



ELTHAM COLLEGE

**Middle School Curriculum 2011/12**  
**Years 10 and 11: GCSE**

# Choosing your Options for GCSE

## Introduction

As you embark on the next two years that lead to the GCSE examinations at the end of Year 11, it is necessary to begin to reduce the very wide range of subjects that you have so far studied. The time needed to pursue subjects to sufficient depth makes it impossible to continue with all subjects, however much you would like to do so.

For some, the choice is easy; for some it is much more difficult. Do you want to begin to specialise in some way, or do you want to keep as many options open as possible? Some of you will already have some ideas about your probable choice of subjects in the Sixth Form, or even about a career; others will not have any ideas beyond the end of this year.

It is important to recognise that the real time for specialising will be in two years' time, when you will again reduce the number of subjects to four, when AS level and A level choices are made.

For Years 10 and 11 most of you will need to strike a balance between specialising and keeping your options open. The advice contained in this booklet, and the constraints we place on your choices, are intended to help you strike that balance.

## Aims of the Curriculum (Years 10 and 11)

- To encourage enthusiastic, enquiring and informed minds
- To foster all forms of communication: in oral and written English; through drama, music and art; in at least one foreign language; and through mathematical, scientific and technological discovery
- To provide opportunities for self expression and aesthetic appreciation
- To promote individual excellence through the pursuit of sporting, recreational and cultural activities
- To develop moral and spiritual values within a Christian environment, and to teach tolerance of others' views
- To provide a balance between the various areas of learning, and to allow an informal choice for further study
- To foster a continuous and progressive acquisition of knowledge and concepts, and a development of skills and attitudes.
- To provide a rich educational environment which encourages a range of teaching and learning styles
- To create carefully defined schemes of work which allow for differentiation of teaching matched to the abilities of the pupils
- To enable pupils to develop their special interests up to and beyond GCSE with a view to A level courses.

## Homework

In Years 10 and 11 there will be approximately four subject homeworks set each night, each lasting about 40 minutes. A timetable of which homeworks are set on which night is drawn up at the beginning of the year.

## Reports and Grades

The progress of all pupils is formally assessed 6 times a year, twice with a written report, and four times with 6 week grades. These 6 week grades are given for Application and Achievement.

In Year 10, a full written report is sent home at the end of the Autumn and Summer terms. There is also a **Parents Evening** at the beginning of the summer term to discuss progress.

In Year 11, a full written report is sent home at the end of January after the mock examinations and in the Summer term. There are **Parents Evenings** in the first two terms. The first concentrates on progress whilst the second is more concerned with subject choices for the Sixth Form.

A summary of this is given in the table below.

Yr	Autumn		Spring			Summer			
10	6 week grades	Written Report	6 week grades		6 week grades	Parents evening	6 week grades	Internal exams	Written Report
11	6 week grades	Parents evening	6 week grades	Mocks Written Report	Parents evening	6 week grades		Written Report	External exams

## The Procedure

This booklet is issued now to provide you with the information you need to enable you to select your GCSE Options. Read it carefully. Discuss it with your parents, with your tutor, with your subject teachers, between yourselves.

On **March 15th 2011**, there is a Parents' Evening at the College to which YOU are also invited. Use this occasion to gain answers to any questions you may have about the subjects on offer, and your suitability to take them. Discuss your overall options with your Form Tutor, and listen to his/her opinion very carefully.

After the Parents' Evening, we will ask you to make your choice of Option Subjects, and to communicate your choice on the tear-off form at the back of this booklet. We ask that this form is returned to Mr Watts via your Form Tutor no later than **Friday 18th March 2011**. The timetable for next year will be constructed on the basis of the replies you provide at this stage; later changes to your choices may be possible, but only if they fit with the timetable that has been constructed. It is therefore in your own interests to try as far as you can to make a choice now with which you will be happy until the end of the GCSE course. In the unlikely event that a particular combination of subjects is not possible, would you please also include a reserve subject on your form.

# The Curriculum: Years 10 and 11

## 1. Core Subjects

All boys will have the following subjects on their timetables, leading where appropriate to 6 GCSE or IGCSE examinations

English and English Literature  
Mathematics  
Biology  
Chemistry  
Physics  
Religious Studies (GCSE RS Short Course examined in Year 10)  
ICT to support other subjects (not examined at GCSE)  
Physical Education and Games (not examined at GCSE)  
Thinking Skills (not examined at GCSE)

In addition there will be a continuing programme of Personal, Social and Health Education (PSHE)

## 2. Options

All boys will choose 4 options, giving a normal total of 10 GCSE subjects. All the courses listed lead to the GCSE or IGCSE examination, and, with the exception of Computing and Russian, are continuations of subjects at present being studied.

The courses are now listed by categories. All boys must follow either **Geography or History**, and may choose both; they must also choose one **Modern Language**, but may choose two; Latin is not a Modern Language. Apart from that, they are free to choose any subject according to aptitudes and interests. Increased pressure on space and staffing may lead to number restrictions within certain options (e.g. Art, Design & Technology, Drama); although this has not affected pupils' choices in the past. Selection based on current performance may also be needed.

Expressive Subjects	Art, Drama, Music
Humanities	Geography, History (at least <b>one</b> to be taken),
Languages	French, German, Latin, Spanish, Russian (at least one Modern Language to be taken),
Technical subjects	Systems and Control <b>or</b> Resistant Materials, Computing

There is also the possibility for some students to continue with Religious Studies outside the normal timetable in Year 11, thus converting their GCSE short course into a full GCSE.

A summary of the number of periods taught in each subject per year is given below:

Subject	Yr10	Yr11	
Biology	3	4	C O R E
Chemistry	3	4	
English	5	6	
Form Period (inc. PSHE)	1	2	
Games + PE	4	3	
ICT/Study Skills	2		
Mathematics	6	6	
Physics	3	4	
Religious Studies	2		
Art	4	4	O P T I O N S
Resistant Materials	4	4	
Systems and Control	4	4	
Drama	4	4	
French	4	4	
Geography	4	4	
German	4	4	
History	4	4	
Computing	4	4	
Latin	4	4	
Music	4	4	
Russian	4	4	
Spanish	4	4	

Please keep this document safely for future reference.

L Watts  
Deputy Head- Academic

P J Henderson  
Headmaster

# PART 1: THE CORE: EXAMINED COURSES

## **ENGLISH AND ENGLISH LITERATURE**

For the courses in English and English Literature, we organise the boys into sets of between twenty and twenty four pupils, and it is anticipated that each set will be taught by the same teacher for two years.

From September 2010 there have been changes to all GCSE English and English Literature syllabuses. At Eltham College, we will follow IGCSE English Language (A) run by Edexcel and GCSE English Literature offered by AQA. We feel this combination will provide a broad and challenging course appropriate to the needs of our pupils. The IGCSE English Language (A) course will be examined at the end of Year 10, with the option of some pupils re-sitting in Year 11. The GCSE English Literature course will be examined at the end of Year 11.

### **EdExcel IGCSE English Language A**

The following is a brief outline; more details can be found at:

<http://www.edexcel.com/quals/igcse/igcse09/eng/eng-langa/Pages/default.aspx>

#### Paper 1 (examination)

70 %

2hr 15mins

The paper is divided into three sections. In Section A students will answer all questions on an unprepared non-fiction reading passage. In Section B students will answer two compulsory questions on a passage from Section A of the anthology. In Section C one question will be set to test students' ability to inform, explain, describe. The anthology must not be taken into the examination.

#### Paper 3 (written coursework)

15%

Two assignments should be completed as follows:

One will be analytical response to text(s) in Section B of the anthology

One will be a piece of personal and imaginative writing

#### Paper 4 (speaking and listening)

15%

Two assignments should be completed as follows:

One will be an individual talk

One will be group work

### **AQA GCSE English Literature**

The outline of the course is given below, the texts are illustrative, and it will be a matter of teacher choice from the list prescribed which combination of texts each class studies. A more detailed outline can be found at:

<http://store.aqa.org.uk/resourceZone/pdf/english/AQA-ENGLIT-W-SP-10.PDF>

## Route A

### Unit 1: Exploring Modern Texts (examination)

40%

1hr 30mins

*Section A: Modern Prose or Drama*

Golding – *Lord of the Flies*

Priestley – *An Inspector Calls*

Miller – *The Crucible*

*Section B: Exploring Cultures*

Steinbeck – *Of Mice and Men*

Lee – *To Kill a Mockingbird*

Adichie – *Purple Hibiscus*

### Unit 2: Poetry Across Time (examination)

35%

1hr 15mins

*Section A: Poetry from Anthology*

Prepared 15 poems on a theme such as: 'Voices', 'Place', 'Conflict' or 'Relationships'

*Section B: Responding to an unseen poem*

Study of approximately 15 poems, chosen by the teacher, to cover a range of styles, themes and genres such as sonnets, ballads and narratives

### Unit 3: The Significance of Shakespeare and the English Literary Heritage (controlled assessment)

25%

3-4 hours (+ preparation time)

2000 word essay

Comparison of **two** texts from the English Literary Heritage, **one** of which must be a Shakespeare play.

We are passionately committed as a department to the importance of reading in improving the boys' linguistic and literary skills. All boys are issued a reading list at the start of Year 10 and it is our expectation that they read widely in their own time over the course of the two years. We have also put together an Anthology of our favourite short stories and this will also be issued at the start of the course. We expect all boys to read this.

All boys are encouraged to write creatively, both because it is a significant component of the IGCSE English Language qualification, and for its inherent benefits. Excellent work is collected and published in the Elthamian magazine annually.

Our most important aim is to create an environment where boys enjoy their English lessons and increase in confidence orally and on paper. English should be invigorating and we, as teachers here, do all we can to ensure this is the case.

## **MATHEMATICS**

All boys follow the Edexcel IGCSE in Mathematics syllabus and the majority take their examination at the end of Year 11. Pupils in Set 1 will have begun coverage of the syllabus in Year 9 and will take their examination at the end of Year 10.

There are two levels of entry. At the Higher tier the grades A\* - D are available; at the Foundation tier the restriction is to grades C – G. All boys at Eltham College are entered at the Higher level, irrespective of their mathematics set, so that all boys have in principle an opportunity to achieve A\*. It would be highly unusual for a pupil at this school to achieve a grade lower than B.

The terminal examination consists of two 2-hour papers of equal weight. There is no coursework requirement and calculators can be used in both papers.

Much of the work is an extension and elaboration of topics already encountered in years 7 - 9: arithmetic, algebra, geometry, trigonometry, statistics. There are also some genuinely new topics: set theory, calculus, functions. The course provides an excellent mathematical education for those who have no wish to pursue the subject to a more advanced level, and at the same time a strong platform for those who intend to take Mathematics in the Sixth Form.

## **ADDITIONAL MATHEMATICS**

Boys in Set 1 who have taken their IGCSE examination at the end of Year 10 spend part of Year 11 following the OCR Additional Mathematics syllabus. At the end of the year they take a single 2-hour paper and the award is of a Free Standing Mathematics Qualification. There is no coursework requirement.

The work is at a level higher than GCSE (or IGCSE) and acts as a suitable, though not essential, bridge to A level study in Mathematics. The examination has pass grades of A – E. A boy achieving A\* at IGCSE and grade A in Additional Mathematics will have demonstrated considerable mathematical talent.

The course has four principal components: algebra, co-ordinate geometry, trigonometry and calculus. Within this framework topics of Applied Mathematics are developed: probability, linear programming and kinematics.

(In addition boys in Set 1 study D1 Decision Mathematics, an A level module. They take the public examination for this in January of Year 11. Again, there is no coursework requirement.)

# **BIOLOGY**

## **Aims**

The Edexcel IGCSE in Biology enables students to:

- acquire knowledge and understanding of biological facts, concepts and principles
- develop an appreciation of the significance of biological facts, concepts and principles and the skills needed for their use in new and changing situations
- appreciate the importance of accurate experimental work and scientific method and forming hypotheses and design experiments to test them
- sustain and develop an enjoyment of, and interest in, the study of living organisms
- evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues.

## **Content**

The specification consists of the following units:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

## **Assessment**

### **Biology Paper 1 untiered 67%**

This paper will assess biology across all the assessment objectives. The maximum mark for this paper is 120.

### **Biology Paper 2 untiered 33%**

This paper will assess biology across all the assessment objectives. The maximum mark is 60.

There will be a range of compulsory, short-answer structured questions in both papers which are ramped to ensure accessibility for less able students, as well as to stretch more able students. Students may be required to perform calculations, draw graphs and describe, explain and interpret biological phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply biological principles to unfamiliar information. Questions targeted at grades A\* – B will include questions designed to test knowledge, understanding and skills at a higher level, including some questions requiring longer prose answers.

We believe that this framework provides our boys with a challenging and inspiring course which will provide them with an informed interest in matters of biological importance and also act as a springboard should they wish to continue with their studies to A Level.

## **CHEMISTRY**

It is becoming increasingly necessary in education to place a subject in the correct context if it is to be successfully mastered and appreciated by pupils.

The QCA recommendation for sciences at Key Stage 4 places an equal emphasis on the procedural content of a course (its context) and the substantive (factual base) content.

Together with the radical changes made to A-Level specifications for first teaching in 2008, it is vitally important to find a course that challenges the pupils to think about 'How Science Works' and to develop an appreciation of Chemistry in the modern world and in industry as well as within a school laboratory.

The new AQA Chemistry GCSE Specification (4421) addresses these issues better than any other option available whilst still retaining the necessary rigour and scope required to allow an excellent basis for further study, if required. It approaches the subject in a similar fashion to the new Chemistry A-Level, allows a smooth transition for pupils wishing to take the subject in the Sixth Form and provides an informative and stimulating 'end course' for those who do not do so.

It has a modular content and pupils are able to sit some papers before reaching Year 11 so that they can be well informed regarding their potential progress at all stages during the qualification. The examination scheme also includes a coursework component where pupils take a number of 'Investigative Skills Assessments' (ISAs) under strictly supervised conditions during lesson time, thus avoiding the burden of elongated coursework assignments that placed a strain on pupils' time in the past.

There are three written modules and one coursework module, each carrying 25% of the total marks.

We are confident this specification will give our pupils an excellent foundation in this central science contained within a diverse and interesting context.

## **PHYSICS**

From Year 9 to Year 11 the boys follow the rigorous IGCSE specification in physics. This qualification is designed to stretch pupils while developing their interest and giving them a firm foundation in the subject should they choose to continue it at A-level. Even for those who might not consider taking up the subject after Year 11, the course provides an excellent opportunity to hone investigative and practical skills.

The most recent specification is tailored to ensure that it is more compatible than ever with the recently overhauled A-levels course, and enables students to evaluate, in terms of their knowledge and understanding, the benefits and drawbacks of scientific and technological developments. It also addresses 'how science works' which is a new feature of the A-level. It contains both traditional and thoroughly modern and relevant physics.

The areas of physics studied include: forces & motion, astrophysics & cosmology, electricity, waves, energy, states of matter, electromagnetism, radioactivity and particles.

The IGCSE is a linear course which concludes with two written papers.

**Paper 1:** a 2 hour paper covering the core content, accounting for  $\frac{2}{3}$  of the total marks.

**Paper 2:** a 1 hour paper covering the extended content, accounting for the remaining  $\frac{1}{3}$ .

Each of the papers tests knowledge and understanding (50%), application of knowledge (30%), and investigative skills (20%).

### **AQA SCIENCE/ADDITIONAL SCIENCE**

Even in a school such as Eltham College, it has to be acknowledged that some pupils find science subjects more difficult to grasp than other subjects they study. At the end of Year 9, the results of pupils' performance in end of year Biology, Chemistry and Physics examinations, together with grades obtained during the year, will be scrutinised.

We feel the best way forward for a small number of pupils, no more than 15 in the set, will be to adopt a science course leading to the AQA GCSE qualifications of 'Science' and 'Additional Science'. They will be taught in a smaller than normal subject group with all the benefits that brings.

These qualifications are modular in design and will allow pupils to take unit papers in manageable amounts in Years 10 and 11 and they will also give the pupil access to his progress throughout the course so specific aims can be targeted. 2 units in each of the 3 sciences, together with coursework 'ISAs' will make up the 2 GCSE qualifications. The primary aim will be to provide the best opportunity for pupils to get some good science GCSE grades.

It must be noted that this is *not* a pupil option to elect for, but one carefully chosen by experienced science staff with the pupils' best interests paramount.

### **RELIGIOUS STUDIES**

This short course leads up to the GCSE examination at the end of year 10. There are two courses available, Option A entitled 'Religion and Life Issues' and Option B entitled 'Religion and Human Experience'.

Option A is based on the text-book 'Believing and Living', and involves the following

Relationships  
Is it Fair?  
Looking for meaning  
Our World

Option B is based on the text books 'Believing and Experiencing', and involves the following

Religion and Conflict,  
Religion and Medicine  
Religious Expression  
Authority – Religion and State

Currently pupils study for Option A and can then opt to study Option B voluntarily in Year 11 thus obtaining a full GCSE in this subject.

## **PART 2: THE CORE: NON EXAMINED COURSES**

### **INFORMATION & COMMUNICATION TECHNOLOGY**

All pupils follow a course that is designed to support them in their study of their GCSE subjects. The lessons take place in one of the excellently equipped computer suites. Almost every session involves practical, hands-on exercises designed to reinforce the various topics, and there are always opportunities for pupils to gain extra experience in their own time. Our aim is to ensure that all pupils have a confident grasp of computer use, which they might deploy in all their studies, both on their own initiative and as directed by various subject teachers. If you have a further desire to program computers then you should consider the COMPUTER STUDIES option.

### **PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)**

Personal, Social and Health Education lessons in Years 10 and 11 are taught by subject specialists rather than Form Tutors. This is organised into a carousel of the main topic areas listed below. The starting point for the creation of this programme of study was the national guidance given to all Secondary Schools in England and Wales. However, every effort has also been made to keep it as relevant as possible to the needs of students at Eltham College.

The main topics investigated in Year 10 come under the headings of:

- Citizenship (e.g. young people and the law, justice, the work of Parliament, the importance of voting)
- Sex and Drugs (e.g. contraception, STD's, effects of drugs, drugs and the law)
- Global Issues (e.g. climate change, de-forestation, desertification, extinction, poverty, work of the United Nations)
- Relationships (e.g. self-awareness, relationships with family, with friends, assuming different roles)
- Careers (e.g. preparing for job interviews, producing a C.V.)

In Year 11 the main topic headings are:

- Money Matters (e.g. whilst at school, at university, and after)
- Citizenship (e.g. political parties and ideologies, democracy in the U.K.)
- Sex (e.g. testicular self-examination, abortion, pornography)
- Leadership (e.g. practical advice building on the experiences of those who attended the Year 11 leadership course in Dartmoor)
- Relationships (e.g. time-management, rights and responsibilities of having children, work-life balance)
- Careers and Options (e.g. advice on choosing Sixth Form Options)

## **PE & GAMES**

In Year 10 the emphasis in PE and Games classes changes from skills teaching towards educating for later life and allows pupils a choice of a wider range of activities. This begins with instruction in weight training, as part of the Health Related Fitness Course, so that pupils will be able to use the facilities available.

During Games afternoons pupils participate in rugby, hockey, soccer and sailing in the winter, and cricket, softball and tennis in the summer. There is also a less able group who participate in a variety of activities aimed at improving their fitness and co-ordination.

This pattern, with the exception of sailing, continues in Year 11 when pupils join the Sixth-Formers for Senior Games afternoons on a Wednesday.

## **THINKING SKILLS**

Pontius Pilate famously asked, "What is truth?" The reason that you are in school in the first place is to set you on the road to understanding the world and the people in it and how to interact effectively. This requires careful thought. The Thinking Skills course is designed to help you to begin to understand

- 1) Yourself as a learner and how other people learn;
- 2) How to build on your present understanding of how you learn and apply it to what you learn;
- 3) How to communicate and present your thoughts in a logical argument;
- 4) How to analyse and criticise the information that you receive daily.

## PART 3: THE OPTIONS

All boys will choose 4 options, giving a normal total of 10 GCSE subjects. All the courses listed lead to the GCSE or IGCSE examination, and, with the exception of Computing and Russian, are continuations of subjects at present being studied.

Expressive Subjects	Art, Drama, Music
Humanities	Geography, History (at least <b>one</b> to be taken),
Languages	French, German, Latin, Spanish, Russian (at least one Modern Language to be taken)
Technical subjects	Systems and Control <b>or</b> Resistant Materials Computing

### ART

The pupils study a Fine Art GCSE course. This allows pupils to experiment with a variety of fine art media, techniques and processes, including both traditional and new technologies. GCSE artists have the option to work in one or more areas of Fine Art such as painting and drawing, mixed media, sculpture, Land art, installation, printmaking and lens-based media.

The course is split into two areas of assessment. The first unit is a portfolio of work that is worth 60% of the overall grade and the remaining marks are Unit 2 which is an externally set task, which is set early in January in Year 11. The deadline for both units to be completed is the beginning of May in Year 11.

The course allows the pupils to extend their skills and understanding in the subject and there is an opportunity to use a wide range of materials and techniques. The pupils learn how to work independently, through their developmental work as we want them to be able to work flexibly within a broad range of possible solutions. The pupils need to develop self-reliance by experience in problem-solving and decision making. It is also important that they are able to sustain creative ideas.

The pupils will work on three main coursework projects. The first project in Year 10 is structured by the teaching staff as an introduction to the requirements of the course. Pupils have a chance to experiment with a wide range of concepts, materials and techniques, there is support putting together a sketchbook and they are shown approaches to researching relevant artists. The second project begins with a trip for all Year 10 artists to the British Museum to spend time drawing from the artefacts. The lessons are structured and directed by the teachers early on, but the project becomes much more directed by each individual pupil as they gain confidence in their own ideas and ability.

There is the opportunity for the Year 10 artists to go on a trip to Tuscany in the Easter holidays. The group stays with an artist having two days in the studio as well as visiting Florence, Siena and Chiusi to take photos, make drawings and visit some of the famous sites. The boys make a project of work on the trip that is an extra project to be submitted as part of their coursework portfolio.

The final project that is undertaken as part of the GCSE coursework portfolio is a mock exam project, which is set up to give the pupils an idea of the way to approach the externally set task. This project begins with a trip to the Tate Modern as a way

of collecting ideas and information. It is all very much pupil directed with a ten hour supervised exam at the end of the project. This work is marked and feedback given so that additions can be made to submit the project as part of the Unit 1 portfolio. The deadline for all portfolio units to be completed is May 1<sup>st</sup> of Year 11.

The externally set task is set by the exam board from January 1<sup>st</sup> for the pupils' of Year 11. There are a series of themes that are set as starting points by the exam board and pupils must select one to investigate and to develop to prepare to make a final piece. There is an unlimited preparation time followed by a ten hour exam where the pupils are expected to produce a personal outcome to their preparatory work. The ten hour exam will take place around Easter.

Pupils should make regular visits to London galleries as a way of supporting their own practice. The ability to evaluate and analyse the work of others is a very important part of the assessment.

### **COMPUTER STUDIES (IGCSE)**

This course, currently in its first year at Eltham College, encourages pupils to foster an interest in, enjoyment of, and confidence in the use of computing.

The syllabus includes systems analysis, algorithm design, Boolean algebra and programming concepts. Pupils will be invited to consider a broad range of computer applications in order to provide an understanding of the power and versatility of the computer and the benefits of its use. They will also discover some of the limitations and potential disadvantages surrounding computer systems.

It is through the study of problem solving, algorithm design and learning how to write program code that pupils will discover how to get a computer to do "just what they want". If you have to rely on programs written by others then you will always be limited by the imagination of the people that wrote them.

While the subject is an ideal foundation, *though not a prerequisite*, for further study at A Level, the skills learned can be used to very good effect in other areas of study, both at school and university, and subsequently in employment.

The course is examined by a combination of coursework (25%; completed in lesson time) and a terminal two and a half hour written paper (75%).

NB: This course is not to be confused with ICT; Computing is far more interesting and challenging, and the reward far more worthwhile.

## **DESIGN & TECHNOLOGY**

The department offers a choice of **two** courses (Resistant Materials OR Electronics and Control Systems). There are significant areas of overlap and taught input throughout. Choice of course depends on a pupil's aptitude and interests; neither course is 'better' than the other and the only requirement for entry is a genuine willingness to become creatively involved in design and technological activities as demonstrated during a pupil's year 9 D&T work.

In a world where Design and Technology increasingly affects the quality of our lives it is important for pupils to gain an insight into this through the design of quality products (and enjoy doing so in the process!).

**Resistant Materials (OCR J306)**; contains more emphasis on the process of Product Design, the presentation of ideas and manufacture of products from wood, metals, plastics and other suitable materials.

There are four Units, some of which can be taken in year 10 but generally at the end of year 11:

- Introduction to designing and making (coursework). A short mini-project and associated folio based on a broad theme set by OCR, leading to the "modelling" of a product using suitable materials and components.  
30% of GCSE course.
- Sustainable Design (1 hr written paper).  
Learning how the design of products and systems affects the environment, society and  
20% of GCSE course.
- Making Quality Products (coursework).  
A product designed and made by the pupil from a Brief of their own choice, culminating in the manufacture of a fully functioning quality product and its evaluation, presented in an A3 folio.  
30% of GCSE course.
- Technical Aspects of Designing and Making (1hr15min written paper).  
This exam focuses on knowledge gained throughout the course of materials, processes, technical design terms, environmental aspects of designing, and Health & Safety issues.  
20% of GCSE course.

**OR**

**Electronics and Control Systems (OCR J301)**; involves learning about and applying control theory in mechanical, pneumatic and electronic systems. The emphasis here is on designing and making control systems from mechanical and electronic components, supported by the contemporary use of modern materials and IT.

**There are four Units and they are identical to those for Resistant Materials (see above) but with an emphasis on electronic, pneumatic and mechanical systems rather than domestic products.**

In both courses extensive use is made of the department's Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) facilities.

Both of these courses are very popular and demand for places can be high but every effort is made to accommodate a pupil's choice. It is possible for a pupil to change between the two groups early in year 10 if appropriate. Either course provides a natural progression into the AS and A2 level D&T courses.

## **DRAMA**

This is a two year course which is largely practical. It consists of:

Two units of Drama Coursework (60%)

Unit 1: Six one hour workshops based on stimulus material. The material will be used to initiate the preparation of a piece of theatre devised by the group. Assessment will be based upon practical work in the sessions and upon three written tasks relating to it.

Unit 2: Six one hour workshops based upon a play text. The text will be explored practically for its theatrical potential. Assessment will be based upon practical work in the sessions and upon three written tasks, two based upon the text studied and one, using the skills acquired, upon a performance seen.

Drama performance (40%)

A theatrical piece will be prepared for performance to an examiner and audience.

There will, of necessity be a limit to the number of pupils who can take this course. Obviously those who have demonstrated a natural aptitude, or particular interest, in the subject, in curricular drama or school productions, will be well placed to take the subject to GCSE. A willingness to act is absolutely essential.

Some rehearsal time and theatre visits will be outside normal school hours. Parents are asked to be aware that the theatre visits are integral to the course and thus some extra expense will be incurred.

## GEOGRAPHY

### GCSE AQA Geography A

*‘Geography is a subject which holds the key to our future’*

**Michael Palin**

Studying Geography will develop your understanding of our amazing planet. When you travel overseas and visit amazing landforms and different cultures, you will understand more of how and why they exist in that place.

At GCSE, we study the AQA ‘A’ syllabus. There are 2 written exams and 1 piece of ‘Controlled Assessment’ coursework. The Geography Department has four full time staff, all with a degree in Geography. All the teachers have a passion for geography and are committed to using a variety of modern teaching techniques.

#### **Unit 1: Physical Geography** (37.5% of the full GCSE)

##### **Section A**

1. The Restless Earth
2. Rocks, Resources and Scenery
3. Challenge of Weather and Climate
4. Living World

##### **Section B**

1. Water on the Land
2. Ice on the Land
3. The Coastal Zone

It is assessed by a 1 hour 30 minute examination. Candidates answer **three** questions, one from Section A and one from Section B plus free choice of one other.

#### **Unit 2: Human Geography** (37.5% of the full GCSE)

##### **Section A**

1. Population Change
2. Changing Urban Environments
3. Changing Rural Environments

##### **Section B**

1. The Development Gap
2. Globalisation
3. Tourism

It is assessed by a 1 hour 30 minute examination. Candidates answer **three** questions, one from Section A and one from Section B plus free choice of one other.

The new AQA Geography Syllabus is a **modular course**. This means that the students sit Unit 2 at the end of Year 10 and Unit 1 at the end of Year 11. Candidates who wish to re-sit the exam they took in Year 10 have the opportunity to do so should they need to.

### **Unit 3: Local Fieldwork Investigation** (25% of the full GCSE)

This is a 'Controlled Assessment' and necessitates a Local Fieldwork Investigation. It is marked out of 60, with a maximum word guidance of 2,000. The task is given twenty hours of teaching time, six of which are under 'high control' where candidates are working under exam conditions. Centres will select a task from a choice of 11 provided by AQA 2 years prior to submission. The 2010/2011 Year 10 cohort are investigating the following topic.

'What are the impacts of tourism in Malham, a village in the Yorkshire Dales National Park?'

Candidates will work under the direct supervision of a teacher at all times, with the exception of research involving primary and/or secondary data collection. The Geography Department will mark the candidates' work which will then be moderated by AQA.

#### **Fieldtrip**

A four day residential trip at the end of the summer term to the North of England will investigate at first hand issues found in the chosen topics (Rocks, Resources and Scenery, Tourism and Changing Urban Environments) by visiting the limestone topography of Malham Tarn in the Yorkshire Dales National Park, the seaside resort of Blackpool and Inner City Redevelopment in Manchester.

## **HISTORY**

The syllabus followed by the History Department is the Edexcel course, History A, the Making of the Modern World. There are four units to the new exam. All units carry 25% of the final overall mark.

### **Unit 1 Outline Study      Peace and War: International Relations 1900 -1991**

Our focus here will be on the period from 1945-1991 on the causes and development of the Cold War. This unit tests knowledge and understanding and is examined by short answer questions and structured essays in the January session of Year 11.

### **Unit 2 Depth Study                      Germany 1918-39**

Germany between the two world wars will be our focus here looking at the circumstances leading to Hitler's rise to power in Germany in 1933 and then the nature of the Nazi regime in Germany in the 1930's before the Second World War. This unit is again examined by a written examination with some stimulus questions and structured mini essays, and is taken in the June session of Year 10

### **Unit 3 Modern World Source Enquiry War and the transformation of British Society c1931-51.**

The focus here is on British History, before, during and after the Second World War. This unit is examined by sources or documents questions in a written examination in the June session of Year 11.

### **Unit 4 Representations of History: The Vietnam War**

This is the controlled assessment tasks part of the course and replaces conventional coursework. This is again a sources and documents paper. Our focus will be the Vietnam War. The assignments are completed in February/March of Year 11.

## **LATIN**

The syllabus is a continuation of the Cambridge Latin Course, begun in Year 7. Books III and IV lead to study of the set texts in Year 11, which include prose and verse authors. Historical background topics from Roman civilisation and a translation from Latin into English and comprehension also form part of the final examination. Lessons continue to be enhanced with a large amount of ICT input, using the online version of the course and other support materials. An added advantage of the new WJEC Level II Certificates is that for the same course content as the current single GCSE, candidates will now obtain two separate GCSE equivalent qualifications in language/history and literature. The qualifications also form an excellent base for those wishing to continue to AS and A level study.

The aims of the course remain the study of the language and literature against the cultural background of the Roman Empire. Each stage contains both Latin reading and a section on social, economic, political or military life. The focus is on the end of the first century AD, as a time when the connections with the modern world are most evident.

We believe that the study of Latin is profitable both in itself, and for its position as the basis of most European language and civilisation. The course is open to all who have so far enjoyed it and made good progress in it.

## **MODERN LANGUAGES**

### **French, German, Spanish (All AQA, 4665) Russian (EDEXCEL)**

All pupils will have experience of up to three modern languages (French, German and Spanish) by the end of Year Nine. The underlying principal of your GCSE language option is that of choice. Having tasted a variety of contrasting languages, you are now free to choose the one in which you feel most at ease. There may be compelling reasons for you to feel drawn to a particular language or country; when making your choice it is important to bear the following point in mind: you should not choose a particular language because it seems easier in Year Nine. All GCSE languages are examined at the same level and you will end up doing work of equal difficulty for French, Spanish and German.

#### **French**

On reaching the Middle School you will have studied French since Year Seven at least and perhaps before. You may also have perhaps taken part in the Year 9 French Exchange visit to Laval. Therefore you may well feel most familiar with French and quite possibly it has helped lay the foundations rather quickly, of the other languages you have also started to study. Over the next two years, you will learn to express yourself with increased fluency and creativity, as you broaden your vocabulary and grammatical understanding. This gives you more independence than before, using French to really express what you want to say. In the GCSE year, there may be a weekend cultural trip to Paris, during which you practice your French as you get a taste of day to day life in Paris. This may also prove to be valuable inspiration for one of your Controlled Assessment tasks. French remains the second most taught foreign language worldwide and with over 300,000 francophones living in London, it remains an important skill in the competitive world of work.

#### **German**

Some people are suited to German because of its phonetic spelling. In fact, it is far more similar to English than you may realize and its pronunciation makes it a surprisingly straightforward language to master for the English native speaker. During the GCSE course, you are encouraged to take part in the Year Ten Exchange to Minden, which is approaching its thirtieth anniversary and is always an extremely popular choice with pupils. We also run an annual cultural trip to Berlin in Year Eleven, when you would spend time exploring Europe's most vibrant, youthful and rapidly changing capital. We have attended Hertha Berlin football matches at the infamous Olympiastadion. Germany is the fourth largest economy in the world, and the largest in Europe. Germany is Britain's main trading partner and the language is also widely spoken in emerging eastern European markets.

#### **Spanish**

Spanish is, like French, Portuguese, Romanian and Italian, a romance language, which means that they are both direct descendants of Latin. Therefore the early stages of Spanish will come more easily to you after some years of studying French and Latin. Of course the GCSE course necessarily moves at a quick pace. Spanish is spoken widely across the globe, especially in the USA and in Central and South America. There will be an opportunity to take part in the new Spanish exchange to Posadas (near Córdoba) in Year Ten. This includes visits to Malaga, Seville and Cordoba.

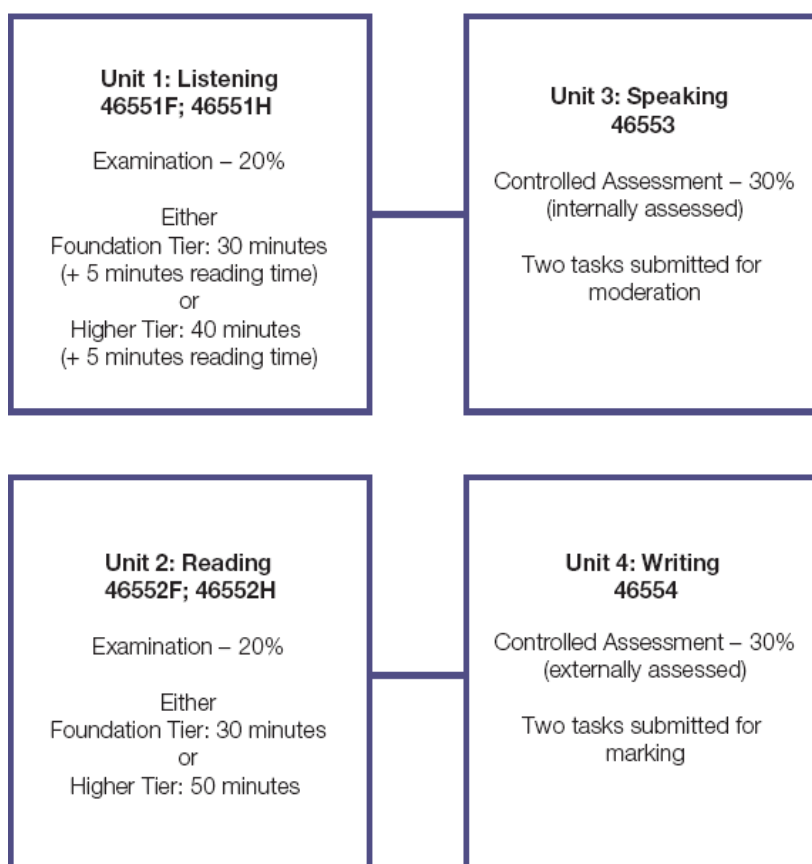
Please note the trips we offer can vary from one year to the next. Reports of recent trips are always available at [eltham-college.org.uk](http://eltham-college.org.uk), as well as further details about the individual languages.

There is also the option to take **Russian** to GCSE, but only as a second language in addition to French, German or Spanish. This is a stimulating, but demanding option and is recommended only for strong, confident linguists. Russian is a member of the Slavonic group of languages and, once its alphabet has been mastered, basic expression is not excessively complex. Its grammatical structure is not dissimilar to German and it is also completely phonetic. Talented British Russian speakers are few and far between, making this an attractive option if you are looking for a subject which opens the gateway both to an engaging past through its history and literature and a potentially lucrative future, as Russia becomes an ever more important provider of gas and oil to Europe and beyond.

The most important thing you will gain from whichever language you choose is the confidence to communicate. Grammar has its part to play in all modern languages, but at best you will learn about the country, the people who live there and how their daily lives compare to our own. You will spend a brief amount of time abroad and acquire the beginnings of a wanderlust that will hopefully stay with you in later life.

## The AQA Course for French, Spanish and German

### Overview



Listening and Reading are tiered; candidates can enter for either Foundation or Higher Tier in any available series. Speaking and Writing are untiered.

Topics, or “Contexts” covered:

### Lifestyle

#### **Health**

- Healthy and unhealthy lifestyles and their consequences

#### **Relationships and Choices**

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

### Leisure

#### **Free Time and the Media**

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

#### **Holidays**

- Plans, preferences, experiences
- What to see and getting around

### Home and Environment

#### **Home and Local Area**

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

#### **Environment**

- Current problems facing the planet
- Being environmentally friendly within the home and local area

### Work and Education

#### **School/College and Future Plans**

- What school/college is like
- Pressures and problems

#### **Current and Future Jobs**

- Looking for and getting a job
- Advantages and disadvantages of different jobs

## Assessment

### **Listening** – 20% of the marks

Terminal examination, taken at either Foundation or Higher level.

### **Reading** – 20% of the marks

Terminal examination, taken at either Foundation or Higher level.

### **Speaking** – 30% of the marks (Controlled Assessment)

Students will complete two controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

Both tasks will be in the form of a dialogue. The tasks will be marked by the teacher and submitted to AQA for moderation. The work of individual students may be informed by working with others but they must provide an individual response. Students must not submit the same task for Speaking and Writing.

### **Writing** – 3-% of the marks (Controlled Assessment)

Students will complete two controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

The tasks will be marked by AQA. Students must complete all work independently. Students must have access to dictionaries while

## **MUSIC**

The GCSE syllabus aims to further existing musical enthusiasm, encourage musical responsiveness and creativity and develop three key areas: performance, composition and listening/historical analysis skills. The course itself concentrates on four main Areas of Study: 'Western classical music 1600-1899', 'Music in the 20th century', 'Popular music in context' and 'World music'.

Pupils who opt for GCSE Music follow the Edexcel exam specification. Pupils who choose GCSE Music will already be learning at least one instrument/voice, and must continue with the study of this instrument for the duration of the course to enable them to complete the Solo and Ensemble Performances required by the exam board towards the end of the Spring Term of Year 11. In order for pupils to access the highest grades for the Performance component of the course they should be performing to a Grade 5 (or equivalent) standard by the Spring Term of Year 11.

GCSE Music pupils are also expected to play an active and enthusiastic role in the extra-curricular music-making of the Department, rehearsing and performing regularly with at least one ensemble, and attending Department concerts and organised concert trips on a regular basis.

### **Performance (30%)**

In controlled assessment conditions pupils produce both a solo and an ensemble performance. This can be recorded at any time during the course, although for most candidates this will take place in the Spring Term of Year 11. Performances may be on any instrument and in any style. The performances will be internal marked and external moderated.

### **Composition (30%)**

All pupils will study a course of composition over the two year course, learning about compositional techniques and writing music in a variety of styles related to the main Areas of Study. Pupils must submit two compositions towards the end of the course which combined should be between two and four minutes in length. These will be internally marked and externally moderated.

### **Listening and Appraising (40%)**

Pupils study set works from the four Areas of Study during the two year GCSE course in preparation for a 1½ hour written/listening examination in the Summer Term of Year 11. A total of twelve set works will be studied, looking at key musical features including melody, rhythm, timbre, texture and dynamics, as well as placing these works in an historical context.

More information about the GCSE Music Course is available from the Edexcel website.

Although exceptions can be made in certain circumstances, it is generally not appropriate for pupils who have not studied GCSE Music to be able to study Music as an academic subject in the Sixth Form.



## Year 10 Options

(to be returned to Mr L Watts via Form Tutors by **Friday 18th March 2011**)

Pupil's Name: \_\_\_\_\_ Pupil's Form: \_\_\_\_\_

Our choices are as follows:

First Choice

Second Choice

Third Choice

Fourth Choice

Reserve Choice

Any information which it would be useful for the school to have in connection with these choices:

Signed: \_\_\_\_\_  
(Parent or Guardian)

# NOTES