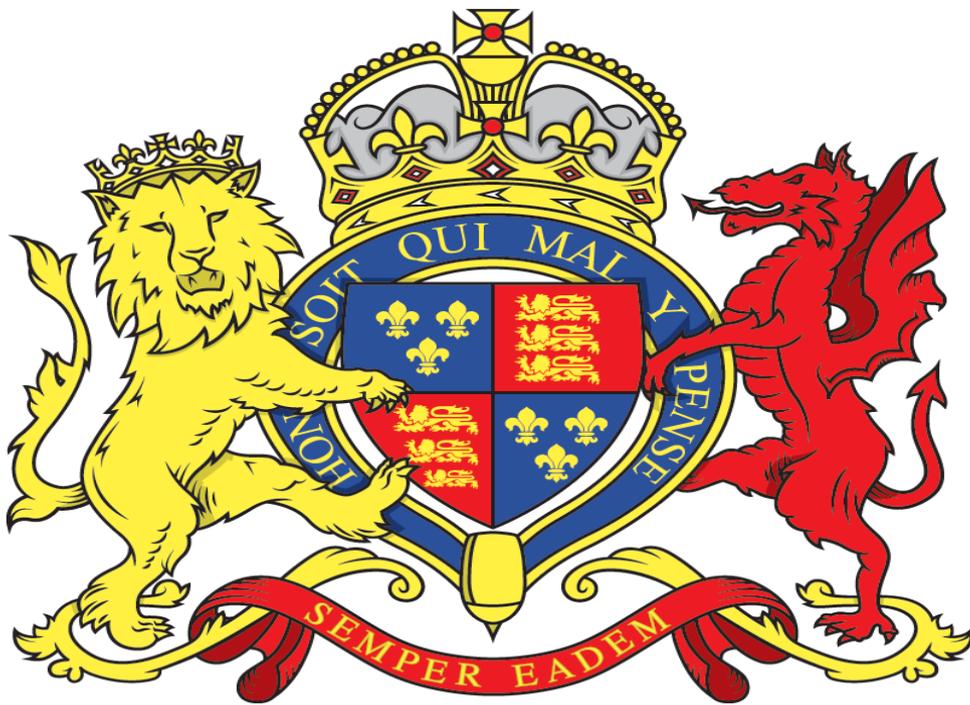


# ELIZABETH COLLEGE



GCSE COURSES

2019 – 2021

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## **ELIZABETH COLLEGE CURRICULUM**

**For Years 10 & 11**  
**2019-2021**

### **Core Curriculum**

All pupils will take GCSEs in **English, Mathematics, and Sciences**. They will also all study the GCSE short course in **Religious Studies**. Most will study at least one **Modern Foreign Language**, and some will study for GCSEs in English Literature and Additional Mathematics within their English and Mathematics lesson allocations.

All courses will be examined by terminal exams, in line with government policy which means that for the majority of subjects, all exams will be taken in summer 2020.

In addition, the curriculum includes the following non-examined core subjects, **Physical Education**, along with one compulsory **Games** afternoon, and one afternoon when pupils take part in the **Combined Cadet Force (CCF), Sports Leadership** or **Community Service**.

In line with changes to GCSE grades, all subjects will be graded 9-1, with grade 9 representing the highest A\* grade and grade 5 a good C grade. Please refer to the chart on page 4.

### **Option Subjects**

Currently, all pupils will choose three option choices. For those who do not select separate sciences, there is an additional, fourth, choice. For a very small number of pupils, we may recommend that languages are not studied, enabling time to be spend in Learning Support or for another subject to be studied. This may be reviewed during the academic year.

As a general rule, it is wise at this stage to keep future choices as open as possible to give the widest range of options at A Level.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	C
3	
2	D
1	
U	E
	F
	G
	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

# Core Subjects

## ENGLISH LANGUAGE & ENGLISH LITERATURE

Head of Department  
Examination Board

Mr M Buchanan  
Edexcel IGCSE

These are two separate subjects which qualify for distinct and individual awards.

### ❖ IGCSE English Language

The English Language specification is a combined course which offers a variety of language and literature topics to develop skills in reading texts of all kinds critically. The course also develops skills in writing across a range of genres including letters, articles and short stories; pupils are challenged to accurately adapt a formal style to a specific audience and purpose in each case. English Language assessment is currently based upon **60% examination** and **40% coursework** for all pupils:

<b><u>Paper 1</u></b>	Reading/Writing	(60%)
	Examination Length	2 hours 15 minutes
<b><u>Paper 3</u></b>	Literature/Imaginative Writing	(40%)
	Internally assessed and externally moderated coursework	

### ❖ IGCSE English Literature

The English Literature course is taught alongside English Language to pupils who have demonstrated higher ability in literary analysis. This means that these pupils have much less time for the consolidation of their writing skills; it is assumed that these are already proficient from KS3 study. English Literature includes the study of a selection of **prose**, **drama** and **poetry**; this allows pupils to develop more advanced skills in literary criticism while extending their knowledge of the breadth and depth of literature from around the world.

English Literature is based upon **60% examination** and **40% coursework** in Year 11:

<b><u>Paper 1</u></b>	Poetry and Modern Prose	(60%)
	Examination length	2 hours
<b><u>Paper 3</u></b>	Drama and Literary Heritage	(40%)
	Internally assessed and externally moderated coursework	

*If you have any queries about your son's suitability for the Literature course, please do not hesitate to get in touch with the Head of English.*

## MATHEMATICS

**Head of Department  
Examination Board**

**Mr A Mulholland  
Edexcel IGCSE**

The course covers: **number, algebra, shape and space, and handling data**. The pupils have studied each of these areas of Mathematics in Years 7 to 9, so there is a natural progression into Years 10 and 11. Alongside learning content, pupils develop their intelligent use of calculators and computers as well as their problem solving skills.

Pupils are entered for the Higher Tier examinations, which lead to Grades 9 to 4. Higher Tier IGCSE provides a rigorous preparation for A Level. Those who will find this level more difficult may focus on Foundation Tier work initially, which covers Grades 5 to 1, so there is overlap with Higher Tier. These pupils may sit the Foundation Tier examination in the January of Year 11, which allows them to gain confidence before tackling the Higher Tier IGCSE examination at the end of the course.

*Assessment at Foundation and Higher is by two written examinations.  
Calculators are permitted in both papers.  
There is no controlled assessment.*

The most able pupils will have the opportunity, once the IGCSE content has been securely learned, to study Additional Mathematics, a Free Standing Mathematics Qualification offered by the OCR Examination Board, which exposes them to further Pure and Applied Mathematics. It is anticipated this course will be available only to Set 1 pupils. Additional Mathematics is ideal preparation for A Level Further Mathematics.

*Assessment is by one written examination.  
Calculators are permitted.  
There is no controlled assessment.*

## SCIENCES

**Head of Biology Department**  
**Head of Chemistry Department**  
**Head of Physics Department**  
**Examination Board**

**Mr R Le Sauvage**  
**Mrs G Dallin**  
**Mr P Davis**  
**AQA**

The Science Faculty offers GCSE courses either leading to the equivalent of two GCSEs (GCSE Combined Science - known rather confusingly as Trilogy because all three sciences are covered) or to three GCSEs in Biology, Chemistry and Physics (referred to as Separate Sciences). In line with UK and College policy, all pupils embarking upon GCSE courses in any Sciences will follow linear courses. These will be examined by written papers at the end of Year 11. These papers will assess both the theory content and the practical skills developed throughout the course.

All pupils at Elizabeth College receive six periods of Science per week as a part of the core curriculum. This enables us to deliver the content of the Combined Science (Trilogy) course. Pupils who wish to prepare for GCSEs in the three Separate Sciences are allocated a further three periods of Science a week within the option block system, enabling them to address the additional material required for separate GCSE certification in Biology, Chemistry and Physics.

Assuming the common College minimum requirements are met, entry to A level Sciences will be available to all pupils, regardless of their GCSE options.

**RELIGIOUS STUDIES**  
**Humanities Faculty**

**Head of Department  
Examination Board**

**Mr T Edge  
AQA**

The Religious Studies Department teaches the AQA short course in Religious Studies. This is taught in one lesson a week through year 10 and one lesson a week in year 11. There is a 1 hour 45 minute written examination at the end of year 11.

The course consists of two topic areas; Christian and Islamic beliefs; Relationships and families and Religion, peace and conflict. (Studied from the perspective of religious and non-religious world views).

The course gives the opportunity to study many current and classical problems in philosophy, theology and ethics and encourages the essential skills of teamwork, problem solving, enquiry, analysis and evaluation. The focus of the department is on learning to understand people and the world around us in these challenging and changing times. We hope to encourage the development of compassionate and ethical individuals with enquiring and rational minds. The course is equally suitable for those with or without religious faith.

*There is no coursework.*

# Optional

# Subjects

**ART & DESIGN**  
**Creative Arts Faculty**

**Head of Department  
Examination Board**

**Mr A Stephens  
WJEC/Eduqas**

The aim of the Art and Design GCSE course is to encourage pupils to develop an adventurous and enquiring approach to art and design. Successful pupils should demonstrate an understanding of past and contemporary art practice and be able to produce artwork that embraces a range of ideas. There is an emphasis on recording first hand observations, experiences and ideas. Pupils are encouraged to experiment with a range of media, processes and techniques, and to respond in a personal way to set themes.

**Assessment**

**Personal Portfolio**

*Pupils will produce an extended unit of work in response to a set theme. This work, along with the associated preparatory and supporting studies will form the coursework. The mark for the coursework will represent 60% of the total.*

**Externally Set Assignment**

*Pupils will carry out work in response to a theme set by the examination board. They will have 30hrs supervised activity to complete their project including a 10hr sustained focus. The mark for this assignment will represent 40% of the total.*

*Both elements of the submission, the personal portfolio and externally set assignment, are marked by the Head of Art and externally moderated by a representative of the examination board.*

**In choosing this course, pupils must be prepared to commit to the considerable sustained dedication required to complete coursework successfully.**

**BUSINESS STUDIES**  
**Social Science Faculty**

**Head of Department:**  
**Examination Board:**

**Mr E Adams**  
**Edexcel IGCSE**

**Qualification aims and objectives**

The Edexcel International GCSE in Business qualification enables students to:

- develop an interest in and enthusiasm for the study of business
- develop an understanding of business concepts, business terminology, business objectives and the integrated nature of business activity
- understand how the main types of business are organised, financed and operated
- develop and apply knowledge, understanding and skills to contemporary business issues in a wide range of businesses from small enterprises to large multinationals and businesses operating in local, national and global context
- develop critical-thinking and enquiry skills to distinguish between facts and opinion, calculating, interpreting and evaluating business data, to help build arguments and make informed judgements
- develop an understanding of the dynamics of business activity and the related considerations of ethics and sustainability for global businesses

**Content of the course**

**1. Business activity and influences on business**

This section covers the various objectives of a business, changing business environments and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints on, the pursuit of these objectives.

**2. People in business**

This section looks at people in organisations, focusing on their roles, relationships and management in business.

**3. Business finance**

This section explores the use of accounting and financial information as an aid to decision making.

**4. Marketing**

This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.

**5. Business operations**

This section examines the way organisations use and manage resources to produce goods and services.

**Assessment**

**Paper 1: Investigating small businesses**

This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a small business – up to 49 employees.

**Paper 2: Investigating large businesses**

This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business – more than 250 employees.

Both papers will be 1 hour and 30 minutes in duration, consisting of four compulsory questions each worth 20 marks and 80 marks in total. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.



**COMPUTER SCIENCE**  
**Social Science Faculty**

**Director of Digital Learning**  
**Examination Board**

**Mr D Costen**  
**OCR**

*'Everybody should learn how to program a computer because it teaches you how to think' - Steve Jobs*

It must be noted that this is not a general ICT course.

A Computer Science qualification will, above all else, be relevant to this modern and changing world. It is an exciting time to be involved in Computer Science. The world is making great leaps in technology and this is impacting all facets of our lives, from the Internet of Things, to Transport and Gaming making Computer Science highly relevant to the modern pupil.

Computer Science is a practical subject where pupils can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. This course will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

There is no expectation that the pupils will already be able to programme however as this is a primary aspect, the course will be most suited to pupils with strong logical thinking skills and aptitude in mathematics.

These skills will be the best preparation for pupils who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

A GCSE in Computer Science will encourage pupils to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

### **Assessment**

#### **Content Overview**

#### **Assessment Overview**

Computer systems	80 marks -1 hour and 30 minutes -Written paper	50% of total GCSE
Computational thinking, algorithms and programming	80 marks -1 hour and 30 minutes -Written paper	50% of total GCSE
Programming project	Non-assessed mandatory component Totalling 20 hours	

**DESIGN & TECHNOLOGY - GRAPHICS**

Creative Arts Faculty

Head of Department  
Examination Board

Miss M Schofield  
AQA

**Please note that in line with Examination Board Regulations this subject may not be taken with Design & Technology (Resistant Materials).**

This course involves pupils in **Design, Evaluation** and **Production** of a project of their own choice which is realised in the form of a **3D model**. The course is concerned with the communication of ideas and information through drawing, and is a vehicle for the development of problem solving activities. The method of inputting the design information is largely by graphical means with an emphasis on using computer graphics. However, the use of models, mock-ups and other two and three-dimensional presentations is part of the course.

The course builds upon essential key skills learnt in Years 7 - 9, to include **investigations, graphical communication, ICT applications** within technology, and a wide range of practical and graphical skills assimilated in the College Design & Technology foundation course.

In year 10 pupils will undertake one trial design and make project with the emphasis being on producing high quality work that would attract the top grades at GCSE. They will also spend one period per week covering the theoretical aspects of the subject and will be tested on this with an end of year examination. None of the project work undertaken in year ten is used or counted towards the final exam grade – until the controlled assessment tasks are released in June. Assessment work starts from after the internal summer examinations.

**Assessment is:**

*A piece of coursework (50%) the subject of which is chosen by the pupils, taken from a list of Controlled Assessment tasks set by the Examination Board, it takes the form of an **electronic portfolio consisting of 20 A3 sheets** which includes **research, design, development and evaluation** of the product and the production of a good quality model of the project.*

*A final **written paper examination (50%)**, will be sat at the end of Year 11. It examines the techniques taught throughout the course including information on materials, production methods and general design manufacturing in society. This paper will also include up to 15% mathematics-based questions.*

**In choosing this course, pupils must be prepared to commit to the considerable sustained dedication required to complete coursework successfully.**

**Pupils are given a £40 allowance to spend on materials over the course that is provided by the College. Should they wish to make/design projects that exceed this amount then parents will be billed for the difference. Please note that this £40 allowance is not given to you as a cash alternative if you do not spend it all/choose to purchase your own materials.**

## **DESIGN & TECHNOLOGY - RESISTANT MATERIALS**

**Creative Arts Faculty**

**Head of Department  
Examination Board**

**Miss M Schofield  
AQA**

**Please note that in line with Examination Board Regulations this subject may not be taken with Design and Technology (Graphics).**

This GCSE course in **Design** and **Technology** allows pupils to carry out designing and making activities through the main medium of **woods, metals** and **plastics**, although other materials such as **glass** and **textiles** can be used in project work. Pupils are encouraged to take a broad view of Design and Technology, considering how past and present designers and technologies affect our society today. Pupils will follow a variety of tasks, which closely reflect the work of industrial designers today. This will include research techniques, designing and developing product solutions using CAD software, model making, planning and manufacturing a high quality 3 dimensional product and evaluating the artefact, preferably in conjunction with the product client.

The course builds upon essential key skills learnt in Years 7 – 9, to include investigations, graphical communication, ICT applications within technology and a wide range of practical and graphical skills assimilated in College Resistant Materials foundation course.

In year 10 pupils will undertake one trial design and make project with the emphasis being on producing high quality work that would attract the top grades at GCSE. They will also spend one period per week covering the theoretical aspects of the subject and will be tested on this with an end of year examination. None of the work undertaken in year ten is used or counted towards the final exam grade until the exam board release the controlled assessment tasks in June. Assessment work starts after the internal summer examinations.

### **Assessment is:**

**Coursework Project (50%),** a single substantial A3 design portfolio and a high quality manufactured 3-dimensional outcome in materials of the pupil's choice taken from a list of Controlled Assessment tasks set by the Examination Board; and by

**Examination (50%)** Pupils are expected to apply all their knowledge of designing and making, materials, components, processes, techniques and industrial practices. There will be a minimum of 15% content that will focus on mathematical skills required for Design and Manufacture.

**In choosing this course, pupils must be prepared to commit to the considerable sustained dedication required to complete coursework successfully.**

**Pupils are given a £40 allowance to spend on materials over the course that is provided by the College. Should they wish to make/design projects that exceed this amount then parents will be billed for the difference. Please note that this £40 allowance is not given to you as a cash alternative if you do not spend it all/choose to purchase your own materials.**

**DRAMA**  
**English Faculty**

**Head of Department  
Examination Board**

**Mrs N Brown  
WJEC**

The GCSE course in Drama is an exciting, inspiring and practical course. The course promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Pupils will be given opportunities to participate in and interpret their own and others' drama, investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning, produce and realise a piece of original theatre. Pupils will also study two contrasting plays. The course is useful training for English GCSE oral and theatre based literature.

**Summary of Assessment:**

**Component 1: Devising Theatre**

Pupils can be assessed on **either** acting **or** design. Pupils will create, develop and perform a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. Pupils must also produce a supporting logbook and an evaluation of the final performance. This is **internally** assessed. **40%** of exam.

**Component 2: Performing from a Text**

Pupils can be assessed on **either** acting **or** design.

Pupils will study **two** extracts from the **same** performance text chosen by the teacher.

Pupils will participate in **one** performance using sections of text from both extracts. **20%** of the marks.

**Component 3: Interpreting Theatre (written exam)**

There is a written examination which is 1 hour and 30 minutes. There are two sections to this:

Section A: A series of questions on **one** set text chosen by the department.

Section B: **One** question on a given aspect of a live theatre production seen during the course. This comprises **40% of the marks**.

**The course requires participation on a trip to London or Stratford theatres to see 2 or 3 plays.** In the case of London pupils will attend a National Theatre workshop, be given backstage tours of the Globe and National Theatres, and visit some famous and relevant historical sites. The Stratford visit would include a workshop, backstage tours of the New RSC Theatre & Swan Theatre, a visit to Shakespeare's birthplace & Anne Hathaway's cottage.

**GEOGRAPHY**  
**Social Science Faculty**

**Head of Department  
Examination Board**

**Mr S Huxtable  
AQA**

**AQA GCSE Geography**

AQA Geography is a relevant, dynamic and up to date Geography GCSE course. The course aims to make us more aware of our responsibilities to other people, the environment and the sustainability of the planet. The course is a linear course. The three external examinations, one on Physical Geography, one on Human Geography and one examination on Geographical Applications, will be sat at the end of Year 11.

**Unit 1 Physical Geography (35%) Exam 1 hour 30 minutes**

The first unit of the course covers natural hazards, coasts, rivers, deserts and tropical rainforests. There will be some local fieldtrips including visits to Port Soif and Fontenelle Bay.

**Unit 2 Human Geography (35%) Exam 1 hour 30 minutes**

The second unit covers cities, development and the management of water, food and energy resources.

**Unit 3 Geographical applications (30%) Exam 1 hour 15 minutes**

There will be two local fieldtrips in preparation for the fieldwork and statistical skills section of this examination. One involving urban fieldwork in St Peter Port and one on coastal fieldwork. There is also an Issue Evaluation in this examination which is based on a pre-release booklet.

**HISTORY**  
**Humanities Faculty**

**Head of Department  
Examination Board**

**Mr A Carey  
Edexcel IGCSE**

**International GCSE in History – 20<sup>th</sup> Century Course**

This course follows on naturally from the topics studied in Year 9. The aim of the course is to offer pupils the opportunity to study some of the major international issues of the 20<sup>th</sup> Century which have shaped the world we live in today. As well as studying fascinating subject material such as the Cold War, pupils also develop invaluable historical skills. By developing skills such as explaining causation, or analysing significance pupils are able to learn how to present clear and logical arguments in their written work. Discussion and debate will also help to develop verbal reasoning skills.

The History IGCSE consists of two final examinations.

**Paper One – Depth Studies**

Pupils study two key periods of 20<sup>th</sup> Century:

Germany, 1918-45 - looking at the impact of WW1, how Hitler was able to rise to power, life in Nazi Germany and WW2.

A World Divided: superpower relations, 1943-72 - looking at the causes of the Cold War, the Berlin Airlift and building of the Berlin Wall, the Cuban Missile Crisis and improving relations after 1963.

*Knowledge based.*

*Worth 50% of final marks - Exam 1 hour 30 minutes*

**Paper Two – Investigation and Breadth Studies**

Paper Two requires pupils to study one historical investigation and one breadth study.

The historical investigation looks at the Vietnam Conflict, from 1945-74 focusing on French involvement, guerrilla warfare and America's increasingly doomed intervention and ultimate defeat. This ties in well with Paper One, Cold War.

The breadth study looks at the Changing Nature of Warfare and International Conflict from 1919-2011, covering a range of conflicts right up to the use of drones in Afghanistan.

*Partially knowledge based and partially testing the ability to use historical sources.*

*Worth 50 % of final marks - Exam 1 hour 30 minutes*

**LATIN**  
**Humanities Faculty**

**Head of Department  
Examination Board**

**Mr DRL Inderwick  
EDUQAS**

This GCSE course in Latin has been specifically written for the Cambridge Latin Course, the Latin course we use in years 7 to 9 and is certified by EDUQAS.

The aim of the course is to study the **Latin language**, but within the context of the literature and society of Ancient Rome.

Pupils take **three** papers.

**Paper 1: Latin Language**

Pupils answer a written translation and comprehension paper and a further shorter passage for translation and comprehension. There is a list of prescribed vocabulary.

**Paper 2: Latin Literature**

Pupils answer questions on approximately 100-110 lines of Latin literature. These are taken from a variety of authors and have a common theme. The theme for examination in 2020 is *A Day at the Races*.

**Paper 3: Further Latin Literature or Roman Civilisation**

Pupils answer questions **either** on a further 100-110 lines of Latin Literature **or** on a theme from Roman Civilisation. The literature is a continuous narrative taken from one author. The choices for examination in 2020 are:

- **Roman Literature:** Germanicus and Piso
- **Roman Civilisation:** Roman entertainment and leisure

*Assessment is by **written examination** on understanding and appreciation of Latin Language (50%), understanding and appreciation of Latin Literature or other ancient sources (30%) and analysis, evaluation and response to Latin Literature or other ancient sources (20%).*

**MODERN FOREIGN LANGUAGES**  
**(French, German or Spanish)**

**Head of German Department  
Examination Board  
Head of Spanish Department  
Head of French Department  
Examination Board**

**Mr R Morris  
Edexcel IGCSE  
Mrs M Gordon  
Miss A Demongeot  
Edexcel GCSE**

Most pupils will select either French, German or Spanish as their modern **foreign language**. The options of Spanish or German are open only to those who have studied these subjects in Years 8 & 9. Able linguists may also choose two languages. For a small number of pupils, it may be appropriate to select an alternative subject to language, in discussion with the Vice-Principal.

Pupils are trained to be proficient in culturally engaging content, learning the four skills of **listening, speaking, reading and writing**. The listening examination requires the candidate to understand and respond in French/German/Spanish to the spoken target language.

#### GCSE German

The **speaking** test involves a single exam requiring communication in the target language in response to five questions about a picture chosen by the pupil and also in general conversation answering questions on two additional core topic areas chosen by the examiner on the day. This oral examination takes place at the end of April/beginning of May, before the final summer examinations. The **reading** and **writing** examination requires the candidate to understand and respond in French/German/Spanish to the written target language and also includes two pieces of work written in the target language one of 60-75 words and the other of 130-150 words. There is also a structured grammar exercise, which is part of the reading and writing paper. The **listening, reading** and **writing** exams all take place in the summer exam session.

#### GCSE Spanish and French

The MFL department offers 2 different GCSE options in Spanish and French; GCSE Higher and GCSE Foundation.

The listening examination requires the candidate to understand and respond in French/Spanish to the spoken target language.

In the speaking examination there are three tasks: Task 1 – a role play based on one topic that is allocated by Edexcel. Task 2 – questions linked to a picture stimulus based on one topic that is allocated by Edexcel and Task 3 – a conversation revolving around two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Edexcel. This oral examination takes place at the end of April/beginning of May, before the final summer examinations.

The reading examination requires the candidate to understand and respond in French/Spanish to the written target language. The writing examination assesses students on their ability to communicate effectively through writing in Spanish/French for different purposes and audiences. Students are required to produce extended responses of varying

lengths and types to express ideas and opinions in Spanish/French. There is also a translation section:

*Foundation tier* – three open response questions and one translation into Spanish.

*Higher tier* – two open response questions and one translation into Spanish/French. The listening, reading and writing exams all take place in the summer exam session.

***Assessment is by:***

<i>Listening examination</i>	-	25%
<i>Reading examination</i>	-	25%
<i>Speaking examination</i>	-	25%
<i>Writing examination</i>	-	25%

**MUSIC**  
**Creative Arts Faculty**

**Head of Department  
Examination Board**

**Miss E Willcocks  
OCR**

This course is suitable for those with a keen interest in music of any style. Pupils are encouraged to broaden and extend their musical skills through a range of activities. Performing, composing and listening skills form the basis of the assessment structure.

Pupils will explore the following Areas of Study:

- **AoS1: My Music:** examining pupils' own interests, promoting improved skills and knowledge of instrumental/vocal/Music Tech studies
- **AoS2: The Concerto through time:** examining how this genre of composition developed throughout the Baroque, Classical and Romantic periods.
- **AoS3: Rhythms of the World:** examining rhythmic roots and influences, with particular focus on India & Punjab, Eastern Mediterranean & Middle East, Africa, Central and South America
- **AoS4: Film Music:** examining music written for and used in films
- **AoS5: Conventions of Pop:** examining Rock 'n' Roll 1950-60s, Rock Anthems 1970s, Pop Ballads 1970-90s, solo artists 1990 onwards

**Assessment is by coursework worth 60%** (one solo performance, one ensemble and two compositions) **and one written paper worth 40%** (listening and appraising music drawn from the Areas of Study).

30% = Integrated Portfolio (solo performance & pupil designed composition)

30% = Practical Component (ensemble performance & board set composition)

40% = Listening & Appraising (90 minute written exam, AoS 2-5)

Please note that this course is a combination of practical music and academic study. Acquiring some basic theory skills (e.g. Studies in ABRSM or Trinity theory of about grade 4 or 5) would therefore be useful in preparation for taking GCSE Music.

**PHYSICAL EDUCATION**  
**PE, Games and Sporting Activities Faculty**

**Head of PE Department  
Examination Board**

**Mr T Eisenhuth  
AQA**

Do you have a passion for sport? Do you want to know what makes your favourite athlete great? Then GCSE PE is the qualifications for you.

**What is GCSE PE and what is assessed:**

**Practical Performance: 40% of your final grade**

Assessed on practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Along with assessment of performance, pupils will be asked to analysis and evaluate a performance to bring about sustained improvement in one of the chosen activities.

Ideally boys will be playing at least one sport regularly club level to ensure they get the most out of the GCSE course.

**How the practical is assessed**

Assessed by teachers

Moderated by AQA

**How the marks are broken down:**

For each of the three activities, pupils will be assessed in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Pupils will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity

**Examination Element - 60% of your final grade (2 Exam Papers)**

Subject Content:

- 1- Applied anatomy and Physiology
- 2- Movement Analysis
- 3- Physical Training
- 4- Use of Data
- 5- Sports Psychology
- 6- Socio – Cultural Influences
- 7- Health, Fitness and well-being

Pupils will have a mixture of practical and theoretical lessons throughout the course. (GCSE PE lessons will be in addition to their one lesson of core PE each week).

# Service Activities

**SPORTS LEADERSHIP**

**Group Leader**

**Miss A Demongeot  
Mr T Eisenhuth**

Y10 – Completion of the level 1 award

The level 1 award in Sports Leadership is a nationally recognised qualification that enables successful candidates to lead small groups in simple sport and recreational activities whilst under direct supervision of their tutor.

The qualification teaches generic leadership skills such as organisation, planning, communication, time management and teamwork through the medium of sport. It is fun and practical qualification with no entrance requirements or final examinations to sit.

The training will take part both at College and at Beechwood.

Y11 – Practice

The Sports Leaders will go to primary schools or Yr8 Games in order to help lead Friday afternoon activities.

Y12/13 – Leading

The sports leaders will be asked to help out at various times during the week – after school, lunchtime, and free periods – to lead activities based at various locations on the island.

## **Combined Cadet Force (CCF)**

**Lieutenant Commander RNR**

**Mr T Slann**

There are CCF contingents in over 400 secondary schools all over the UK, offering young people a broad range of challenging, exciting, adventurous and educational activities. The aim is to enable the development of personal responsibility, leadership and self-discipline. Each CCF is an educational partnership between the school and the Ministry of Defence, our CCF includes 3 sections, Royal Navy, Army and RAF.

Pupils may choose to join the CCF for a two-year commitment starting in Year 10. Initial induction includes presentations from the Army, Navy and RAF after which pupils make a choice as to which one they will join. Please note, due to numbers accepted by the MoD on the various Section Summer Camps, some cadets may not get their first choice of Section.

The first year is spent as Recruits in their chosen Section where they will complete the relevant CCF Proficiency Certificate. This is based on a wide range of new skills and activities as well as developing an 'Esprit de Corps'.

Army and RAF Section cadets are taught to handle and fire the 5.56 L98 Cadet Rifle and those who are dedicated and proficient will shoot the 7.62 full bore rifle and possibly progress to form part of the College Shooting team. Army and RAF cadets complete field craft and self-reliance training and exercises.

The Royal Navy Section will start their RN syllabus training straight away, which includes sailing at the Guernsey Sailing Trust and afloat training in our own Rigid Raider. Joining the RN Section does not preclude any cadet from being part of the CCF or College Shooting team.

All Recruits are expected to attend Annual Camp for all Sections in Year 10 in the UK during Investigation and Discovery week. Note that cadets may not return from Camp until the Saturday following the last day of term; please consider this when booking summer holidays. The most proficient shooters may also attend Bisley in July and other competitions during the year.

Adventurous Training activities form a foundation for further involvement. Cadets are actively encouraged to attend the many MoD camps and courses; these are heavily subsidised to further cadet personal development and to support the wider Cadet Force aims. Cadets should participate in wider community activities such as fund raising, ceremonial parades and civic functions. All cadets are expected to train for and attend the Island's Remembrance Parade in November and at least one other Island parade.

In Year 11 cadets remain in their chosen Section. The Royal Navy Section completes the CCF(RN) basic and advanced syllabuses along with activities afloat and some RYA courses. The Army Section continues with field craft exercises and with blank firing activities. Royal Air Force train for their Part One and Two exams and, whenever possible, visit RAF bases in the UK for air experience on powered trainers such as the Grob.

Cadets in Year 11 and may volunteer for the Honour Guard or join the Corps of Drums. The Honour Guard form part of the Island Cadet Guard with the Guernsey ACF; they learn arms drill to a high standard using the L98 Cadet Rifle so that they can form guards of honour at Island and CCF Parades as well as put on demonstrations to cadets and visitors alike. The Corps of Drums learn to be proficient on the military side drum and also perform for cadets and visitors; they also have an annual 'gig' at the Combined Services Dinner where they drum the diners in to dinner.

At the end of Year 11, cadets may apply to remain with the CCF or are able to choose other Friday afternoon options. Cadets who remain in the CCF continue to work with their Sections and continue with their personal development as a cadet or volunteer to assist in training in the recruits sections as cadet instructors. Cadet Senior NCOs can also be invited to attend Annual Camps and October Training to assist with the management of the younger cadets.

Cadets can continue to shoot, including as an option on Senior Games, and can attend adventure training, leadership and personal development courses or expeditions. Cadets are encouraged and supported in completing activities that count towards the Bronze and Gold Duke of Edinburgh Awards. For further information, talk to Lt Cdr Slann. The following link gives more information regarding the three different Sections: [www.combinedcadetforce.org.uk](http://www.combinedcadetforce.org.uk).

**COMMUNITY SERVICE**

**Group Leader**

**Mr A Carey**

Community service is a valuable activity to choose for your Friday afternoon. Pupils will normally be placed with a local charity and given the opportunity to spend Friday afternoons volunteering and working with them.

In the past pupils have worked with animals at the GSPCA, supported in Les Bourgs Hospice charity shop, developed their green fingers with Plant Heritage, and helped pupils to read at local primary schools. We also try to make sure that pupils complete at least two or three placements throughout the year, to get a variety of different experiences.

Overall, we consider it to be a valuable activity that not only provides plenty of opportunities to develop a CV, but also gives back to the community, by working within an organisation that contributes a great deal. If you would like any more information, please talk to Mr Carey.