geography	Geography
			<i>Extra Maths/ English**</i>

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

**This subject is for pupils predicted GCSE grade 5 (strong pass) or *below*. Classes seek to reinforce skills developed during regular English and Maths lessons to provide additional support and guidance.

***Sport Science is a Cambridge Nationals qualification (OCR) rather than a GCSE

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

The GCSE years are exciting and stimulating times for English. 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, 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

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. This is a compulsory, non-examined element which requires pupils to deliver a presentation.

English Literature

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

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

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

Each paper is worth 50% of the GCSE.

Paper 01: There are two sections, A and B. In A, candidates write about one modern prose or drama text. The focus is on exploring themes, character and setting and comparing an extract from the set text with an unseen extract of the same genre. In B, candidates respond to one 19th century novel, developing a response that links the text to its context, develops a critical viewpoint and uses evidence selectively in support of an argument.

Paper 02: There are two sections, A and B. In preparation for A, candidates study 15 poems that share a common theme. The accent is on variety and well-known poems are studied alongside others from different cultures. The three themes are Love and Relationships, Conflict and Youth and Age. In B, candidates write analytically about a Shakespeare play. They are examined on their understanding, critical evaluation and ability to link the drama to its context.

Able, Gifted and Talented pupils are offered Masterclasses that take place after school to further enhance their progress towards study in the Sixth Form and beyond.

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 International GCSE 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, Gifted and Talented pupils are offered an enrichment programme that takes place before school. The programme foci are Further Mathematics and Algebra.

Extra English and Extra Maths

Extra English and Extra Mathematics lessons are designed for pupils working at below a predicted grade 5 (strong pass) at GCSE. Due to the importance of a pass in GCSE English Language and Mathematics for Further and Higher Education, small group structured teaching for five hours per fortnight is offered.

Extra English and Mathematics lessons are highly structured to meet individual needs. Lessons run alongside the pupils' usual core subject lessons, providing extra opportunities to develop and practise the skills required for success at GCSE.

English as an Additional Language (EAL)

The International GCSE in English as a second language is 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.

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, leading to the award of two GCSEs. 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. Pupils can be entered for Higher or Foundation papers for GCSE Combined Science (Trilogy). Higher tier pupils can be awarded a Grade 9-9 to Grade 4-4. Foundation tier pupils can be awarded a Grade 5-5 to a Grade 1-1.

Set One 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. We anticipate that all pupils studying GCSE separate Science will be entered for Higher tier.

PSHEE

Personal, Social, Health and Economic Education (PSHEE) is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHEE helps pupils to achieve their full potential, make informed decisions and leave school equipped with skills they will need throughout later life.

At St Edmund's, pupils are taught in mixed ability and in mixed gender groups. At the beginning of each year, staff outline the behavioural expectations of the class and what is and is not acceptable. These agreed expectations form the fundamentals of the lesson structure, allowing both staff and pupils to discuss potentially sensitive material in a mature and supportive manner. We follow the recommendations from the PSHE Association.

The PSHEE curriculum is divided into the following areas:

- **Self-care:** includes topics such as self-esteem (including self-image and eating disorders), stress management, preparing for exams, and the importance of sleep, diet and exercise
- **Relationships:** includes interpersonal relationships, the nature of sexuality and sexual relationships, pornography, STIs, pregnancy
- **Drugs and alcohol:** includes topics such as units of alcohol, responsible drinking, dangers of alcohol, legal classification of drugs, effects and dangers of cannabis and other drugs, how to say 'no'
- **Smoking and vaping:** includes consideration of the dangers of smoking, consideration of effects of vaping
- **Managing money:** includes topics such as credit vs debt, taxation, managing student finance, the world of work, preparing for work experience
- **e-safety:** cyber bullying, dangers of 'sexting', where to go to get help, what is safe to put online

All PSHEE lessons contain potentially sensitive material but are delivered in an open and age-appropriate way.

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 the literary, mathematical, scientific and fact-based subjects. Art and Design 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.

A genuine interest and enjoyment of the subject is vital due to the time commitment associated with the coursework component.

The course is assessed in two units as follows:

Component 1: Coursework Portfolio

60% of the final mark

Component 2: Externally set assignment

Ten hour controlled test and additional preparation studies

40% of the final mark

GCSE Art 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. It 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 and Jewellery Design, 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.

Ceramics 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 explore a wide range of decorative effects which can be applied both during construction and after the firing process. 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. It will also develop pupils' 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 and Fashion Design.

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

Computer Science is one of the most active fields of study, where new technologies and new theories continually emerge. As such, pupils not only enjoy investigating current developments, but also what may be possible for future innovations.

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

The course is examined via two papers:

1. **Computational thinking and problem solving – Written Paper** (1h 30 minutes, 50%).
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, 50%).
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.

Lessons will balance between programming and theory and pupils will create most of their notes electronically in the computer room. The programming language they will predominantly use is Python, a scripting language, and they will be required to install Python on their own computer for essential independent study.

Pupils are not necessarily 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 AQA GCSE Dance as part of the St Edmund's curriculum, which is taught by a professional teacher and choreographer.

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. A further 40% will be awarded for the written paper.

Drama

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

As part of the course pupils see a variety of professional performances and are encouraged to take part in the many co-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 Upper Fifth. This material consists of three stimuli and an extended extract from a play (or an abridged version of an entire play).

The question paper is structured as follows:

Section A 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 Candidates answer one longer-answer question from a choice of three on the extract from the play.

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

This 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 and one original devised piece.

This Component is worth 60% of the overall exam.

Economics

Economics 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.

This is a demanding GCSE subject and is an ideal choice for a student with strong awareness of current affairs who is something of an all-rounder; able to offer accomplished essay writing skills alongside the ability to calculate quickly and solidly and use number evidence in analysis.

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.

The OCR GCSE course is linear, does not have a coursework element and is assessed at the end of the course using two papers, each of 1 hour and 30 minutes duration. Each paper is based on one of the components listed below.

Component 1: Introduction to economics

Students are introduced to fundamental economic terms and concepts and apply them to explain how markets work in contemporary and historical economic contexts. They study the roles of the main economic agents, how they interact, and the importance of financial markets. There are two topics:

- Introduction to economics
- The role of markets and money

Component 2 National and international economics

Students develop their understanding of how governments aim to achieve economic objectives and the effects of economic policies on markets, as well as the importance and impact of international trade. There are two topics:

- Economic objectives and the role of government
- International trade and the global economy

In both components, students are encouraged to evaluate the moral, ethical and sustainability issues that arise from economic activity.

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, Degrees and Diplomas at University, Hospitality, Food Retail, Food and Nutrition, Food Product Design, Food and Manufacture, Food Technologist, Chef, Food Scientist and Nutritionist.

Assessment Methods

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. This enables the student to further develop their knowledge and skills at a higher level and, in turn, can lead to university courses and careers.

Geography

The study of Geography is now recognised as a fundamental part of moving the planet forward to a sustainable future. 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 AQA GCSE course encourages the development of a wide range of transferable skills through work in the field, the classroom and individual enquiry. The topics below are covered during the course and assessed in three exam papers at the end of the two years.

Unit 1 Living with the Physical Environment (Including hazard management and climate change, the living world, physical landscapes in the UK, impact of glaciation and coastal geomorphology)

Unit 2 Challenges in the Human Environment (to include urban issues and challenges, the changing economic world and resource management)

Unit 3 Geographical applications; this consists of two sections: Issue evaluation and decision making and fieldwork.

This exciting and contemporary syllabus covers the topics that really matter and develops pupils as well rounded, high order thinkers who can meet the challenges of modern global issues. Throughout, pupils are encouraged to examine theoretical processes using real and contemporary examples of issues and locations and to consider how these affect people all over our rapidly changing world.

The GCSE course is taught using a wide variety of methods including data interpretation, map and photograph interpretation, the analysis of satellite imagery as well as practical work involving field experimentation and investigation.

The main fieldwork component is covered on a residential trip, usually to the field study centre at Blencathra in the Lake District. The fieldwork component stimulates real interest and passion for the subject. It is also an essential component of the GCSE because knowledge and understanding gained here is tested formally in paper three of the exam series. There is a separate charge for the trip.

History

Pupils study the Edexcel International GCSE History Syllabus. This course enables the pupils to study a variety of important events and developments throughout the mid-19th century into the 20th century. The IGCSE is assessed by two exam papers both lasting 1hr 30 minutes.

Paper 1 consists of two main areas of study. The first topic is Super Power Relations 1943-1972. This allows the pupils to investigate the key developments in the Cold War such as the Berlin Blockade 1948-1949, the Korean War 1950-1953 and the Cuban Missile Crisis 1962.

The second topic is Civil Rights in the USA 1945-1974 which examines the progress made by African Americans in their pursuit of equality.

Paper 1 is worth 50% of the overall mark and is assessed in terminal exams at the end of the Upper Fifth.

Paper 2 is also made up of two courses. The first topic is The USA 1918-1941, 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 Medicine 1848-1948. This unit comprises five key sub-topics, each centred on crucial developments in the history of this period. The following themes run through the key topics:

- changes in medical treatment and in understanding the cause of illness
- improvements in public health provision
- changes in surgery
- the changing role of women in medicine
- the impact of war and science and technology on medicine

Paper 2 is also worth 50% of the overall mark and assessed in terminal exams at the end of the Upper Fifth.

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 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 study 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's focus is Aeneas's love affair with Dido.

Modern Languages

(French, German, Spanish)

St Edmund's School is a thriving cosmopolitan community. We believe that the foundation of Modern Languages is the opening up of minds to new worlds through personal engagement with linguistic and cultural difference. Knowledge of foreign languages can transform personal relations and experiences and enhance professional opportunities.

The Modern Foreign Languages (MFL) Department offers GCSE courses in French, German and Spanish. The courses are designed to prepare pupils for the AQA examination. In all three languages vocabulary and grammar are practised and learnt in three main themes that are divided as follows:

<u>Theme 1:</u> Identity and culture	<u>Theme 2:</u> Local, national and global areas of interests	<u>Theme 3:</u> Current and future study and employment
--------------------------------------	---	---

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). Decisions about tiers of entry are based on each individual's strengths and weaknesses.

The weighting is as follows:

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

The principal aims of all three 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, German and Spanish are available as a GCSE option to those pupils who have previously studied the language in Lower Fifth or elsewhere. Regular assessments help teachers match students to Higher or Foundation Tier. Class sizes allow for work to be carried out in small groups and for individual progress to be made at the appropriate tier.

French

French is an important language globally as it is the only language, other than English, spoken on the five continents. French has been called the language of diplomacy: it has a long history as a colonial language and played a key role in the founding of the United Nations, the Olympic Movement and the European Union. With France just over an hour's drive away via the tunnel it is, perhaps, the most obvious language to learn for anyone living in Kent.

German

German is one of the 10 most commonly spoken languages in the world. It is the most closely related language to English as English can trace its linguistic roots back through Middle and Old English through Anglo-Saxon to Old Germanic. German has been referred to as the language of innovators and is a dominant language in the field of engineering and technology. Learning German is a sensible choice for anyone interested in a career in engineering or who is interested in working for a large international corporation or in banking.

Spanish

Spanish is a language of increasing worldwide importance. As well as being the native tongue of most South American nations in addition to the people of Spain, it is also widely spoken in the USA with a higher number of speakers than in Spain. In total, there are more than 400 million native Spanish speakers in the world, giving Spanish a global standing like never before. It has been cited as a 'growth language' giving it more popularity in schools.

Whatever language you choose, the course will be relevant, up-to-date and rewarding. The language is introduced through a range of engaging topics relevant to young people. Throughout the course we aim to expose pupils to native speakers (where possible) and to encourage them to experience first-hand all things culturally French, German and/or Hispanic, including music, film and food. A variety of trips and events are organised to support and develop both cultural and linguistic knowledge, including the organisation of individual exchanges, film screenings and activities to celebrate the European Day of Languages. There are also opportunities for the pupils to pass on their knowledge to younger students in the Junior School and Pre-Prep.

Music

GCSE Music 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.

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 co-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 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, toys and games. Pupils 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 pupils 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. Pupils enjoy the opportunity to work creatively when designing and making, and to apply technical and practical expertise.

Assessment Methods

Non-Examination Assessment: 50%

Written examination: 50%

Careers directly related to GCSE Design Technology include product design, manufacturing, carpentry, metal work, furniture production, plumbing, model-making, product development, industrial design, materials development, architecture, graphic design, graphic artist, Illustrator, set designer, costume designer, fashion and jewellery designer and interior designer.

The opportunity to study A-level Product Design is also on offer at St Edmund's, enabling pupils to further develop their knowledge and skills at a higher level. This, in turn, leads to university courses and careers in the creative industries.

Religious Studies

The GCSE course we follow considers the basis for Christian and Buddhist beliefs and teachings and how these religions are practised in the modern world. Learning is reinforced by trips to local churches, including a privileged insight into the life of Canterbury Cathedral, and a Buddhist temple. Outside speakers 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, 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, pupils learn a great deal about religion and the world in which they live but, most importantly, they 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.

Sport Science

The Cambridge Nationals Certificate in Sport Science offers 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 with a passion for sport who may aspire to work in a sporting environment.

Assessment methods:

Coursework: 75%

Examination: 25%

There are four units of study:

- Reducing the risk of sports injuries
- Applying principles of training
- The body's response to physical activity
- Sports nutrition

Learners are 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 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. A range of skills are used to produce work that is complete and coherent, demonstrating originality, independence and depth of understanding.

The Cambridge Nationals Certificate is a vocational qualification equivalent to one GCSE. At the end of the course, a final grade is awarded as a Level One or Level Two Pass, Merit or Distinction. The Level Two is equivalent to GCSE grades 4-9, with a Level Two Distinction equating to a GCSE grade 8/9 and a Level Two Pass equivalent to GCSE grade 4.

GCSE SUBJECT CHOICES (2022-23)

MIDDLE FIFTH FORM (Year 10)

Please find below the provisional GCSE options blocks. While it is unlikely the content of the blocks will change, please be aware that this may be necessary due to staffing or changes in the levels of demand. We will inform you 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	Music	Economics	Drama
History	History	Computer Science	Latin
Product Design	Religious Studies		Product Design
German	Sports Science (Cambridge National)	French	Spanish
Food Preparation & Nutrition		Food Preparation & Nutrition	EAL *
	Geography	Geography	Geography
			<i>Extra Maths/ English**</i>

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

**Pupils who require additional support are advised to choose "Extra Maths and English". This subject is for pupils predicted GCSE grade 5 (strong pass) or below. Classes seeks to reinforce skills developed during regular English and Maths lessons.

Choice of GCSE Subjects for 2022 - 23

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 Dr Sotillo if you have any questions or concerns: cfs@stedmunds.org.uk. Please complete this choices form and return it to your tutor by **Wednesday 30th March 2022**.



