



IGCSE and GCSE COURSES 2010

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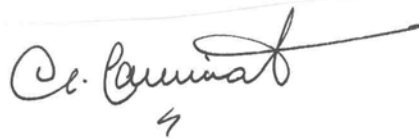
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INTRODUCTION

During the course of your academic career at school and university, there are a number of key decisions that have to be made regarding the particular subjects that you will study. Among these decisions, one of the most important concerns the subjects you will take in Years 10 and 11 in preparation for your GCSE examinations.

In order to ensure that every Worth student is equipped with a good balance of skills and knowledge, certain subjects are compulsory at GCSE level. These subjects constitute what is known as the 'core curriculum', and include subjects such as English, Mathematics and Religious Studies. In addition, students choose a number of optional subjects. The decision regarding which of these optional subjects should be studied is an important one, and every student is advised to spend time carefully considering the options. It is hoped that this booklet will provide you with some important information concerning the subjects that are available, and provide the basis for you to make a sensible and informed choice.

Of course, your time at school is not simply about academic work and examinations. To get the most out of their time at Worth, every student is urged to get involved in a wide range of sporting, cultural, spiritual and recreational activities. It is very much the case, however, that the basis for a happy and fruitful time at school is to get the academic side of life right. Making the correct choices for GCSE should certainly put you on the path to achieve this.

A handwritten signature in black ink, reading "Gino Carminati". The signature is written in a cursive style with a long horizontal flourish extending to the right. Below the signature is a small, stylized mark that resembles a lightning bolt or a checkmark.

Mr Gino Carminati
Head Master

MAKING THE RIGHT CHOICE

In deciding which optional subjects to pursue to GCSE level, there are many factors to consider. Questions that you should be asking yourself include:

Which subjects do I enjoy?

It is often the case that the subjects at which students do best are those which they most enjoy. Certainly, your time in Years 10 and 11 will be more enjoyable if you are studying subjects which you find interesting and stimulating. It is important to remember, however, that the material that you cover in a particular subject in Years 10 and 11 may well be quite different from that which you covered in Year 9. For this reason, it is very important that you do some research into exactly what each GCSE entails. This booklet should give you some key information in this respect.

Which subjects am I best at?

Although life is not simply about getting good examination results, it is important that you opt for subjects at which you have a strong chance of doing well. Equally, it is likely that you will enjoy your time at school more if you are studying subjects which you do not find excessively difficult.

Do I need to study particular subjects if I wish to follow a particular career?

For entry to some professions, it is important to have the right academic qualifications. Those wishing to enter disciplines such as medicine or engineering, for example, would be strongly advised to opt for three sciences. However, for entry to many degree courses and professions, it is not a requirement to have studied any particular subjects.

Most pupils in Year 9 probably do not have clear ideas about the degree subject they would like to study, or the type of career they would like to pursue. You certainly should not worry if, at this stage, you have little idea about what you would eventually like to do – indeed, many of those who think they know at this stage what they want to do often change their minds (sometimes several times) before finally deciding what to study at university and which career to pursue. The best advice, therefore, is probably to ensure that you make a sensible choice that does not rule out particular careers that you may be considering, but which leaves enough flexibility to allow you to change your mind later. Above all, you should ensure that you play to your strengths by selecting subjects which you enjoy and at which you are good. Remember that the most important thing for most students is to get good IGCSE and GCSE grades, rather than GCSEs in particular subjects.

Who can help me make my choice?

Many people are on hand to help you decide the best combination of subjects for you. Your housemaster, tutor, teachers and parents will all be happy to lend advice. You may also wish to talk to Dr Pring, the school Careers Master. You should take the time to seek advice from as wide a range of people as possible and think through all the options. In that way, you maximise the chances of making the best choice.

THE TIMELINE

In order to allow pupils time to consider the options available, whilst also permitting the school time to construct next year's timetable, the following timeline has been put in place:

- **End of Autumn Term 2009:** *GCSE Options 2010* booklet sent to Year 9 pupils and parents.
- **Friday 12th February 2010:** Year 9 Parents' Conference and meeting with parents at which the options may be discussed with the Head Master, Director of Studies and other key staff.
- **End of half term break, Spring Term:** deadline for submission of options.
- **Spring Term, second half:** option lists finalised.

After pupils have selected their options, it is possible to make changes. However, it is important to realise that, due to the way in which the timetable is constructed, changes become progressively less possible as time goes on. To be sure of following the course you want, therefore, you should try to ensure that, as far as possible, the options you select in February are the ones that you really want to follow. The best way of making the right choice first time is to research the options thoroughly, to seek as much advice as possible and to give as much thought as you can as to what is the best course for you.

THE YEAR 10 AND 11 CURRICULUM

At Worth we recommend that pupils study nine or ten GCSE subjects, although this is not a firm rule and may be varied upwards or downwards in exceptional circumstances. All pupils will study a number of core subjects to GCSE level. These are:

- English (IGCSE)
- Mathematics (IGCSE)
- Religious Studies
- French or Spanish.
- Science
- ICT

Although all of these subjects must, as our core curriculum, be studied by all pupils, there are some variations:

- In English, most pupils will study towards English IGCSE. In addition, the majority of pupils will study towards English Literature IGCSE. IGCSE English as a Second Language will also be offered to some non native speakers.
- Although pupils (with very few exceptions) must take either French or Spanish, they may opt to study both languages to GCSE level by taking Spanish as part of the core curriculum and French as an optional subject.

- In Science, about half the year will take the three separate sciences (Biology, Chemistry and Physics); the remainder will take a combined science course.
- Those pupils requiring Learning Support are advised to discuss their options with the LS department, in order to ensure that their choices are appropriate and their workload manageable.

OPTION BLOCKS

In order that we can offer a maximum of choice, pupils are asked to choose their subjects from an options' list. Option blocks will be constructed subsequently. Those selecting three separate sciences should choose two further optional subjects. Those intending to take combined science, which represents two GCSEs, should select three further options. The optional subjects are as follows:

Core Subjects	Optional Subjects
English	Art
French or Spanish	Drama
Mathematics	Business Studies and Economics
Religious Studies	French
Science - 2 GCSEs or 3 separate sciences	Geography
ICT	History
	Latin
	Music
	Physical Education

LEARNING SUPPORT

Pupils referred to the Learning Support department follow Worth's mainstream curriculum and additional support programs take place in 35 minute sessions during the school day. The department is an integral part of the school, with most Learning Support teaching taking place in the Study Block.

Learning becomes a positive experience with carefully devised and stimulating programs of work tailored to meet individual needs. Specialist staff devise with their students bi-annual individually tailored education plans (IEPs) based on their Educational Psychologist report. We aim to equip pupils with the skills needed to feel happy and confident in the school environment.

Pupils work within small groups, and/or individually, with a specialist teacher. Most pupils receive literacy and study skill support, while a small number have specialist help in Mathematics. Strategies are introduced to help improve basic literacy or mathematical skills, working memory and concentration. As pupils progress through the school, increasing emphasis is placed on learning how to learn. Time management, higher reading skills, question analysis and revision skills are important preparation for the demands of GCSE and beyond.

All pupils are screened for possible learning support provision and Access Arrangements (exam concessions) at the end of Year 9. The LS department will contact parents with any necessary recommendations which come as a result of the screening process.

There are great advantages in using ICT across the curriculum for students with specific learning difficulties. We encourage them to take full use of the excellent computer network facilities available. An increasing number of pupils own laptop computers which can be used in the classroom and for independent study. Touch typing skills are a great asset and a Touch Typing program is available to all students on the school computer network to support regular practice. *It should be noted, however, that the majority of students will still be required to write their GCSE examination papers by hand. It is important, therefore, that students do not become over-reliant upon the use of ICT at the expense of handwriting. Details of eligibility for Access Arrangements (including the use of laptop computers) may be found in Appendices 1 and 2.*

Teaching staff show a sympathetic awareness of individual styles of learning and have access to information about each pupil's particular needs. Support staff have opportunities to visit lessons and liaise with subject teachers. The department aims to provide the help and motivation for successful and independent learning.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

All pupils requiring EAL support are required to have English writing and reading skills to Intermediate level as pupils follow Worth's mainstream curriculum. EAL support sessions take place in 35 minute sessions during the school day in addition to normal teaching lessons.

Emphasis is placed upon developing learning strategies to increase pupils' knowledge and use of specialist academic language, and grammar, along with deepening their skills of writing in different styles. Students are expected to continue to practise their developing English vocabulary and language skills outside of EAL support lessons on a regular basis. The use of dictionaries in all lessons is strongly encouraged and parents are advised to ensure their son has a suitable English dictionary for use in lessons.

Each pupil works individually, in a suitable pairing, or with small groups with a suitably qualified EAL teacher. As a pupil's language skills develop increasing emphasis is placed upon question analysis and higher reading skills as important preparation for the demands of GCSE and beyond.

All pupils are screened for Access Arrangements at the end of Year 9 and as part of the admissions programme. The Learning Support Department will contact parents with any necessary recommendations that come about as a result of the screening process.

Pupils whose first language is not English are entitled to use a bi-lingual dictionary in school and public examinations. Please advise the Learning Support Department of your son's first language in order that an examination dictionary is ordered in advance of any exams.

Those pupils requiring EAL Learning Support are advised to discuss their GCSE options with the LS department, in order to ensure that their choices are appropriate and their workload manageable.

All members of staff are provided with information regarding pupils' language/EAL status and are aware of the need to provide vocabulary lists to support vocabulary learning. EAL teachers have opportunities to visit lessons and liaise with subject teachers. The department aims to provide the strategies and motivation for successful language development.

For further details of Learning Support and EAL provision at Worth, please feel free to contact Mrs Julia Cook, Head of Learning Support, on 01342 710585 or at jcook@worth.org.uk

ART

Examination Board: Edexcel

Specification Code: (Fine Art) 2FA01

The assessment of the GCSE is based on 60% controlled assessment and 40% for the final examination.

Controlled assessment consists of two units which will encourage the pupil to work in a variety of 2D and 3D disciplines, exploring a range of media and techniques. The candidates are required to develop knowledge, skills and understanding through integrated critical, practical and theoretical study of art which includes first hand experience of original work.

The externally set assignment is similar in format to the coursework units and there is an 8 week preparatory study period to research the theme. This preliminary work is taken into the examination to inform the final exam piece. The final examination piece has to be produced under examination conditions in 10 hours.

It is important that each controlled assessment and examination unit is supported with sketchbook studies recording pupils' observations, investigations, experimentation and analysis of their own work making connections with the work of artists, designers and craftsmen. The sketchbooks are proving to be of more importance each year.

The examination endorsement is Fine Art and candidate's submissions should include practical and critical/contextual work in one or more areas of Fine Art, such as drawing, painting, sculpture, land art, installation, printmaking and mixed media. This endorsement equips pupils very well to continue with AS Art.

CLASSICS

Latin

Examination Board: OCR

Specification Code: J281

GCSE Latin is taken at the end of Year 11 by means of a terminal examination consisting of four written papers, as follows:

Unit A401 (Language 1):

1 hour; 25% of total marks

One or more pieces of unprepared Latin will be set, on which comprehension questions and translation into English will be required.

Unit A402 (Language 2):

1 hour; 25% of total marks

A passage of unprepared Latin (slightly harder than in Language 1) will be set, to be translated into English. (There is an alternative English-to-Latin sentences translation.)

Unit A403 (Prose set texts):

1 hour; 25% of total marks

Questions will be set on one or more passages, dealing with content, context, background, style, effect, etc..

Unit A404 (Verse set texts):

1 hour; 25% of total marks

Questions will be set on one or more passages, dealing with content, context, background, style, effect, etc..

Greek

GCSE Greek (OCR specification code J291) may also be taken; the scheme of the examination is exactly similar to that for Latin. Greek is available off the timetable, and is dependent upon teacher availability.

DRAMA

Examination Board:: Edexcel

Specification Code: 2Dr01

Drama at Worth is a dynamic and practical subject which gives pupils the opportunity to enhance their social and presentational skills, while providing a significant intellectual challenge in terms of concepts, ideas and themes chosen. There is a strong tradition at Worth, greatly aided by the facilities we have available, of selecting challenging and intellectually exciting texts to explore at GCSE and beyond. The subject continues to be a popular choice and pupils achieve highly. There is no written examination for this specification but pupils produce a two part coursework portfolio which is assessed 'in house' and externally moderated (60% of the total grade.) The remaining part of the grade is marked externally (40%) through a performance examination in front of an external examiner.

We follow the Edexcel Syllabus (Edexcel 2Dr01) which is structured into three parts:

Unit 1 (5Dr01) involves pupils creating their own original performance piece based on a theme that we decide each year. Pupils are challenged to create, devise and script their own piece and this tests their ingenuity, inventiveness their ability to work closely in a group and their aptitude for developing an original piece of drama from initial stimulus to final realisation in performance. This is an **internally assessed unit** and pupils will produce a 2000 word piece.

Unit 2 (5Dr02) is also **internally assessed** and involves a practical exploration of a play text (recommended maximum 1000 words) and a response to a live piece of theatre (maximum 2000 words.) This is a unit grounded in the experience of live theatre and theatre trips will be organised throughout the course. This tends to be a very popular element of the course and involves often complex exploration of symbolism, performance style, and interpretation.

Unit 3 (5Dr03) is **examined externally** and sees pupils perform in front of an examiner and demonstrate their knowledge and understanding through the application of ideas in a practical context. For this element pupils perform in front of a live audience and it constitutes 40% of the marks.

The department at Worth is fortunate in having an excellent theatre in which to rehearse and perform, with a great rehearsal space in the form of the Green Room. Students are stretched to perform to the highest standard in production work both curricular and extracurricular. The subject is one of many different ways in which Worth pupils explore a whole number of personal, moral and spiritual issues and provides a healthy opportunity for pupils to acquire life skills and a wider cultural education.

BUSINESS STUDIES AND ECONOMICS

Examination Board: Edexcel

Specification Code: 2BE01

This exciting course provides the first opportunity for Worth students to study Economics and Business Studies. The course is an introduction to both disciplines in a way that links them throughout Years 10 and 11. The titles and brief content of the three units are:

- **Introduction to Small Business**

In this unit you will look at the skills required to be enterprising, the practicalities of putting a business idea into practice, how to make the start-up effective and understanding the factors outside the control of the business that may prevent it from meeting its objectives. This will be examined as a short answer and multiple choice paper in June of Year 10.

- **Investigating Small Business**

In this unit you will take their knowledge from Unit 1 and apply it to a controlled assessment task. Students choose one task from five offered and need to identify a small business in which they can base the task. The tasks offered will change each year. The research for the assessment will be completed during the October half term break and the students will undertake a controlled write up of their findings during the first week back after the half term break.

- **Introduction to Economic Understanding**

In this unit you will start to think like economists by considering how to measure the success of a business and looking at issues such as business growth and monopoly power whilst taking into account the wider economic and legislative factors affecting businesses. This will be the final 1 hour and 30 minute written paper based upon unseen case studies.

It is not a prerequisite for studying Economics or Business Studies in the Sixth Form that pupils will have studied these subjects for GCSE. However, students who have taken the GCSE will be at an advantage if they carry on into the Sixth Form.

ENGLISH

IGCSE First Language English	IGCSE English Literature
Examination Board: University of Cambridge International Examinations (CIE)	Examination Board: University of Cambridge International Examinations (CIE)
Specification Code: 0500	Specification Code: 0486

The School will introduce IGCSE English and IGCSE English Literature in September 2010, for first examination in the Summer Term 2012. Nearly all students in Years 10 and 11 will take IGCSE First Language English; a small number may work towards IGCSE Second Language English, under the aegis of the Learning Support Department. Sets 1, 2 and 3 will also work towards the IGCSE English Literature examination. We shall decide by the end of the Autumn Term 2010 whether students in set 4 should also sit the English Literature examination; whether they do or not, those students will study a lot of literature, including Shakespeare, and their course will enable them to study English Literature in the sixth form, if they wish to do so. (Students doing Second Language English will not take the English Literature examination.) At present, there are five lessons of English a week in each of Years 10 and 11. You should expect to do 60 minutes of prep a week in Year 10. In Year 11, you should expect 90 minutes of prep a week if you do both English and English Literature, and 60 minutes a week if you do English only.

IGCSE First Language English has two core components. The first is a written examination, in which you will answer questions on one or two reading passages. It counts for 50% of the marks. The second component counts for the remaining 50%. It involves either (a) directed writing and composition, which is assessed in a two-hour examination, or (b) the preparation of a coursework portfolio, consisting of three assignments of 500-800 words each. There is also an optional Speaking and Listening component; this does not count towards the overall IGCSE grade, but candidates who perform to the required standard will have their certificate endorsed with a separate grade ranging from 1 (high) to 5 (low).

If you also do IGCSE English Literature, you should expect to study five texts, which will include prose, poetry and drama. The course does not require

candidates to study Shakespeare, but the School’s policy is that all students will study a Shakespeare play. The course has two components. The first is a written examination lasting two hours 15 minutes and counting for 75% of the marks. It will require students to write about a play (Section A), poetry (Section B) and a prose work (Section C). The second component will count for the remaining 25% of the marks. Three options are available; we currently expect to enter students for the option that involves preparing a coursework portfolio, consisting of two assignments of 600-1000 words each, on two different texts.

Here are some of the literary texts that you might study for the written examination. They are taken from the syllabus booklet for 2011; CIE will publish the 2012 syllabus in due course:

Section A (Drama)	Miller: <i>Death of a Salesman</i> . Shakespeare: <i>Much Ado About Nothing</i> . Shakespeare: <i>Richard III</i> . R. C. Sheriff: <i>Journey’s End</i> .
Section B (Poetry)	Tennyson: selected poems. Selected poems from the 19 th and 20 th centuries, in <i>Songs of Ourselves</i> (the CIE poetry anthology)
Section C (Prose)	Emily Brontë: <i>Wuthering Heights</i> . F. Scott Fitzgerald: <i>The Great Gatsby</i> . Edith Wharton: <i>Ethan Frome</i> .

We hope that you will find English at IGCSE a great adventure, full of new and exciting skills to learn and worlds to explore, so that you will share the determination of Ulysses:

“To sail beyond the sunset, and the baths
Of all the western stars”.

ENGLISH IGCSE for EAL Students

For pupils for whom English is not their first language, the IGCSE in English as a Second Language may be a more appropriate course of study. This two year course leads to an IGCSE examination with the Cambridge board (CIE).

Pupils are expected to have good linguistic skills in English reading and writing before they start the course.

The IGCSE subject content reflects an international approach and uses material from a range of cultural sources. The main aim of the IGCSE is to equip students to deal with a wide range of social, official and educational situations. The topics studied relate to the interests and needs of students in the world of work, education, current affairs, health and welfare and travel.

The IGCSE aims to:

- Develop the ability to use English for speaking in a variety of situations
- Form a good base of the language skills required for further study where English is the taught language
- Develop an awareness of English and language learning skills
- Develop a student's self confidence, motivation and study habits

Pupils are assessed for their skills and abilities in

- Reading
- Writing
- Listening
- Speaking

The IGCSE course requires the pupil to produce coursework and has a final examination.

GEOGRAPHY

Examination Board: Edexcel

Specification Code: Specification B

Edexcel GCSE Specification B was introduced at Worth in September 2009 and as well as being an exciting and dynamic GCSE course, it provides an excellent preparation for students wishing to study Geography in the Sixth Form.

The course is divided into 4 units.

Unit 1: Dynamic Planet

Unit code 5GB1F/5GB1H

This unit has three sections. Section A is compulsory, and Sections B and C contain optional topics.

- **Section A - Introduction to the Dynamic Planet**

Compulsory topics: Restless Earth, Climate and Change, Battle for the Biosphere and Water World.

- **Section B - Small-scale Dynamic Planet**

Optional topics: complete **one** of either Coastal Change and Conflict or River Processes and Pressures.

- **Section C - Large-scale Dynamic Planet**

Optional topics: complete **one** of either Oceans on the Edge or Extreme Climates.

This unit is assessed through a 1-hour tiered written examination, which contains a mixture of question styles.

Unit 2: People and the Planet

Unit code 5GB2F/5GB2H

This unit has three sections. Section A is compulsory, and Sections B and C contain optional topics.

- **Section A - Introduction to People and the Planet**

Compulsory topics: Population Dynamics, Consuming Resources, Living Spaces and Making a Living.

- **Section B - Small-scale People and the Planet**

Optional topics, complete **one** of either Changing Cities or Changing Countryside.

- **Section C - Large-scale People and the Planet**

Optional topics, complete **one** of either Development Dilemmas or World at Work.

This unit is assessed through a 1-hour tiered written examination, which contains a mixture of question styles.

Unit 3: Making Geographical Decisions

Unit code 5GB3F/5GB3H

This unit will assess students' ability to make decisions about geographical issues and justify them. The unit includes the pressures (conflicts), players and options that are involved in making geographical decisions and which are related to sustainable development and environmental issues.

This unit is assessed through a 1-hour tiered written examination. The theme of the resource material will be released two years in advance of the examination. A pack of resource material will be pre-released for each sitting of the exam. The material will be available on a secure section of the Edexcel website in January and hard copies will be sent to schools in February. Students should study this material to give a context to the skills that they have learnt in this topic. The examination will relate to this material.

Unit 4: Researching Geography

Unit code 5GB04

For this unit students need to complete a fieldwork investigation and report. They must complete **one** of the tasks provided by Edexcel, on one of the following themes: coastal environments, river environments, rural/countryside environments, town/city environments.

This unit is internally assessed under controlled conditions. Students complete one of the fieldwork tasks from the list provided by Edexcel. They must write up the fieldwork task under controlled conditions. The task is marked out of a total of 50 marks, across the following areas: planning, methods of data collection, data presentation and report production, analysis and conclusions and evaluation. The task will be marked by the teacher and moderated by Edexcel.

HISTORY

Examination Board: OCR

Specification Code: J417A History B
(Modern World History)

“Study history, study history. In history lies all the secrets of statecraft” (Winston Churchill).

The History Department at Worth offers its GCSE students the opportunity to study History in breadth as well as in depth, to encourage an interest in the past and to develop expertise in various skills (general as well as historical) and to acquire and demonstrate an understanding of the period studied.

History is a very popular subject at GCSE. The OCR *Modern World* course is based entirely upon the events of the Twentieth Century and has a global focus. Year 10 begins with the British Depth Study, in which pupils focus on the question of how British society changed between 1906 and 1918. Pupils then study the inter-war period 1919-1939, focusing on the post First World War peace treaties, the League of Nations, and the collapse of International Peace. Next, students examine the Cold War 1945-1975, particularly thinking about who was to blame for the Cold War, who won the Cuban Missile Crisis, and why the USA failed in Vietnam. In Year 11, pupils begin their international Depth Study, examining Germany 1919 to 1945 and in particular the rise and rule of Hitler and the Nazis. Pupils will also undertake their controlled assessment, one piece of which focuses on Representations and Interpretations, whilst the other addresses the issue of Significance in History.

In the final examination, two papers are sat to test candidates on their ability to write factually-supported arguments, and their critical handling of source material. Throughout the course every opportunity is taken to develop the pupils' skills in ICT, debating and good scholarly practice.

Pupils studying History at GCSE are well catered for by the department's active trips and visits programme. During the course, all pupils will have the opportunity to visit the Imperial War Museum in London. The department also hopes to offer an optional residential trip to Berlin, visiting museums and sites related to Nazi Germany and the Cold War.

All Year 11 students, but particularly those who are considering studying History in the Sixth Form, are encouraged to attend the department's Stanton Society lectures which take place throughout the academic year. In addition, the Stanton Journal offers pupils the opportunity to write articles and reviews of historical books, films and television programmes for publication in a high-profile school publication.

INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)

Examination Board: OCR

Specification Code: 06324

Worth sees ICT as an important subject in its own right as well as a vital tool to support teaching and learning across the curriculum. Students in Years 7 and 8 receive a discrete ICT course of one period per week. From these lessons, they gain a solid foundation with which to move on to the GCSE. The current Year 9 have already been working on this GCSE in their ICT lesson. In Years 10 and 11, they will have a further two lessons per week in which to complete it.

- This course will enable candidates to obtain a full GCSE in the subject using this new exam board. It will develop candidates' knowledge and understanding of the Information and Communication Technology and all employment sectors.
- It will develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology and all other sectors.
- It will develop candidates' ability to work autonomously and effectively in an Information and Communication Technology context.
- This new GCSE will enable candidates to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations.
- It will encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further or higher education programmes.
- It will promote interaction between employers, schools and candidates by relating teaching and assessment to real organisations.
- Candidates complete two units. One on the use of ICT in a business environment and the second on the use of computer graphics.

Progression in ICT capability is more than simply the development of skills. Pupils also need time to consolidate their skills by applying them in a wide range of contexts. They need to be able to reflect upon their use of ICT in different situations before becoming fully capable of deciding when, and when not to use ICT. Cross-curricular opportunities are identified to encourage pupils to use ICT in all areas of their studies.

As a department, we aim to provide all pupils with a strong grounding in the application of ICT in a very real and changing world.

MATHEMATICS

Examination Board: Edexcel

Specification Code: 4400

The aims of the Mathematics department are two-fold. First, to provide students with a balanced course which will equip them with the mathematics which they will need in adult life. Secondly, to give them a firm foundation in the subject, which will prepare them for more advanced courses of study in the Sixth Form or beyond school.

In September 2006 we started to teach the International GCSE (IGCSE) Mathematics course at Worth School. This has replaced the previous GCSE programme, also run by Edexcel and is taught as a three year course from Years 9 to 11.

The new course has two tiers of entry at Higher and Foundation level with the full range of GCSE grades available. The syllabus has much in common with that previously taught at GCSE, but there are differences at the Higher Level, with some new topics included which help to prepare students for sixth form study in mathematics on both AS and IB courses. At the same time the Foundation tier provides a very accessible course for those of our students who find mathematics a demanding subject. However we expect to enter the vast majority of students for the Higher tier.

Assessment is based entirely on two written examinations, with calculators being allowed in both papers. Project work may be used as part of the course, particularly in teaching certain topics, but will not form part of the external assessment.

Throughout the three years of the course, students are streamed into four sets according to ability but adjustments are made, where necessary, to enable students to progress well.

All students take their IGCSE examinations in Year 11 with students in the top sets, in particular, going considerably beyond the confines of the syllabus to explore topics in greater depth.

MODERN FOREIGN LANGUAGES

In Years 9, 10 and 11, pupils at Worth are expected to study at least one Modern Foreign Language. French and Spanish are the two languages offered as a regular part of the curriculum. Through the use of the target language in class, and through laying down a sound grammatical basis, a high level of success is regularly achieved in the GCSE examinations. Successful students are encouraged to pursue their language studies into the Sixth Form via either the IB program, or the AS/A level route.

In addition to French and Spanish, other languages (Italian, German, Chinese) may be studied to GCSE level on a private basis. Further details may be obtained from the Head of Department.

French

Examination Board: OCR

Specification Code: J730

Most pupils will sit the Listening and Reading tests at Higher tier, although very occasionally it may be to a student's advantage to enter one of these tests at Foundation tier. The Listening and Reading tests each count for 20% of the overall final exam mark. The Writing and Speaking tests are untiered, and differentiation is by outcome. In both Writing and Speaking, two pieces of controlled assessment have to be submitted by the candidate. These are internally marked and externally moderated. The Writing and Speaking tests each count for 30% of the overall final exam mark.

Work is based on the "Equipe nouvelle" and "Encore Tricolore" nouvelle édition coursebooks, supplemented with other materials.

Pupils are streamed according to ability, and fluent or near-fluent speakers may be allowed to sit their GCSE at the end of Year 10.

Spanish

Examination Board: OCR

Specification Code: J732

Why learn Spanish? Firstly, because it is a major world language, and secondly, Spanish is the official language of 21 countries, and is spoken by 300 million native speakers. It is also spoken by 20% of the population of the USA. In addition, Spain is the most visited country in Europe. Spanish also plays a key part in international business both in Europe and beyond (particularly Latin America).

Most pupils will sit the Listening and Reading tests at Higher tier, although very occasionally it may be to a student's advantage to enter one of these tests at Foundation tier. The Listening and Reading tests each count for 20% of the overall final exam mark. The Writing and Speaking tests are untiered, and differentiation is by outcome. In both Writing and Speaking, two pieces of controlled assessment have to be submitted by the candidate. These are internally marked and externally moderated. The Writing and Speaking tests each count for 30% of the overall final exam mark.

Work is based on the Listos - 3 Rojo course books in Years 10 and 11.

Fluent or near-fluent speakers may be allowed to sit their GCSE at the end of Year 10. They will be offered one period of Spanish a week in Year 10 to help them to prepare for the examination.

MUSIC

Examination Board: Edexcel

Specification Code: 2MU01

This GCSE is designed to allow the study of music through a mixture of Performing, Composing, Listening and Appraising – with plenty of opportunities for the use of music technology - using 'LOGIC Pro7' & 'Sibelius' on the new Mac Suite computers.

The course reflects the diversity of the world in which we live, with a wide and exciting range of areas of study from classical music to world music and popular music, with 'set works' ranging from Mozart to Moby and Bernstein to Japanese music! It is a very flexible course which allows the students to make maximum use of their specific skills and interests – performing, composing or listening and analysing.

There is only one written/listening paper (accounting for 40% of the marks), involving listening to and answering questions on 8 short musical extracts drawn from all kinds and styles of music. The rest of the assessment is done by coursework – composing (30%) and performing (30%). This course is an ideal way to find out more about music, or as a preparation for further study of Music or Music Technology.

PHYSICAL EDUCATION

Examination Board: OCR

Specification Code: J586

This specification enables pupils to participate in a number of different types of physical activity and in different roles within activities through practical performance. It also requires students to underpin their practical performances with theoretical knowledge of the anatomical, physiological and psychological demands of physical activity and how these factors affect physical competence. Pupils will also learn how to use methods of practice to improve their performance in physical activity and the importance of being physically active as part of a balanced, healthy lifestyle.

The aims of this course are to:

Encourage pupils to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop awareness and appreciation of their own and others' cultures in relation to physical education. The programme of study will encourage creativity and decision-making skills to enable them to plan effectively for performances and to respond to changing situations. It will also prepare pupils to make informed decisions about further learning opportunities and career choices.

Pupils must expect to:

- become increasingly physically competent through being actively engaged in a range of physical activities;
- become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official;
- develop their ability to engage independently and successfully in the processes of different types of physical activity;
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

The examination consists of 4 units, with outline content as follows:

Unit B451 - *An Introduction to Physical Education:*

- Key concepts in Physical Education;
- Key processes in Physical Education ;
- Opportunities, pathways and participation in Physical Education.

20% of the total GCSE marks in a 45 minute multiple-choice paper assessed externally.

Unit B452 - *Practical Performance and Analysis:*

- Two performances from two different activity areas;
- An Analysing Lifestyle Task (AL) for one activity.

30% of the total GCSE marks in a **controlled assessment** that is internally assessed and externally moderated.

Unit B453 - *Developing Knowledge in Physical Education:*

- Developing skills, techniques and motivation ;
- Developing physical and mental capacity ;
- Informed decision making using the principles of training and safe exercise ;
- Opportunities, pathways and participation in Physical Education.

20% of the total GCSE marks in a 1 hour written paper assessed externally.

Unit B454 - *Practical Performance and Analysis 2:*

- Two performances from any activity area;
- An Analysing Skill Performance Task (AP) for one activity.

30% of the total GCSE marks in a controlled assessment that is internally assessed and externally moderated.

RELIGIOUS STUDIES

Examination Board: AQA

Specification: A Religious Beliefs and Lifestyles

All students at Worth take the Religious Studies GCSE course in Years 10 and 11. The course involves two main areas of study:

1. *Mark's Gospel (Unit 5)*

This option provides an opportunity for the study of Christian belief and practice, with specific reference to the presentation of the person of Jesus in the gospel of Mark. It considers how and why the gospels were written and the way in which the gospels influence traditional, denominational practices and Christian beliefs today.

2. *Roman Catholicism: Ethics (Unit 4)*

This option looks at the main areas of Roman Catholic belief on practical moral issues such as marriage, euthanasia, wealth and poverty, war and peace, capital punishment and discrimination. It considers the way in which aspects of personal and social life may be related to biblical, moral teaching and Christian beliefs today. Pupils also study in detail the nature of the Sacraments within the Catholic Church and consider how these may have an effect on the life of a practising Catholic.

All areas of the course demand knowledge of the teachings of different Christian denominations and the reasons for these differences.

The syllabus does not presume any particular religious commitment on the part of the student. It is ecumenical in approach, which allows students to identify and evaluate similarities and differences between various Christian traditions, considering the reasons for the views that are held. The assessment is by two examination papers.

Within the GCSE study, pupils are also encouraged to consider areas that are part of their Personal, Social and Moral Education course. Issues such as sexual relationships, prejudice and discrimination, and our responsibilities towards others, are integral parts of a holistic approach to Religious Education that concerns itself with issues that go beyond the simple requirements of examinations.

SCIENCE

Worth pupils take a balanced science course, Edexcel's "360 Science" in Years 10 and 11. This means either taking the three separate sciences (Biology, Chemistry and Physics) with three independent GCSE grades awarded at the end of the course, or taking a combined science course. Students taking the latter option will be aiming for two GCSEs at the end of the course: "Science" and "Additional Science". This option might be more suited to those who are less scientifically able, or those who wish to keep other subject options open elsewhere.

The courses are modular, so some examinations will be taken in Year 10. All students cover the same "Science" and "Additional Science" material, with the same examinations. Those taking the three separate sciences do an additional examination (structured questions) in each discipline at the end of year 11. Any pupil considering taking any scientific subject at A level or IB Higher level is strongly advised to take the three separate sciences course.

SCIENCE GCSE

Examination Board: Edexcel

Specification Code: 2101

The importance of science in relation to our lives is difficult to overestimate. Many important ethical and political issues have a significant scientific component, and an educated citizen should expect to have some grasp of the underlying facts.

The Science course aims to give pupils a general introduction to all three sciences: Biology, Chemistry and Physics. It builds upon the work already covered in Year 9. Some of the many topics studied include: Environment, Genes, Patterns in Properties, Making Changes, Electricity and Space. Most of these topics have a considerable practical component, which often includes teacher demonstrations. Pupils complete practical assessments in class which contribute 10 % to the final mark, plus short internally-assessed "activities" which contribute a further 30 %. The other 60 % of the assessment consists of six short multiple-choice papers.

ADDITIONAL SCIENCE

Examination Board: Edexcel

Specification Code: 2103

"Additional Science" builds upon the material covered in "Science". Topics include Living Cells, Energy Flow, Chemical Synthesis, Rate of Reaction, Velocity and Acceleration, and Radioactivity. The development of research skills, including internet work, is encouraged. As with the whole 360 Science course, some parts of modules have been written deliberately to promote discussion and the expression of students' opinions. The assessment is similar to that of "Science" (40 % practical and activities;

60% external examination), but the examination papers include structured questions as well as multiple choice.

THREE SEPARATE SCIENCES

Biology

Examination Board: Edexcel

Specification Code: 2105

It is unusual to find a quality newspaper which does not currently have any mention, somewhere, of a subject with a biological dimension. Genetically modified crops, *in vitro* fertilisation, biodiversity and endangered species are among the topics that have recently featured in the news. A good knowledge of Biology is essential to gain a full understanding of such issues.

GCSE Biology covers a wide range of different aspects of the subject. In addition to the modules already covered in "Science" and "Additional Science", Biology students will study the extension modules "Biotechnology" and "Behaviour in Humans and Other Animals". Parts of these modules are designed to promote discussion and expression of opinions

In many parts of the world there are still many species which have not been described. Some, undoubtedly, will become extinct before they are recorded. Biologists will always be in demand!

Chemistry

Examination Board: Edexcel

Specification Code: 2107

Chemistry impinges upon all aspects of our lives. The science of new materials, ranging from carbon fibres to advanced plastics, owes its very existence to Chemistry. Any new drug will have been developed and synthesised by chemists, and the preservation of historical materials ranging from valuable books to archaeological finds depends upon an understanding of the subject. Even our brains work on chemical principles!

The GCSE course aims to develop a pupil's thinking and research skills, while building up a sound body of knowledge. In addition to the topics covered in the "Science" and "Additional Science" modules, chemistry students will study the extension modules "Chemical detection" (analysis, forensic work) and "Chemistry Working for Us" (the use of chemistry in our everyday lives).

The study of Chemistry is necessary for any pupil contemplating a medical career, and the subject is looked upon favourably for many vocations ranging from law to accountancy.

Physics

Examination Board: Edexcel

Specification Code: 2109

The GCSE specification starts by considering where physics impacts on the modern world, whilst studying the historical development of science and technology through recent decades. Pupils are also given a grounding in all the basics needed for a pupil to pursue Physics at a higher level at school and University. In addition to the topics covered in the science and additional science units, pupils will study “Particles in Action” and “Medical Physics” as their extra modules.

Physics as a separate GCSE is particularly appropriate for pupils who enjoy science and love to know how things work. It also acts as an excellent preparation for those planning to carry on with science in the Sixth Form.

Practical work is done throughout the two years with the emphasis being very much on learning by discovery. As with the other two sciences, pupils are encouraged to question all aspects of scientific and technological advancement, while also developing their research skills using books and the internet.

APPENDIX 1

INFORMATION ABOUT ACCESS ARRANGEMENTS

Major changes have been made by examination boards with regard to Access Arrangements. As the arrangements are designed to meet individual candidates' needs, you are advised to contact the LS department for particular details.

Examination boards recognise that there are some candidates who can cope with the learning demands of a GCSE/IGSCE course but for whom the standard arrangements of their attainment may present an unnecessary barrier. This might apply where candidates have a known and long standing learning difficulty such as dyslexia or dysgraphia. Such barriers may arise as a result of:

- A learning and/or physical disability
- English being a second or additional language
- A temporary disability or illness or disposition
- The immediate circumstances of the assessment
- Colour blindness.

Examination boards are keen to ensure that neither special arrangements (known as Access Arrangements) nor special consideration gives an unfair advantage over other candidates. Examples of Access Arrangements might include awarding extra time in examinations or use of Word processing, with a spellchecker suppressed.

Both school and examination boards will consider the candidate's **normal way of learning** and producing work as part of their usual classroom practice as a basis for Access Arrangements. Evidence for this requirement needs to be in the form of a diagnostic report confirming a learning disability subsequent to year 6 from an Educational Psychologist or Specialist Teacher along with **evidence of a history of provision** to meet such a need.

Parents who believe their child fulfils the Access Arrangements criteria should contact the Learning Support Department as early as possible for advice and information. **Examination boards request this information at the beginning of the GCSE course in Year 10.**

APPENDIX 2

ADVICE REGARDING WORD PROCESSING IN GCSE CONTROLLED ASSESSMENT AND EXAMINATIONS

Examination boards have updated the regulations which relate to the use of word processors in written examinations. Pupils and parents should take careful note of the following advice.

Controlled Assessment components can normally be completed on word processors unless prohibited by the subject specification. Heads of Department can clarify if this applies in their subject.

For the use of word processors in examinations, applications must be made to each Awarding Body before a word processor can be allowed. The word processor **must be used only by those candidates whose disability/learning difficulty impairs their hand written communication or whose handwriting is illegible**. The use of a word processor must reflect the candidate's normal method of working. Each candidate must undertake an assessment to verify their proficiency in word processing over handwriting and an educational psychologist or specialist teacher assessment, to be undertaken within two years of the **start** of the examinations series (i.e. **by the end of Year 9** for GCSE)

The candidate must also provide evidence of a learning difficulty and show a history of provision throughout the two year course of study.

The school strongly recommends, therefore, that all students, other than those formally identified with an appropriate learning difficulty, continue to handwrite wherever possible, particularly in timed situations in order to be adequately prepared for GCSE and subsequent examinations.

Parents who believe their child fulfils the word processing Access Arrangements criteria should contact the Learning Support Department as early as possible for advice and information.