



Cokethorpe
SCHOOL

Options for GCSE 2010–2012

Since there is no single set of abilities running throughout human nature, there is no single curriculum which all should undergo. Rather, the schools should teach everything that anyone is interested in learning.

John Dewey

Options for GCSE 2010-2012

At Cokethorpe School we share John Dewey's view that children should be able to choose what they learn, but we also take very seriously our task of preparing them for a world which demands a number of standard qualifications. Hence all students will study a compulsory core of English Language, English Literature, Mathematics and the three Sciences working towards GCSE. All will continue to pursue games on Monday and Wednesday afternoons and extra curricular choices within the AOB programme. In addition time will be spent with the tutor studying topics in Personal, Social and Health Education (PSHE).

To this core curriculum of GCSEs students will add, from a series of options, up to five further GCSE subjects to make up their full complement. We would expect most students to study a foreign language, a humanity, a practical subject and a discipline in the arts. Subjects new to the students such as Sociology, Business Studies, Psychology and GCSE PE are available. Finally the few students needing Learning Support have the opportunity to choose one fewer option and receive their support during that time; some will prefer to continue with a full timetable.

In order to help the students to make an informed and sensible choice they will have the opportunity to listen to presentations from subject teachers or Heads of Department and to talk to them at the Parents' Evening. They will have the chance to discuss their ideas with their tutors, subject teachers and the Director of Studies. Mrs Martin, the Learning Support Co-ordinator, will also be available for consultation. The Higher Education and Careers Fair, on Tuesday 9 March gives an opportunity to seek further advice from professionals, and for the whole of that week Taster Lessons are available at lunch time in those subjects which the pupils have not studied before.

This booklet contains information from Heads of Departments about their subjects, course content and patterns of assessment. I hope that you will find it useful and informative and that it acts as a starting point for this important process. It is worth noting that we have, for the first time, introduced IGCSE in some subjects. Allowing our Heads of Department freedom to choose their examination boards means that we can pick the most suitable courses for our pupils. For some this has meant the movement to the International GCSE. The staff are able to select topics of study and modes of assessment that will enable them to excite your children and secure the best results.

Choices for subjects will be made online, with the pages live on the School website as of 5 March 2010. It is important to note that choice of a subject – and there may be some difficult choices ahead – represents a firm intention to study that subject for two years. Students are not able to 'drop' subjects along the way.

This is an important and exciting time for you and your child. Some will be overjoyed at the opportunity finally to cease study of some hated subjects and struggling to choose those that inspire them, others will be horrified at having to choose between subjects that they enjoy. Nevertheless choose they must, and with your support and ours will go ahead to make the GCSE years a success.

Please contact me at school if I can offer you any help or advice.

David Williams, Director of Studies

English and English Literature at IGCSE (EDEXCEL)

All students are offered the opportunity to study for both English and English Literature IGCSE. The two subjects are taught concurrently with many of the language skills developed through the investigation of Literature.

Students encounter a wide variety of stimuli:

- Non fiction and Media texts
- Poetry from diverse cultures and pre twentieth century
- Contemporary and classic novels
- Shakespeare and twentieth century plays
- Extracts from a variety of fiction
- Creative workshops
- Literary lectures
- Poetry recitals

All of these resources are intended to develop critical and analytical skills and promote articulate communication with an understanding of purpose, mode and audience.

English Language and Literature

YEAR 10

Assessment Objective 1

Writing Monologue (Language)
Paper 1 Comprehension (Literature)
Of Mice and Men essay (Literature)

Assessment Objective 2

Paper 2 Comprehension (Language)
Verbal presentation (Language)
An Inspector Calls essay (Literature)

Assessment Objective 3

Paper 2 Comprehension (Language)
End of Year exam (Language and Literature)

YEAR 11

Assessment Objective 1

Paper 1 Comprehension and Letter writing (Language)
Mock paper for Language and Literature

Assessment Objective 2

Poetry Appreciation (Literature)
Exam preparation exercises

Assessment Objective 3

Exam preparation exercises
Final examinations

Coursework

As there are no coursework elements to the IGCSE course there will be regular standardised assessment tests throughout the two years in preparation for the final examinations.

Mathematics at GCSE

From September 2010 (for students completing the course in June 2012) the structure of GCSE will be changing.

The syllabus will continue to test students over the traditional areas of number, algebra, shape and space and data handling but there will be an additional element of functional skills. Details from the examining boards have, at the time of printing this booklet, not yet been finalised.

This new GCSE in Mathematics has been designed to give students the opportunity to develop the ability to:

- Acquire and use problem-solving strategies
- Select and apply mathematical techniques and methods in every day and real-world situations
- Reason mathematically, make deductions, inferences and draw conclusions
- Interpret and communicate mathematical information in a variety of forms, appropriate to the information and context.

For some students in the top set there will still be the opportunity to sit the Additional Mathematics FSMQ (OCR 6993) at the end of Year 11.

Coursework:

There is no coursework element to either course.

Science at GCSE (EDEXCEL)

Science in Years 10 and 11 is an extension of the GCSE work started in Year 9. All students will continue to study all three sciences, taught by individual specialist teachers in Biology, Chemistry and Physics.

The Government and Qualification and Curriculum Authority (QCA) have recently revised the programme of study for Science and there are now a number of different qualifications available. The syllabi are still in their infancy, with some of the latter material still only just published. It is, however, our intention for the majority of students to complete GCSEs in all three subject disciplines, thus being better prepared for the rigours of the A Level sciences. Any student who finds the material covered in the individual sciences too difficult would still have the possibility of completing the Science and Additional Science qualification, thus receiving two GCSEs.

Qualifications Available:

Science

Work completed in Year 9	Entry Level Qualification	1 GCSE
Additional Science Work completed in Year 10	Tier Two Qualification	1 GCSE

Having Completed Science and Additional Science, the following are potentially available to all pupils:

GCSE Biology

Work completed in Year 11	Higher Qualification)
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GCSE Chemistry

Work completed in Year 11	Higher Qualification)	Making a total of three GCSE awards in Science
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GCSE Physics

Work completed in Year 11	Higher Qualification)
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Course Composition:

Science

Internal Assessment—40%	Comprising in-class 'How Science Works' test (10% each) per subject and teacher observation of practical skills (10%)
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External Assessment—60%	Comprising six multiple choice modular tests, two per subject, (10% each)
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Additional Science

Internal Assessment—40%	Comprising in-class 'How Science Works' test (10% each) per subject and teacher observation of practical skills (10%)
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External Assessment—60%	Comprising of three multiple choice modular tests, one per subject, and one terminal paper per subject (10% each)
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Individual Sciences

External Assessment—100%	Comprising of one terminal paper per subject
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Art and Design at GCSE (OCR)

The portfolio of work undertaken in Years 10 and 11 is completed in a timeframe of 45 guided learning hours. Work is derived from a number of starting points or themes to which students respond. Candidates select and present their best work; quality not quantity are now required in this new specification. The portfolio can move directly from observed studies into either traditional still life outcomes or more abstracted realizations.

Assessment Objective 1: Develop

Students will develop ideas through sustained investigations and informed by contextual and other sources, demonstrating analytical and cultural understanding.

Assessment Objective 2: Experiment

Students will refine their ideas through experimenting and selecting appropriate resources, media, techniques and processes.

Assessment Objective 3: Record

Students record ideas, observations and insights in visual and other forms.

Assessment Objective 4: Present

Students present an informed and meaningful response demonstrating analytical and critical understanding, realising intentions and making connections between visual, written, oral or other elements.

Coursework—60%

Comprising a portfolio of work. Controlled assessment: 45 hours.

Examination—40%

Comprising one unit of work.

Textiles at GCSE (OCR)

Coursework projects enable students to develop highly personal textile pieces, working progressively with more confidence and independence. The longer period of time devoted to each project enables a number of responses often leading to further development and ambitious work based upon different themes.

Starting points include:

- Pattern and decoration
- Food
- Flora and fauna
- Fashion designers

Research, experimentation and modification will take place in every project. The coursework units and the terminal examination will be assessed in relation to four assessment objectives.

Assessment Objective 1: Develop

Students will develop ideas through sustained investigations and informed by contextual and other sources, demonstrating analytical and cultural understanding.

Assessment Objective 2: Experiment

Students will refine their ideas through experimenting and selecting appropriate resources, media, techniques and processes.

Assessment Objective 3: Record

Students record ideas, observations and insights in visual and other forms.

Assessment Objective 4: Present

Students present an informed and meaningful response demonstrating analytical and critical understanding, realising intentions and making connections between visual, written, oral or other elements.

Coursework—60%

Comprising one portfolio of work to be completed between Sept 2009 to February 2010.

Examination—40%

Comprising one unit of work.

Lead-in period: no more than 6 weeks. Supervised time: 10 hours.

Business Studies at GCSE (EDEXCEL)

In Year 10 students have the opportunity to embark on a course which focuses on business activity and the way in which businesses interact with their external environment. Through the course students will learn how to identify and analyse business problems in a number of contexts. Students are encouraged to apply their knowledge to real-world business situations whenever possible.

Topics Include:

- Legal Structure of Business and External Environment
- Principles of Marketing
- Production Methods
- Accounting and Finance
- Human Resources

Each section demands that students gain a wide base of business knowledge and learn to apply appropriate techniques to analyse problems. Coursework and examination performance are measured in relation to the four following assessment objectives:

Assessment Objective 1

Students will build a base of knowledge, including business related terms.

Assessment Objective 2

Students will learn to identify problems and apply knowledge to specific business-related contexts.

Assessment Objective 3

Students will analyse business problems and learn to construct arguments to show their implications.

Assessment Objective 4

Students will offer solutions to problems and form opinions based on analytical thinking.

Examination—75%

One 2 hour paper administered in June 2011 in five sections, each corresponding to the parts of the course mentioned earlier.

Coursework—25%

Business Report comparing and contrasting two different businesses to be completed between June 2010 to January 2011.

Drama at GCSE (AQA)

GCSE Drama comprises two parts—Practical Work and the Written Paper.

Written Paper—40%

One and a half hour examination. Externally set and marked out of 80. Candidates will be required to answer one question from section A and choose one further question from either section B or C.

- A: Practical work completed during the course
- B: Study and performance of a scripted play
- C: Study of a live theatre production seen

Practical Work—60% of the total marks (marked out of 120)

Candidates will present a number of controlled assessments throughout the course. Each assessment is internally marked and moderated by AQA. Options include:

- Devised Thematic Work
- Acting
- Improvisation
- Theatre in Education
- Physical Theatre
- Set Design
- Costume

Aims and Learning Outcomes

- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical reflective thinkers with enquiring minds
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- Reflect on and evaluate their own work and that of others
- Develop and demonstrate competence in a range of practical, creative and performance skills
- Consider and explore the impact of social, historical and cultural influences of drama texts and activities

Assessment Objectives

- Recall, select and communicate knowledge and understanding of drama to generate, explore and develop ideas
- Apply practical skills to communicate in performance
- Analyse and evaluate one's own work and that of others using appropriate terminology
- Demonstrate knowledge of different genres and performance styles
- Demonstrate understanding of how plays are constructed and realised
- Interpretation and communication of roles

This is an exciting, creative and challenging course. It is vital students are able to work as a member of a team and commit to the group as a whole.

Design and Technology at GCSE (AQA)

Throughout the two years studying GCSE within the subject area of Design and Technology students will undertake a variety of practical tasks involving many different materials and skills. Whether it is in Resistant Materials or Graphic Products, students will learn how to develop their analytical thinking and apply their own ideas and concepts to solving some interesting Design problems.

Resistant Materials

Design students will learn how to:

- Develop their designing, graphical and manufacturing skills including CAD and CAM
- Become aware of a designer's, manufacturer's and consumer's role
- Research through the use of the internet and other available sources
- Manufacture products using a wide range of different materials and processes
- Evaluate products from a personal or group point of view
- Learn how to manage a project within exacting constraints

Graphics Products

The Graphical Design students will learn the above skills but will also be given the opportunity to develop the following techniques:

- Use 2D and 3D models at various stages of the design process
- Handle prototypes and mock-ups to assist in the considerations of alternatives during the design process
- Develop the use of ICT packages in image manipulation, designing and manufacturing

Assessment at GCSE

Both courses are assessed in the same format; a major project undertaken over the course of Year 11 that will account for 60% of the final grade, and a final exam at the end of Year 11 worth the remaining 40%. The major project itself will consist of a written and drawn portfolio outlining your designs and solutions as well as a quality-built, fully working practical piece.

Geography at GCSE (EDEXCEL)

The world in which we live is likely to change more in the next fifty years than it has ever done before. Geography explains why, and helps to prepare for those changes. Geography is about the future and encourages flexible thinking. It helps you to understand the physical and human environments and make decisions that balance the environment, social and economic concerns in the context of sustainable development.

The GCSE Geography course gives a balanced understanding of physical, human and environmental geography. Through the study of Geography students will also develop a wide range of skills which provide a firm basis for life-long learning.

Course composition: 4 units

- Geographical Skills and Challenges
- The Natural Environment
- The Human Environment
- Investigating Geography

Pupils will be assessed in relation to four assessment objectives:

Assessment Objective 1

Students will recall, select and communicate their knowledge and understanding of places, environments and concepts.

Assessment Objective 2

Students will apply their knowledge and understanding in familiar and unfamiliar contexts

Assessment Objective 3

Students will select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.

Coursework—25%

This is a fieldwork task which will be written up in class, under controlled conditions.

Examination—75%

This comprises of three 1 hour papers.

History at IGCSE (EDEXCEL)

IGCSE History offers the opportunity to develop skills of analysis, debate and research while studying the events and characters that have shaped the modern world. Students will study the profound impact economic and social instability can have on even the most modern of societies, and gain an understanding of the conflicts that have ushered in the world we know today.

Above all, the 20th Century was a period of big ideas, big events, and big personalities. IGCSE History gives you the chance to debate the merits of communism and democracy, compare the dictators Hitler and Stalin, and ponder how close the world came to nuclear Armageddon in the 1960s. If you want to develop invaluable and essential skills while studying a century of unparalleled change, then this is the subject for you.

Topic 1

(B3) Russia in Revolution, 1914-1924

Study the catastrophic impact of World War I on Russia, and the subsequent birth of the world's first communist state.

Topic 2

(A6) Russia: Dictatorship and conflict, 1924-53

Explore the transformation of Russia from medieval state to military superpower, and the sacrifices its people endured under the rule of Stalin.

Topic 3

(A3) Development of dictatorship: Germany, 1918-45

The history of Germany in this period highlights how even the most modern of countries can fall victim to inhuman extremism, given certain circumstances.

Topic 4

(C8) The changing nature of warfare, c.1936-c.2003

From World War II to the Gulf, this thematic topic explores the many factors that have changed the nature of conflict in the modern era.

Examination

Candidates sit one exam at the end of Year 11, with a duration of two hours thirty minutes. The exam has three sections, and contains a combination of source-based and factual recall questions.

Information and Communication Technology at IGCSE (EDEXCEL)

Regardless of career or profession, the importance of understanding and using ICT efficiently to solve problems cannot be overstated. Indeed there is an expectation amongst many employers that their potential employees are able to demonstrate such skills and understanding. One way to show this could be by securing the IGCSE in ICT.

The IGCSE in ICT is designed as a two year course. It aims to encourage the exploration and study of ICT in a variety of contexts: home, community, business, industry, recreation and education. In any given situation students will have the opportunity to acquire competence, ability and critical skills through the implementation, use and evaluation of a range of ICT systems. Students can develop their interests in, enjoyment of and critical reflections on ICT as an integral part of modern society.

Paper 1: Written Paper (1 hour 30 minutes)

- ICT Systems
- Impact of ICT
- Use ICT Systems
- Find and Select Information
- Develop, Present and Communicate Information

Paper 2: Practical Paper (3 hours)

- Graphics software
- Word Processing software
- Desktop Publishing software
- Spreadsheet software
- Database Management System software
- Multi-Media Presentation software

Examination—50% Written Paper and 50% Practical

Modern Languages at GCSE (AQA)

The GCSE courses cover several topics and have the aim of developing the understanding of the languages as well as the students' ability to use them for effective practical communication.

Unit 1: Listening and Understanding—20%

Consists of a number of passages or interactions in the target language with a variety of question types. Students will be tested on their ability to understand spoken language.

Timing: Foundation Tier: 25 minutes + 5 minutes reading time

Higher Tier: 35 minutes + 5 minutes reading time

Total number of marks is 40

Unit 2: Speaking—30%

The focus of the speaking unit will be decided by the teacher in consultation with the student and will relate to one or more of the following themes: *media and culture, sport and leisure, travel and tourism, business, work and employment or a centre-devised option.*

The units must be different from those taken in Unit 4. This unit is internally assessed under controlled conditions but moderated by AQA.

Timing: Each activity must last for 4-6 minutes and may be carried out at any time during the course.

Total number of marks is 60

Unit 3: Reading and Understanding—20%

The examination consists of a number of short texts, notices or news reports in the target language. Students will be tested on their ability to understand written language.

Timing: Foundation Tier: 35 minutes

Higher Tier: 50 minutes

Total number of marks is 40

Unit 4: Writing—30%

The focus of the writing unit will be decided by the teacher in consultation with the student and will relate to one or more of the following themes: *media and culture, sport and leisure, travel and tourism or business, work and employment or a centre-devised option.*

The units must be different from those taken in Unit 2.

The student must complete two separate writing tasks in controlled conditions in a single assessment session lasting no more than an hour.

Total number of marks is 60

Music at GCSE (AQA)

From September 2011 (for pupils completing the course in June 2012) the structure of Music at GCSE will be changing from the AQA specification. The course comprises four units and assesses pupils on listening and appraising skills, performance and composition. Students considering taking music at GCSE should play at least one instrument which could include voice. The standard level of performance at the time of completing the coursework corresponds to Grade 4. Composition work will be completed over the two years and under controlled conditions.

Aspiring GCSE musicians should have enthusiasm in abundance, but they should also be prepared that a working knowledge of music theory is strongly recommended and the examination board requires that candidates should '*be able to understand notation suitable to the occasion, including staff notation*'. Students who are interested in taking music GCSE should seek advice from their class music teachers or the Director of Music.

The basis for study on this course will be centred on the organisation of sound through five areas of study:

- AoS1 Rhythm & Metre
- AoS2 Harmony & Tonality
- AoS3 Texture & Melody
- AoS4 Timbre & Dynamics
- AoS5 Structure & Form

These will be explored through three Strands of Learning:

- The Western Classical Tradition
- Popular Music of the 20th & 21st centuries
- World Music

Unit 1: Listening and Appraising Music—20%

This takes the form of a 1 hour written paper at the end of the course.

Unit 2: Composing and Appraising Music—20%

Students are required to compose one piece of music and must choose two or more of the five areas of study (10%). There must be a link to one of the three strands, which will be announced annually by AQA. Supervised time: 20 hours in which to complete the composition, under informal supervision.

Students appraise the process and the outcome of the composition in relation to the areas of Study and indicate the link to the strand (10%).

Controlled time: 2 hours for the appraisal which must be undertaken as an individual exercise under formal supervision.

Unit 3: Performing Music—20%

Students perform individually or through ICT and as part of a group, and should perform two different pieces:

- 'Individual Performance'/'Technology-based Performance', lasting no more than 5 minutes, and
- 'Group Performance', lasting no more than 5 minutes

Unit 4: Composing Music—20%

Students are required to compose one piece of music which explores two or more of the five areas of study. This may be in any style or genre of the candidate's choosing.

Controlled Assessment: 25 hours in which to complete the composition

Physical Education at GCSE (EDEXCEL)

The GCSE in Physical Education is a rewarding and well-established course at Cokethorpe. It will allow you to follow a challenging combination of applying practice and theory with improving personal performance. It also looks at sports leadership and officiating which teaches students how to plan, lead and evaluate sessions and matches.

Practical Coursework—50%

Students will select four activities from a wide choice and be assessed in these, paying particular attention to skill, technique and tactical awareness. The major school sports are included from soccer to netball or rugby to badminton. Specialist activities such as golf and judo are also included. The final choice is left to you however advice will be given.

Analysis of Sport—10%

In addition, you will select one of these activities to study further and be examined in by oral questioning following the completion of a coursework project. Based on the laws of the sport, the training and tactical requirements and the terminology covered. In all, 60% of the marks come from the two coursework elements.

Theory Examination—40%

The theoretical elements of the course are examined by a single examination lasting 1 hour 45 minutes; which is worth 40% of the final GCSE mark. You will study anatomy and physiology, training, how the body responds to exercise and other issues related to lifelong involvement in sport and sport injuries.

The course is equally open to both male and female students and, while those who have represented the School at several sports will be more suited to the course, it is available to everyone. In the second year of the course students will be assessed on their classroom and practical abilities and then asked either to complete the 'full course' GCSE or be entered for the 'short course' examination.

Philosophy at AS Level (OCR)

With the success of the philosophy course in Years 7 to 9 we also offer an examination course in the GCSE years. However, none of the exam boards currently offer a GCSE in Philosophy, and we do not feel that any of the Religious Studies GCSE courses available offer anything like the intellectual demand and stimulation that we would like to deliver.

Instead, we offer an AS Level in Religious Studies, specialising in two philosophy modules which provide the opportunity for a deeper engagement with issues in ethics and philosophy which are explored in Year 9. This could lead on naturally to studying A Level Philosophy in the Sixth Form or be a stand-alone subject, finished at AS.

AS Levels are usually taken at the end of Year 12, hence this will be a challenging course. As well as the intrinsic interest of the subject matter, it will help develop thinking and communication skills which will both transfer to other GCSEs and provide a good foundation for Sixth Form study in the future.

Unit 1

- Philosophy of Religion
- Ancient Greek influences on Philosophy of Religion
- Judaeo-Christian influences on Philosophy of Religion
- Arguments for the existence of God
- Challenges to religious belief

Unit 2

- Ethics
- Ethical theories
- Applied ethics

Examination

Two 75 minute written papers at the end of Year 11. There is no coursework.

Psychology at GCSE (AQA)

The GCSE Psychology course aims to encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors, such as science. Learners are encouraged to develop a personal interest in, and enthusiasm for, psychology and are prepared to make informed decisions about further learning opportunities and career choices.

Students will be encouraged to engage in the process of psychological enquiry and to develop as effective and independent learners. They will develop an awareness of why psychology matters, its essential role in society and its impact on everyday life

The course is made up of two units each worth 50% of the final marks.

Coursework

Unit 1: Making Sense of Other People

- Memory
- Non-verbal communication
- Development of personality
- Stereotyping, prejudice and discrimination
- Research methods

Coursework

Unit 2: Understanding Other People

- Learning
- Social influence
- Sex and gender
- Aggression
- Research methods

Assessment Objective 1

Recall, select and communicate their knowledge and understanding of psychology and how psychology works.

Assessment Objective 2

Apply skills, knowledge and understanding of psychology and how psychology works.

Assessment Objective 3

Interpret, evaluate and analyse psychological data and practice.

Examination—100%

Two 1 hour 30 minute written papers. Students are required to answer all questions. The papers are externally set and marked.

English as a Second Language

In Years 10 and 11 students may take a course leading to the Edexcel International GCSE in English as a Second Language. Grades A* to G are available through assessment of reading, writing and listening by examination. Grade C or above is evidence of competence in English for admission to some UK universities.

A variety of non-fiction reading and listening texts are used which cover topics relevant to the needs and interests of the students. These may include education, careers, current affairs, health and sport. Students are expected to write for a clear purpose and audience using a range of language accurately.

The Learning Support Department

Although it is not compulsory, some of the small group of students who have 1:1 specialist tuition seriously consider taking only four out of the five options available. This then leaves space and time amongst the examination subjects for Learning Support lessons and private study. One option subject takes up five hours of curriculum time per fortnight. This is usually split into three hours of learning support and two hours of rigorously supervised private study. In this way, students can practise the skills of independent study which they are endeavouring to improve in a carefully controlled environment where help and support can be on hand if necessary.