



GCSE
Course Guide
2011

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CASTERTON SCHOOL

A GUIDE

TO

COURSES AVAILABLE

IN

YEARS 10 AND 11

2011 – 2013

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WHAT IS GCSE?

GCSE stands for General Certificate of Secondary Education and the courses are taught during Years 10 and 11. Certificates are awarded at Grades A* (highest), A, B, C, D, E, F and G.

The GCSE examinations are administered by three Examination Boards, which have developed specifications in accordance with criteria laid down by the Qualifications and Curriculum Authority. Specifications are designed to build on knowledge, understanding and skills established during Years 7 – 9 (Key Stage 3).

The GCSE examinations emphasise practical skills, oral ability, and the ability to apply knowledge and interpret data rather than simply recalling facts. Candidates need to demonstrate that they can use their knowledge, find out information and analyse and interpret results.

Many GCSE courses, therefore, contain an element of coursework or controlled assessment as well as a final examination.

Deadlines will be given for the handing in of coursework but adequate time will be provided for its completion. It is important that you manage your time carefully so that deadlines are kept without last minute panic and “burning of the midnight oil”.

To cover a wide range of abilities, the Examination Boards set two ‘tiers’ of papers. The lower is the Foundation Tier which covers grades C to G. The Higher Tier covers grades A* to D. Your teachers will decide for which tier you will be entered so that you may achieve your potential in that subject. Your parents may wish to discuss this with your teachers at the Parents’ Meeting.

ADMINISTRATION CHARGES

An amount is added to pupils’ bills in Years 10 and 11 to cover the administrative charges that are incurred for the GCSE exams. This is in addition to the entry fees for the external exams.

SELECTING YOUR

GCSE COURSES IN YEAR 10 – 2011/12

Important choices have to be made at this stage and the Staff in School are on hand to help and advise you.

This Guide has been designed to help you to choose your subjects. It contains all the details of the courses offered. In addition, full careers advice is given in School.

Points to Remember:

1. All girls in Year 10 will take English Language, English Literature and Mathematics.
2. A further **SIX** subjects must be chosen from the seven Option Lines. It is neither desirable, nor necessary to choose 7 subjects, as this poses too much pressure on a girl and provides her with little opportunity to take any of the extra lessons such as Music, Drama, Tennis and Riding. However in certain exceptional cases, 7 subjects can be considered.
3.
 - (a) All girls must choose **at least one** of the Sciences: Chemistry, Physics or Biology
 - (b) Provided that they have had at least one year's experience of appropriate teaching, all girls must choose **at least one** modern Foreign Language: French, German or Spanish. It will not be possible to embark on a modern Foreign Language course without this pre-requisite having been met.
 - (c) Girls are advised to choose at least one of the Humanities: History, Geography or Religious Studies.
 - (d) In order to maintain breadth in the curriculum, girls are advised not to choose both ICT and Business and Communication Systems.
4. You should try to achieve a balanced curriculum with a variety of subjects. Universities and employers are looking for people who are not experts in one field and incompetent in others, but people who have a range of skills and interests.
5. GCSEs are general qualifications. The knowledge and skills which they test are not intended to lead directly to jobs. Universities and employers use them as an indication of a person's interests and competence in a variety of fields, so avoid choosing similar subjects. If you have good grades across different types of subject you will be qualified for a wider choice of courses later on.
6. Be careful not to choose or omit subjects for the wrong reasons. It may be difficult to pick up a subject again later if you did not study it at GCSE.
7. Girls in Year 10 may be permitted to 'swap' subjects until the October half term providing that they have genuine reasons for wanting to change. The decision for a pupil to drop a GCSE subject rests with the school and once a girl embarks on a GCSE course, she will only be allowed to drop it in exceptional circumstances.

8. Keep as many doors open as possible for AS and A2 level study in Lower and Upper Six. If you do not know what your future career will be, you must be sure to have a range of possible subjects.
9. You may already know which subjects you wish to study in the Sixth Form. If these are in the option scheme, they should be chosen now.
10. If you already have a future career in mind, then you must ensure that your subject choices are appropriate. For example careers in medicine or veterinary science will require all three Science subjects to be studied at GCSE.
11. If you are in any doubt at all, ask your teachers.

The option scheme has been designed to give a wide range of subject choices and to provide a balanced curriculum.

A	B	C	D	E	F	G
Chemistry	Biology	Physics	Geography	History	French	French
History	Drama	H.Ec (Food & Nutrition)	Art & Design	Geography	German	Music
Art & Design Textiles	I.C.T.	B.C.S.	Latin	PE	Spanish	Religious Studies
				Foundation Science	Biology	
				Music		

You choose **one** subject from **six** of the columns on the Option Form.

Please note that the subjects are only time-tabled for the column in which they appear.

WHAT TO DO NEXT

Girls should discuss their subjects with all the Staff concerned before the end of term. Parents will have the opportunity to talk with the Staff at the Parents' Meeting in the Easter Term. During the Easter holidays, after discussion between girls and their parents, the choice of subjects should be made.

The Head of Year 10, Form Staff, Head of Careers or the Head will give further advice if required.

The School reserves the right to cancel a course if there is insufficient demand to make it viable.

The Option Form at the end of this Guide should be completed in the Easter holiday, detached from the GCSE Guide booklet and handed to the Form Teachers at the beginning of the Summer Term.

It may be that for some good reason later on, or after the summer examinations, that you wish to change your mind. This is possible within the confines of the Option Scheme.

Subject:	Art & Design		
Examination Board:	AQA	Web address:	aqa.org.uk
Specification:	3201 unendorsed		
Assessment:	60% coursework, 40% Controlled Test		

Description of the course:

The GCSE course in Art and Design offers girls the opportunity to work in a wide range of areas including drawing and painting, textiles and ceramics. During both years of the course girls work across all disciplines. The course is designed to provide girls with extensive experience of a variety of media and to build confidence, independence and creativity. Each girl's programme of study encourages her to demonstrate, in her work, independence of mind so that her personality can show through. The value of a creative subject in a well balanced curriculum cannot be overstated. The GCSE Art and Design course encourages creative and enquiring thought, independence and versatility which are important assets in any walk of life.

Course structure:

Module 1:	Coursework	60% GCSE marks
Module 2:	Examination	40% GCSE marks

Girls work in 3 study areas – Drawing and Painting, Textiles, Ceramics and Glass. All 3 areas are linked together through themed coursework assignments. During Year 10, students are expected to complete one major assignment in each discipline. In Year 11, students complete one drawing and painting assignment plus an assignment in either textiles or ceramics and glass. In the Easter and Summer terms they prepare for and sit the GCSE examination.

Progress is monitored through individual folder reviews and preparation work centres around the completion of coursework assignments.

General Comments:

It is important for girls to be well motivated and to take charge of their own creative development. Art is a time consuming subject and students are expected to put in a considerable amount of time and effort over and above normal Art lessons in order to be successful in this subject.

Head of Department: Mrs V Eden

Subject:	Art & Design Textiles		
Examination Board:	AQA	Web address:	aqa.org.uk
Specification:	Textiles (Endorsed) 3204		
Assessment:	60% Coursework Module & 40% Examination Module		

Description of the course:

Students study fashion and textiles as part of a module of coursework designed to support exploration and experimentation.

Areas of study include fashion design, printed and dyed fabrics and constructed textiles.

Each student is encouraged to develop a body of work in response to a theme, issue or concept. This involves demonstrating an involvement with working processes, evidence of research and the development of ideas. Drawing skills, as well as design and manipulation of materials, are important elements within the course structure.

The modules of coursework are supported by visits to museums and galleries as well as a workshop by practising artists and designers.

GCSE Textiles:

Module 1: Coursework 60% of GCSE Marks

Module 2: Examination 40% of GCSE Marks

Coursework begins in Year 10 with all work being put forward for final review in Year 11. Courses of study are supported through regular tutorials, progress assessments and guided activities, enabling students to achieve their full potential.

In the Easter Term students produce preparatory work for a 10 hour terminal test. Students can specialise in an area of study: fashion design, printed and dyed fabrics or constructed textiles.

General Comments:

Students are encouraged to develop as independent learners in a supportive and creative atmosphere. Students respond to ideas and concepts through diverse techniques and materials involving critical thinking, historical context and an awareness of contemporary visual culture.

Head of Department: Mrs V Eden

Subject:	Business and Communication Systems	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	4134	
Tiers:	A* – U	
Assessment:	Written paper – 1 hour – 40% Computer based examination – 1.5 hours – 35% Controlled assessment – 25%	

Description of the course:

The course will introduce candidates to various aspects of the world of business and encourage them to consider the impact of the business environment, workplace organisation, human resources management and effective communication on the running of a business.

Unit 8 (ICT Systems in business)

- how ICT systems affect the way people work and how they can improve communication
- the benefits of ICT in the workplace, but also the potential risks relating to the health and safety of staff and the security of data
- the importance of people in businesses (e.g. recruiting, retaining & rewarding staff)

*Assessed by 1 hour written paper.

Unit 9 (Using ICT in business)

- introduces the software applications used to support each function of a business
- develops practical skills, enabling them to make effective use of a range of software packages (including word processing, web authoring, desktop publishing, spreadsheet and database programs)
- how businesses can use software to capture, store, retrieve and analyse data

* Assessed by 1.5 hour computer based examination

General Comments:

This course provides students with a wide range of knowledge, which will be of use in whichever career path they choose to follow.

Head of Department: Mrs T A Gunning

Subject:	Drama	
Examination Board:	EDEXCEL	Web address: www.edexcel.org.uk
Specification:	2DR01	
Assessment:	Unit 1 & 2 will be assessed internally in two six hour workshops 60% Unit 3 Drama Performance – Externally marked practical exam 40%	

Description of the course:

The GCSE Drama Course is in three parts:

- in part one of the course you will use drama to express your feelings and ideas about a range of issues.
- in part two of the course you will look at a play to see how the playwright expresses ideas about a theme or topic and you will explore ways of making the play work on stage. Students will also respond to a live theatre performance.
- in part three of the course you will have the choice of being involved in the performance of a play from an existing script or one you can create yourself. Edexcel will provide an externally set assignment brief which must be addressed for the Unit 3 performance.

The examination for GCSE Drama is a practical performance. The examination is 40% of the marks. You will take part in a play that you have created as a group or rehearsed from a script. You can either be examined on your acting skills in the performance or on your design and technical skills (stage design, costume, masks, make-up or lighting). You will perform the play in front of an audience and the examiner will be present at one of the performances.

The 60% coursework part of the GCSE Drama course consists of practical exploration and a documentary response. During the course, you will take part in two different workshops that will be marked by your teacher. In one of the workshops you will use all that you have learnt about Drama to explore your responses to a range of material presented to you by your teacher. In the other workshop you will explore a play and show your understanding of Drama by taking part in a number of exercises based on the play. You will also have the opportunity to see a variety of live performances and submit an evaluation of one play for your documentary response.

General Comments:

As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem solving and communication. You will also find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

You may wish to take a GCSE in Drama for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. The study of Drama can help you develop transferable skills which you can take into any career or job.

Head of Department: Mrs N Marriott

Subject:	English	
Examination Board:	IGCSE	Web address: www.cie.org.uk
Specification:	First Language English 0500	
Tiers:	Extended : A* – U	
Assessment:	Exams: 2 x 2hr (50% each)	

Description of the course: English
Paper 2: Reading Paper Skills required: <ul style="list-style-type: none">• Comprehension• Summary• Close textual analysis <p>This paper will contain three questions in response to two previously unseen texts. The first question will test comprehension skills by requiring candidates to produce a piece of writing based upon Text A. The second question will test candidates' appreciation of writers' linguistic devices whilst the third will require them to summarize key facts from both texts.</p>
Paper 3: Writing Paper Skills required: <ul style="list-style-type: none">• Directed writing• Original composition <p>This paper will contain two sections. The first will require candidates to produce a piece of directed writing in response to brief source texts; both reading and writing skills will be assessed. The second section will require candidates to compose a piece of original writing. Candidates will choose one task from a range of questions testing argumentative, discursive, descriptive or narrative skills.</p>

General Comments: English is a core subject. Grade C is a minimum requirement for entry into university. Pupils study both English and English Literature IGCSE. English IGCSE allows pupils to develop their skills in: <ul style="list-style-type: none">• reading non-fiction, media and literary texts;• writing for a variety of purposes;• speaking and listening in various situations.
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Head of Department: Mr D Rose

Subject:	English Literature		
Examination Board:	Cambridge	Web address:	www.cie.org.uk
Specification:	English Literature IGCSE 0486		
Tiers:	Grades A* – U		
Assessment:	Exams: 1x 2 hrs 15 mins + 1 x 1 hr 20 mins.		

Description of the course:
Paper 1: Set Texts – Open Book (2hrs 15mins) 70%
1 drama text 1 prose text 1 poetry text
Candidates will be required to demonstrate:
<ul style="list-style-type: none">• Personal response• Knowledge of the text through the use of close reference• Understanding of characters, relationships, situations and themes• Understanding of the writer’s intentions and methods and response to the writer’s use of language
Paper 3: Unseen (1hr 20mins) 30%
This paper will contain two questions, each requiring a critical commentary and appreciation of previously unseen writing printed on the question paper. One question will be based on a literary prose passage; the other question will be based on a poem or an extract of a poem. Candidates must answer one question.

General Comments:
The English Literature course provides students with opportunities to explore their literary interests and encourages them to develop skills for literary study. The mixture of both pre- and post-1914 texts and the variety of genre allow pupils to develop their understanding of different times and forms.

Head of Department: Mr D Rose

Subject:	Geography	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	A 4030	
Tiers:	Higher: grades A* – D Foundation: grades C – G	
Assessment:	Two written papers and one controlled assessment based on fieldwork	

Description of the course:

This is a relevant and dynamic Geography course with up to date content. It makes students aware of their responsibilities to other people, the environment and the sustainability of the planet. It focuses on geographical processes that shape our world through the study of Physical and Human Geography.

There are 3 units as follows:

Unit 1: Physical Geography which can be examined at the end of Year 10 or 11 in a 1.5 hr paper representing 37.5% of total marks.

Topics studied in Unit 1 include: The Restless Earth dealing with tectonic hazards and Coasts which builds upon work done in Year 9 and the new topic of Ecosystems. It is possible to resit this exam in Year 11.

Unit 2: Human Geography which is examined at the end of Year 11 in a 1.5 hr paper representing 37.5% of total marks.

Topics studied in Unit 2 include: Changes in Population, Urban Environments and Tourism.

Unit 3: A teacher supervised controlled assessment done in lesson time based on a fieldwork investigation on a chosen theme, which represents 25% of total marks and is no more than 2000 words.

For Unit 3 we carry out a local fieldwork investigation based on a theme and the pupils type their findings up and process the data during lesson time. They may not do work on this at home which reduces the coursework burden on the student. This will be done in Years 10 and 11.

General Comments:

Geography is a popular subject at GCSE level as it is a discipline, which bridges the Arts and the Sciences.

The chosen GCSE specification has recently been revised and provides a solid and appropriate foundation for A level studies of Geography.

Questions require structured answers and may include definitions, multiple choice and those based on stimulus material e.g. photographs, maps and diagrams.

The majority of girls take the higher tier paper.

Head of Department: Mr D Elphick

Subject:	History	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	B 4045	
Assessment:	Two written papers (both one hour, forty five minutes in duration), plus a two-part controlled assessment.	

Description of the course:

Paper 1 (37.5% of total): The focus is on international history between the years 1919 and 1955. Candidates study the causes and consequences of significant world events including the Treaty of Versailles, the Manchurian and Abyssinian crises and Hitler's conquest of Europe. Another key theme is the origins of the Cold War. The dropping of the atom bombs on Hiroshima and Nagasaki and the Berlin Blockade are studied in this context.

Paper 2 (37.5% of total): Pupils undertake two depth studies; one on Germany, 1919-1945 and the other on Russia, 1914-1941. During the course, pupils learn about some of the Twentieth Century's most notorious individuals including Hitler, Himmler, Goebbels, Rasputin, Lenin and Stalin.

Controlled Assessment (25% of total): Pupils undertake two source-based tasks which can be researched independently but must be written up under teacher supervision. Pupils must keep a record of all the resources used so that their work can be authenticated. The tasks will set on the topic of 'The British People in War'.

General Comments:

This is a modular course, enabling assessment to be spread across Years 10 and 11. It is designed to enable candidates to study history from a variety of perspectives, helping them to appreciate the diversity of the societies studied. A wide range of media is used to develop pupils' understanding of Twentieth Century events, including films, contemporary music, documentaries and ICT. Their investigations during this course will inevitably enhance their understanding of the political, social and economic complexities of the modern world. A popular aspect of the course for pupils is a trip to the Imperial War Museum, London.

Head of Department: Miss K Haigh

Subject:	Home Economics, Food and Nutrition	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	4587	
Tiers:	There is one tier of assessment, with a single paper which covers all of the grades A* – G.	
Assessment:	Food and Nutrition written paper (Unit 1) 1 hour 30 minutes Food and Nutrition in Practice (Unit 2) controlled assessment 60% of total marks – 45% Individual Investigation, 15% Research Task	

Description of the course:	
Nutrition, diet and health throughout life	
An introduction to nutrition	
Macro nutrients	Diet and health
Micro nutrients	
Nutritional, physical, chemical and sensory properties of food in storage, preparation and cooking	
Effect of storage on nutrients	Food preparation and cooking
Techniques and skills in food storage, preparation and cooking	
Food storage	Convenience food
Food preparation and cooking	
Factors affecting consumer choice	
Social factors	Purchase of food and equipment
Economic factors	Factors affecting meal planning
Food hygiene and safety	
Food spoilage organisms	Food poisoning organisms

General Comments:
Who is this course suitable for?
Students who have enjoyed Food at Key Stage 3.
Students who enjoy cooking and want to learn new practical skills.
Students who want to learn about food science, nutrition and health.
Students who may have career aspirations in food.
Students who want to develop life skills, such as teamwork and problem solving.

Head of Department: Mrs V Parkinson
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Subject:	Information and Communication Technology	
Examination Board:	Edexcel	Web address: www.edexcel.com
Specification:	2IT01	
Assessment:	40% examination (1 ½ hours) 60% controlled assessment	

Description of the course:

The new GCSE has been designed to help students become confident users of ICT. Interesting topics have been chosen that are relevant to their lives and more emphasis has been placed on 'doing', rather than just 'writing about' ICT. Each student will learn how to use ICT knowledgeably, effectively and safely in all aspects of their daily lives. Topics covered include:

- Digital communication devices
- Internet safety
- E-commerce
- Good working practice
- Digital entertainment

The first unit deals with all the ICT theory needed for the examination whilst the second unit takes that knowledge further by placing the student in a scenario for the controlled assessment. They could be involved in various assignments, including:

- Creating digital posters for tourist attractions,
- Building web pages for a school intranet
- Using modelling to estimate whether a business will be profitable
- Designing a corporate image for a new charity

General Comments:

This new course is highly relevant in an age where digital communication will feature in the vast majority of careers. It also deals with many issues that will come up in the students' everyday lives once they leave education.

It is expected that every student who takes the course will keep themselves up-to-date with the latest technological news and issues relating to technology so they are ready for discussions in class.

Head of Department: Mr A Mellor

Subject:	French, German & Spanish	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	French 4655	German 4665 Spanish 4890
Tiers:	Foundation or Higher Level papers for Listening and Reading. Speaking and Writing are untiered.	
Assessment:	External assessment in Listening and Reading. Controlled assessment during the course for Speaking and Writing.	

Description of the course:

The courses in Modern Languages involve practice in listening, speaking, reading and writing, using authentic materials and covering topics of relevance to young people in the following contexts:

- Lifestyle (Health, Relationships, Social issues)
- Leisure (Free time activities, Media, Holidays)
- Home and Environment
- Education and Work

The specification gives flexibility and scope for creativity and, if desired, pupils may go beyond the contexts above and choose their own areas of interest for their Speaking and Writing assessments. Candidates will also acquire knowledge of grammar during the course and be expected to apply it in the assessments.

Reading and Listening: Each of these skills constitutes 20% of the total GCSE. The external assessment papers can be taken in January or June. Tasks will be based on authentic materials from the foreign country. Questions and answers will be in English.

Speaking and Writing: Each of these skills constitutes 30% of the total GCSE. Following a preparation and planning phase, there will be two controlled assessments for each skill during the GCSE course. For the Speaking, candidates will produce two dialogues, each lasting 4 – 6 minutes. For the Writing, candidates aiming for grades A* - C will complete two tasks, each totalling 200 – 300 words.

General Comments:

- All girls must study at least one foreign language to GCSE. Languages are a popular option at Casterton, and we hope that many girls will consider studying two.
- The department will give advice as to whether girls are entered for Higher or Foundation Level papers for Listening and Reading. Most girls take Higher Level papers.
- Girls practise regularly with the foreign language assistants, and we have links with schools abroad.

Head of Language Department: Mrs M Emptage

Subject: Latin

Examination Board:	OCR	Web address:	www.ocr.org.uk
Specification:	J281 (Full Course)		
Tiers:	Higher: grades A* – D Foundation: grades C – G		
Assessment:	Unit A401 - Latin Language 1 Unit A402 - Latin Language 2 Unit A403 - Latin Prose Literature Unit A404 - Latin Verse Literature		

Description of the course:

The course is based on the Cambridge Latin Course where Latin grammar is covered through the reading of a wide variety of texts, supplemented with a more traditional approach through First Steps in Latin. Pupils will absorb a wide variety of grammatical structures. The aim is to enable students to understand and translate competently and confidently relatively straightforward passages of Latin and provide them with a solid basis of the knowledge and skills required to study Latin GCSE set texts. Further aims are to encourage the development of students' critical faculties, to develop an awareness of and interest in the world of ancient Rome, and to foster an understanding of the linguistic and cultural influence which ancient Rome continues to have on modern Europe.

Unit 1 – Latin Language 1 (1 hour – 25% of total GCSE marks)

This unit tests understanding of unseen Latin through comprehension (two-thirds) and translation (one-third).

Unit 2 – Latin Language 2 (1 hour – 25% of total GCSE marks)

This unit tests understanding of unseen Latin through comprehension (one-third) and translation (two-thirds).

Unit 3 – Latin Prose Literature (1 hour – 25% of total GCSE marks)

This unit tests the understanding and appreciation of a prepared set text.

Unit 4 – Latin Verse Literature (1 hour – 25% of total GCSE marks)

This unit tests the understanding and appreciation of a prepared set text.

General Comments:

The prose and verse selections for GCSE Latin are from a Latin Anthology, which comprises such writers as Pliny, Caesar, Tacitus, Sallust, Catullus, Horace, Ovid, Martial, Virgil.

Head of Department:	Mr J Renton
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Subject:	Mathematics
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Examination Board: EDEXCEL **Web address:** www.edexcel.org.uk

Specification: Specification A Maths GCSE 1387

Tiers: Higher – grades A* to D

Assessment: Maths: Exams: 2 x 2 hr.

Description of the course:

Mathematics in Years 10 and 11 is an extension of the course covered so far. It will include more algebra, probability, trigonometry and number work.

Areas tested in the exams:

- Using and applying mathematics
- Number and algebra
- Shape, space and measures
- Handling data.

These are tested in a non-calculator and a calculator exam each one lasting two hours. Each exam is worth 50% of the total marks. All Divisions will be entered for the Higher Tier. Mathematics is normally taught in three or four Divisions in Year 10, the lowest Division being small to allow individual assistance.

Additionally, if the pilot Additional mathematics paper continues to run, Division 1 will be entered for this second GCSE. If it is discontinued, we will search for some other qualification to stretch the able.

General Comments:

Maths is a core subject. A Grade C is a minimum entry requirement for university and many jobs. Divisions 1, 2 and 3 are now entered for the Higher Tier which is a very demanding course and involves a great deal of hard work to reach the highest standard.

Head of Department: Mrs J Fielden

Subject:	Music	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	4270	
Assessment:	<ol style="list-style-type: none"> 1. Listening to and Appraising Music 42701 Written paper – 1 hour – 20% 2. Composing and Appraising Music 42702 Externally assessed – 20% 3. Performing Music 42703 Controlled Assessment – 40% 4. Composing Music 42704 Controlled Assessment – 20% 	

Description of the course:

Unit 1 (20%) Listening to and Appraising Music

An externally assessed written paper (1 hour). Students respond to questions based on short musical excerpts drawing on music from five Areas of Study (Rhythm & Metre, Harmony & Tonality, Texture & Melody, Timbre & Dynamics, Structure & Form).

Unit 2 (20%) Composing and Appraising Music

Students are required to compose one piece of music whose style will be restricted by a link to **one** of the three Strands (The Western Classical Tradition, Popular Music of the 20th and 21st centuries and World Music), which will be announced annually by AQA. Students are then required to appraise the process and the outcome of the composition.

Unit 3 (40%) Performing Music

Students must perform two different pieces, one an individual (solo) performance, and another as part of a group. These performances may be recorded and assessed at any time during the course.

Unit 4 (20%) Composing Music

Students are required to compose a piece of music which explores two or more of the five Areas of Study. It may be in any style of the student's choosing.

General Comments:

As well as acquiring the skills involved in composing and performing music, you will be able to acquire skills in working with others, problem solving, communication and independent learning. You will also learn to listen critically to a very wide range of music.

Head of Department: Mr D Chapman

Subject:	Physical Education	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	4892	
Assessment:	Externally moderated and school-based assessment of different roles within at least two activities (60%). One written paper of 1hr 30minutes duration (40%) which is set and marked by the examination board.	

Description of the course:	
<p>This course is designed to enable candidates to improve, evaluate and analyse their own and others' performances. The candidate has to show an awareness and understanding of the rules, regulations and safety aspect of their chosen activities.</p> <p>Candidates are assessed on their performance in practical activities from at least 2 groups. Several options are available in each group. Candidates must also experience two different roles throughout the course.</p>	
Activity Groups	Roles
1 Game activities	1 Player/Performer
2 Gymnastic activities	2 Organiser
3 Dance activities	3 Leader/Coach
4 Athletic activities	4 Choreographer
5 Swimming outdoor/Adventurous activities	5 Official
6 Fitness and Health	
<p>The written examination paper consists of multiple choice, short answer questions and scenario based questions and involves the following content: Individual differences, fatigue/stress, injuries, anaerobic and aerobic exercise, characteristics and benefits of leisure and recreation, healthy lifestyle, training, diet, school influences, involvement pathways, cultural and social factors, international influences.</p>	

General Comments:
This course develops an awareness of the importance of exercise and activity to personal, social and mental health and to well-being.

Head of Department: Miss A Thomas
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Subject:	Religious Studies	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	GCSE 4052 (Units 2 & 7)	
Tiers:	N/A	
Assessment:	Written examination – 3 hours (comprising 2x 1½ hour papers)	

Description of the course:

Unit 2: Christian Ethics

- The Right to Life: Christian views on the sanctity and quality of life and their influence on attitudes to abortion and euthanasia.
- The Use of Medical Technology: Fertility Treatments; Gene Therapy and Genetic Engineering; reproductive and therapeutic cloning.
- Personal Responsibility: Sexual relationships and drugs.
- Social Responsibility: Christian attitudes to marriage, prejudice and discrimination.
- Global Concerns: Christian views on the world as God’s creation. Environmental issues and our responsibility for our planet.
- Conflict: Christian attitudes to war and peace, and to crime and punishment.

Unit 7: Philosophy of Religion

- The Existence of God: Some of the standard “proofs” for the existence of God and assessment of the validity of each of the “proofs”.
- The Characteristics of God: The type of language used about God and what the words used might suggest about God.
- Revelation and Enlightenment: The different ways in which believers claim that God can be known.
- The Problem of Evil: How the existence in the world of different types of evil makes some people question the existence and/or nature of God.
- The Compatibility of Science and Religion: How science and religion might give opposing and congruent answers to the origins of the universe and the world including creationism and evolution.
- The Afterlife: Evidence for and against the existence of an afterlife.

General Comments:

Both assessment units taken at the end of two years of study.

The question papers are divided into two parts.

Part A comprises four compulsory short-answer stimulus-response questions (total of 48 marks).

Head of Department: Revd K Walton

GCSE SCIENCES

GCSE Science specifications will be changing from September 2011. The AQA specifications are in draft form at the time of writing. They have been reviewed and updated although the main features and content remain relatively unchanged.

You choose

to study one, two or three separate science subjects from:

Physics
Chemistry
Biology

This allows those girls seriously contemplating a career in Science or Medicine the opportunity to take three science GCSEs which will provide an excellent foundation for study at AS and A level.

Girls wishing to increase their choice of non-science subjects from the option lines may take only one or two sciences.

It is also possible to take the following course:

Foundation Science

This is a single combined science GCSE qualification covering the basic core material of Physics, Chemistry and Biology. It is taught at Foundation level which means that Grade C is the highest grade that can be achieved. It cannot be taken with any of the separate sciences.

Course Content

Each science course obviously has its own its specific content but the common theme of 'How Science Works' is common to all and will be taught and assessed in Physics, Chemistry and Biology and Foundation Science.

This will include:

Looking at scientific evidence, theories and models

Designing an investigation

Taking measurements and considering error

Presenting data

Assessing the reliability of evidence.

Being aware that science cannot supply all the answers.

Subject:	Biology	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:		
Tiers:	Higher: grades A* – D	Foundation: grades C – G
Assessment:	Three written papers each of 60 minutes. A controlled assessment	

<p>Description of the course</p> <p>Unit 1 (25%) What can we do to keep our body healthy? Use and abuse of medical and recreational drugs. What causes infectious diseases and how can our bodies defend against them? Control in plants and animals. Variation and evolution</p> <p>Unit 2 (25%) What are animals and plants built from? How do plants obtain the food they need to grow? Living organisms and their environment Chemical reactions in cells (metabolism)</p> <p>Unit 3 (25%) Gas exchange How are dissolved materials transported around the body? Controlling temperature and blood sugar. The kidney. Biofuels.</p> <p>Controlled Assessment (25%) <i>1-2 lessons to complete practical work and data processing followed by a 45 minute written paper.</i> Students collect experimental data and analyse their results. They then take an externally set written paper which is marked by the teacher. Papers are moderated externally.</p>

<p>General Comments:</p> <p>The units are examined as follows:- Unit 1 is examined in March in Year 10 Unit 2 is examined in January in Year 11 Unit 3 is examined in June in Year 11 It is possible to re-sit Units 1 & 2 in Year 11. Only one re-sit is allowed. The controlled assessment is taken in the Christmas or Easter term of Year 11</p>
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Head of Department: Mr R J Sanders

Subject:	Chemistry	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:		
Tiers:	Higher: grades A* – D	
	Foundation: grades C – G	
Assessment:	Three written papers (75%) each of 60 minutes. A centre assessed unit (25%)	

Description of the course:
Unit 1 (25%)
The fundamental ideas in Chemistry.
Rocks as a provider of building materials and metals and their uses.
Getting fuels from crude oil, getting useful substances from oil and plant oils and their uses.
Changes in the Earth and its atmosphere.
Unit 2 (25%)
Sub atomic particles and the structure of substances and how structures influence the properties and uses of substances.
How knowledge of atomic structure can help us to analyse substances and calculate the yield of reactions.
Controlling the rates of chemical reactions and energy and chemical reactions.
Using ions in solutions and making different kinds of salts.
Unit 3 (25%)
The periodic table and its development.
The water we drink.
The energy involved in chemical reactions.
Identifiers and analysing substances.
The production of ammonia.
The properties and uses of alcohols, carboxylic acids and esters.
Centre assessed Unit (25%)
<i>Investigative Skills Assignment.</i>
Students collect experimental data and analyse their results. They then take an externally set written paper which is marked by the teacher.

General Comments:		
Unit 1 is examined in June at the end of Year 10.		
Unit 2 is examined in January in Year 11.		
Unit 3 is examined in June in Year 11.		
Re-sits are possible in January and June.		
The centre assessed coursework is examined and the best marks submitted.		
<u>Careers for which GCSE Chemistry is either essential or useful</u>		
Biological Sciences	Food Science	Nursing
Dentistry and general laboratory	Forensic Science	Pharmacology work
Engineering	Medicine	Veterinary Science

Head of Department:	Mr A Bell
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Subject:	Physics	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:		
Tiers:	Higher: grades A* – D	
	Foundation: grades C – G	
Assessment:	Three written papers (75%). A centre assessed unit (25%)	

Description of the course:

Transfer of energy by heating.

Energy and efficiency.

The usefulness of electrical devices and methods of generating electricity.

The usefulness and hazards of waves in the electromagnetic spectrum.

What we know about the origin of the Universe and how it continues to change.

Unit 2 (25%)

Forces and their effects.

Momentum.

Static electricity and current in electrical circuits.

Use of mains electricity and the power of electrical appliances.

Radioactive decay – its uses and dangers.

Nuclear fission and fusion, including the life cycle of stars.

Unit 3 (25%)

Medical applications of physics, including the properties and uses of light, X-rays and ultrasound.

How forces have a turning effect and what keeps bodies moving in a circle.

Hydraulics. How electric motors and transformers work.

Unit 4 Controlled assessment (25%)

This requires students to develop a hypothesis i.e a proposal which explains certain facts or observations, and to test it experimentally. There will also be a written test, set by AQA which relates to this.

General Comments:

Unit 1 is examined in June of Y10.

Unit 2 is examined in January of Y11.

Unit 3 is examined in June of Y11.

Units 1 and 2 can be retaken once each, if necessary.

The controlled assessment will be completed in Y11 at a time chosen by the teacher.

Some mathematical skills will be needed and students should be competent in basic number work and algebra.

Head of Department:	Dr M Martin
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Subject:	Science A (Foundation)	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:		
Tiers:	Foundation: grades C – G	
Assessment:	Three written papers each of 60 minutes and a controlled assessment	

Description of the course

The course consists of four units:-

Biology 1 (25%)

What can we do to keep our body healthy?

Use and abuse of medical and recreational drugs.

What causes infectious diseases and how can our bodies defend against them?

Control in plants and animals.

Variation and evolution.

Chemistry 1 (25%)

The fundamental ideas in Chemistry.

Rocks as a provider of building materials and metals and their uses.

Getting fuels from crude oil, getting useful substances from oil and plant oils and their uses.

Changes in the Earth and its atmosphere.

Physics 1 (25%)

Transfer of energy by heating.

Energy and efficiency.

The usefulness of electrical devices and methods of generating electricity.

The usefulness and hazards of waves in the electromagnetic spectrum.

What we know about the origin of the Universe and how it continues to change.

Controlled assessment (25%) *1-2 lessons to complete practical work and data processing followed by a 45 minute written paper.*

Students collect experimental data and analyse their results.

They then take an externally set written paper which is marked by the teacher. Papers are moderated externally.

General Comments:

The specification includes only the basic core material from each of the separate sciences. Question papers are designed to be accessible to candidates studying at foundation level.

One written paper will be taken in Year 10 and two papers in Year 11. There will be the opportunity to re-sit some of the units.

The centre-assessed coursework is examined in Year 11.

Head of Department: Mr R J Sanders

Subject: Careers

The purpose of Careers Education and Guidance is to prepare students for the rapidly changing world of learning and work. Casterton aims to help students understand the flexible nature of labour markets and the impact of economic change so that they can make realistic and informed decisions about their futures. We also aim to help them manage the transitions from one stage of their education, training and work to the next. To assist Year 9 pupils with their GCSE Options choices they will be given a presentation in the Easter term from the Head of Careers about making wise choices and keeping their options open. There will also be an opportunity for parents to discuss choices at Year 9 Parents' Evening. Broadly, pupils are encouraged to choose a wide variety of subjects for their GCSEs, but if they have a particular career in mind they must check whether specific subjects are necessary eg. Chemistry is essential for Medicine and Dentistry and Physics is required for Engineering.

A Careers software package aimed at Year 9 students, Probe, is available for all pupils to access on the school ICT system in order to help them make their choices. Pupils can also visit the Careers library in the Study Centre and request individual interviews with the Head of Careers for further guidance.

As pupils move into Years 10 and 11 they will continue to be given CEG through personality and psychometric testing, individual interviews with impartial Careers advisers and their Directors, and constant access to the Study Centre. There will also be a programme of guest speakers and a Careers Fair. Pupils are also encouraged to arrange their own Work Experience because this is invaluable in helping students to make their careers decisions and in making students attractive to universities and employers.

General Comments:

The best advice at this stage is for pupils to keep as many options open as possible by choosing a wide variety of GCSE subjects. Careers and subject staff are readily available in school for discussions and advice.

Head of Department: Mrs L Wareing

Subject: English as a Second Language

Description of the course:

GCSE pupils whose mother tongue is not English, will be offered additional ESL lessons upon the results of assessments based on writing and observation. Subject teachers will work in collaboration with the ESL teacher to ensure a focused approach to teaching in order to enable the pupil to reach maximum potential in her chosen subjects. With liaison between parents and teachers, the additional provision should help to raise achievement levels and ensure access to the A Level pathways.

Head of Department: Mrs C Allen

Subject: Learning Success

Description of the course:

The department is open to all members of the school.

The focus is to encourage individual development and achievement.

Pupils are warmly invited to approach Mrs Airey for help and advice regarding concerns that they have about their skills or work.

At Casterton, support systems are already in place and accessible to students – this is an additional feature.

Students may be tutored on an individual, or a small group basis – at the discretion of the head of department.

Specialist tuition for some specific difficulties is offered. Help with improving literacy levels is available.

Girls who would like help with study skills and exam preparation are also invited to ask for advice.

Head of Department: Mrs D Airey

NOTES

NOTES

GCSE OPTIONS FORM

PUPIL'S NAME

Please tick **ONE** subject from **SIX** of the columns A,B,C,D,E,F & G on the option form.

A		B		C		D	
Chemistry		Biology		Physics		Geography	
History		Drama		H.Ec (Food & Nutrition)		Art & Design	
Art & Design Textiles		I.C.T.		B.C.S.		Latin	

E		F		G	
History		French		French	
Geography		German		Music	
P.E.		Spanish		Religious Studies	
Foundation Science		Biology			
Music					

SIGNATURE OF PARENT:.....

Detach this form and hand it to your Form Teacher at the beginning of the Summer Term.



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