

AMPLEFORTH COLLEGE

GCSE CHOICES

INFORMATION FOR STUDENTS

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INTRODUCTION

You are shortly going to have to make provisional choices for GCSE subjects. This booklet is intended to help you with that choice. The first section gives you general information about how options work and what combinations of subjects are possible. The second section gives brief details about each subject which may help you to make your choices.

Remember

- Your tutor will help and guide you in your choices
- Heads of Department will be happy to give you further information and to discuss your choices further
- You should discuss your ideas with your parents as soon as you can.

WHY DO CHOICES HAVE TO BE MADE?

In the Fourth Form you are doing a large number of subjects. You could not possibly do all of those to GCSE level as the amount of work required would take too much time. This year you have had a chance to see what the subjects involve and how good you are at each. For your future, between 8 and 10 *good* GCSE grades are far more important than a greater number of less good grades.

WHICH SUBJECTS SHOULD BE CHOSEN?

Some of the subjects are compulsory; these are called the *core* subjects. They are Christian Theology, English, Maths and Science. In addition you will have two Physical Education lessons and two Christian Living lessons during every 2 week cycle; these are not examined.

Normally all students will also study a Modern Foreign Language to GCSE but as there is a choice of which language you choose, the languages are included in the options.

THE CORE SUBJECTS

Subject	All students (No of Lessons)
Christian Theology	4
English	5
Mathematics	5
Science	9
Christian Living	2
PE	2

All students (except EAL) are entered for English GCSE and all students are also entered for Ampleforth's own English Literature Certificate.

HOW TO CHOOSE OPTIONS

THERE ARE 5 OPTION BLOCKS. WE EXPECT THE MAJORITY OF OUR STUDENTS TO SELECT ONE SUBJECT FROM FOUR OUT OF THE FIVE OPTION BLOCKS LISTED BELOW. SO ONE OPTION BLOCK WOULD BE LEFT BLANK. MORE ABLE STUDENTS (THOSE IN FORM A) SHOULD CONSIDER CHOOSING ONE OPTION OUT OF EACH OF THE FIVE OPTION BLOCKS LISTED BELOW.

Students are offered two possible pathways in GCSE science (for further details, see page 9). Those who would like to study separate GCSEs in Biology, Chemistry and Physics MUST select 'Extra Science' in Option A below.

Some students may occasionally be allowed to leave more option blocks free because of special needs or musical commitments.

Option A (see above)	Option B	Option C	Option D	Option E
History (4)	Latin (4)	German (4)	French (4)	D&T (5)
Music (4)	Geography (4)	Italian (4)	Spanish (4)	Art (5)
Extra Science (4)	GCSE PE (4)	Spanish (4)	Art (5)	Music (4)
Geography (4)		History (4)		History (4)
<i>Extra Maths</i>				Geography (4)
<i>Extra English</i>				Greek (4)

Those students who need to benefit from an extra period of Mathematics and/or English (typically those in the bottom two sets) will NOT be able to choose from option A.

WHICH OPTIONS TO CHOOSE

Your particular interests and strengths will determine your choice of option but there are a few basic rules:

- You should try to ensure that you have a good range of subjects and that the subjects you choose offer you a realistic chance of a GCSE grade B or better.
- You should normally choose at least one Modern Language and if there is any possibility of you taking a Modern Language at A level, you should consider taking a second language as well.
- You need to decide which of the two pathways in Science is most appropriate to your current interests and your plans for the Sixth Form and beyond. The information on page 9 of this booklet should help you to make your decision.
- Any subject you think you might take at AS or A level, should be taken for GCSE if it is available.

WHAT HAPPENS AFTER THE PROVISIONAL CHOICES?

Your tutor and all the Heads of Department will look at the provisional choices you have made very carefully. Your parents will also be informed of your provisional choices in your report at the end of the Lent Term. Any unsuitable choices will be noted and you will be asked to have another think.

In the Summer Term, you will be asked for firm choices. Your tutor will discuss these with your parents, normally at Exhibition.

Your firm choices will be given to your parents in your report at the end of the Summer Term. If you change your mind after that you should discuss your new options with your tutor at the start of the Autumn term – or ask your parents to write to the Head of Middle School.

FURTHER INFORMATION ABOUT THE FIFTH FORM AND REMOVE (YEARS 10 AND 11) ALL GCSE EXAMS ARE TAKEN AT THE END OF YEAR 11 (REMOVE). THERE IS A THOUGHT THAT SOME STUDENTS MIGHT TAKE GCSE SCIENCE IN JANUARY OF Y11, ALTHOUGH THERE IS NO FIRM DECISION YET.

- There are full internal examinations in Year 10 (Fifth Form). Entry tiers for GCSE are often decided at this time. Most GCSE subjects can be entered at two levels; these two levels are designed so that you can gain the best possible grade for your ability. All entries will allow you to gain at least a grade C (grade C is taken as a 'pass' grade for University entrance but the grades actually range from A* to G). Most students are entered for a tier which allows them access to the higher grades: A*, A & B. Full trial GCSE examinations are held in February of Year 11 (Remove)

after which final adjustments to your entry are made by Heads of Department in consultation with your tutor.

INFORMATION ON GCSE COURSES IN YEARS 10 AND 11

MORE DETAILED INFORMATION ON EACH SUBJECT IS AVAILABLE ON THE AMPLEFORTH COLLEGE WEBSITE.

CORE SUBJECTS:

1) CHRISTIAN THEOLOGY

We teach two papers from AQA Religious Studies specification A: the first paper is 'The Christian Life and St Mark's Gospel'. The second paper is 'Effects of the Roman Catholic Tradition upon aspects of Christian Lifestyle and Behaviour'

a) The Christian Life and St Mark's Gospel

This paper provides an opportunity for the study of aspects of Christian belief and practice with specific reference to the Person and Ministry of Jesus, as presented in St Mark's Gospel. The following themes are examined: authority, the Person of Jesus, suffering, death and resurrection and the Christian community. The last theme includes study of the Kingdom of God, faith and prayer, discipleship, leadership, worship and baptism. Students examine these themes and consider ways in which modern beliefs and practices have been drawn from the Gospel account.

b) Effects of the Roman Catholic Tradition upon aspects of Christian lifestyle and behaviour

Students examine Christian values in the Roman Catholic tradition and how these affect lifestyle and behaviour. Values are drawn from the Ten Commandments and the teaching of Christ in the Sermon on the Mount, some of the parables and other teachings of Christ. Particular issues are examined, notably justice and reconciliation, crime and punishment, prejudice and discrimination, and war and peace. The seven Sacraments of the Church are studied in their effect upon Christian lifestyle and behaviour.

2) ENGLISH

Teaching in the English Department in Years 10 and 11 integrates the work on language skills with the reading and study of literary text. Students follow the OCR 1900 specifications for English and our own **Ampleforth Certificate in English Literature**. This latter is examined predominantly by coursework: students write essays on at least four texts of quality and substance, including works by Chaucer, Shakespeare, and a major poet, as well as on a non-Shakespearean play. A literary project is undertaken on a prose text selected by the student under teacher guidance; this is an extended essay that includes biographical, cultural and other relevant contexts which students are encouraged to research. The final exam invites close response to unseen poetry, as well as questions on poetry studied during the course. The students' folders of work for the Certificate are externally moderated and the results recorded on university application forms alongside the other GCSE results. For the past few years, the top set in the Remove has opted to work on the syllabus for the AS English Literature, which is closely parallel to the Ampleforth Certificate; the majority of these students have taken the AS exam, while others have presented their work on the same literary texts for the Certificate. The work for the Certificate also covers the minimal demands for literature study in **GCSE English**. In addition, students learn to read non-literary texts with discrimination, and the skills of writing for different purposes (to inform, instruct, entertain, etc), all of which are examined in the two papers of the GCSE's final exam. Speaking and listening in a variety of assessed situations are important elements in the GCSE, and students take part in small group discussions, in individual presentations and in drama-focused activity, the latter usually arising out of work on the literature texts.

3) ENGLISH AS AN ADDITIONAL LANGUAGE

The EAL course aims to develop the proficiency in English of the overseas students. All overseas students are tested on their arrival, and, as a result the students who need EAL attend classes instead of mainstream English.

In years 10 and 11 we prepare students for the Cambridge First Certificate examination. This is a qualification that is recognised globally, and if taken with the Advanced Examination and the IELTS, which are offered in the Sixth form, overseas students are able to apply to all universities in this country.

Throughout the course we focus on many aspects of grammar, reading, speaking, listening and writing. These are the skills that students are tested in for their public examination at the end of Year 11.

We cover a wide range of topics in all skill areas. The techniques required for each skill area differ. For example, in speaking students must show that they can discuss topics, answer personal questions, compare and contrast photographs, and be able to express their opinions about a variety of things. In writing

students are expected to be able to write formal and informal letters, a piece of creative writing, discussion essays, reflective writing and topic writing.

We aim to stretch our most able students and there is the opportunity to study Literature. Our schemes of work are adapted each year, but some of the texts that we study are Oliver Twist and David Copperfield by Charles Dickens, Cry the Beloved Country by Alan Paton and Cry Freedom, by John Briley.

The aim of the department is to follow a comprehensive course of study and to enable students to cope with their other academic subjects.

4) MATHEMATICS

Sets are approximately arranged in order of ability, and all take the GCSE examination at the end of Year 11 (Remove). There are two levels of entry; Higher and Foundation, each leading to GCSE certification. All sets will take the Higher-level entry provides the possibility of grades A* to D.

The Department enters candidates for the AQA and OCR examinations. Each programme has resources tailored for the various levels of ability. The top 4 sets will take the AQA GCSE examination. The two lower sets take a modular GCSE provided by OCR, which we believe provides greater motivation for them over the two years of the GCSE programme. Both routes lead to GCSE Mathematics (i.e. the same qualification). There is no coursework in mathematics at GCSE. Students in the top mathematics set take an enhanced programme which incorporates more advanced work, with a greater stress on proof and problem solving. This course provides a rigorous and challenging programme from which we hope all will emerge with the enthusiasm for Mathematics and Further Mathematics in the Sixth Form. Additionally, students in this set will be given the opportunity of taking an extra GCSE, called 'Additional Mathematics', and this will involve extra work additional to the GCSE programme out of normal class time. We encourage as many students as possible to continue with mathematics into the Sixth Form, and we have a strong record of success at both A level Mathematics and Further Mathematics. The entry requirement for AS and A2 Mathematics will be a grade B at GCSE.

AQA link: <http://www.aqa.org.uk/aqa-maths-resource-zone/aqa-maths-resource-zone-gcse-maths>

OCR link: http://www.ocr.org.uk/qualifications/type/gcse_2010/maths/a/index.aspx

Additional mathematics (FSMQ):

http://www.ocr.org.uk/qualifications/freestandingmathsquals/additional_mathematics/index.html

Past papers can be found on the school intranet:

<https://intranet2.ampleforth.org.uk/api/subwebs/?id=42&pid=152>

5) SCIENCE

Two routes exist for the study of Science at GCSE here at Ampleforth:

a) GCSE Science

This course aims to develop 'scientifically literate citizens' who understand 'how science works'. The course is taught in core science time and has less content (the scientific facts that you have to learn) than the separate GCSEs (detailed below). Students taking this course will sit the following examinations, administered by AQA (the weblinks will take you to the relevant part of the AQA website where you will find past papers and the specification):

GCSE Science B (4462)

http://web.aqa.org.uk/qual/newgcse/science/new/scienceb_materials.php?id=03&prev=03

GCSE Additional Science B (4463)

http://web.aqa.org.uk/qual/newgcse/science/new/add_materials.php?id=03&prev=03

b) Separate GCSEs in Biology, Chemistry and Physics ("Triple Award")

As well as learning about 'how science works', they study additional topics, providing a broader platform from which to progress to AS science courses in the Sixth Form. Potential Sixth Form Scientists should seriously consider this option, as recent research suggests those who follow the separate science route are more likely to achieve the higher grades at A level. In order to follow this course, students MUST opt for Extra Science in Option A.

Students taking this course will sit the following examinations, administered by AQA (the weblinks will take you to the relevant part of the AQA website where you will find past papers and the specification):

GCSE Biology (4411)

http://web.aqa.org.uk/qual/newgcse/science/new/bio_materials.php?id=03&prev=03

GCSE Chemistry (4421)

http://web.aqa.org.uk/qual/newgcse/science/new/chem_materials.php?id=03&prev=03

GCSE Physics (4451)

http://web.aqa.org.uk/qual/newgcse/science/new/physics_materials.php?id=03&prev=03

OPTIONS

1) MODERN FOREIGN LANGUAGES

During the Modern Language GCSE courses at Ampleforth we aim to

- develop understanding of the spoken and written forms of the Language in a range of contexts;
- develop the ability to communicate effectively in the Language, through both the spoken and written word, using a range of vocabulary and structures;
- develop knowledge and understanding of the grammar of the language, and the ability to apply it;
- apply students' knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity;
- develop knowledge and understanding of countries and communities where the language is spoken;
- develop positive attitudes to language learning;
- provide a suitable foundation for further study and/or practical use of languages

Assessment:

The national changes to the GCSE for September 2009 mean that speaking and writing will in future be assessed through controlled assessment by the teacher, rather than than by examination. Examination boards will be as follows: French – OCR; Spanish – AQA; German – Edexcel.

The assessment and weighting of the skills for all boards is now as follows:

LISTENING: worth 20% of the marks, assessed by examination as before.

READING: worth 20% of the marks, assessed by examination as before.

SPEAKING: worth 30% of the marks, now assessed by controlled assessment.

WRITING: worth 30% of the marks, now assessed by controlled assessment.

GCSE courses are offered in French, German, Spanish and Italian. These build upon the topics studied in Key Stage 3 and develop both students' transactional language and their knowledge of vocabulary and grammar. Below are links to the appropriate examination board web pages for information on each of the specifications.

http://www.ocr.org.uk/download/pm/ocr_15973_pm_gcse_fre_ger_spa_brochure.pdf

www.edexcel.com/quals/gcse/gcse09/mfl/german

2) CLASSICS

a) Latin

We follow the OCR GCSE J281 specification and can be found at:

http://www.ocr.org.uk/download/kd/ocr_9985_kd_spec.pdf

There are two key areas, language and literature; additionally it is possible to study a civilisation topic. In Year 10, students complete the Oxford Latin Course, consolidating language work, whilst in year 11 students focus more on the set texts. Students take four papers, all worth 25% of the final grade: unit 1 is a language paper and candidates translate a passage of Latin into English, based on mythology or themes from Roman domestic life, and answer comprehension questions, including questions about the derivation of English words from Latin; Unit 2 - is a slightly more challenging language paper with passages for translation and comprehension, based on historical themes. Both Units 1 and 2 are compulsory, and cover defined linguistic structures and vocabulary from a set GCSE list. Many of these words are already known to students from earlier study. There is no examination testing translation of English into Latin.

In addition candidates take **two** of three further unit options. Prose and verse literature in the form of extracts involves reading works in the original language and discussing questions on literary style as well as content. Unit 3 is on prose set texts, studying authors such as Tacitus, Caesar and Cicero; () Unit 4 is on Latin verse literature, studying extracts from authors such as Virgil, Ovid and Catullus. Unit 5 is on sources for Latin, introducing primary source material as evidence for aspects of Roman Life At this stage we envisage that set 1 will take Papers 1, 2, 3 and 4; set 2 will take papers 1, 2, 4 and 5.

Specimen papers can be found at:

<http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/documents/index.aspx>

There is no coursework element in Latin GCSE.

With top sets in particular we aim to push students to a standard beyond GCSE so that if they choose to continue Latin to AS level, as we hope many will, the transition will not be excessively demanding.

b) Greek

Students who pursue Greek at this level will almost certainly be doing so because they have enjoyed its study (and, we hope, that of Latin) in the Fourth Form. As with Latin, the OCR GCSE J291 specifications are followed and can be found at:

http://www.ocr.org.uk/download/kd/ocr_33659_kd_gcse_spec.pdf

The structure of this course is identical to that of GCSE Latin. Prose set texts to be studied will include works of authors such as Antiphon, Herodotus and Plato, while the verse texts will include authors such as Euripides and Homer.

We would aim to focus on literature rather than the Greek sources option (students will not sit unit B405)

Specimen papers can be found at:

http://www.ocr.org.uk/qualifications/type/gcse/classics/classical_greek/documents/index.aspx

As with Latin there is no coursework element.

3) GEOGRAPHY

Geography at GCSE develops an appreciation of the Physical and Human Environment in a range of places. Beyond the key ideas, the focus is on the ways in which humans and environments interact. The course concentrates on relevant and topical issues such as climate change and sustainable development; uneven development and alternative futures; differences and similarities between people's views of the world, its environments, societies and cultures. It aims to develop an understanding of the planet, focusing on a range of places, from different parts of the world and at different levels of development. Geography at GCSE aims to provide a broad geographical education which reflects the changing world in which we live, as well as providing a strong foundation for those who wish to continue their studies in more depth at AS level.

The Edexcel Geography specification B is as follows:

There are four component units to the GCSE, equally weighted, with each worth 25% of the GCSE marks:

1. Dynamic Planet – 1 hour tiered examination

This unit has three sections, a compulsory core with four interlinked topics, and two options, allowing a more in depth study of certain areas. The core topics provide an understanding of important physical processes such as geological processes, ecosystems, the atmosphere and climate, and the hydrological cycle. This unit is designed to demonstrate how aspects of physical geography combine to create a 'life support system' for the planet.

In addition to these core topics, students will study two option topics from: Coastal change and conflict; River processes and pressures; Oceans on the edge and Extreme climates. These options provide the opportunity to study some topic in greater depth.

2. People and the Planet – 1 hour tiered examination

This unit has three sections, a compulsory core with four interlinked topics, and two options, allowing a more in depth study of certain areas. The core topics are linked together to provide an overall understanding of human geography. Students will study how populations grow and change, where people live and work and how they exploit and use resources.

In addition to these core topics, students will study 2 option topics from: Changing cities; Changing countryside; Developments dilemmas and Economic geography.

3. Making geographical decisions – 1 hour tiered examination

This is a decision making paper based on pre-released resources, consisting of a resource booklet on a geographical issue or location. Questions will assess students' understanding of the resources in relation to environmental issues and sustainability.

4. Researching Geography

This is the controlled assessment (coursework) unit. Students will plan and complete fieldwork and data collection for this unit, and analyse and write up results under controlled conditions in class.

4) HISTORY

The GCSE History course aims to stimulate interest in the study of History, to acquaint the students with significant historical issues, to develop the intellectual skills required by the subject and provide a basis for Sixth Form study. Priorities are to stimulate genuine interest in, and enthusiasm for, history amongst students and enable them to maximise their potential with regard to examination success. The History Department has a very wide range of text books, DVDs and ICT resources with which to explain, illustrate and stimulate interest in Twentieth Century international history.

The OCR GCSE History specification on International Relations, 1919-89 is offered (http://www.ocr.org.uk/download/kd/ocr_9976_kd_gcse_spec.pdf). It is examined in three parts:

- i) Paper One: Core Topics: All candidates study the Paris Peace Treaties drawn up at the end of the First World War, the establishment and ultimate failure of the League of Nations and the rise of aggressive nationalism in Japan, Italy and Germany which, together with the policy of appeasement led to the Second World War. They then study the origins and escalation of the Cold War, 1945-75, including the Berlin Blockade and Airlift, Korean War, Cuban Missile Crisis and Vietnam War. Depth Studies: Candidates study either the Russian Revolution and rule of Stalin or America in the age of prohibition, Depression and New Deal.

- ii) Paper Two source work: Candidates study British social history, 1906-18, including welfare reform, the suffragettes and the impact of the First World War on Britain.
 - iii) Coursework Depth Study (Controlled Assessment): Candidates also undertake an additional Depth Study for Coursework. This may be the study of the role of an important figure in history (eg. Winston Churchill), or of an important theme in history (eg. the changing nature of warfare), or of the historical origins of an important issue in the world today (eg. the Middle East), or of how tensions have affected relationships either between countries (eg. the Cold War) or within a country (eg. the Russian Revolution). Coursework is studied in normal class and prep time and so should place no additional burden on students.
- 5) ART

The department presently follows the OCR Subject Specification in Art and Design and Art and Design: Fine Art.

Students learn to research and develop their own creative ideas from both observation and imagination. They acquire a range of practical skills in different media and experiment with a variety of materials and techniques. Work by contemporary and historical artists is studied within the context of the students' practical projects. Students are encouraged to visit galleries and exhibitions so that works of art can be studied first hand. Drawing is taught as a core skill throughout the course.

Having spent time at the start of the course developing their skills and their creative confidence the students will move on to create the Controlled Assessment Portfolio. This is a body of work based upon starting points, scenarios or stimuli set by the student's teacher which must be completed in a period of 45 hours. This portfolio will count for 60% of the student's final assessment. The remaining 40% is accounted for by the Set Task. The candidates will prepare studies for this task in advance based on starting points issued by the Examination Board. They will then use these to create artwork under examination conditions during a 10 hour controlled period.

OCR Web Link:

http://www.ocr.org.uk/qualifications/type/gce/art_design/suite/index.html

http://www.ocr.org.uk/download/kd/ocr_9926_kd_gce_summary.pdf

6) DESIGN & TECHNOLOGY

This subject aims to develop self-motivated enterprise, and creativity, based upon a problem-solving approach. Analytical thinking, communication skills and practical abilities are all important. The role of

design within society and the impact of technology upon the environment are integral parts of the study entailed. The subject makes use of knowledge from various other subjects, including Physics, Maths, Art, English and Geography. No previous D&T experience is required to follow the GCSE D&T course. The Specification followed is OCR "Product Design" (J900).

Coursework:

GCSE design projects involve research, design, manufacture and testing of working products. Much of the learning takes place as part of the process of completing these projects. Students choose their projects from themes set by the examining board. Teachers give guidance with project choices, paying attention to scope, time and resources. It is a feature of D&T courses that coursework needs careful time management; this is valuable experience. . Determination, self-motivation, creativity and good organisational skills are all important for success.

Materials and components used are charged and costing is amongst the guidance given to candidates.

Content:

There is theoretical study, classroom teaching, reading and written work to be completed in addition to designing, modelling and making activities. Theory lessons are supported by individual guided study and exercises from textbooks.

Students develop knowledge, experience and skills and experience in the following areas:

- Developing design briefs & specifications
- Generating design proposals.
- Drawing.
- Product development.
- Product planning.
- Tools and equipment.
- A range of resistant materials.
- Manufacturing processes.
- ICT applications, including Computer Aided Design/Manufacture.
- Systems and control technologies.
- Industrial applications.
- Safe working practices.
- Product evaluation.

GCSE Assessment consists of:

- Unit 1: Candidates design and model a product in approximately 20 hours. (30%)
- Unit 2: 'Innovation Challenge', set by OCR, undertaken in 1 x 6 hour or 2 x 3 hours. (20%)
- Unit 3: Produce a tangible artefact in the form of a prototype product in 20 hours. (30%)
- Unit 4: Examination paper - 90min duration. (20%)

7) MUSIC

The GCSE Music course examines music both as an academic and practical discipline. Wide-ranging styles of music are studied in their social and historical context. Candidates are expected to use this knowledge to inform their performance and composition.

Candidates are expected to have some skill on a musical instrument before starting the course (around Grade 3 standard, although each potential candidate will be considered individually), and keyboard skills are useful for composition using the music software. The course followed is Edexcel Music and consists of 3 papers; Performance, Composition and Listening & Appraising.

- i) Paper 1, Performance, is worth 30% of the marks and requires that candidates submit two recorded performances. One is a piece of solo playing or singing and the other is an ensemble piece in which they play an undoubled part. One of the pieces should relate to the same Area of Study as one of their compositions. The performances are assessed on difficulty, technical mastery and interpretation of the music. Pieces should be of sufficient length and complexity to give the performer adequate opportunity to showcase their abilities.
- ii) Paper 2, Composition, also worth 30% of the marks. Candidates must apply the knowledge of various musical genres gleaned in the Listening & Appraising part of the course and compose two pieces which relate to two different Areas of Study. The overall length of both pieces should total between two and four minutes.
- iii) Paper 3, Listening & Appraising, is worth 40%. There are four Areas of Study, Area of Study 1 "Western Classical Music 1600-1899", Area of Study 2 "Music in the Twentieth Century, Area of Study 3 "Popular music in context" and Area of Study 4 "World Music". Each Area of Study three set works. Knowledge of these set works is tested in a 90 minute listening examination.

8) GCSE PHYSICAL EDUCATION

The GCSE Physical Education course is about performing in sport but also about understanding how the performance can be improved through theoretical application. This underpins the world of sport, recreation, health and fitness.

The course lays an appropriate foundation for further study of the subject or related subjects at A level. In

addition, it provides a worthwhile course for candidates of varying sporting abilities and experiences and from diverse sporting backgrounds. It is hoped that the course supports the Non-Exam PE programme and Games programme in developing lifelong participants in sport and physical activity.

The aims of the subject content are that candidates will acquire knowledge and understanding of the different factors that affect performance and participation in physical activities. Also the fitness and health benefits and risks associated with taking part or not taking part in physical activity. (This is assessed in the written paper.)

In the “practical” coursework, candidates have to plan, perform and evaluate a health-related exercise programme to improve performance. They also show evidence of performing effectively in a range of different activities (four assessed sports). They should also be able to show development of their leadership skills in this or in other aspects of their practical work. .

Several sports will be covered over two years of which four will make up your coursework mark. *It is important to note that not all candidates have to be assessed in the same sports. Sports participated in outside curriculum can be used for assessment.*

Written Paper	1 1/2 hours
40% of the marks	80 Raw Marks

UNIT 1- The Theory of Physical Education
1.1- Healthy Active Lifestyles
1.2 Your body and the impact a healthy lifestyle has on it

Practical Coursework	120 Raw Marks
	5 tasks, 4 sports marked out of 10 = 48%
60% of the marks	A &P out of 20 = 12%

UNIT 2-Effective Performance in Physical Education
2.1- Practical Performance in PE (four assessed performances in 4 activities)
2.2 – Analysis of Performance (knowledge of rules, strategy, evaluation of success and failures in performance which includes the PEP).

2008 Exam Grade boundaries in raw marks were: A*=175, A = 161, B = 147, C = 133, D = 110, E =87, F = 64, G = 41 **out of 200 marks** (subject to slight change each year).

9) SPECIAL EDUCATIONAL NEEDS AT GCSE

A major part of the SEN Department’s role is to support students in these important Public Examinations to ensure that they deliver their best performance. In most cases, this will have been an ongoing process, in extra lessons and informal learning support. Appropriate concessions will be negotiated with the Boards for

the exams themselves, and these may include 25% extra time, supervised breaks, word-processing and the use of a reader and/or a scribe.

In all cases the aim is to allow candidates with a range of specific learning difficulties to express their knowledge fully, without giving them an unfair advantage over other candidates. Detailed descriptions of the concessions available, and conditions to be met to qualify for them, are available from the Department.