

INTRODUCTION

So far during your school life the decisions have been made for you – which school you will go to, which subjects you will do, which class you will be in and so on. You are now in the most important year of your school career so far, since you are involved in important decisions that will affect your life in the school over the next two years, your future education and possibly your future career.

The main choice you have to make at this stage is which subjects you will be studying in Year 10 and 11 leading up to public examination. It is essential that you make a wise choice and you can only do this by assembling and then assessing the facts.

This handbook will present a summary of the various courses available to you, and you should read it carefully along with any other information offered to you. It also contains important information which you will need during your Key Stage 4 courses.

C A Jordan
ACTING HEADTEACHER

N May
HEAD OF YEAR 9

HOW TO USE THIS BOOKLET

This booklet is a guide to your education in Years 10 and 11. It will tell you about the subjects on offer and includes information on the relevance and use of each subject, details of the course of study, the methods you will employ to study it, the methods of assessment, public examinations information and possible career opportunities. It also includes course descriptions to tell you precisely what you will be learning about.

- You will need to use it particularly in
- Year 9 to help you to choose your options
- Year 10 and 11 to keep track of what you should be learning in each subject.
- Year 10 and 11 to plan and time manage coursework demands
- in Year 11 to help you to prepare for public examinations.

Clearly, having read this booklet, you must seek other detailed information, particularly with regard to careers, since in this area the details included are only general guide.

In addition to the subject - specific information we try to answer some commonly asked questions about options.

An overall plan of the KS4 Curriculum and a summary of your choices are printed on page 3, together with a Schedule of Option Choices on page 4.

Compulsory Core Subjects	English(Lang.&Lit.)	6
	Maths	4.5
	Biology	3
	Chemistry	3
	Physics	3
	Personal , Social and Health Education(PSHE) incl. Religious Stud. & Careers	2.5
	Physical Education	4
	Info & Comm. Technology (ICT)	2

Foreign Languages*	4*	French			Spanish			German				
Option 1*	4*	Art	Bus. Studies & Economics	Electronics	French	Geography	Graphic Commun.	History	Music	Physical Education (GCSE)	Religious Studies	Resist. Materials
Option 2*	4*	Art	Bus. Studies & Economics	Electronics	French	Geography	Graphic Commun.	History	Music	Physical Education (GCSE)	Religious Studies	Resist. Materials

* Must select one subject on each horizontal row

Total= 40

***Please note: After you have been given time and guidance, you will be asked before Easter to make 3 choices, one from each of the horizontal grey-shaded rows above.
You will also be asked to choose reserves in case your first choice is not available.**

Schedule of events for Year 9 Option Choices

Week begins	P.S.E.	Event	Action by YOU
04-Jan		Heads of Department notified	Consider option choices by looking in detail at "Option book" and "Which way now?". Think about your future plans and career. Indicate first thoughts/ideas (Straw Poll).
11-Jan	Careers		
18-Jan	Careers	Subject staff give information in lessons	
25-Jan	Options book issued/Straw Poll		
01-Feb	Careers		
08-Feb			
22-Feb			
01-Mar			
08Mar		Options Assembly Options letter issued	
15-Mar		Y 9 PCE/Opts eve.	
22-Mar			
29-Mar		AP2 issued Acad.Reviews	
19-Apr		Adjust and negotiate	

HALF TERM

EASTER

1 DECISIONS, DECISIONS! WHY CHOOSE AT ALL?

At ICHS we aim to provide you with a broadly-based education until the end of Year 11 with some limited opportunity to specialise in your strong subjects. If you stay on at school, you will then be able to specialise more, either in the sciences or arts or in a combination of both. However, some selection is necessary so that you can spend sufficient time on each of your GCSE subjects. Also most boys at this stage are beginning to develop real strengths and weaknesses, likes and dislikes.

2 WHAT DO WE ALL HAVE TO DO?

Some subjects are considered to be very important to your general education and are viewed by universities and employers alike as an important requirement. As well as central subjects such as Mathematics, English and Science, the education provided in Personal, Social and Health Education (PSHE), PE and a modern language will be beneficial to all students.

3 SO WHAT ARE THE OPTIONS?

All non-core subjects are optional and although you will be confined to a certain extent in order to ensure that you follow a balanced curriculum, you will be able to choose subjects according to your strengths and weaknesses. It may not be possible to provide all possible combinations of subjects, but we shall arrange the system of blocks to accommodate as many of your choices as possible.

4 'A BALANCED CHOICE'?

It is important that when choosing your options you try to achieve some sort of balance between subjects. We advise this in order that you do not unnecessarily specialise too soon and thus restrict possible further career areas. This is the reason behind the constraints that we place on the option system.

5 EXAMINATIONS

You will take GCSE examinations in the majority of subjects that you will be doing in Year 10 and 11. The only non-examined courses will be in PSHE and Physical Education. Most subjects will be examined in such a way that work done during the course will count towards the final level reached in that subject. The nature and proportion of this course work element will vary from subject to subject, depending on the actual syllabus being followed. The grading system for GCSE will be from A* to G. (A* - C grade GCSE is reckoned to be equivalent of a pass under the old 'O' Level system). For most subjects there are higher papers which are chosen according to a candidate's ability. You will be entered for whatever combination of papers best allows you to do justice to yourself; a decision that will be made mid-way through year 11 in most subjects. The GCSE short courses are equivalent to half of a full GCSE.

6 BUT IT'S NOT ALL EXAMS IS IT?

Most of the courses that you will follow in the next two years contain an element of *teacher assessed course work*. This is work of various forms that you do over a period of time during the two years of the course, which is marked by your teachers and then moderated by the examining board. This is to take the emphasis off written examinations and is an important part of the course giving scope for a much wider range of activities. Course work gives you a chance to show what you can do when not under exam pressure. However, it does require good organisation and perseverance in order to do well. The amount of course work varies from one subject to another and you will find details in the subject information later.

7 HOW CAN I MAKE UP MY MIND?

Your teachers will, over the next few weeks explain to you what is expected in each subject and will be very willing to answer any questions you may have. Listen very carefully to them and then:-

DO

- i. read the subject information in this booklet carefully;
- ii. consider your future career - but beware: no one expects you to make a final choice concerning your career. We all change our minds, but you ought to be thinking about general career areas which interest you;
- iii. seek advice from Mr Hunt, the careers teacher;
- iv. discuss your choice with your parents;
- v. ask subject staff for their opinion about your choice;
- vi. discuss your choice with your form tutor;
- vii. choose subjects which you are good at and which you like;

DON'T

- i. choose a subject because your friend is doing it;
 - ii. fail to choose a subject which you need for a particular career that you are considering;
 - iii. merely consider a previous exam result - you may have had an 'off day'; exams are not the only guide to your ability;
 - iv. choose a subject you positively dislike;
 - v. choose a subject you do not know enough about;
 - vi. blindly disregard teachers' or parents' advice;
- Above all, be realistic, not only about what you want to do, but your ability to do it;

8 I NEED HELP!

You should make a particular point of visiting Mr Hunt the careers teacher, and studying any material that he is able to give you. In addition feel free to discuss your possible choice with your Subject Teacher, Form Teacher or Year Head and, if you are still uncertain, arrange to see Mrs Jordan or one of the Deputy Heads, with your parents present if necessary. Don't sit by and wait; seek assistance from the people indicated. Do not choose as a result of a casual chat with your friend!

9 WHAT IF WE ALL WANT TO DO THE SAME THING?

In practice, we hope to be able to offer all subjects you choose; **BUT**

1. You may ask for a combination of subjects we simply cannot provide - we have to satisfy the largest numbers, and you might be in a small minority.
2. You may ask to do a subject which we consider to be unwise and against your interest. You will tell us what you would like to do, and by the same token, your teachers will indicate whether you ought to take a subject. They may have different ideas!
3. Circumstances beyond our control compel us to limit the numbers in some subjects. Many factors will be taken into account when determining the final composition of groups in these subjects, and so you would be wise to keep alternatives in mind. Obviously, in the event of having to change your options the matter will be fully discussed with you.

10 WHAT DO I DO NOW?

1. **Read** the subject information which follows very carefully.
2. **Ask** subject teachers or heads of departments to explain anything you don't understand.
3. **Check** career requirements for any areas which interest you.
4. **Ask** your parents to read this booklet and discuss choices with them.
5. **Be prepared** to discuss the matter again if there are difficulties.

11 HOW CAN I CHANGE MY MIND LATER?

Although you will make your ‘final decision’ shortly after the Year 9 Parents’ Evening, it is possible that you may have a change of mind later. In such circumstance we will do our best to accommodate you, but it is important that you tell us as soon as possible.

A STEP-BY-STEP GUIDE TO MAKING YOUR CHOICE

Step 1 Read the booklet - all of it!

Step 2 Take advice and ask questions. See Section 7 ‘How can I make up my mind?’

Step 3 Choose a foreign language from, French, German or Spanish.

Step 4 Choose **TWO** other options.

You are advised to keep a balance in your curriculum and to keep your options open after Year 11.

Step 5 Discuss your final choice with parents and teachers. Take further advice from Mr Hunt, if you need it.

Step 6 Fill in your choice form and give your **RESERVE** choice where necessary. This will be used if your first choice is not possible but **YOU WILL BE TOLD FIRST!**

Managing G.C.S.E. Coursework

The purpose of this section is to meet a perceived need for further information and guidance on the conduct of G.C.S.E. COURSEWORK at ICHS. It should be emphasised at the outset that the large majority of our students manage the additional strain of CW very well and consequently receive very good results. However these successful outcomes only arise from an organised and sustained approach over most of Keystage 4 and not all boys find this easy or straight forward.

Within this booklet each subject has included information to clarify their particular needs for CW. **Please note that some subjects (Mathematics, Modern Languages and Religious St.) do not have a CW component.**

Recently a number of subjects (History, Geography, Biology, Chemistry, Physics and Business Studies and Economics) have moved towards coursework carried out under controlled conditions in the classroom. Although this has removed some of the difficulties associated with traditional, open-ended, coursework, it still requires careful preparation and attention.

However, English, ICT, Technologies, Art, Music and GCSE PE continue with coursework largely unaltered.

We value coursework both in terms of the skills it develops and the significant contribution it makes to final grades (this varies from 20% to 60% in some subjects). In all cases such CW is marked and moderated internally and then externally moderated by the examination boards.

Departments and subject staff will do all they can to assist boys to manage work in progress and meet deadlines and to ensure that work submitted is the result of each candidate's own efforts.

Students can expect the following from staff and departments:

- To be given clear instructions on the exact CW requirements for their subject and the time allowance for completion. Details follow.
- The keeping of accurate and up to date records of the work in progress and of dates handed in/out.
- To be given sufficient help, support and guidance to enable candidates to complete the work, while adhering to the exam boards regulations regarding such assistance.
- The publication of dates for the completion of components of the CW and final deadlines for handing in work for submission to the exam boards.

In addition subjects *may* give some time during lessons for parts of the CW tasks to be completed.

All students are strongly advised to plan carefully the use of their time, for completing CW in order to spread the load as evenly as possible over Years 10 and 11 and avoid last minute panics to meet deadlines. ***N.B Deadlines issued by ICHS staff must be adhered to.*** If students are in difficulties, they must seek advice and support from subject staff in good time.

CW is internally marked and moderated. If a candidate is unhappy about the mark awarded he should (1) ask the subject teacher for an explanation and (2) if not satisfied he should see the Head of Department concerned. In the unlikely event of the matter remaining unresolved, there is an Internal Assessment Appeals Procedure, details of which are available on request.

It must be clearly understood that any CW presented for final assessment that has been plagiarised, copied, downloaded from the internet or has been in any way fraudulently obtained, will not be accepted or marked by staff. Furthermore the presentation of such work may well jeopardise a candidate's entry to examinations.

Overleaf is a summary of the timings of all coursework at ICHS in order to assist pupils and parents in managing time and meeting deadlines. In addition is a section "Top tips for coping with coursework".

Finally, I hope the contents of this booklet provide useful information. Boys must retain the booklet for reference throughout Y10 and 11. If parents or students would like to ask questions or seek further clarification there will be a "Coursework Evening" in the autumn term of year 10 and subject staff, Heads of Department or I will be happy to help in any way possible.

D.P.Solomons (Deputy Headteacher, Curriculum)

TOP TIPS FOR COPING WITH COURSEWORK

- ✓ Do you know which learning style suits you best? Are you :
 - A visual learner- from diagrams, charts, maps?
 - An auditory learner – from listening to talk and explanations?
 - A kinaesthetic learner – from ‘hands-on’ practical approaches
- Your learning style will affect how you approach major coursework assignments
- ✓ If you have a choice of coursework projects, spend sufficient time choosing the one that suits your interests – this will increase your motivation
- ✓ Ensure that you are clear when the deadline is and allow sufficient time to meet it
- ✓ Identify the constituent parts of a project; this will make seem more achievable and manageable. Common elements are:
 - Brainstorming your initial ideas
 - Ordering your ideas into a logical sequence (see examples attached of spider diagrams, mind maps)
 - Research to back up and develop your ideas- take notes on what you have read
 - Making a paragraph plan with topic sentences- e.g. ‘Macbeth is prey to many influences.’ The rest of your paragraph then discusses these influences before you move on to a new topic/aspect in a new paragraph
 - Write the introduction and conclusion – these may be left until you have written the body of your assignment
 - Put your work to one side once you have completed it. Leave it for half an hour and then proof-read it
- ✓ Consider the format of your writing. Is it – a report? An essay? a speech? An article? These all require different conventions of writing which you will need to employ- check with your subject teachers
- ✓ Do the most difficult things first! Break down a challenging assignment into smaller tasks and then complete them one by one. You will feel more confident once you have begun and achieved success
- ✓ Make sure that you attribute your sources. If you have read what someone else has said or written on a particular topic, do not try to pass these ideas off as your own! Quote what they say or put in a footnote to say where this idea may be found. If you do not, you are guilty of PLAGIARISM which is viewed very seriously indeed by examination boards. Similarly, if you are researching a topic on the internet, do not cut and paste blocks of text – you must re-present this in your own words and attribute your source

GOOD LUCK

ART AND DESIGN

Examination Board: AQA

Specification No: 4202 (Fine Art) Controlled Assessment Guidance

- 1) Coursework (Controlled Assessment) is worth 60% of the overall marks.
- 2) Key Features:
 - Coursework in Art has to be produced under specified conditions and is referred to as ‘controlled assessment’.
 - The examination board requires that the majority of the coursework produced for assessment is undertaken in class. However, students may *“complete some work outside the classroom (e.g. as part of a homework task) providing work can be authenticated as the candidate’s own’ and sources used by candidates are clearly recorded and acknowledged”*.
 - Where the standard of work produced at home differs from that of the classwork the exam board has instructed teachers to require students to redo the work in class.
 - Coursework also includes work produced for both the year 10 end of year examination and the year 11 mock examination – but not the work undertaken for the final ‘real examination’ which is a separate unit worth 40% of the overall marks.
 - The work for the controlled assessment is presented in the form of a ‘portfolio of work’.
 - Students are required to submit 2 coursework units for their ‘portfolio of work’; one by the end of year 10 and the second before they commence study leave in year 11.
 - Students, under the guidance of their teacher, are required to select approximately 45 hours worth of work for their ‘portfolio of work’. This selection should show how the students has addressed all 4 of the assessment objectives and must include work from both coursework units.
 - It is helpful if students can appreciate that by working to the best of their ability on every piece of work they are investing in their final grade!
 - Obviously the assessment procedure takes into account developing skills and ability but again if students work hard on each piece of work then their skills and ability will improve at a good rate.
- 3) Homework is a very important opportunity for students to produce more personal pieces of Art and to carry out the important research to support the work which they produce in class:
 - It is helpful if students have a set area to undertake homework.
 - They should ensure that they have all necessary resources.
 - Homework must not be left to the last moment. Art teachers usually allow a week for art homework to be produced. Students should start as early as possible as this will enable them to seek advice and carry out further research if necessary. In art it is often a good idea to come back fresh to a piece of work.
 - Allocate sufficient time to each homework!

- Again students should see teachers in advance of the handing in date if they foresee a problem.
- Students need to be prepared to utilise the Internet and/or visit libraries to select books on artists' work as this research is an integral part of the coursework – support from parents here is very helpful. As stipulated by the examination board where students 'make use' of other peoples' work/images the sources must be recorded. Students are instructed to keep up a bibliography and to make notes of internet sites in their sketchpad alongside reproductions of the artists' images which they have studied/utilised.
- It is a good idea for parents to discuss their son's homework and comments could be recorded in the homework diary.
- Students must not be tempted to submit other peoples' work – it will be easily recognised as such and disallowed. Remember that teachers must be able to authenticate the work as the student's own and where there are doubts the exam board has instructed teachers to require students to redo the work in class.

4) Meeting deadlines is essential:

- A variety of coursework assignments are set to enable students to cover the 4 assessment objectives.
- Art coursework is set with sufficient time allocation for it to be completed thoroughly. Deadlines are communicated clearly to students and it is essential that they record these in their diary and/or on a wall calendar/planner.
- Problems occur when deadlines are not met and once a student has fallen behind on a larger quantity of work it is much harder to catch up.
- Students must keep up with the work set and it is essential that they maintain a dialogue with their teacher. If there are issues/problems with meeting deadlines then these need to be discussed and addressed at an early stage. It should be possible for the teacher and student to resolve problems if tackled as soon as they arise! Parents are welcome to contact the art department to discuss pertinent issues.
- If there is an on-going problem e.g. with illness then it is a good idea to obtain a medical certificate. Examiners are only allowed to grant marks for work that is "actually there" but examination boards may take account of documented special consideration.

5) Reworking:

- Following general advice students are allowed to develop and improve on any of their coursework until the final deadline given by the art teacher! However, once the portfolio deadline is passed no reworking may be undertaken.

BUSINESS STUDIES AND ECONOMICS

GCSE in Business Studies and Economics

Exam Board: EDEXCEL

Syllabus Number: 1171

Subject Description:

The Syllabus aims to enable students to:

- actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable.

Course Description:

The Course consists of 3 units:

1. Unit 1 – Introduction to Small Business (Unit code: 5BS01)

The unit contains five topics:

- spotting a business opportunity
- showing enterprise
- putting a business idea into practice
- making the start-up effective
- understanding the economic context

2. Unit 2 – Investigating Small Business (Unit code: 5BS02)

The content of this unit is the same as Unit 1

3. Unit 5 – Introduction to Economic Understanding (Unit code: 5BS05)

This unit contains five topics:

- How can I start to think like an economist?
- Risk or certainty?
- Big or small?
- Is growth good?
- Is the world fair?

Assessment:

Unit 1 – Introduction to Small Business *Unit code: 5BS01 (25% of the total GCSE)

- Compulsory unit
- Externally assessed
- Availability: January and June series
- First assessment: June 2010
- External examination: 45 minutes
- Compulsory multiple-choice and objective test questions with a total of 40 marks

Unit 2 – Investigating Small Business *Unit code: 5BS02 (25% of the total GCSE)

- Compulsory unit
- Availability: June series
- First assessment: June 2010
- This unit is internally assessed under controlled conditions
- Students complete one Edexcel set task with a total of 40 marks
- Research/investigation – approximately two weeks of curriculum time (a maximum of six hours).
- Analysis/evaluation of task (final write-up) – approximately one week of curriculum time (a maximum of three hours).
- The task is internally marked by teachers and moderated by Edexcel.

Unit 5 - Introduction to Economic Understanding * Unit code: 5BS05 (50% of the total GCSE)

- Compulsory unit for GCSE Business Studies and Economics pathway only
- Externally assessed
- Availability: June Series
- First assessment: June 2010
- Written examination: 1 hour 30 minutes
- Students will be required to answer all questions from Sections A, B and C
- Questions will comprise of a combination of multiple-choice, short and extended answers, data response and scenario-based questions, with a total of 90 marks.

There is a single tier of assessment for the overall qualification and students may obtain a range of grades from A* to G.

In the first year of the course, students will study Units 1 and 2 and be entered for assessment in June 2010.

In the second year of the course, students will study Unit 5 and be entered for assessment in June 2011.

ENGLISH and ENGLISH LITERATURE

Exam Board: OCR

Specification/Syllabus Number: Eng Lang J355

Eng Lit J360

Assessment Details:

English

Examination – 40%

Coursework – 60%

Speaking and Listening – 30%

Controlled Written Assessment – 30%

English Literature

Examination – 75%

Coursework – 25%

English

From 2010, The English Department will be following the OCR Specification in both English Language and English Literature.

These will be taught in an integrated manner over three double lessons a week, resulting in two GCSEs. In place of coursework there will be six controlled assessments which will take place in school time; these will be marked internally and moderated externally, by the board.

English Language

There will be one exam worth 40% of the marks: Controlled Assessment is 30% and Speaking and Listening Activities can also earn up to 30%: these activities will carry more weight therefore, than hitherto.

English Literature

There will be three examinations with a combined exam weighting of 75%: 2 x controlled assessments 25%.

Overall, six texts will be studied offering a range of suitable texts that will help and engage our pupils: these will include a play by Shakespeare, the study of a major part, a modern drama, a prose text from the British Literary Heritage and a range of Contemporary Poetry, as well as a range of Literary Non-Fiction.

The English Language controlled assessment provides the opportunity for imaginative writing responses. Pupils will learn to adapt their writing styles for a range of forms; media, context, audience and purpose.

GEOGRAPHY GCSE

Exam Board: EDEXCEL
Syllabus Number: Edexcel A Geographical Foundations

Is geography the right subject for me? To answer this, ask yourself what you enjoy about studying geography. Try these questions;

Do I like?

- To learn about and understand the world I live in
- Working in a team with other students
- Doing practical work away from the classroom
- Learning through investigating, not listening and reading
- Developing skills such as ICT and research that will help me in other subjects

If the answer is **YES** read on...

What will I learn?

Unit 1: Geographical Skill and Challenges

This unit contains two sections; Section A will show you how to apply geographical skills, such as Map, ICT and GIS understand to your geographical investigations. Section B investigates the challenges that our world is currently facing; Climate Change and Sustainability.

Unit 2: The national Environment

This unit investigates the physical geography of the natural world and the issues relating to the environment. There are two sections in Section A you will study Coastal Landscapes and in Section B you will study Energy and Waste.

Unit 3: The Human Environment

This unit investigates the human geography of the human of the human world and the issues relating to the people living on our planet. There are two sections in Section A you will study Economic Change and in Section B you will study a Tourist's World.

Unit 4: Investigating Geography

This is the controlled assessment part of your course. This is an investigation in which you will be asked to undertake a fieldwork task. Having completed your fieldwork, you will then be required to write a report based upon your results, completed under examination conditions and supervised by your teacher.

How will I be assessed?

For each of Units 1, 2 and 3 there is a one hour exam paper. You will use maps, photos and diagrams to help you answer the questions which range from short answer to extended writing. Unit 4 is the controlled assessment coursework unit. Each unit is worth 25% of the GCSE marks. You will take 1 of these exams in summer of Year 10, 1 in January of Year 11. You will submit your controlled Assessment in the summer of Year 11 and take your final unit too. You can re-sit a unit once.

What can I do with geography?

Geography really is an education for life. Employers and universities value the broad range of transferable skills that it offers. Geography fits neatly with science, arts and other humanities. It is an excellent preparation for a career in planning, the environment, GIS, journalism, government and management.

Next steps?

Make geography your option choice and take a look at these websites;

www.worldmapper.org www.geographyinthenews.rgs.org

HISTORY

Exam Board: OCR
Syllabus Number: J417A – Full course

Assessment Details: Paper 1 - 2 Hours - 45% of the total GCSE
75 marks

Paper 2 - 1½ Hours - 30%
50 marks

Historical Enquiry 25%
50 marks

Syllabus Aims

This course gives candidates the opportunity to:

- actively engage in the process of historical enquiry and develop as critical and reflective thinkers;
- develop their knowledge and understanding of selected periods, societies and aspects of history;
- develop an awareness of how the past has been represented and interpreted;
- develop the ability to ask relevant questions about the past and investigate them critically using a range of sources in their historical context;
- draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in the light of new or reinterpreted evidence;
- Help them to understand the present and also provide them with a basis for their role as responsible citizens, as well as for the possible further study of history.

It should be noted that not all of these aims can be translated readily into assessment objectives.

Assessment Objectives

Candidates must demonstrate the following in the context of the content described:

Objective 1

Recall, select, use and communicate their knowledge and understanding of history.

Objective 2

Demonstrate understanding of the past through explanation and analysis of key concepts such as causation, consequences and change. Also through explanation and analysis of key features of the periods studied and the relationships between them.

Objective 3

Understand, analyse and evaluate a range of sources in their context through historical enquiry.

Course Description

Part 1 - Core Content:

Aspects of International Relations 1919-2005

The Inter-war years, 1919-1939

Were the peace treaties of 1919-1923 fair?

To what extent was the League of Nations a success?

Why had international peace collapsed by 1939?

Part 2 – Optional Depth Study:

Germany 1919 - 1945

Part 3 - British Depth Study:

How was British Society changed, 1890-1918?

Part 4 – Historical Enquiry:

Controlled Assessment based upon one of four options:

- The role of the individual in History.
- A Thematic Study of Twentieth Century History.
- A Modern World Study.
- A Study in Depth.

The Controlled Assessment Unit (Historical Enquiry)

Candidates must not base their Historical Enquiry upon content that will be examined in any other unit in the specification.

The Organisation of the Task

The History department have for many years followed a similar approach to coursework completion. Therefore recent changes should cause little upheaval. One of the four generic questions offered by OCR will be adapted in order to suit the school's choice of the above four options.

The current coursework unit on the Role of Trotsky and Stalin in Russia can be modified in order to meet new specifications.

After a detailed study of the topics within lessons, candidates will be given four hours outside of lessons to research, plan and draft their answer.

The final piece of work will be completed during 3-4 lessons, under strict supervision.

Organisation

In the week prior to the completion of the Historical Enquiry, teachers will recap the relevant topics covered in the assignment. During this lesson, students will be shown the assignment and the mark scheme. Students will be given the opportunity to ask questions concerning technique and the general subject area. However, the teacher cannot give detailed answers in reference to the specific questions.

Students will be issued with three textbooks and will be directed to the relevant chapters.

Students will be given three or four double lessons in which to complete the written task.

Students are allowed to bring to the first lesson a single A4 sheet of key points/notes, which help them to structure their answers (N.B. not a pre-prepared full answer), textbooks and any additional materials relevant to the assignment. The A4 sheet of notes will be checked by the teacher and will be confiscated if it is deemed to be too much like a complete answer. Any quotes or books referred to in detail should be acknowledged by a footnote and/or bibliography.

All answers (whether complete or not) and A4 sheets of notes will be collected by the teacher, at the end of the first lesson. These will be redistributed again, at the start of the second lesson.

By the end of the second/third lesson, all work must be completed.

Additional Rules for completion of coursework assignment in class

Students must

1. sit far enough away from other students so that they cannot see other students' work or disturb their concentration.
2. not talk to any other student from the point at which work has commenced until the point at which all work has been collected.
3. not leave the room unless there is an emergency. Students are advised to visit the toilet at lunch/breaktime.

If a student is absent for one or more of the lessons, they will need to bring a letter signed by parents/guardian. Only then will additional time be organised for the completion of the Historical Enquiry task in a secure environment (probably after school).

GCSE INFORMATION AND COMMUNICATION TECHNOLOGY

Examining Board – AQA

New Specification from September 2010

How is GCSE ICT changing?

The new GCSE emphasises the development of transferable skills such as problem solving and thinking creatively, logically and critically. Its main features are

- A new Controlled Assessment i.e. coursework (60% weighting)
- One examination paper for all i.e. only higher tier entry (40% weighting)

Unit 1 – Written Examination 1hr 30mins

Unit 2 – Applying ICT Controlled Assessment (Coursework)

Unit 3 – Problem Solving Controlled Assessment (Coursework)

Full Course GCSE Information & Communication Technology	Unit 1 External examination 40% of the total GCSE 120 Marks (1hr 30mins)		
	Section A: 10 structured compulsory questions	72 Marks	Assessment availability: • first assessed June 2011 • there after January & June
	Section B: 3 structured compulsory questions	36 Marks	
	Section C: A choice of 1 essay question from 2	12 Marks	
Unit 2 Controlled Assessment set by AQA board 30% of the total GCSE marks Internally assessed, externally moderated	100 Marks	Assessment availability: • first assessed June 2011 • there after June	
Unit 3 Controlled Assessment Task choice set by AQA 30% of the total GCSE marks Internally assessed, externally moderated	100 Marks	Assessment availability: • first assessed June 2011 • there after January & June	

Controlled Assessment begins in 2010. The GCSE ICT full course is made up of 60% Controlled Assessment:

Unit 2 (30%) – this is a practical assignment where AQA sets the scene and the candidates work independently.

Unit 3 (30%) – this will be based on problem solving by the individual select one or more tasks from six tasks set by AQA.

Control Levels

Task Setting – high control. This means that AQA will set the ICT tasks that students are given.

Task Taking – medium control. This outlines how students will carry out each task. ICT students do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated as their own.

Task Marking – medium control. This means that work is assessed by teachers and moderated by AQA. At ICHS, unit 2 will be taken in Year 10 and unit 1 and 3 will be taken in Year 11.

The content is split into four sections which is assessed in three Units stated above

Four Sections

Current and emerging technologies	Students will explore the impact of current and emerging technologies. This topic explores technology in a variety of contexts that will interest your students; from computer and mobile technologies to communication and entertainment systems.
A range of ICT tools and techniques	Students will explore the ways in which tools and techniques are used to develop ideas and to solve problems.
Society's use of ICT	Students will explore legal, social, economic, ethical and environmental implications of the use of ICT. You can apply issues being discussed in the classroom to real world situations that affect individuals, organisations and society. Students can discuss their own personal effects of ICT including the growth of personal websites and social networks.
Collaborative working	Collaborative working is a life skill that students will explore in the context of ICT. Areas covered range from developing an understanding of project management and the advantages and disadvantages of home working, to technologies that aid collaboration such as video conferencing.

MATHEMATICS

Examination Board: EDEXCEL

Syllabus Number: (Linear) (1380)

Number of papers: 2; one of which is a non-calculator paper

Subject description:

Mathematics is in action all around us, and is needed in our daily life. Some parts of the mathematics you learn will be needed in other subjects and some studied in greater detail later on.

Mathematics is a core subject in the National Curriculum so all students will study it in Key Stage 4 i.e. until the end of year 11; it is hoped that many students will extend their studies into the sixth form and beyond.

The examination at the end of Y11 comprises of two written papers which will cover Number and Algebra, Shape, Space and Measures, and Handling Data.

All students will be entered for the higher tier paper. GCSE Mathematics now only has 2 tiers of entry (Higher and Foundation) in line with other subjects (the first examination with this arrangement was sat in Summer 2008).

The coursework component to the examination has now been removed.

Students will be stretched to their full potential and, for very capable Mathematicians there is the opportunity to study Additional Mathematics (6993), taken at the end of Y11, in the same examination period as their GCSE's. This has one written paper of 2 hours and is administered by OCR.

MODERN LANGUAGES

Exam Board:	EDEXCEL	www.edexcel.org.uk
Syllabus Number:	French	2FR01
	German	2GN01
	Spanish	2SP01

1. AIMS AND LEARNING OUTCOMES

GCSE specification in modern foreign languages should encourage learners to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language. GCSE specifications in modern foreign languages should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE specifications in modern foreign languages must enable learners to:

- develop understanding of the language in a variety of contexts
- develop the knowledge of the language and language learning skills
- develop the ability to communicate effectively in the language
- develop awareness and understanding of countries and communities where the language is spoken.

Assessment Overview

AO1	Understanding spoken language	20%
AO2	Communicate in speech	30%
AO3	Understand written language	20%
AO4	Communicate in writing	30%

- The course is examined at two levels - foundation or higher.
- There is no coursework element.
- The course covers the following topic areas:
- Students will be given the opportunity to work with authentic materials, including newspapers magazines, books, films, radio and television from the countries or communities of the target language, and to consider their own culture and compare in comparison.
- It is the intention that all pupils sit the higher level in all four skills but, in exceptional circumstances, pupils may be entered for the foundation level on a particular skill.

2. COMMON TOPIC AREAS

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where French is spoken. All students, regardless of their chosen pathway and theme(s), will be expected to become familiar with them.

Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

GCSE MUSIC

Examination Board: EDEXCEL

The **GCSE Music Course** is based on three aspects of musical skills and knowledge: **Performing, Composing, and Listening and Appraising**. Each of these disciplines are related to four Areas of Study: *Western Classical Music 1600-1899; Music in the 20th Century; Popular music in context;* and *World Music*. There are prescribed Set Works within each Area of Study.

Over the two-year course, pupils are required to complete the following coursework and exam papers:

Performing (30%)

- Students will perform one solo piece (15%)
- Students will perform OR direct one ensemble piece (15%)

Composing (30%)

- Students will complete two compositions OR two arrangements OR one composition and one arrangement within controlled hours.

Listening and Appraising (40%)

- Candidates will take a 1 hour, 30 minute Listening/Written Exam based on the prescribed Set Works within the four Areas of Study. In Section A, students will respond to recorded extracts from the Set Works. In Section B, students will answer questions that require extended writing on the Set Works.

PERSONAL AND SOCIAL EDUCATION

Every boy throughout the school, including Years 10 and 11, has one double period of Personal and Social Education. These lessons are taught mainly by form tutors supported by teams of specialist teachers and senior staff. The PSE course in Years 10 and 11 includes such topics as:

- Employment and careers guidance, including two weeks of work experience at the end of Year 10
- Citizenship: The Law and you; Global citizenship, Financial awareness.
- Health, including sex education, drugs education and First Aid training
- Study and revision skills
- The rights and responsibilities of citizenship
- Ethical and moral issues
- Current affairs
- The completion of Records of Achievement

The PSE course aims to enable boys to develop as rational, thoughtful individuals, able to make informed choices about all areas of their lives and to act on their decisions.

PHYSICAL EDUCATION

Examination Board: EDEXCEL
Syllabus Number: 2PE01 (Full Course)

If you would like any further information, please see Mr O'Brien

Is it the right subject for me?

The GCSE Physical Education course will appeal to you if you:

- Have a keen interest in sport and recreation and always look forward to your PE lessons
- Take part in sport/recreation outside of class time
- Want to follow a course that develops knowledge and understanding through practical involvement
- Want to know more about the benefits of sport and exercise
- Want to improve your own performance in a range of sports roles
- Want to study a course that is active and that you will enjoy
- Are considering a sports-related career or an A Level/higher education course

What do I need to know, or be able to do, before taking the course?

The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give you exciting opportunities to be involved in a number of different activities, promoting an active and healthy lifestyle. You can perform in one or all of the following roles: player/participant, leader or official. You should have an interest in PE and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

What will I learn?

You will:

- Develop your knowledge and practical skills in a range of physical activities
- Examine the effects of exercise and how training can improve performance
- Find ways to improve your own performances in a variety of roles
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
- Appreciate the benefits of promoting 'sport for all'

How will I be assessed?

The GCSE course is assessed over two units.

Unit 1 is externally assessed through a written examination paper of 1 hour and 30 minutes. This will contribute a maximum of 40 per cent towards your total marks.

Unit 2 is assessed in two sections:

Section 1 – four practical performances in the role of either player/participant, leader or official. You can achieve 48 per cent of the marks from your four performances, two of which may be in the role of a leader or official.

Section 2 – analysis of performance in one of the chosen activities. This will be worth 12 per cent of the marks and should include planning, performing and evaluating a Personal Exercise Programme.

What can I do after I've completed the course?

As well as being the ideal preparation for the A Level Physical Education course, GCSE PE allows for progression to related vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences.

As you already know, sport is an excellent way of developing organisational skills, communication skills and learning to work effectively as part of a team. The course will also help you develop leadership skills, teaching and coaching skills and problem solving techniques. You will find that by learning such skills you will become more confident and be able to deal with many 'real-life' situations.

Doing a GCSE in Physical Education can lead to a career in many different professions. There are the obvious ones such as a Sports Leader, a Sports Coach, a Personal Trainer, a Physiotherapist, a Teacher, or a Sports Development Officer, but there are many hidden that people do not realise. These include a career as a Journalist, Technical Analyst, Media Analyst, Doctor, Official, Leisure Manager, Business Manager, Administration Manager, Marketing Manager, and Sports Media. There are also many opportunities to follow careers in the Emergency Services and Armed Forces.

If you want to find out more about GCSE PE you can visit the Edexcel website (www.edexcel.com).

RELIGIOUS STUDIES

Exam Board: OCR
Name of syllabus: Religious Studies B: Philosophy and Applied Ethics
Syllabus number: J121 (short course) and J621 (full course)

All students in year 9 have already started to prepare for the GCSE short course. The exam will be taken at the end of Year 10.

In order to meet locally agreed statutory obligations to teach RS all students are required to follow a programme of study in the core which will lead to the short course GCSE. Students may choose to expand this to the full course GCSE by selecting RS in the options blocks.

SHORT COURSE (Compulsory)

Exams: There will be 1 exam lasting 2 hours. There is no coursework.

Topics: Candidates will study 4 topics:-

- Religion and Medical Ethics (taught in Year 9)
- Religion and Equality (taught in Year 9)
- Religion, Peace and Justice (taught in Year 10)
- Religion and Human Relationships (taught in Year10)

FULL COURSE (Optional)

In addition to the 4 topics studied for the short course, candidates taking the full course will learn 4 more topics. Students take the short course exam, which last 2 hours, and a further 2 hour exam on a different day.

The 4 extra topics taught for the full course are:

- Religion and Spiritual Experience
- Religion and Science
- Religion, Poverty and Wealth
- Religion and Media

N.B. This subject has no coursework

Candidates can answer examination questions (for both the fully and short course) from any of the following religious perspectives: Buddhism, Christianity, Judaism, Islam, Hinduism and Sikhism.

The course is designed for pupils from any religious background or no religious background at all.

SCIENCE

This subject is taken by all students in the school. The aim is to develop students' understanding of the science around them that affects them in everyday life. We also aim to develop an analytical and evaluative approach to problems, improving their questioning and practical skills as we do so. We encourage a 'hands-on' approach to the work by having a strong emphasis on practical work within the course.

The GCSE courses in Science begin in Year 9. By the end of year 10 students will have taken internal common assessments and end of year examinations in Biology, Chemistry and Physics. In November of year 10 they will also take the first part of the external assessment, consisting of multiple choice tests. All this information will be used to determine whether a student completes the dual GCSE award "Core Science and Additional Science" in year 11 or the three further GCSE's in Biology, Chemistry and Physics. There is an expectation that the majority of students will complete 3 separate further GCSE's

The details of the examination board and assessment are summarized below.

Examination Details

Exam Board:	AQA	
Specification Numbers:	GCSE Core Science	4461
	GCSE Additional Science	4463
	GCSE Biology (Further)	4411
	GCSE Chemistry (Further)	4421
	GCSE Physics (Further)	4451

Website: [Http://www.AQA.org.uk](http://www.AQA.org.uk)

Assessment Details

Students will either be entered for the 2 GCSE's (Science and Additional Science) or 3 GCSE's (the separate sciences Biology, Chemistry and Physics).

Science		Biology, Chemistry, Physics	
Centre Assessed Unit	25%	Centre Assessed Unit	25%
External assessment		External Assessment	
6 x multiple choice tests	75%	2 x Multiple choice tests	25%
		x Written examinations	50%
Additional Science			
Internal Assessment	25%		
External Assessment			
3 written examinations	75%		

The Centre Assessed Unit involves practical assessments called "Investigative Skills Assignments" or ISA's. These involve an experiment carried out in class, followed by a written test about the practical work. There is no component of coursework which is taken home. The ISA's are carried out throughout the course with approximately nine being taken in total. Only one has to be submitted for each GCSE taken.

More details and a copy of the specifications can be found on the examination board website, www.aqa.org.uk.

TECHNOLOGY

ELECTRONIC PRODUCTS

Exam Board: AQA

Syllabus Number: 4540

Web Link: http://www.aqa.org.uk/qual/newgcse/dandt/new/elec_overview

Subject Description:

The subject covers the National Curriculum in Technology at KS4 by focusing on the manufacture of useful electronic artefacts. Consequently the subject not only covers knowledge of electronics but also industrial practices and quality.

Course Description:

In year 10 students will learn the basic principles of electronic components and circuits building on the knowledge gained in key stage three. Pupils will use computer modelling to simulate circuit function as well as assembling components to test circuits and develop practical skills. They will also learn about industrial processes including such skills as PCB manufacture, soldering and case manufacture.

Towards the end of year 10 students will begin the coursework assignment. The project will be practical solution that meets a real life design situation. By making full use of the facilities within the department, a high quality, fully functional electronic solution will be fully manufactured by March of Year 11. Listed below are two examples of recent projects.

Example 1

I have a grandparent who has become forgetful and has let the bath overflow, causing a great deal of damage. I have decided to make a device that clips to the edge of the bath and sounds a really loud buzzer when the water level rises to a certain point to remind my grandparent to turn the taps off. My circuit will need to be housed in an attractive, waterproof container. It must be easy to use and to change the batteries.

Example 2

I often umpire cricket matches and have been involved in arguments with players as to when the light is too low to continue play. I have decided to make a device that measures the light level and shows when it is satisfactory to continue play. The device should be small enough to fit comfortably in my pocket and be switched on by a push to make switch so it cannot be left on accidentally.

Assessment:

Written examination 40%

Coursework 60% (This consists of one design and make project)

Coursework requirements:

45 hours devoted to designing and making a suitable electronic product. A design folder is submitted for internal assessment and external moderation. The design folder is on A4 paper and you are strongly advised to use ICT. Folders average 40 pages and include research as well as circuit designs completed on simulation software.

General information:

All areas of Technology allow for redrafting of 'work in progress'

Informal assessment, constant monitoring and teacher support ensures that the pupils are aware of their potential grades at have a clear idea of how to improve.

Formal assessment is carried in December of Year 11, with these marks (together with their theory exam marks) being used to form a basis for their mock examination grades

Full workshop facilities are available across all Technology areas with the integrated use of computers on the school network.

A variety of subject-based software is on hand with some available on a free loan basis.

Master classes and revision sessions are used to help meet deadlines with the use of the internet and e-learning platform facilitating transfer of information between home and school.

GRAPHICS PRODUCTS

Exam Board: AQA

Syllabus Number: 4550

Web Link: http://www.aqa.org.uk/qual/newgcscs/dandt/graphic_whichspec

Subject Description:

Graphic Products is concerned with both visual imagery and the production of 3 dimensional outcomes. Candidates will be expected to demonstrate a wide range of graphic techniques to create, develop and communicate solutions to problems. The solutions will be modelled in compliant materials to convey 3 dimensional concepts to others.

Course Description:

In the autumn term of year 10 students will complete several mini projects based on developing advanced drawing skills and graphics techniques. Through these projects, they will be expected to research how products are made, materials used and how manufacturers advertise their products. They will also be expected to evaluate their research and make recommendations on improving the products. In the spring and summer terms, students will be given the theme for their main project so they can start their design folders.

During the year 11 they will complete their main project portfolio and build their artefact using card, plastic boards, ICT, smart materials, self-adhesive vinyls and general graphics media. The final product should be completed by March of the exam year. From March onwards advice and guidance will focus on exam techniques and past papers.

Example:

I have been approached by Peter Jackson to design the promotional materials for his latest movie “King Kong”. I have been asked to develop a display stand to be placed in a prime location in retail outlets to enhance sales of the DVD. I will also need to develop cinema posters and web materials to promote the product to a wider audience.

Assessment:

Written examination 40%

Coursework 60% (This consists of one design and make project)

Coursework requirements:

45 hours devoted to designing and making a suitable graphics product. A design folder is submitted for internal assessment and external moderation. The design folder is on A3 paper and will combine drawing/presentation skills with the use ICT. Folders average 40 pages and include research as well as product ideas and development drawings

General information:

All areas of Technology allow for redrafting of 'work in progress'

Informal assessment, constant monitoring and teacher support ensures that the pupils are aware of their potential grades at have a clear idea of how to improve.

Formal assessment is carried in December of Year 11, with these marks (together with their theory exam marks) being used to form a basis for their mock examination grades

Full workshop facilities are available across all Technology areas with the integrated use of computers on the school network.

A variety of subject-based software is on hand with some available on a free loan basis.

Master classes and revision sessions are used to help meet deadlines with the use of the internet and e-learning platform facilitating transfer of information between home and school.

RESISTANT MATERIALS TECHNOLOGY

Exam Board: AQA

Syllabus Number: 4560

Web Link: http://www.aqa.org.uk/qual/newgcse/dandt/resistant_whichspec

Subject Description:

The subject covers the National Curriculum in Technology at KS4 by focusing on the design and manufacture of day-to-day products. Consequently the subject not only covers knowledge of resistant materials but also industrial practices and quality.

Course Description:

In year 10 students will learn the theory behind wood, metal and plastic production while completing a series of practical based mini project that focus on tool and machine competence. The course builds on the knowledge gained at key stage three while allowing access to a wider range of processes and equipment. Pupils will use computer modelling to design artefacts and produce industry standard technical drawings. They will also learn about industrial processes including scales of production and modern manufacturing techniques.

Towards the end of the spring term, year 10 students will begin the coursework assignment. The project will be practical solution that meets a real life design situation. By making full use of the facilities within the department, a high quality, fully functional 3D solution will be fully manufactured by March of Year 11. Listed below is an example of a recent project.

Example 1

A manufacturer of garden accessories and tools wishes to commission a new series of products that will be aimed at the higher quality end of the market. You are asked to design the range and make up several products, paying attention to style, colour, quality and ergonomic efficiency. Consideration should also be given to the promotion of the product, using special display packaging.

Example 2

A science museum gift shop sells quality gifts, which vary in price and complexity to suit customers. Some of the gifts are animated or have moving parts to add interest. Design and make a range of matching or related products aimed at teenagers or adults that could be batch produced for sale in the gift shop.

Assessment:

Written examination 40%

Coursework 60% (This consists of one design and make project)

Coursework requirements:

45 hours devoted to designing and making a suitable resistant materials based product. A design folder is submitted for internal assessment and external moderation. The design folder is on A4 paper and you are strongly advised to use ICT. Folders average 40 pages and include research as well as CAD/CAM designs completed on various software packages.

General information:

All areas of Technology allow for redrafting of 'work in progress.'

Informal assessment, constant monitoring and teacher support ensures that the pupils are aware of their potential grades and have a clear idea of how to improve.

Formal assessment is carried in December of Year 11, with these marks (together with their theory exam marks) being used to form a basis for their mock examination grades

Full workshop facilities are available across all Technology areas with the integrated use of computers on the school network.

A variety of subject-based software is on hand with some available on a free loan basis.

Master classes and revision sessions are used to help meet deadlines with the use of the internet and e-learning platform facilitating transfer of information between home and school.