



GCSE OPTIONS 2012-13



CATERHAM SCHOOL

AN EDUCATION FOR LIFE

We believe that a truly excellent education is about more than academic achievement alone. We are a forward thinking school that focuses on developing the whole person, aiming to ensure that each pupil leaves here ready for life at university and beyond. We do not simply prepare pupils to do their best in exams. We help each pupil to understand how to think independently and creatively. We train pupils in information skills so that they understand how to make best use of reading skills and research techniques. As a family school with Christian values we provide a caring and stimulating environment.

AN INTRODUCTION TO THE GCSE COURSES

The academic programme for pupils starting their GCSE years in September requires all pupils to take the compulsory core subjects and to take three other subjects of their choice. The studying of core subjects meets both the National Curriculum objectives and those of the School in providing a desirable basis to education for all pupils at this level. We recognise the value of all subjects in providing depth and interest to education. However, time does not permit all of the subjects studied in the Third Year to be taken as GCSE subjects.

Pupils therefore need to choose three additional non-core subjects. Most pupils will take nine or ten subjects to GCSE. This number of subjects provides sufficient breadth of curriculum to ensure that pupils are acceptable to the universities of their choice and allows sufficient depth to be reached in each subject to give a sound preparation for A level subjects.

The GCSE Subjects:

The Core subjects:

English and English Literature
Mathematics
Science - Biology, Chemistry and Physics
Modern Language

The Option Subjects:

Art & Design	History
Business Studies & Economics	Italian
3 D Design	Latin
Drama	Music
French	PE
Geography	Philosophy & Ethics
German	Spanish
Greek	

The purpose of the option subjects is to allow pupils to express a preference in part of their GCSE curriculum and yet maintain a balanced education to GCSE. To preserve balance and provide for future A level choices the freedom to choose is constrained so that pupils must select **at least one subject from Geography, History, Philosophy & Ethics, and Business Studies & Economics**. These subjects provide balance in the GCSE curriculum and develop skills of writing and analysis and in executing extended pieces of coursework. Each of these subjects provides a basis for the skills required in many subjects at A level. Exceptions to this requirement may be made if a student has a particular interest in and aptitude for a curriculum area- eg a strong linguist might wish to take Latin, Greek and a Modern Language as their options; a student planning a future career in the Arts might wish to take Art, Music and Drama.

N.B. In certain option subjects, pupils will need to show that they have the skills necessary for success before they are allowed to start the GCSE course. This is especially the case in P.E. and Drama. **If uptake for a subject is very small, it may be withdrawn. In this case those who have opted will be invited to select another subject.**

No language can be taken as a new subject in the Fourth Year.

In making choices pupils need to bear in mind that it is generally necessary to have taken a subject at GCSE in order to opt for it at A level, with the exception of Business Studies & Economics, where no prior knowledge is necessary for the A level courses.

Few boys and girls at the Third Year stage have made permanent decisions about their future beyond school. Almost all will change their ideas between the ages of 14 and 17, and so it is important in choosing option subjects to decide, not just based on current interests, but with a view to retaining a breadth of A level options. Since there are entry requirements for the Sixth Form and for individual A level subjects, it is important that pupils choose subjects in which they can expect to achieve good grades. A list of the current Sixth Form entry requirements is given at the back of this booklet.

The grading system for GCSE allowing for A* A B C D E F G grades means that, apart from the most able Mathematicians, at present no students take GCSE subjects early. Those high achieving pupils who may have been previously identified as being able to take a subject successfully at the end of the Fourth Year now set their sights on obtaining an A* at the end of the Fifth Year, and begin to develop skills relevant to A level.

The major part of this booklet describes the work done in each of the GCSE subjects. Each subject entry covers the content of the course and the nature of the examinations and the coursework or investigations that form part of the final course marks. It is worth noting that 5% of marks both in examinations and in coursework are often awarded for spelling, punctuation and grammar.

There are two ways in which the Examination Boards make allowances for pupils with dyslexic difficulties. They may choose not to be marked on their spelling and grammar with the result that their GCSE certificate is endorsed to say "special arrangements were made to enable this candidate to be assessed for this syllabus". Alternatively, they may elect to sit examinations with an allowance of extra time for which there is no endorsement on the certificates. Other than in exceptional circumstances, the School policy is to direct the special teaching of these candidates to enable them to succeed under the second of these options.

Examinations during the GCSE years

Internal examinations are held in the Fourth Year to measure progress, and in the Fifth Year a full set of 'mock' examinations is held preparatory to the final examinations in May/June. In addition to these examinations, there is a regular testing programme in all subjects. Both the testing and examination programme aim to build up knowledge and to provide experience in techniques of examinations prior to pupils' first experience of Public Examinations. It is important for both pupils and parents to take each examination experience seriously so that pupils develop the range of skills necessary to be successful at the final GCSE examinations. It is now the case that in some subjects a significant amount of the GCSE is examined through internally managed 'controlled assessments'. A controlled assessment policy is published on the school website. A schedule of controlled tasks is sent to parents at the start of each academic year.

Homework

Homework allows pupils to build up gradually the notes and knowledge that will sustain them over the two-year programme to the GCSE examinations. To facilitate the organisation of homework each pupil is issued with a Student planner and a homework timetable which shows when work is set and due. Our emphasis for our pupils is that they can maximise their opportunities in the future by working towards the best possible set of grades, and that this can only be achieved by appropriate study strategies.

Reports

Parents' evenings are held once a year for each Year Group and provide an opportunity to discuss progress with each of the subject teachers. The dates for Parents Evenings are always announced well in advance through the termly calendar and, just prior to the evening, pupils are issued with sheets on which to book appointments for their parents. Subject teachers and Tutors also prepare written reports once a year. Pupils' progress is monitored each half term through effort and attainment grades. Grade reports are sent home with pupils at the end of each half term. Fourth Years receive their reports at the end of the Summer term and Fifth Years at the end of the Autumn term. Between these opportunities, if

parents wish to discuss the academic progress of their son or daughter they should, in the first instance, get in touch with the Subject Teacher, Tutor or the Head of Year.

An additional form of monitoring is a report card which is issued to pupils having particular problems in the organisation of work and the sufficiency of their Prep. This report is completed daily and requires to be monitored and signed for completed prep either by parents or by boarding house staff. By reviewing a pupil's work habits closely it is hoped to develop better study habits and so promote improved grades of achievement, and through these, better self-motivation and confidence.

Co-Curricular Activities

During the GCSE years, it is important for pupils to pursue a number of interests, activities and hobbies that will give both depth and breadth to their developing personalities. Apart from games, there is a range of activities in school that can support this development. We will record the positive achievement of pupils in both school-initiated enterprises (holiday projects, activities, etc) and their own hobbies and pursuits. In this way pupils will gradually build up useful records reflecting their development and any responsibilities they have undertaken. These records, continued into the Lower Sixth, will then provide useful background to university and other applications.

Personal and Social Education

Personal and Social Education issues are covered in each of the Fourth and Fifth Forms and form a core part of the school's curriculum for all pupils. Course topics include prejudice and self-esteem, society's values, the law and young people, drugs and drug issues, birth issues, health issues including AIDS, loss and bereavement. The course is taught through videos, speakers and most often through small group discussions, case studies and role-playing.

Games

A Games and Physical Education programme takes place on one afternoon a week in the Fourth Year. Activities revolve around the major games of rugby, netball, hockey, lacrosse, cross-country, cricket, tennis, rounders and athletics. In the Fifth Year the games afternoon is shared with the Sixth Form so that a wider range of activities is offered. Not only are the major games continued, but also there are optional activities for non-team players including swimming, water sports, squash, badminton and horse-riding.

ART

Exam Board: Edexcel

GCSE Art could be the first step towards a wide range of careers. Anyone who might eventually wish to train as a Designer (Industrial, Textiles, Graphics, Product, Fashion, Costume, Theatre & Film Sets, etc.), an Architect, an illustrator, a Photographer, or who may wish to enter the visual side of Advertising, Film, T.V., Computers, etc, should opt for GCSE and then A level Art. However, like all good education, Art offers more than a good grounding for a particular career. It fosters and encourages imagination, sensitivity, conceptual thinking, powers of observation, analytical abilities and practical attitudes. These attributes, together with the development of independent thinking skills help to build a fully rounded individual.

Art demands different skills from its students and can provide a welcome change of pace and emphasis in a pupil's week. Initially pupils follow projects as a group. They use sketchbooks regularly for set work and personal research, and as a critical studies journal to record and respond to their growing awareness of and interest in art history and contemporary practice. Towards the end of the third term, it is expected that pupils will be initiating their own work following their own particular strengths and interests.

Candidates for GCSE may work in a variety of media using a range of approaches. At Caterham we offer: painting, (watercolour, acrylic, oil, oilsticks) on paper and canvas; drawing, (pencil, pastel, charcoal, pen, graphite); ceramics & sculpture; printmaking, (mono, collagraph, lino, drypoint etching, silkscreen); textiles, (felt, batik, stitch, weave, knit, paper pulps and mache). The photographic darkroom, (equipped for black & white chemical photography) computers with scanners, A3 colour printers and photoshop, as well as a departmental library serve as additional resources. Additionally, the facilities within 3D Design are also available to artists. These media and resources are available to be mixed and stretched as far as pupils' imaginations can allow them.

The strength of GCSE Art at Caterham is in its broad definition of artistic practice. Pupils who show commitment and enthusiasm can achieve outstanding results whether they are creative and skilful painters or draughts people or their strengths lie in colour and design, texture and form or other areas. Commitment, enthusiasm and an openness to explore possibilities are the major requirements for success at GCSE in Art.

Caterham follows the Edexcel GCSE syllabus. Like all other Art GCSE examinations, the course is internally marked and externally moderated. Sixty per cent of the marks are allocated to two units of coursework and 40% to the externally set and timed unit. Coursework is not an additional element but is built up, through lessons and homework, over two years towards a final exhibition at the end of the course.

Occasional Saturday workshops, some with visiting artists and teachers, are offered to pupils as an enhancement of the course. The established artists day residencies afford an opportunity for all GCSE artists to work with an artist, during the school week, in the school studios. Gallery visits are encouraged and at least one visit will be made as a group during the course.

Edexcel has consistently described Caterham's GCSE Art as 'superb – one of the best centres seen'.

BUSINESS STUDIES AND ECONOMICS

Exam Board: Edexcel

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

It is unlikely that you will have studied business before taking this course, but that does not matter. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur.

Is this the right subject for me?

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

What will I learn?

While studying the first two units of this course in the Fourth Year you are likely to learn many new things. You will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved.

In the Fifth Year you will find out how to think like an economist and learn how the economy functions, the government's role in the economy and its impact on business. You will also examine what causes businesses to fail and how businesses grow. You will study many issues within the world of business such as inequality.

What can I do after I have completed the course?

A GCSE course in Business Studies and Economics can help you prepare for further and higher education. They prepare you for AS/A2 Levels as well as BTEC and NVQ courses in many different subjects.

You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. Even if you do not want to go on to study business or economics further you will have benefited from studying a GCSE course because many jobs that you do will involve working for a business.

However, a GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

The units contain the following core topics:

Unit 1 Introduction to Small Business (Year 4)

This unit contains five topics:

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

Unit 2 Investigating Small Business (Year 4)

Same content as Unit 1.

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

Unit 5 Introduction to Economic Understanding (Year 5)

This unit contains five topics:

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

Units 1 and 2 are completed in the Fourth Year and will be externally examined in the summer term. Unit 5 is completed in the Fifth Year and will be examined in the summer term.

DRAMA

Exam Board: AQA

Drama GCSE offers students the opportunity to experience all aspects of theatre, developing performance skills in script and devised theatre units as well as learning new techniques in theatrical production. Students may choose to be assessed on their technical skills as well as their performance skills. Technical specialities include stage management, lighting, sound, set design, mask and properties.

The course develops independent learning, self assurance, communication skills, lateral thinking and practical application of theory as well as an understanding of the role of drama in society and an appreciation of theatre as an art form.

Over the course of the two years students will explore:

1. Devised Thematic Work
2. Acting
3. Improvisation
4. Theatre in Education
5. Physical Theatre
6. Set Design
7. Costume
8. Make-up
9. Properties
10. Masks
11. Puppets
12. Lighting
13. Sound
14. Stage Management

They will develop knowledge and understanding of:

- Different genres and performance styles. These may include the exploration of a range of genre identifiable by common elements. These are characterised by the nature of the subject matter or its form of performance. This may be linked to an historical period or a particular company or group of practitioners. A range of styles can be explored. These may include: abstract, devising, didactic, dramatic irony, hot seating, interviews, mantle of the expert, melodrama, mime, narration, re-enactment, representational, ritual, role on the wall, role reversal, simulations, sound tracking, still image, styles linked to specific playwrights, and thought tracking.
- The ways in which performers and designers communicate meaning to an audience through the exploration of drama
- A range of stage and performance conventions
- Appropriate drama terminology and how to use it
- How plays are constructed and realised through the study of at least one substantial play
- How to create, interpret and communicate a role or character
- Drama within its social, cultural and historical context, identifying and establishing how this might impact on any performance.

Emphasis is placed on positive teamwork to solve creative and logistical problems. A demanding course, Drama seeks to promote individual prowess alongside social skills. Clear commitment to rehearsals, to the creative process and to the other course members is vital.

Assessment is via two units of practical coursework (one of which is externally moderated) (60%) and a written examination (40%). There is no written coursework but throughout the course students will learn to discuss and evaluate their own work as well as the work of others in preparation for the written examination. A major element of the course is practical performance and students are actively encouraged to work with touring theatre companies and to visit a variety of plays throughout the course, in addition to department led visits.

ENGLISH AND ENGLISH LITERATURE

Exam Board: CIE (Cambridge IGCSE)

Candidates are entered for the examinations set by CIE in both cases and there is the opportunity to write an English Literature coursework unit on one of the texts set for the examination.

English (First Language)

The examination consists of one paper of teacher-assessed written coursework (50%) and one 2 hour written examination paper (50%) (designated 'Paper 2: Reading Passages [Extended]').

The coursework comprises three units:

1. A piece of writing which is informative, analytical and/or argumentative. This could take the form of, for example, a logbook/diary or be an argument from an informed, personal viewpoint about a topical issue (i.e. writing to *persuade*).
2. A piece of writing which is imaginative, descriptive and/or narrative. This could take the form of, for example, a detailed description or be a story which demonstrates the candidate's understanding of how to create character, how to use significant detail and how to structure a narrative (i.e. writing to *entertain*).
3. A piece of directed writing in response to a text or texts chosen by the candidate (or by the candidate with the teacher's approval). This assignment is assessed for both reading and writing skills. The text(s) must contain facts, opinions and/or arguments which can be analysed and evaluated by the candidate. The candidate should explain the views presented in the text(s),

develop any ideas of interest and argue with or against them, examining them for inconsistencies and substituting complementary or opposing views. The assignment may be written in an appropriate form (e.g. an article/letter/speech) but it must not have the same form and style as assignment 1.

Each coursework assignment should be between 500-800 words long and there is the opportunity to re-draft all three pieces. The first draft of one of the three pieces must be included in the final portfolio.

There is the possibility of 'cross-over' assignments for IGCSE Literature and IGCSE First Language. For example, assignments may be based around a response to Literature e.g. an imaginative response written from the viewpoint of a character in a novel. Assignments may relate to a text or texts being studied for IGCSE Literature.

There is **one examination paper** which is 2 hours long and which contains three questions. The questions will relate to two passages of approximately 600-700 words each, linked by a common theme. There will be three questions:

1. Candidates will be asked to produce a piece of directed writing in response to the material in the first passage. This could take the form of, for example, a letter, a talk, a discussion, an interview, a report or an article. Candidates are expected to be able to select, analyse and evaluate what is relevant to specific purposes.
2. This question, which is set on passage one only, requires candidates to understand how writers achieve effects. They might be asked, for example, to explain how a writer makes use of colour and sound.
3. This question (which may be subdivided) will require candidates to summarise material in each of the passages.

English Literature

The coursework for IGCSE Literature comprises 25% of the whole assessment. There is one 'open book' (clean texts) examination lasting 2 hours 15 minutes. There is an opportunity to write one coursework assignment on one of the examination texts. The coursework assignments should all be 600-1000 words long.

The coursework portfolio contains TWO assignments which are on texts of the teacher's choosing. There are no period or genre limitations on the choice of texts, but one of them is always likely to be by Shakespeare (currently *Macbeth*). Each assignment should be based on the study of one complete text, equivalent in scope and demand to a set text on the examination paper (Paper 1).

The examination paper has three sections: Drama, Prose and Poetry. Candidates answer one question from each section. All questions carry equal marks. On each set text, candidates have a choice of three questions as follows:

- Poetry – one passage-based question and two essay questions
- Drama – one passage-based question, one essay question, one empathic question
- Prose – one passage-based question, one essay question and an empathic question

Candidates must answer at least one passage-based question. 'Empathic' questions give candidates the opportunity to engage more imaginatively with the text by assuming a suitable 'voice' (i.e. a manner of speaking for a specific character).

All questions encourage an informed personal response which means that candidates have to demonstrate:

- Their personal response (answering questions such as 'What do you think?')
- Their knowledge of the text through the use of close reference to detail and use of quotations from the text
- Their understanding of characters, relationships, situations and themes

- Their understanding of the writer's intentions and methods, and response to the writer's use of language.

Typical examination texts are: *Journey's End* by R.C. Sherriff, *The poetry of Tennyson*, *Anthologies of poems and stories* compiled by the examination board, *The Great Gatsby* by F Scott Fitzgerald.

GEOGRAPHY

Exam Specification: Edexcel B (2GB01)

Geography is a subject that bridges the humanities and sciences. It focuses on people and their relationship with their environment, both human and physical. In the past, the physical and human elements have all too often been separated. However, the modern approach integrates these two closely linked areas to create a subject that is so important to our understanding of the planet on which we live.

GCSE Geography at Caterham follows the Edexcel B 2GB01 specification. This is a modern specification for the 21st Century, engaging the interest of students by covering exciting and relevant issues that challenge the future of our dynamic and evolving planet. It adopts recent approaches to the study of geography and focuses on a range of places at different levels of development from different parts of the world.

In total there are three exam Units, sat at the end of the Fifth Year, and one piece of controlled assessment. Each is worth 25% of the overall GCSE.

Unit 1, Dynamic Planet, consists of 4 compulsory topic areas, and 2 options. The compulsory topics are:

- Topic 1 – Restless Earth
- Topic 2 – Climate and Change
- Topic 3 – Battle for the Biosphere
- Topic 4 – Water World

The option topics are:

- Option 1 – Coastal Change and Conflict OR River Processes and Pressure
- Option 2 – Oceans on the Edge OR Extreme Climates

Unit 2, People and the Planet, consists of 4 compulsory topic areas, and 2 options. The compulsory topics are:

- Topic 1 – Population Dynamics
- Topic 2 – Consuming Resources
- Topic 3 – Living Spaces
- Topic 4 – Making a Living

The option topics are:

- Option 1 – Changing Cities OR Changing Countryside
- Option 2 – Development Dilemmas OR World of Work

Unit 3, Making Geographical Decisions, is a piece of comprehension work base on a set of pre-released materials on a geographical issue that the candidates will study in detail prior to the exam. They will then be asked questions on this issue, with reference to the resources. This exam will take a very similar format to the exam sat at the end of the Third Year.

Unit 4, the Controlled Assessment, is a field study-based piece undertaken in the autumn term of the Fifth Year. In the first half of term all lessons are devoted entirely to this. Teaching will resume after the half term break. Apart from the obvious contribution to GCSE, the research skills learned on the field study and ICT-based assessment presentation are valuable through to university and beyond.

In the Fourth Year there has been a field study to the Dorset Coast, the River Cuckmere and the Olympic Site in the past. This depends on the relevance to Unit 3, and is likely to change year by year. In the Fifth

Year we currently undertake our fieldwork in Croydon or on the River Darent, although this may change in the coming years as fieldwork tasks, set by the board, change year on year.

GCSE Geography therefore provides a rounded introduction to the Human Sciences and a broad-based foundation for further study at A level and university, both in Geography and in a range of other subjects. The majority of pupils at Caterham regularly achieve A and A* marks (90% in 2008), and gain the same range of skills that make geographers the most employable university graduates.

GREEK

Exam Board: OCR

Greek is offered as a GCSE option subject for those with two or more years' experience of the language. The GCSE specification allows candidates to experience at first hand elements of the culture, language and political life of a civilisation that has, perhaps more than any other one, exerted a profound and ongoing influence on Western Civilisation.

The OCR syllabus is followed, and candidates are entered for the Higher Tier, enabling them to gain grades from C to A*.

Four papers (or units) are taken, which test in turn a candidate's skill in unseen translation and comprehension, and knowledge of the prose set text (typically an extract from Herodotus' *Histories*) and verse set text (typically an extract from Homer's *Iliad*). There is no coursework.

Unit One is the first language paper. The Greek passages on this exam paper tell a story or stories drawn from mythology or Greek domestic life. Pupils will answer some comprehension questions and translate a small extract of Greek into English.

Unit Two is the second language paper. The Greek passages on this exam paper recount a story or stories drawn from history. Pupils will answer some comprehension questions and translate a small passage of Greek into English.

Unit Three is the prose literature paper. Pupils will answer comprehension and literary appreciation questions on the prose texts (typically, extracts from Herodotus' *Histories*) which they have studied in class.

Unit Four is the verse literature paper. Pupils will answer comprehension and literary appreciation questions on the verse texts (typically, extracts from Homer's *Iliad*) which they have studied in class.

The coursebook followed is *Hellenikon*, which has been developed in-house to meet the needs of Caterham students following the course to GCSE level. Handbooks are also produced for each of the set texts, to provide candidates with useful background material, notes, vocabulary and practice questions.

Greek goes together most naturally with Latin, but can just as easily be taken to GCSE level in combination with other subjects. If a candidate is linguistically competent, prepared to work hard and is willing to study the proscribed texts in depth, then high grades are eminently possible.

HISTORY

Exam Board: Edexcel

Five good reasons to study History:

- (a) The content is exciting and the issues are engaging.
- (b) The skills are highly valued by employers: the ability to think critically and independently and the ability to read, write and argue efficiently and effectively are relevant to any career.

- (c) The process of history is exciting – the opportunity to work with ideas and original documents and to formulate your own view.
- (d) ‘*The broad mass of the nation ...will more easily fall victim to a big lie than to a small one.*’ Adolf Hitler (Mein Kampf, 1925). People NEED to know what happened so they can make their own minds up.
- (e) If you are interested in the world around you and the people in it, remember that it is only by knowing the past that we can understand the present and why people act as they do.

This course covers Modern European and World History in the 20th century. There are FOUR components which make up the GCSE, each worth 25% of the total:

Unit One – Peace and War: International Relations 1943-91

- How did the Cold War develop? 1943-56
- Three Cold War crises: Berlin, Cuba and Czechoslovakia c1957–69
- Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991).

Unit Two – Modern World Depth Study

One topic from the following two will be studied in greater depth:

- Germany 1918–39
- The USA 1919–41

Unit Three – Modern World Source Enquiry (evidence based)

- War and the Transformation of British Society c1931-51

Unit Four – Representations of History (controlled assessment)

- Vietnam 1960-75

Method of Assessment

Units One and Two – One of these will be examined at the end of the Fourth Year and the other at the end of the Fifth Year. Each unit has one paper lasting 1¼ hours.

Unit Three – The questions on this 1¼ hour paper, to be examined at the end of the Fifth Year, are based on a selection of sources, testing the ability to use evidence critically.

Unit Four – There will be one essay question and two questions based on given representations. The questions will be known in advance and will be written up in controlled conditions but with notes that will be prepared beforehand. It will be marked internally and moderated externally.

Historians are encouraged to conduct their own research such as interviewing relatives and Old Cats about their experiences in the Cold War.

There is an active History Society through which students can pursue their passion for the subject by listening to visiting academics, watching films relevant to the course, engaging in formal debate and entering research competitions.

LATIN

Exam Board: OCR

Latin is offered as an option subject for those who are studying Latin in the Third Year. The subject should not be seen merely as a possible choice for brilliant linguists. Latin at GCSE involves a stimulating combination of language, literature and classical studies. High grades are attainable by any candidate who has made a good start to the language, is interested and is prepared to work. The OCR syllabus is followed, and candidates are entered for the Higher Tier, enabling them to gain grades from C to A*. At GCSE level, four papers (or units) are taken, each of an hour's duration. There is no coursework.

The coursebook followed is *Discenda*, which has been developed in-house to meet the needs of Caterham students following the course to GCSE level. Handbooks are also produced for each of the set texts, to provide candidates with useful background material, notes, vocabulary and practice questions.

Unit One is the first language paper. The Latin passages on this exam paper tell a story or stories drawn from mythology or Roman domestic life. Pupils will answer some comprehension questions and translate a small extract of Latin into English.

Unit Two is the second language paper. The Latin passages on this exam paper recount a story or stories drawn from history. Pupils will answer some comprehension questions and translate a small passage of Latin into English.

Unit Three is the prose literature paper. Pupils will answer comprehension and literary appreciation questions on the prose texts (typically, extracts from writers such as Caesar, Cicero and Tacitus) which they have studied in class.

Unit Four is the verse literature paper. Pupils will answer comprehension and literary appreciation questions on the verse texts (typically, extracts from Virgil, Ovid and Catullus) which they have studied in class.

Latin is a highly regarded subject that can only enhance a candidate's GCSE portfolio. The advantages for capable modern linguists of pursuing Latin to GCSE level are obvious, but the course will help any candidate to develop analytical skills and intellectual flexibility which will be useful in a wide range of jobs or in further study.

MATHEMATICS

Exam Board: IGCSE Edexcel, option A

The IGCSE syllabus encourages pupils to develop:

- a positive attitude to mathematics, including confidence, enjoyment and perseverance.
- an appreciation of the place of mathematics in society and ability to think mathematically - precisely, logically and creatively.
- a willingness and ability to work independently and co-operatively.
- an ability to understand mathematical ideas and to communicate them.
- an appreciation of the interdependence of different branches of mathematics.
- an appreciation of the ways in which mathematics is used and the knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in their own lives.

Pupils will then have an ability to use mathematics across the curriculum and the IGCSE course in particular provides a firm foundation for further study at Advanced Level.

The Four Areas of study are:

1. Number
2. Algebra
3. Shape and Space
4. Handling Data

All sets are entered for the 'Higher Tier' giving a full and balanced opportunity for pupils to show what they know, understand and can do.

Higher Tier Grades A*, A, B, C and D are available.

Assessment: Two written examination papers, 3H and 4H (calculators in both) 2 hours each, equally weighted.

N.B: There is **no coursework** component for this examination.

ADDITIONAL MATHEMATICS

Set 1 in the Fourth Year (Year 10) sit the IGCSE examination in May/June and go on to study for the Free Standing Qualification in Additional Mathematics offered by the OCR examination board, sitting the examination at the end of the Fifth Year (Year 11) alongside their other GCSE's. Set 2 also study this course but will probably sit the examination together with the usual IGCSE. This course offers a broad and challenging mathematics component to the Fifth Year curriculum strengthening algebraic skills, encouraging rigour in solutions to problems and introducing modelling in mechanics and statistics: indeed, many of the areas of study overlap the mathematics covered in the Lower Sixth AS course and as such, it is excellent preparation for Mathematics in the Sixth Form.

Assessment: A single written paper of 2 hours, with calculator.

MODERN LANGUAGES - FRENCH, GERMAN, SPANISH, ITALIAN

Exam Board: AQA

Why study a foreign language?

- 90% of the world's population live in a country where English is not the native tongue.
- 74% of all employers are looking for candidates with language skills.
- A GCSE course in a foreign language is stimulating and enjoyable. Whilst emphasising pupils' roles as European citizens, it also teaches practical communication skills and develops awareness of pupils' own cultures and those of French, German, Spanish and Italian speaking countries - an important asset for life in the 21st Century.

We use the AQA examination board for all four languages. The four key skill areas of language learning - Listening, Speaking, Reading and Writing - are tested separately. Pupils can be entered for foundation or higher levels for the Listening and Reading components, although in practice the majority of pupils are entered for higher level. For the Speaking and Writing papers, now examined as controlled assessment assignments, differentiation is by outcome.

The Listening and Reading each carry a weighting of 20% whilst the Speaking and Writing are each worth 30% of the final mark. Regular assessments and past paper practice help teachers and pupils to identify particular strengths and needs which are dealt with before the GCSE examination.

The textbooks used at GCSE are the following:

French	AQA French
German	AQA German
Spanish	Mira
Italian	Amici

Lessons are conducted mostly in the target language and, as well as the textbook, we use other resources such as newspaper and magazine articles, internet resources and computer based materials. We have a 26-station digital multimedia centre, which is now an integral part of Modern Language learning and teaching at Caterham School. It allows the pupils to develop their confidence in oral and listening activities and promotes independent learning via the internet and other departmental resources. In addition, the department makes use of various online resources, which the pupils can access at home.

Assessment

Homework covering a variety of skills is set twice a week. In addition to normal school examinations pupils will have the opportunity to practise past papers in preparation for the GCSE.

In addition, we strongly advise all pupils to visit the country where the language is spoken and to practise speaking as often as they can. To this end, we organise visits to France, Germany, Spain and Italy in the either Fourth or Fifth Year.

MUSIC

Exam Board: AQA

Who should consider taking GCSE Music?

All pupils are welcome to take GCSE Music. It is an excellent option for anyone who enjoys playing, writing or listening to music. In practice, candidates will be pupils already taking instrumental or singing lessons.

What does the course consist of?

Composition: Candidates write two compositions in accordance with various guidelines. One of these are marked by your teacher and submitted to AQA for moderation, the other is sent directly to AQA for marking. Both are timed assignments, one being 25 hours and the other being 20 hours of supervised time.

Performance: Candidates must perform one piece of music as a soloist and as one as part of a group to complete the course. These should last no more than five minutes each. There are marks awarded for difficulty with a standard above grade 4 achieving the highest marks. The two performances are recorded and sent to the board for moderation.

Listening: Candidates explore five areas of study through music of various types, grouped in three main categories:

- Western Classical Music
- Popular Music of the 20th & 21st centuries
- World Music

Candidates will sit a final exam in which they will answer questions on recorded extracts of music exploring the genres above.

What part does Music Technology Play?

Candidates may perform and write compositions for using music technology. Candidates will publish finished versions of most conventionally written compositions using the *Sibelius* programme.

How is the exam marked?

Composition 1	20%	Coursework
Composition 2	20%	Coursework
Performance	40%	Coursework
Listening	20%	Written Paper

PHILOSOPHY AND APPLIED ETHICS

Exam Board: OCR

The syllabus chosen is deliberately a highly relevant, practical and academically stimulating one. Over the two years a vast array of philosophical and ethical issues will be discussed.

Students who chose the Philosophy and Applied Ethics course will have an opportunity to begin exploring the ultimate questions that philosophers have considered and debated through the ages. Pupils will be introduced to arguments regarding the nature of God and belief, the debate between Religion and Science, and various attitudes toward death, the afterlife, good and evil. Students will also explore ethical issues related to human relationships, medical ethics, equality and human rights, poverty and wealth, war, peace and justice and the media.

Philosophy and Applied Ethics like most other Humanities is essentially about the acquisition of skills not learning a body of knowledge. It is those skills (the ability to argue, to write clearly and concisely, to select and deploy relevant points, etc) that will be of use later on in life. These skills are transferable and can be used in whatever subjects you choose to study at 'A' level and beyond.

The aim of the course is threefold:

1. That pupils should examine and understand both religious and non-religious attitudes towards these relevant and controversial issues.
2. That pupils should develop an alert and enquiring mind. This includes an ability to critically analyse the views of others, and an increasing degree of independent judgement which can select salient points.
3. That pupils should learn to communicate effectively both on paper and orally so that they can present their own views and pursue arguments to their logical conclusions.

Assessment is based on four unit exams [1 hour each] that are externally assessed.

If you enjoy examining moral issues and discussing current events; if you are prepared to listen, understand, argue and debate and if you are willing to think through and justify your own opinions on issues that will affect you sooner or later, then you are likely to enjoy the Philosophy and Applied Ethics course.

PHYSICAL EDUCATION

Exam Board: Edexcel

GCSE Physical Education enables pupils to develop their practical skills in arrange of activities, and to gain knowledge of the theoretical basis of sport. The syllabus consists of two parts:

Practical (60%)

Pupils study five different sports, from which they will then select **four** for assessment.

Boys: select four from Rugby, Hockey, Cricket, Athletics and Swimming

Girls: select four from Lacrosse, Netball, Tennis, Athletics and Swimming

Pupils aim to improve their performance in each sport and to build on their knowledge of the necessary skills, tactics and rules. They are assessed throughout the course and then in a final practical

assessment at the end of the course. In addition, pupils choose one of their activities to explore in greater depth, and will be assessed on their ability to analyse performance in this activity; this includes planning, performing and evaluating a Personal Exercise Programme.

Theory (40%)

The syllabus for the theoretical aspects of Physical Education is broken down into two sections:

- The first, '**healthy, active lifestyles**', requires pupils to develop an understanding of physical activity in relation to a healthy, active lifestyle, looking at influences on involvement, fitness, training and diet.
- The second, '**healthy, active body**', focuses on the body systems and structures and how they are developed through exercise.

There is a written examination at the end of the course to assess the pupils' theoretical knowledge, comprising mainly short answer questions.

With its cross-curricular content, the study of GCSE Physical Education complements work in other subjects, particular Biology. It provides a fun, yet challenging option for the sports-minded, and can be continued at AS and A Level in the Sixth Form.

SCIENCES

Exam Board: Edexcel IGCSE

Science is a core subject, which is studied by all pupils in the school up to G.C.S.E. Pupils are prepared for the London Edexcel IGCSE Science Examinations. The subject is taught as the three separate Sciences of Biology, Chemistry and Physics. Pupils will be entered for either the IGCSE Double Award Science Examination (2 GCSE passes) or three separate IGCSE Sciences (3 GCSE passes)

IGCSE Double Award Course

Double Award is the usual examination taken nationally by the majority of pupils and provides the required background needed to study any of the three individual sciences in the Sixth Form at AS or A2 level. The new AS courses are written on assumption of knowledge of Double Award. In fact IGCSE Double Award provides a better foundation for taking Sciences at AS level than the 'old' GCSE.

The course provides a sound foundation of knowledge and develops an understanding of the concepts, principles and application of the three separate sciences. Each science is taught by a specialist teacher and is allocated three periods a week in the fourth and fifth years.

The course is divided into four elements:

- Experimental and Investigative Skills (Scientific Investigations)
- Biology
- Chemistry
- Physics

Pupils following the Double Award Course will take three separate 2 hour terminal examinations in Biology, Chemistry and Physics. The examined subject is given a double award e.g. A*A*, AA, BB, or CC and is equivalent to two GCSE passes. An A*A*, or AA grade indicates the potential to take a science subject at A level provided that the performance on the individual subject paper was also at the requested standard. Pupils are entered for the GCSE at the Higher level.

Double Award		
BIOLOGY	B1:	Nature and Variety of Living Organisms
	B2:	Structures and Functions in Living Organisms
	B3:	Reproduction and Inheritance
	B4:	Ecology and The Environment
	B5:	Use of Biological Resources
CHEMISTRY	C1:	Principles of Chemistry
	C2:	Chemistry of the Elements
	C3:	Organic Chemistry
	C4:	Physical Chemistry
	C5:	Chemistry in Society
PHYSICS	P1:	Forces and Motion
	P2:	Electricity and Electromagnetism
	P3:	Waves
	P4:	Energy resources and Energy Transfer
	P5:	Solids Liquids and Gases
	P6:	Magnetism and Electromagnetism
	P7:	Radioactivity and Particles

There is **no coursework** in IGCSE Science

IGCSE Separate Science Courses

At Caterham, all pupils will follow the Triple Award (Separate Sciences) course in the Third and Fourth Year. After the January exams of the Fourth Year pupils and parents will be advised if we think the Double Award route might be more suitable option. If this is the case then they will complete the Fifth Year in a Double Award set.

Pupils following the Triple Award course will take the same 2 hour exams in Biology, Chemistry and Physics as a Double Award pupil. In addition they will sit a further 1 hour extension paper in each of the three Sciences. Pupils following separate science courses will receive accreditation for IGCSE Science: Biology, IGCSE Science: Chemistry and IGCSE Science: Physics. Each examined subject is given a separate single grade award e.g. A*, A, B or C. The work covered in each subject is the same material for Biology, Chemistry and Physics in the Double Award plus extension material in each area.

3D DESIGN

Exam Board: AQA

GCSE 3D Design has replaced Design and Technology at Caterham. The new 3D Design course allows for more creativity and a broader spectrum of outcomes which will include Furniture design, Lighting, Jewellery and Product Design. 3D Design is primarily concerned with designing to meet a need in a functional and aesthetic manner.

3D Design could be the first step towards a wide range of careers. Anyone who might eventually wish to train as a Designer (Industrial, Product, Furniture, Theatre & Film Sets, Jewellery etc.), an Architect, an animator, a Computer based designer, etc, should consider 3D Design at GCSE and A-level.

3D Design requires its pupils to think creatively, as we are looking for pupils to develop unique and interesting solutions to every day problems. Pupils work in both groups and individually, they use sketchbooks regularly for set work and personal research, and also as a critical studies journal to record and respond to their growing awareness of and interest in art and design history and contemporary practice. Towards the end of the third term it is expected that pupils will be initiating their own work following their particular strengths and interests.

Candidates for GCSE will be working mainly with resistant materials (wood, metal and plastic) however links with other specialisms will be available if required. Students will be taught the circular nature of the design process from concept, formulation of brief, research, experimentation and realisation. CAD/CAM is a strength at Caterham as we can be built rapid prototyping and high quality modelling outcomes on the CNC Laser and Router machines.

Computers with scanners, A3 colour printers and CAD programs (Photoshop, 2-D Designer, Pro-Desktop) are widely available and the departmental library can be used for in-depth research.

Commitment, enthusiasm and an openness to explore possibilities are the major requirements for success at GCSE in 3D Design.

Caterham follows the AQA GCSE syllabus. The course is internally marked and externally moderated. 60% of the marks are allocated to coursework and 40% to the externally set and timed unit. Coursework is not an additional element but is built up, through lessons and homework, over two years towards a final exhibition at the end of the course.

Lunchtime and afterschool workshops are offered to pupils as an enhancement of the course. Gallery visits are encouraged and at least one visit will be made as a group during the course.

ADDITIONAL INFORMATION

Dyslexic students and their GCSEs

To qualify for extra time in external exams, the school needs to be able to provide evidence of a pupil's need and evidence of a pupil's history of use. The school requires a current assessment (by an educational psychologist completed since his/her arrival at secondary school) and evidence of an ongoing support throughout his/her secondary schooling. Ultimately the school decides whether or not an application for extra time should be made, considering the evidence.

Many pupils with dyslexia need no special exam access arrangements but have specific difficulties with spelling or organisation. Independent use of Spellzone.com can help pupils to improve their spelling techniques. Word processing is a useful tool to aid dyslexic pupils to organise their thoughts and written work. The Kaz touch typing programme is currently available to anyone in the Caterham School community wishing to master the art of efficient and effective touch typing.

Minimum Requirement for A-Level Subjects

A minimum of 6 Grade B's plus individual subject qualifications as follows:

Subject	Minimum Requirement for AS
Art	B in Art
Biological Sciences	A in Biology Paper
Business Studies	B in GCSE Economics & Business Studies or B in Maths & English Language or Literature
Chemistry	A in Chemistry Paper
Drama/Theatre Studies	B in Drama & English Language or Literature
Economics	B in Maths & English Language or Literature
English Literature	B in English Literature and English Language
French	A in French
Geography	B in Geography & English Language or Literature
German	A in German
History	B in History & English Language or Literature
Latin & Greek	A in relevant Language
Mathematics	A in Maths
Further Mathematics	A* in Maths
Music	A in Music & Grade 5 instrument
Philosophy & Ethics	B in Religious Studies & English Language or Literature
Photography	Portfolio and B in Art**
Physical Education	B in PE**
Physics	A in Physics Paper and Maths
Psychology	B in Maths, English and Biology
Politics	B in English Language or Literature & in History
Spanish	A in Spanish
Textiles	Portfolio and B in Art**
3D Design	B in 3D

** please refer to Sixth Form options booklet for further information



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