

# GCSE OPTIONS BOOK

2009/2010

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**POLAM HALL**  
CONCORDIA CRESCIMUS

**2009**

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## **GCSE**

### **OPTIONS TIMETABLE 2009**

**Tuesday 10<sup>th</sup> February**                      **OPTIONS MEETING for L5 girls and parents**

**Thursday 12<sup>th</sup> February**                      **LOWER 5 PARENTS' EVENING**  
This provides an opportunity to discuss possible option choices with teaching staff

**Monday 23<sup>rd</sup> February**                      **QUESTIONNAIRE RETURNS** – these are used to construct the blocks. We aim to offer the best possible fit for the greatest number.

**Tuesday 10<sup>th</sup> March**  
Option blocks will be available for all pupils.

**Thursday 19<sup>th</sup> March**  
Completed forms should be handed to form tutors.

#### **First half of Summer Term 2009**

Form tutors, subject teachers and careers mistress will discuss choices with pupils and return the forms via pupils to their parents for further discussion, where necessary. We may not be able to satisfy the original request because of a problem of numbers, or a particular choice may be felt to be inadvisable. Any amended forms should be returned to form tutors as soon as possible.

**End of June 2009**

After school examinations, form tutors may need to recommend further changes to a pupil's options if the results suggest this to be wise.

Websites for further information about any of the specifications in this booklet:

AQA: [www.aqa.org.co.uk](http://www.aqa.org.co.uk)

Edexcel: [www.edexcel.com](http://www.edexcel.com)

OCR: [www.ocr.org.uk](http://www.ocr.org.uk)

# GCSE

Currently at Polam Hall all our GCSE students are prepared for examinations in the core subjects, listed below and the three options of their choice. Girls will all take a CLAIT qualification in ICT at the end of this academic year, although the full GCSE course is available as an option subject.

If this programme seems likely to prove too heavy for any pupil, for example, if she is heavily committed to music or sport, she may be allowed to reduce the number of subjects studied creating some free periods per fortnight in which she can do private study or music practice. It is also possible for a pupil to take an additional subject if this should prove desirable.

The subjects available are divided into two groups:

- **Core subjects**
- **Optional subjects** from which pupils choose three

## CORE SUBJECTS:

- **English**
- **English Literature**
- **French (or EFL for overseas students).** German or Spanish **may** be offered for those pupils who have joined the school in L5 or M5 and for whom one of the latter has been their first modern foreign language.
- **Mathematics**
- **Science**

## OPTIONAL SUBJECTS

- Art and Design
- Business Studies
- Drama
- Geography
- German
- History
- Home Economics: Food and Nutrition
- ICT
- Music
- Physical Education
- Religious Education
- Spanish

This course offers a range of endorsements (such as Fine Art, Graphic Communication and Textile Design) but all pupils will begin with the general course. All endorsements are subject to the same unit and assessment requirements.

**Unit 1: Portfolio of Work** (selected from work undertaken during the course of study and must include **more** than one project)

Key Features -

- Set and marked by the school, moderated by AQA
- No time limit
- 60% of the total marks
- A response to all the Assessment Objectives is required

**Unit 2: Externally-Set Task** (where students respond to their chosen starting point to produce a personal response)

Key Features -

- Set by AQA, marked by school and moderated by AQA
- 10 hours supervised time, but unlimited preparation time from January 1<sup>st</sup> in the examination year
- 40% of the total mark
- A response to all Assessment Objectives is required

### **Assessment Objectives**

Candidates must demonstrate their ability to:

AO1 - develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding

AO2 - refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes

AO3 - record ideas, observations and insights relevant to their intentions in visual and/or other forms

AO4 - present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

At the end of the course pupils will mount and present their work in an exhibition, both for the benefit of the External Moderator and family and friends.

# **BUSINESS STUDIES**

# **EDEXCEL**

This course provides the opportunity to take up a new subject relevant to many careers from being self-employed to working in a small or large organisation.

The course is of value to anyone with an interest in business or possibly an ambition to start a business one day. GCSE Business Studies requires an enquiring mind, an interest in learning about the world around us, and in discovering how businesses are set up, or what makes someone a great entrepreneur.

This subject is both active and enjoyable. You need to be good at communicating and explaining your ideas and not be afraid of learning new concepts and working with numbers to solve business problems. You will learn how to be a creative thinker and make decisions. You will also learn about the world of business through research and investigation, as well as through practical tasks.

The course is made up of three units. Whilst studying the first two units you will be introduced to the world of business and will look at how businesses are set up and run and what makes a successful business person. You will understand how to make effective business decisions and how to manage money efficiently. You will also learn how external factors affect businesses, for example interest rates. You will learn how businesses promote themselves and keep their customers satisfied and how they manage the people who work for them. The third unit develops and builds on this knowledge and considers in more detail marketing, financial management and how the wider world affects businesses.

During the course you will take written examinations and carry out a controlled assessment task.

## **Unit 1: Introduction to Small Business**

- Enterprise; starting and running a small business
- Key functions within small business
- Assessment - A written examination paper with multiple-choice and objective test questions. (45 minutes examination)

## **Unit 2: Investigating Small Business**

- Research task based on the content of unit 1
- Controlled assessment

## **Unit 3: Building a Business**

- Marketing
- Meeting customer needs
- Effective financial management
- Effective people management
- The wider world affecting business
- Assessment – A written examination paper consisting of multiple choice, short and extended written answers on data response and scenario-based questions. (90 minutes examination)

## **DRAMA**

## **EDEXCEL**

The majority of the Drama GCSE work is practical. During Middle 5 students develop their skills in Drama, focusing on technique, style and development, covering improvisation and scripted work. During this year they will take their practical mock examination for Paper 1 and Paper 2 during lesson time. They are asked to create two portfolios of work to accompany their Paper 1 mock examinations. These portfolios focus on their response, development and evaluation of the work undertaken in the practical examination.

In Upper 5 students will take their first practical examination, Paper1 Unit 1 during the Autumn Term, followed by Paper 1 Unit 2 in the Spring Term. Students will create two portfolios to accompany this work. The students then have six weeks to create a performance piece in small groups which will be assessed by an external examiner for their Paper 2.

Throughout this course students take part in a variety of theatre visits, seeing approximately two shows each term. The course has no written examination and compliments other GCSE's well, students having finished all of their Drama work before they sit their final examinations for other subjects in June.

### **Paper 1**

#### ***Unit 1 - 30%***

- 6 hour practical examination.
- Classroom teacher as examiner.
- Students respond to a variety of pieces of stimuli from a variety of social, cultural and historic sources.
- Candidates are assessed on their response, development and evaluation skills.
- Portfolio consisting of six A3 sheets including script, costume design, sketches and diagrams, evaluations and writing in role.

#### ***Unit 2 - 30%***

- 6 hour practical examination.
- Classroom teacher as examiner.
- Students read a play script and explore the characters, style and situations practically.
- Candidates are assessed on their response, development and evaluation.
- Portfolio consisting of six A3 sheets including script, costume design, sketches and diagrams, evaluations and writing in role.

### **Paper 2 - 40%**

- In groups of 3 – 6, candidates create performances for presentation.
- The candidates have six weeks to create and develop their work.
- The performances must be between 15-30 minutes depending on the group size.
- The final performances are assessed by an external examiner and each student is given marks for her individual performance.

## ENGLISH & ENGLISH LITERATURE

OCR

The specifications followed for both subjects are set by OCR. In the GCSE specifications there is scope for some overlap, whereby the same item of coursework can be used in folders for both English and English Literature.

Pupils will be entered for **either** the foundation **or** the higher tier. It is intended that most pupils from Polam Hall will be entered for the higher tier, allowing the award of grades A\*-D. Where there are specific reasons, it will be possible for pupils to be entered for the foundation tier, allowing grades C-G and on occasion for GCSE English only.

The tier a pupil is entered for, in both examinations, is not determined by the set in which they have been placed.

### ENGLISH

**Non-Fiction, Media and Information 30%** (Written examination 1 hour 45 minutes.)

- Reading and writing tasks.

**Different Cultures, Analysis and Argument 30%** (Written examination 1 hour 45 minutes.)

- A reading task on literature from different cultures.
- Two writing tasks that analyse and argue.

**Literary Heritage and Imaginative Writing 20%** (Coursework)

- A piece of imaginative writing
- Work on Shakespeare
- Work on poetry

**Speaking and Listening 20%** (Coursework)

- An individual contribution
- A group activity
- A drama-based piece

### ENGLISH LITERATURE

Candidates will take either Scheme A or Scheme B, depending on the preference of the teacher.

#### Scheme A

**Post-1914 Drama 20%** (Written examination 45 minutes.)

**Post-1914 Poetry & Prose 50%** (Written examination 1 hour 30 minutes.)

**Pre-1914 Texts 30%** (Coursework)

- Three pieces chosen from poetry, prose, drama and literary non-fiction.

## **Scheme B**

**Pre-1914 Drama** 20% (Written examination 45 minutes.)

**Pre-1914 Poetry & Prose** 50% (Written examination 1 hour 30 minutes.)

**Post-1914 Texts** 30% (Coursework)

- Three pieces chosen from poetry, prose, drama and literary non-fiction.

## **FRENCH**

## **EDEXCEL**

This course offers pupils the opportunity to develop their language skills acquired in the earlier years for the purpose of practical communication. It establishes a solid foundation of study which can be part of a lifelong learning experience in higher education, at work or for leisure purposes. It is an enjoyable and stimulating course, offering cultural insights into the way of life not only in France but also in French speaking countries around the world. A wide range of multi-media resources are used to cover four main skill areas of listening, speaking, reading and writing.

### **Specification content:**

- At home and abroad (travel, transport, holidays)
- Education, training and employment (school life, work experience)
- House, home and daily routine (family and friends, lifestyle, food and drink)
- Media, entertainment and youth culture (sport, fashion, famous personalities)
- Social activities, fitness and health (free time, interests, health issues)

### **Scheme of assessment:**

#### **Unit 1: Understanding spoken language** (20% of total mark) 25/35 minutes

Candidates listen to spoken French in a variety of contexts and a variety of styles. The content relates to four topic areas: out and about; customer service and transactions; personal information; future plans, education and work.

#### **Unit 2: Knowledge and skills** (30% of total mark) 2 tasks of 4-6 minutes each

Candidates choose one or more of the following themes: media and culture; sport and leisure; travel and tourism; business, work and employment. They will select an activity type such as a presentation, a picture based discussion or an open ended conversation.

#### **Unit 3: Reading** (20% of total mark) 35/50 minutes

The content relates to the four prescribed topic areas set out in Unit 1 above.

#### **Unit 4: Writing** (30% of total mark) two assessment sessions of one hour

Candidates choose one of the five themes (see unit 2) and demonstrate an ability to use the language for different purposes e.g. formal/informal. They need to use a wide range of vocabulary and structures appropriate to context.

The GCSE course highlights the importance of Geography for understanding the world and for stimulating interest in places. Students will gain an understanding of the physical processes and factors that produce diverse and dynamic landscapes that change over time as well as developing an awareness of the ways in which people interact with their surroundings and the ways that their decisions affect the human and physical landscapes. The specification focuses on current issues so students learn to appreciate differences and similarities between people, places and culture and understand the need for sustainable management of both physical and human environments. It provides a sound foundation for those intending to continue to study the subject to a higher level.

The controlled assessment encourages questioning, investigation and critical thinking about topical issues and students will develop the essential skills of problem solving, decision making, synthesising ideas and communicating findings by working individually and as part of a team.

There are two levels of entry – higher tier and foundation tier. The specification is common to both, and students will be entered for the most appropriate level following the mock examinations and after consultation with parents.

## **Subject Content:**

Candidates study a range of themes, places and environments at different scales (local, regional, national, international and global) and in different contexts using carefully selected examples and case studies.

Topics studied will be taken from each of the following options:

- Physical Geography:
  - The restless earth
  - Rocks, resources and scenery
  - The challenge of weather and climate
  - Living world
  - Water on the land
  - Ice on the land
  - The coastal zone
  
- Human Geography:
  - Population change
  - Changing urban environments
  - Changing rural environments
  - The development gap
  - Globalisation
  - Tourism

### **Assessment:**

There are regular internal tests and assessments throughout the course. The final assessment consists of a local fieldwork investigation and two written papers.

- Controlled assessment (25%) – this consists of a geographical investigation based on a task chosen from options provided by AQA of approximately 2000 words based on local fieldwork. It is written up entirely in school under direct supervision at all times, marked in school and externally moderated.
- Written examinations (75%) – these consist of two written papers, each worth 37.5%:
  - **Unit 1 – 1hr 30mins** – Candidates answer a series of questions, including resource based structured questions on the three topics chosen from the Physical Geography options.
  - **Unit 2 – 1hr 30mins** – Candidates answer three resource based structured questions, one on each of the topics chosen for study from the Human Geography options.

It is expected that Unit 1 will be taken at the end of M5 (Yr 10) and Unit 2 at the end of U5 (Yr 11). Work on the controlled assessment will begin during the M5 year and after completion during the Autumn Term of the U5 year will be submitted at the end of the course.

## GERMAN

## EDEXCEL

**The aims and specification for this subject are the same as those for French. However, the themes and cultural content are related to German speaking countries.**

The demands of the subject require a high degree of commitment from the pupil, but also provide plenty of stimulation and interest. It is possible to embark on this course as a beginner in M5.

The four skills of listening, reading, speaking and writing are assessed. The listening and reading elements of the examination make up 20% each of the final grade. The speaking and writing elements make up 30% each of the final grade.

### **Specification content for listening and reading:**

- Out and about: visitor information; accommodation; public transport
- Customer service transactions: cafés and restaurants; shops; dealing with problems
- Personal information: leisure activities; family and friends; lifestyle
- Future plans, education and work: simple CVs; school and college; work and work experience

### **Assessment for listening and reading:**

- **Listening and responding** : candidates listen for, identify and note main points and extract details from language spoken clearly. There is a variety of spoken texts of increasing complexity which may include messages, dialogues, discussions and factual information.
- **Reading and responding:** candidates are required to identify and note main points, extract detail and points of view from a variety of texts and to read for gist.

### **Specification content for speaking and writing:**

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment
- Centre based option

### **Assessment for speaking and writing**

- **Speaking:** candidates record two spoken assessments which could take the form of a transactional situation, a discussion with the teacher of a photo of something personal to the student or a short presentation. The assessments are internally marked and externally moderated.
- **Writing:** candidates carry out two pieces of writing in controlled conditions with a time limit of an hour. The pieces could be a magazine article, a web page, a blog or a letter. The form and subject matter are chosen by the student with guidance from the teacher.

## **HISTORY**

## **EDEXCEL**

We study Modern World history in the expectation that it will enable students to develop an understanding of the world in which we live, as knowledge of the past can inform the present. It also enables teachers to employ a wide range of teaching strategies and materials, including programmes produced for mainstream television or for schools. Students are encouraged to use ICT for research and for the new Controlled Assessment element of the course. Opportunities will be provided to visit major museums such as the Imperial War Museum in London.

We place emphasis in History on key skills such as essay, source work, analytical and thinking skills. It is therefore important that students are willing to read textbooks and make notes and are prepared to think about issues that may be emotionally challenging.

### **Course Content:**

Outline Study on International Relations 1900 – 1991: study three of six options including: the Peace Settlement 1918 – 1928 and the Causes of the Second World War.

Depth Study: Germany 1918 – 1939 or Russia 1917 – 1939 or the USA 1919 – 1941.

Source Enquiry: Britain and the First World War 1905 – 1928 or Britain and the Second World War 1931 – 1951 or A Divided Union? The USA 1945 – 1970.

Controlled Assessment on Representations in History: one from a number of options including The Vietnam War and Changes in British Society 1955 – 1975.

### **Assessment:**

Outline Study: examination of 1 hour 15 minutes. Three questions. Paragraphs and short essays.

Depth Study: examination of 1 hour 15 minutes. Use of a short source. Paragraphs and short essays.

Source Enquiry: examination of 1 hour 15 minutes. One question made up of five sub-questions. It involves demonstrating skills in using the sources which are provided.

Controlled Assessment: a period of teaching is followed by a period of independent enquiry. The controlled assessment lasts for two hours over two lessons. We critically examine how the past has been ‘represented’ in things like films, novels and paintings.

It is possible to take modules during the course rather than sit all the examinations at the end of it. Our strategy will depend on who takes the course.

## HOME ECONOMICS: FOOD AND NUTRITION

AQA

The course aims to promote an interest in, and an understanding of the relationship between diet and health. To achieve this the pupil should be aware of dietary needs within a diverse society, advances in technology and have appropriate scientific knowledge. The pupil should be able to develop a critical and analytical approach to decision-making and problem solving in relation to the specified content. She should be able to show organisation and management of resources, have aesthetic awareness and have an enjoyment of the creative skills involved in food preparation.

### Subject content:

- Nutrition, diet and health throughout life
- Nutritional, physical, chemical and sensory properties of food in storage, preparation and cooking
- Techniques and skills in food storage, preparation and cooking
- Factors affecting consumer choice
- Food hygiene and safety

### Scheme of Assessment:

- **Written examination:** -examines pupils' knowledge of nutrition, food, health and safety. This is a single paper, which covers all grades. The examination is 1 hour 30 minutes in length and is worth 40% of the final grade. There are 6-8 compulsory questions comprised of short answer, structured and free response questions. Some questions may include stimulus material.
- **Controlled Assessment:** -pupils must complete an Individual Investigation and a Research Task, which are both set by AQA. The assessment is to be completed under supervision within the classroom. It is worth 60% of the final grade and will occupy 24-26 hours of supervision.

# INFORMATION & COMMUNICATION TECHNOLOGY

## AQA

The course encourages candidates to choose, use and design information and communication systems to carry out a range of tasks and to solve problems, making effective use of appropriate principles and techniques. They also develop a broad and balanced experience of the range of information and communication systems and their applications and an understanding of their capabilities and limitations.

Entry is appropriate for students who have followed the National Curriculum KS3 programme of study (or similar).

- The AQA ICT (A) specification encourages the investigation and study of Information Technology in a variety of contexts: home, school, recreation, community, business and industry. Competence, capability and critical skills are acquired through the creation, use and evaluation of a range of information systems.

- **Assessment**

- Written Paper  
(differentiated to cover Grades A\*-D or C-G)  
40%
- Coursework:  
Board set assignment  
30%
- Coursework:  
Project  
30%  
Candidates are required to submit a report on the solution to a problem that demonstrates their ICT capabilities. Wherever possible, candidates select a problem from their own area of interest.

# MATHEMATICS

# EDEXCEL

At higher level, the course aims to promote an interest in Mathematics, which can be extended in the Sixth Form. The foundation level is intended to give pupils confidence numerically and to achieve a sound mathematical qualification at GCSE.

All pupils will be entered for GCSE/Key Stage 4 Mathematics at the end of their Upper Five year and will be entered at a level that is appropriate to them.

The final examination consists of two differentiated papers, in bands of overlapping questions. For the first paper candidates are not allowed to use a calculator. There is no coursework. All pupils will be entered at a level that is appropriate to them.

The Mathematics Department seeks to maintain high academic standards so that every student can achieve her full potential but not forgetting that mathematics is a subject to be enjoyed by everyone whatever her attainment level.

## **Course/Specification Content:**

### **Foundation level GCSE:**

- Revision and consolidation of all topics previously covered.
- Graphs.
- General algebraic revision and simple factorisation.
- Numerical work, with and without calculators.
- Geometry of circles and similar shapes.
- Constructions.
- Handling Data.

### **Higher level GCSE:**

- All of the above, and
- Inverse proportion.
- Extension of surd work.
- Exponential growth and decay.
- Quadratic equations, solve by completing the square.
- Quadratic simultaneous equations.
- Gradients of lines that are perpendicular.
- Graphs of  $\sin x$ ,  $\cos x$ ,  $\tan x$ .
- Transformations.
- Congruent triangles.
- Sine and Cosine rules.
- Lengths of arcs, areas of sectors.
- Histograms for grouped data (different intervals).

# MUSIC

# AQA

Those considering this course should enjoy a wide variety of music. They will spend time listening to and appraising many different styles of music, relating this to two compositions of their own, and preparing two pieces for performance. Five Areas of Study (AoS) form the basis for the whole specification. They are:

- Rhythm & Metre
- Harmony & Tonality
- Texture & Melody
- Timbre & Dynamics
- Structure & Form
- 

This examination is intended for the whole ability range.

## **Unit 1: Listening to and Appraising Music 1 hour written paper 80 marks (20%)**

Candidates will explore the five different areas of study through three strands:

- a) The Western Classical Tradition
- b) Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> centuries
- c) World Music

## **Unit 2: Composing and Appraising Music Externally assessed. 40 marks (20%)**

Candidates will compose **one** piece of music which highlights two or more of the five AoS. They must demonstrate a link to one of the three strands listed above. For 2010 this will be The Western Classical Tradition. Candidates will have 20 hours of supervised time in which to complete the composition and two hours of controlled time in which to appraise their work.

## **Unit 3: Performing Music Controlled assessment 60 marks (40%)**

Candidates perform individually and as part of an ensemble. Performances can be recorded at any time during the course. Backing tracks are permissible.

## **Unit 4: Composing Music Controlled assessment 30 marks (20%)**

Candidates will compose **one** piece of music which explores two or more of the five AoS. This may be in any style or genre. There should be clear evidence of the development of ideas in the music. Candidates will have up to 25 hours of controlled assessment in which to complete the composition.

GCSE Physical Education gives girls the opportunity to develop their knowledge, skill and understanding so that they can perform reflectively and with increased physical competence and confidence. The practical activities are selected from 10 areas providing a wide choice to allow the girls to pursue their sporting interests and develop new skills.

From September 2009 the full GCSE is made up of **four** mandatory units. Units B451 and B453 are externally assessed. Units B452 and B454 are internally assessed and externally moderated.

### **GCSE Physical Education aims for candidates to:**

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

### **Units in the GCSE PE programme:**

Unit B451: An Introduction to Physical Education – 1 hour written paper

- Key concepts in Physical Education (competence, performance, creativity, Healthy and active lifestyles)
- Key processes in Physical Education (developing skills, decision making and mental competence)
- Opportunities, pathways and participation in Physical Education

Unit B452: Practical Performance and Analysis 1

- Two performances from two different activity areas
- An Analysing Lifestyle Task (AL)

Unit B453: Developing Knowledge in Physical Education – 1 hour written paper

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

Unit B454: Practical Performance and Analysis 2

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

New to the syllabus are the Coaching/ leading and Officiating areas which girls can enter for one of their practical marks.

### **Common Activities:**

Games activities (Hockey, badminton, netball, tennis, football, squash), Gymnastic activities (trampolining), dance activities, athletic activities (cross country, track and field), Outdoor and Adventurous Activities (Duke of Edinburgh), Swimming activities, Coaching and Officiating.

New additional activities include roller hockey, karate, taekwondo and snowboarding.

# RELIGIOUS STUDIES

# EDEXCEL

Religious Studies consists of two units. The syllabus followed is based around Christianity and one other religion. The second religion we will be studying is Islam. The course does not presuppose faith, and is designed to be accessible to persons of any religious persuasion or none.

The course reflects the dominance of Christianity in this country whilst also taking into account the increasing importance of Islam. It emphasises the relevance of religion to moral and social issues, with the modules entitled: *Religion and Life*, and *Religion and Society*. It follows on naturally from the topics studied by the girls lower down the school.

## Course Content:

### **Religion and Life based on a study of Christianity and at least one other religion**

- Believing in God
- Matters of Life and Death
- Marriage and the Family
- Social Harmony
- Religion and the Media (this will be assessed via coursework)

### **Religion and Society based on a study of Christianity and at least one other religion**

- Religion and Social Responsibility
- Religion and Environment
- Religion: Peace and Conflict
- Religion: Crime and Punishment
- Religion and Medical Issues (to be assessed through coursework)

## **Assessment**

There will be two examinations, each lasting one and a half hours. There will also be two pieces of coursework each of 1500 words which will be completed during the course. The coursework will account for 20% of the final mark.

## SCIENCE

AQA

The National Curriculum for science at GCSE changed in September 2006.

All pupils at Polam will follow one of two routes to a GCSE science qualification. Pupils will be setted according to ability and thus taught at the pace most suitable for them. Pupils will aim for either Science and Additional Science Awards or for GCSEs in each of Biology, Chemistry and Physics.

- GCSE Science is a course which focuses on how science works. All pupils will have completed this part of the course, including an external examination, by the end of M5.
- GCSE Additional Science is a more demanding course which, in combination with GCSE Science, leads to two GCSEs. The examinations for this will be taken in U5.
- The most able students take three modules in each subject, leading to GCSEs in Biology, Chemistry and Physics. Modules 2 and 3 for all these sciences are taken in U5.

All specifications are now modular in approach. This means that girls will be able to sit examinations in some modules before their terminal examinations in the summer of U5.

Coursework is an integral part of all science courses and accounts for 25% of the total marks for each of the separate specifications.

Course specification and assessment are the same as the French course. However, the themes and cultural content are related, of course, to Spain and other Spanish speaking countries.

Both beginners and pupils already learning Spanish may embark on this course. They need to be motivated and committed to serious study of Spanish as a second or third language.

## **Specification topics:**

- At Home and Abroad (regions, towns, holidays)
- Education, training and employment (school life and routine, future plans, work experience)
- House, home and daily routine (home and domestic routine, family, friends, food and drink)
- Media, entertainment and Youth Culture (television, cinema, music, theatre)
- Social activities, fitness and health (sports, exercise, free-time, interests, health issues)

## **Scheme of assessment:**

- **Paper 1: Listening and responding examination.**

Candidates listen to a range of authentic, recorded material and respond by: identifying and noting main points, extracting specific details, identifying points of view, recognising attitudes and emotions, drawing conclusions and understanding reference to past, present and future events.

- **Paper 2: Speaking examination.**

Candidates complete two rôle play tasks and a conversation (two topics) with the class teacher. Recordings are sent to Edexcel for external assessment.

- **Paper 3: Reading and responding examination.**

Candidates read a range of authentic written material of varying lengths. Questions elicit a combination of non-verbal responses, target language answers and answers in English.

- **Paper 4: Writing examination.**

Candidates produce short letters and longer pieces of writing related to a variety of topics, including past present and future events. They need to narrate events, express ideas and justify points of view, using a wide range of vocabulary and structures.

## **ADDITIONAL COURSES**

### **ENGLISH AS A FOREIGN LANGUAGE (EFL)**

Pupils will study towards GCSE English **OR** IELTS (International English Language Testing System) depending upon ability and/or the time at which they join Polam Hall School.

The Director of Studies, Head of EFL and Head of English will discuss each pupil with regard to whether GCSE or IELTS will serve the pupil best, before reporting to the Headmistress. The Headmistress's decision will be final.

### **IELTS – International English Language Testing System**

**OCR**

Students will work towards this examination, taking the final examinations in the Sixth Form years.

IELTS is an internationally recognised examination for admission into higher education. It is accepted by UK universities as proof of language competence.

Polam Hall students will usually be entered for the Academic Module.

<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
60 minutes	60 minutes	40 minutes	11-14 minutes

It will be necessary to travel to centres in either Harrogate or York for the day to sit the examination.

Scores are graded on a decimal scale from 1 to 9 (highest)

Most universities will look for a score of 6.0 – 6.5; which is why students will not sit the examination until their Sixth Form years when they will achieve their highest scores. Students may opt to take the examination as often as they wish but the entry fee currently stands at over £100.

**LOWER 5 OPTION QUESTIONNAIRE: to be returned via Form Tutors by Monday 23<sup>rd</sup> February**

**NAME:.....**

**My option choices are:**

<b>Please put the choices in order of preference</b>
<b>1</b>
<b>2</b>
<b>3</b>
<b>Reserve Choice RC1</b>
<b>Reserve Choice RC2</b>

**SUBJECTS ON OFFER:**

<b>ART</b>	<b>HOME ECONOMICS: FOOD</b>
<b>BUSINESS STUDIES</b>	<b>ICT</b>
<b>DRAMA</b>	<b>MUSIC</b>
<b>GEOGRAPHY</b>	<b>PHYSICAL EDUCATION</b>
<b>GERMAN</b>	<b>RELIGIOUS STUDIES</b>
<b>HISTORY</b>	<b>SPANISH</b>

- **If you have any comments you would like to make, or questions you wish to raise, please use the reverse side of this piece of paper.**