



St. George's The English International School Guide to I/GCSE 2009-10



Introduction to St. George's Upper School

This booklet outlines the structure of the Key Stage 4 curriculum at St. George's and gives details of all the courses offered at GCSE. On entering Year 10 next September and embarking on the GCSE/IGCSE syllabuses, pupils will continue to follow a broad curriculum. The depth of treatment required at GCSE does not permit the timetabling of more than ten full examination courses. Pupils will study the following subjects during the next two years, culminating in public examinations, English, English Literature, Mathematics, Physics, Chemistry, Biology, German as a first or second language, History, Geography. In addition pupils may choose, upon teacher discretion, with proven commitment and capability, to choose from the following optional subjects Art, Music, IT,

Spanish instead of either French, Geography or History. At St. George's we are also very proud of our Extra-Curricular Activities and House sessions, which add a further breadth to the GCSE curriculum. In particular Pupils entering Form 10 are encouraged to participate in the vastly rewarding Duke of Edinburgh Award Scheme as part of their ECA. Year 10 also take part in a compulsory residential trip at the end of the year. Subject information is available in this booklet and pupils should be consulting with the Head of Department and Subject Teachers for further choice guidance. Careers advice will be available before selecting Advanced level subjects.

S. Jaggard Head of Upper School



F10H

St. Georges School, Cologne

TTMSUS Rondorf V1

	1 08:45 - 09:30	2 09:30 - 10:15	3 10:15 - 11:00	4 11:20 - 12:05	5 12:05 - 12:50	6 13:50 - 14:35	7 14:35 - 15:20
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Fr	Che <small>Che S1.41 MM</small>	Geo <small>Geo S1.37 F RI Art</small> Art <small>Art S1.70 F Bo Spa</small> Spa <small>Spa S1.05 MH Ger</small>	Mat <small>Mat S1.38 C Pa Mat</small> Mat <small>Mat S1.33 P Ha Eny</small>	Fre <small>Fre S1.05 P BI IT</small> IT <small>IT S1.62 C Pa Fre</small> Fre <small>Fre S1.03 A HI Eny</small>	Phy <small>Phy S1.66 E Co</small>	Eng <small>Eng S1.15 A Ed Eny</small> Eng <small>Eng S1.17 S He</small>	His <small>His S1.40 P Re MDC</small> Mus <small>Mus S1.22 A Do HIS</small> His <small>His S1.35 J DW</small>

Timetable generated: 3/5/2009

aSc Timetables



Subject choices at GCSE

Pupils progressing from Form 09 to Form 10 (age 13-14) leave Middle School (Key Stage 3) and enter Upper School (Key Stage 4). This is an important step in their education as subjects studied for the next two years lead to GCSE (General Certificate of Secondary Education) State examinations. These examinations will help determine their ultimate direction in Sixth Form Advanced Level (A-Level) or International Baccalaureate (IB) examinations for entry into University. GCSE/iGCSE's form the basis for a 16-year old diploma with which pupils can choose to either continue in education or enter into a vocation. The GCSE/iGCSE qualifications are therefore essential for pupils to continue in any direction in life. Each GCSE Subject represents an individual qualification, and pupils must gain passes in at least five GCSE examinations. GCSE examinations are graded A-F and A-C grades are considered a 'pass'. These examination passes must include English, Mathematics, Science (Biology, Chemistry or Physics), one

Foreign Language (German or French), and one Social Science (History or Geography).

At St. George's we feel that although these essential examinations are important, pupils also need to be able to explore other areas of their creativity and intellect to help them achieve their full potential. We therefore insist that pupils entering Upper School study for nine GCSE subjects in total. Compulsory subjects are:

English Language, English Literature (5 Lessons total)

Mathematics (5 Lessons), Double Award Science (a combination of Biology, Chemistry and Physics leading to the award of TWO GCSE's (or for the very able: Separate Science GCSE's in Biology, Chemistry and Physics) (9), German (4).

In addition pupils at St. George's can choose from the following groups, but one choice MUST include either History (3) or Geography (4) with the compulsory subjects to be able to convert to a German or other National High School Diploma Certificate.

ECA in Upper School

Completing the weekly timetable of 35 lessons are two lessons per week devoted to House or Extra-Curricular Activities (ECA) Duke of Edinburgh Award Scheme.

A House system whereby pupils are allocated to a House from Year 7 to 13 is in operation. House Masters and Mistresses are responsible for running house assemblies, which take place fortnightly during ECA time on Wednesday afternoons.

House Competitions and activities are also co-ordinated throughout the year. The present houses are England House, Scotland House, Wales House and Ireland House.

ECA is allocated per term when all pupils and teachers have been released from syllabus timetable. All teachers take part in offering a series of lessons in one of three categories of Creativity, Action or Service. It is expected that teachers can bring their life experience, hobbies and interests into these lessons in order to offer the pupils a very broad range of activities.

All pupils in Middle and Upper School choose one activity from Creativity, Action or Service category on a termly basis. Each pupil will have completed one activity from each category by the end of the year. Although pupils will not be given activities based on their House, it is anticipated that activities will lead to House points and contribute to House competitions. In addition to this St. George's is a licensed centre for the Duke of Edinburgh Award Scheme (International Award for Young People) and all pupils entering F10 are encouraged to take part in this Scheme as their ECA activity.

Thus far ECA activities have included: Creativity: Craft, Videography, Board Games, Architecture.

Action: Football, Netball, Racquet Sports, Rockface, Dance, Drama.

Service: Teamwork, Zulu Culture, SHARE (Student Help and Recreational Education); Junior Duke of Edinburgh.

ECA activities are added to by new and existing teachers every year and are open to suggestions from parents and pupils.

Option Group 1
History
or
Music

Option Group 2
French
or
IT

Option Group 3
Geography
or
Art
or
Spanish



The Edexcel GCSE in Art & Design encourages an adventurous and enquiring approach to Art and Design. Successful students should be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce a personal response that embraces a range of ideas.

The new 2009 GCSE Subject Criteria for Art require that not only practical artistic skills and abilities should be developed in any course of study, but also that the study of art and its various contexts should form part of any student's education. It can therefore be said that students are both practitioners and critics. This understanding forms the basis of this specification and the examination.

Key features focus on Art and Design practice and the integration of theory, knowledge and understanding to reach a personal response. Content is appropriate and accessible to a range of levels of experience and ability.

The GCSE is made up of Unit 1: Personal Portfolio and Unit 2: Externally Set Assignment. The Personal Portfolio contributes to 60% of pupil's final grade and the Externally Set Assignment 40%. Art GCSE prepares students for the requirements at Advanced Subsidiary and Advanced GCE.

The Personal Portfolio consists of two chosen

themes. These are internally set, internally marked and externally moderated. A theme is defined as a body of research, supporting studies and developmental work leading to one or more outcomes or to a variety of resolutions. Unit 2, the externally Set Assignment is externally set, internally marked and externally moderated. The unit will culminate in a 10 hour timed examination in which pupils will have had approximately 8 school weeks to prepare for.

For the Full Course, both Units 1 and 2 must provide evidence of two years' full-time study at Key Stage 4 and evidence of all four assessment objectives, as outlined below:

- Generating and developing ideas informed by primary and contextual sources.
- Refining ideas through experimenting with different media, and developing and applying skills.
- Researching, recording, analysing and reviewing their own and others' work.
- Selecting, creating, realising and presenting personally developed outcomes.



IGCSE English Literature (4ETO)

English Literature and Language are taught together and much of the work will overlap in regard to the devices being taught and methods of analysis that pupils will need to master in order to critically evaluate the substance of both courses. However, at the end of the course pupils will gain two separate IGCSE results.

The IGCSE English Literature assessment route that we will be taking is as follows;

100% written examination, in the form of two externally marked papers –

Paper 1 (Drama and Prose) is compulsory to all pupils. It is a one hour and thirty minute examination, whilst

Paper 2 (Poetry) is a 45 minute examination.

Paper 1: Drama and Prose

This paper is taken by all pupils and makes up 70% of the total qualification. The paper itself is split into two sections: Drama and Prose. Candidates' are expected to answer one question from each section.

Within the Drama component pupils study one prescribed text, which will be either JB Priestley's *An Inspector Calls*, William Shakespeare's *Romeo and Juliet*, or Oscar Wilde's *The Importance of Being Earnest*. For the Prose section pupils study a prescribed novel; either John Steinbeck's *Of Mice and Men* or Mildred Taylor's *Roll of Thunder Hear My Cry*.

Paper 2: Poetry

Pupils will also cover a wide selection of poetry from the *Edexcel Anthology for IGCSE*. This booklet includes modern poets such as such Wole Soyinka and Grace Nichols as well as William Blake, Keats and Byron. The examination paper is split into 3 parts. Question 1 asks pupils to write on a poem they have not studied; question 2 will name at least one poem from the anthology, and pupils will give consideration to this and one other of their choice, from the anthology. Question 3 is an alternative poetry question based on poems from the anthology, allowing pupils to chose their own selection for their answer.

The course itself focuses heavily on ensuring pupils have a close knowledge of the texts and the contexts in which they were written. This is essential because all external examinations are closed text. This means that pupils will not have access to the literature during the examination itself. As a consequence they will need to have acquired a solid working knowledge of both the Prose and Drama. Pupils will, however, have access to a clean copy of the poetry booklet. Close

knowledge of the text will need to be demonstrated in the ways pupils show their understanding of the whole novel or play, as well as the significance of specific parts; i.e. speeches and incidences. They will therefore be directed towards developing the critical skills involved in evaluating characterisation, plot, narrative, setting and language through reference to writers' techniques, including styles, imagery, mood and the dramatic techniques specific to each of the genres.

IGCSE English Language (specification A, 4EAO)

The IGCSE English language also comprises of the following assessment route;

100% written examination, in the form of two externally marked papers.

Paper 1 is compulsory to all pupils and makes up 70% of the total qualification. It is a one hour and thirty minute examination, whilst

Paper 2 (Poetry) is a 45 minute examination.

Paper 1 is divided into three sections. Section 'A' assesses pupils' ability to read and respond to an unprepared non-fiction reading passage through a series of short and longer answers. They will be expected to approach the subject matter critically and discuss the use of literary techniques. Section 'B' continues to measure reading capability by requiring pupils to demonstrate their insight and engagement with a text. They will be encouraged to write in a way that shows a sustained and developed argument. Section 'C' assesses writing and is based on a specified passage in the *Edexcel Anthology*. Pupils will be tested on their ability to write according to prescribed criteria, e.g.: writing to '*inform, explain, describe*'.

Paper 2 question 1 also measures pupils reading ability. This aspect of the course addresses the poetry from the anthology, focussing especially on the use of language. Question 2 will be a free standing writing question, relating to one of the triplets; **explore, imagine, entertain**; and **argue, persuade, advise**. Pupils will be expected to know how to construct a well reasoned argument, with a clear structure and containing a variety of perceptive points on language. They ought to be able to compose work appropriate to a wide range of audiences and styles.

Any books required for the course will be provided by the school, but must be kept as clean copies. Pupils are welcome to buy personal copies of any of the texts being studied, especially if they intend to annotate them, but they should be reminded that examinations are closed text.



The study of Geography IGCSE is unique in its approach to the study of Geography. It allows pupils to develop a broader awareness of the importance of the subject in the modern day world whilst retaining the theory and concepts of Geography. It engages pupils in out of classroom activities, research and debate in the classroom and focuses all their learning on one set external examination. This allows a deeper insight into topics whilst giving the Geographer flexibility in learning techniques.

The appreciation of the subject as an out-of-doors pursuit is maximised through the several fieldwork opportunities offered. Pupils investigate areas of Geography through primary evidence gathering, developing a framework of spatial awareness in which they can appreciate local and global problems. Importantly it encourages their development as global citizens, encompassing the idea of citizenship whilst encouraging their approach to a more sustainable world.

It gives a solid ground for advancing on to GCE AS, and is recognised as an ever more important subject for Universities and corporations, keen to recruit and develop those with an understanding of our planet and its sensitive relationship with humans.

Pupils must study *two topics out of three* from the topics (A – B) and *one topic from three* in section C:

Section A: “*The Natural Environment and people*”;
Section 1, “River Environments” and Section 3
“Hazardous Environments”.

Section B: “*People and their Environments*”; Section
4 “Economic Activity and energy” and Section 6
“Urban Environments”.

Section C: “*Global Issues*”; Section 8 “Globalisation
and migration”.

The assessment of the material is through a 2 hour and 45 minute examination, externally set and marked by Edexcel. The single tier style of examination is comprised of graphical and data questions, multiple choice questions and fieldwork questions. The examination paper is laid out as in the syllabus, i.e. two questions from three in each of the sections A and B and one from section C, in that order. Each question is worth 30 marks, thus making 5 large questions in total.

Fieldwork opportunities

An integral part of the new IGCSE Geography is its development of a more flexible practical element of study in the subject. Pupils complete “bite-size” fieldwork activities which give our pupils a greater range of experience than one large set coursework activity. The requirements of the syllabus for fieldwork are interlaced throughout sections A and B as follows:

Two fieldwork opportunities are indicated in each of the topics 1 – 6. During the course pupils must complete eight out of these twelve areas. A minimum of 2 of these must be out of classroom activities, one from section A and one from Section B. It is hoped that we can also incorporate a topic out of doors from Section C, although this is not compulsory within the guidelines but perfectly acceptable.

In the examination, questions can be set from any of the eight fieldwork areas and pupils will have to reflect their knowledge and understanding in their answer.



The programme of study for this course focuses on Modern World and European History and includes international relations. Pupils will study history in two ways, in outline and in depth.

THE AIMS OF THE COURSE

- To foster a knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues.
- To give pupils the ability to use historical sources critically, in context, recording significant information and reaching conclusions.
- To enable learners to organise and communicate their knowledge and understanding of history.
- To enable learners to draw conclusions and make historical judgements.

SPECIFICATION CONTENT

The course contains two **themes**, one **depth study** and one **study in change**.

There is one exam paper. Each theme is worth 25 marks, the depth study is worth 25 marks and the study in change is worth 25 marks.

Overview of content (with provisional subject choices)

- **Section A:** pupils study two **themes**.
- A7: A divided union. Depression and recovery in the USA, 1929-45
- A10: A world divided: superpower relations, 1945-62

Section B: Pupils study one **depth study**

- B3 Russia in Revolution, 1914-24

Section C: Pupils study one **study in change**

- C6: Conflict, crisis and change: China, c1934-c1989

Overview of assessment:

The examination paper has three sections.

- In Section A, pupils answer two questions, each on a theme, each question is worth 25 marks.
- In Section B, pupils answer one question worth 25 marks.
- In Section C, pupils answer one question worth 25 marks.
- The total mark available is 100 and the time allowed for the examination will be 2 hours and 30 minutes.

WHY SHOULD YOU CHOOSE THIS QUALIFICATION?

- The Course does not have tiered entry which means it is accessible to all pupils.
- The Course does not have compulsory content: teachers choose the areas of study which suit their pupils' needs and resources.
- It has questions on all themes and topics in every examination session.
- The Course provides a solid basis for progression to the Edexcel GCE AS and Advanced Level in History, or equivalent qualifications.



Edexcel GCSE Information and Communication Technology (ICT) is a modern specification that recognises the essential practical nature of the subject area. Students experience a range of practical activities from which a body of skills and knowledge will develop. The learning context of this specification is based upon the four Strands of Progression as defined in the Key Stage 4 Programme of Study.

These strands are:

- Finding things out;
- Developing ideas and making things happen;
- Exchanging and sharing information;
- Reviewing, modifying and evaluating work as it progresses.

The Examination

Pupils for this qualification must be entered for one of two tiers. The Higher Tier is targeted at grades A* to D, and the Foundation Tier is targeted at grades C to G. A safety net is provided for pupils entered for the Higher Tier in this specification, and an allowed grade E can be awarded on the Higher Tier pupils failing to achieve grade E on the Higher Tier will be reported as Unclassified (U).

For both tiers of entry, there will be an internal and external assessment component. All candidates will be required to take Papers 1 and 2. There will be a Foundation Tier (F) and a Higher Tier (H) version of Paper 2. Some parts of the specification content are only assessed in the Higher Tier Paper 2.

Specification of Content

Identify the constituent parts of an ICT system and their functions.

Describe the key functions of the operating system.

Use major applications packages to solve problems

and describe their purpose and key features.

Identify appropriate uses for, and evaluate, software.

Recognise and use file handling terms.

Encode data and information for computer processing and relate this operation to a given application.

Present results for different target audiences and justify the methods selected.

Develop an algorithm (series of commands) to solve a problem.

Describe methods of system security.

Choose appropriate ICT systems, software tools and techniques to solve a problem.

Explain the need for testing and design the testing procedures for a given application.

Evaluate the solution to a problem.

Document the solution to a problem.

Demonstrate an appreciation that ICT systems should be designed to communicate with humans.

Describe the social, economic, legal, ethical and moral effects of using ICT systems.

Describe the concepts of data logging and control technology.

Use the terms local area network (LAN) and wide area network (WAN).

Explain the hardware and software requirements for the formation of a LAN.

Describe and use the key features of communications software to access the Internet.

Identify the features of common Internet services.

Please Note: Pupils wishing to study IT to GCSE should already be considering careers in Computing or IT services. They must also be committed to giving up free time to complete the course



Course aims

Pupils study Edexcel IGCSE Mathematics at St. George's School. The IGCSE in Mathematics provides the opportunity for all pupils, whatever their ability, to gain an appreciation of the importance of Mathematics in society, employment and study. In addition to the academic requirements, the course aims to equip pupils to enjoy using and applying mathematical techniques and concepts, thus gaining confidence in the use of mathematics to solve problems.

Course content

The main areas of study within the course are:

- Algebra
- Number
- Shape and space
- Handling Data

The course provides a strong foundation for further study in the subject at either AS/A-Level or within the International Baccalaureate Diploma Programme. Topics of particular relevance for easing the transition for our pupils include:

- Set language and notation
- Function notation
- Calculus
- Quadratic inequalities
- Conditional probability
- Vectors

Alongside the more traditional aspects of school - mathematics the course also encourages pupils to use Mathematics to solve everyday problems for example looking at graphs of practical situations, and applying number to personal and household finance.

Overview of assessment

Pupils will take two 2-hour papers for Mathematics at the end of Year 11. In both of these examinations calculators may be used. There is no coursework component to Edexcel IGCSE Mathematics.

As an international qualification, with many candidates over the world, the course caters for a wide range of abilities. There are two tiers available for the final examinations: Higher and Foundation. The range of grades available to Higher tier candidates is from A* to D, and for Foundation tier candidates from C to G. All pupils will follow the Higher tier syllabus until the final term. Pupils who find the Higher tier too challenging have the possibility of being entered for the Foundation tier examination to help them maximise their grade.



GCSE MFL

German (2GN01) French (4FR0) and Spanish (4SP0)IGCSE

German

German as a Foreign Language

If you are learning German as a foreign language, you will follow a GCSE course in the language. The course outline is identical to the GCSE French and GCSE Spanish courses. It provides a foundation the grammar and vocabulary you need to communicate clearly in everyday situations, and is a firm basis for further study in the language.

If you are an advanced foreign language learner, it may be possible for you to take your GCSE examinations in Year 10 and follow a GCE AS or A2 level course in year 11, depending on your ability.

German for Native Speakers

If you are a native speaker of German you will follow a GCE AS and A2 level course in the language. This will develop your ability to express yourself accurately in a variety of different styles, as well as enable you to study cultural issues and literature.

You will sit your first examinations at the end of Year 10, to gain AS level. Successful completion of this course will then enable you to follow the A2 level course in Year 11.

German AS/A2 Level (6GN04)

Unit 1 (AS) Speaking:

You will be required to select a topic area from the ones studied over the course of the year. You will be given a short extract relating to this topic, and answer questions relating to it. You are expected to show in depth knowledge of the issue and wider themes that surround it.

Unit 2 (AS) Reading, Listening and Writing:

During the first 45 minutes, you will listen to a number of extracts relating to cultural issues you will have studied. You will be required to respond to what you have heard by giving justified opinions. You will then move onto the reading and writing element of the exam, where you will be required to demonstrate a linguistic understanding of texts and extracts or infer details from others. You will also be required to write an essay based on the topics that you have studied.

Unit 3 (A2) Speaking:

You will present a pre-researched topic in the examination, and this will lead onto a discussion of further issues related to what you have studied. Alternatively you may opt to undertake an interpreting task (German-English-German) for this examination.

Unit 4 (A2) Research, Understanding and Written Response

In the first part of this exam, you will be required to translate a text precisely from English into German. You will then be asked to write a discursive essay

based on one of the thematic topic areas that you will have studied. In the final part of the exam, you will be required to write a discursive essay based on the literature that you will have studied during the course.

German (2GN01) GCSE

Non-native speakers of German will take GCSE in Year 10 or 11 depending on their ability. Successful completion of the course allows you to develop your language skills further by taking IB or GCE AS and A2 level.

The course develops the four skills of listening, speaking, reading and writing. Relating to: Everyday Activities; Personal and Social Life ; The World around Us ; The World of Work ; The International World

You are able to take papers at Higher or Foundation Level, depending on your ability. You will take four examinations in listening, speaking, reading and writing. No dictionaries are allowed in the examinations.

The Exam

Listening

This will be assessed by final examination.

Speaking

This will be assessed over the course of the two years.

Reading

This will be assessed by final examination.

Writing

This is assessed over the course of the two years.

French (4FR0) and Spanish (4SP0)IGCSE

These languages provide a foundation in a third or fourth Modern European Language. The courses aim to enable you to communicate effectively in a variety of everyday situations. Successful completion of the course allows you to develop your language skills further by taking IB or GCE AS and A2 level.

The course develops the four skills of listening, speaking, reading and writing. Relating to: Everyday Activities; Personal and Social Life ; The World around Us ; The World of Work ; The International World

At the end of the course you will sit two examinations to test skills in listening, reading and writing. You may, if you wish, take an additional examination that tests your spoken skills. You will be awarded an additional grade and certificate in spoken skills.

Paper 1: Listening 33.5%

Paper 2: Reading and Writing 66.5%

Paper 3: Speaking (Optional)



Music

The revised Edexcel GCSE in Music is designed to allow the study of music through the integration of performing, composing, listening and appraising with opportunities to use music technology. It recognises that we live in an age of cultural diversity and the Areas of Study cover a wide range of music: classical music, world music, and popular music. This flexibly structured course allows students to capitalise on their different interests. As an extension of classroom work done in Key Stage 3 of the National Curriculum, it caters for a wide spectrum of musical abilities and requirements. It gives students the opportunity to make music, both individually and in groups, to develop a life-long interest in music and to progress to further study.

Key Features

- It is flexible and encourages the use of a diversity of approaches when teaching music.
- It offers a broad range of Areas of Study.
- The Areas of Study now include set works that will remain in place throughout the life of the specification.
- It allows the use of music technology in performance and as a compositional tool.
- It is an excellent preparation for further musical study and provides a foundation for Advanced, Subsidiary and Advanced GCE in Music and Music Technology.
- It encourages pupils to evaluate their own and others' music
- It encourages pupils to become effective and independent learners and critical and reflective thinkers.

Key subject aims

The Edexcel GCSE in Music specification should:

- Encourage pupils to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study
- Develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation

- Enable pupils to engage actively in the study of music
- Develop musical skills and interests, including the ability to make music individually and in groups
- Enable pupils to understand and appreciate a range of different kinds of music.

Course Outline

(Through the study of selected pieces within each Area of Study)

Area of Study 1

Western Classical Music 1600-1899

Area of Study 2

Music in the 20th Century

Area of Study 3

Popular Music in Context

Area of Study 4

World Music

Assessment

Paper 1: Performing

Solo Performance

Ensemble Performance

Paper 2: Composing

One composition, written to a brief, based on one of the Areas of Study

One composition, written to a brief based on a different Area of Study

Paper 3: Listening and Appraising

Written paper candidates to answer questions on all four Areas of Study

Please Note: Pupils wishing to study Music to GCSE should already be considering careers in Music or Media services. They must also be committed to giving up free time to complete the course.



IGCSE Double Award Science (4437)

Triple Award: IGCSE Biology (4BI0) IGCSE Chemistry (4CH0) IGCSE Physics (4PH0)

The Science department aims to provide pupils with a broad knowledge of Science. The courses are intended to give pupils an enjoyable, worthwhile educational experience whether or not they intend to study Science further. The course makes full use of 3 increasingly well-equipped laboratories.

IGCSE Double Award Science (4SC0)

The Double Award allows students to keep their science options open by allowing them to study all three sciences in the curriculum time of two.

On successful completion of Double Award Science, students can choose to further their studies by taking the IB or GCE AS and A level in Biology, Chemistry, Physics or other equivalent qualifications.

All IGCSE science qualifications stress the importance of scientific method and encourage practical work wherever appropriate. The syllabus has been designed so that subjects are specific in depth and detail and include several practical experiments which students are expected to carry out during the course. In addition to final written examinations, students are entered either for teacher-assessed coursework, or for an exam alternative to coursework.

These two routes test students' practical skills and make equal demands on students even though work is completed under different conditions. Students who are not entered for coursework will sit a paper which tests investigative skills learnt from their practical work undertaken during their study.

The course content is shown opposite:

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
- P3: Waves
- P4: Energy resources and energy transfer
- P5: Solids, liquids and gases
- P6: Magnetism and electromagnetism
- P7: Radioactivity and particles

Note: IGCSE Separate Sciences.

Students displaying exceptional ability will be given the opportunity to study additional modules so that they can be entered for the Triple Award.



Below is a quick reference guide to possible career paths for which a university degree is preferable
For a full description of an area which might be of interest to you log on to <http://www.connexions-direct.com/index.cfm>

Administration, Business Administrator Bilingual PA Business Adviser Business Analyst Executive Officer Company Director Environmental Health Equal Opportunities Officer Ergonomist Estimator European Union Official Health and Safety Inspector Human Resources Manager Legal Secretary Local Government Officer Management Consultant Manager Personal Assistant (PA) Project Manager Trading Standards Officer	Education and Training Adult Education Organiser Education Inspector Education Welfare Officer Further Education Lecturer School Administrator Bursar School Teacher Training Manager	Healthcare (Continued) Orthoptist Osteopath Paramedic Pathologist Pharmacist Pharmacologist Physiotherapist Podiatrist/Chiroprapist Prosthetist/Orthotist Psychiatrist Radiographer Speech Therapist Sports Physiotherapist Sports Therapist Surgeon	Marketing and Advertising Advertising Executive Brand Manager Events Organiser Market Research Marketing Manager Press Officer Public Relations Officer Sales Manager	Security and Armed Forces Army Officer Crime Scene Investigator Detective Firefighter/ Forensic Computer Analyst Police Officer Air Force Officer Navy Officer
Building and Construction Architect Building Conservation Building Services Engineer Cartographer Chartered Surveyor Civil Engineer Engineering/Land Surveyor Estate Agent Facilities Manager Housing Officer Quantity Surveyor Structural Engineer Surveying Technician Town Planner	Engineering Aerospace Engineer CAD Draughtsperson Chemical Engineer Clinical Engineer Design Engineer Electronics Engineer Marine Engineer Mechanical Engineer Mining Engineer Naval Architect Nuclear Engineer Oil and Gas Engineer Production Engineer Sound Engineer Technician	Languages, Information and Culture Archaeologist Archivist Exhibition Organiser Arts Administrator Conservator/Restorer Genealogist Information Scientist Interpreter Language Professional Librarian Art Gallery Curator Records Manager Translator	Media, Print and Publishing Agent/Manager Animator Art Editor Broadcast Journalist Journalist Newspaper Editor Photographer Publishing Editor Radio Producer Recording Producer Sound Technician Special Effects Technician Technical Writer TV/Film Director TV/Film Producer TV/Radio Presenter VT Operator Writer	Social Work Clinical Psychologist Educational Psychologist Forensic Psychologist Probation Officer Psychoanalyst Psychologist Social Worker Community Worker
Catering and Hospitality Restaurant Manager Conference and Manager Hotel Manager	Environment, Animals and Plants Agricultural Scientist Animal Physiotherapist Farm Manager Landscape Architect Landscape Manager Veterinary Surgeon	Legal and Political Services Bailiff Barrister/Advocate Coroner Crown Prosecutor Judge/Sheriff Legal Executive Licensed Conveyancer MP/Politician Notary Public Paralegal Patent Attorney Political Researcher Solicitor	Performing Arts Actor Choreographer Lighting Technician Music Composer Music Conductor Music Promotions Theatre Director	Transport and Logistics Air Cabin Crew Air Traffic Controller Airline Pilot Distribution Manager Importer/Exporter Transport Planner
Computers and IT Computer Games Designer Computer Engineer Database Administrator Interactive Media Designer Internet/Web Professional IT Product Developer IT Support Person IT Technical Specialist IT Trainer Network Manager Software Developer Systems Analyst Technical Support Person Web Designer/Developer Web Writer/Editor	Financial Services Actuary Auditor Bank Manager Credit Analyst Credit Manager Economist Financial Adviser/Planner Fund Manager Industry Accountant Insurance Broker Investment Analyst Investment Banker Paraplanner Pensions Administrator Pensions Adviser/Manager Private Practice Accountant Public Sector Accountant Risk Manager Stock Market Dealer/Trader Stockbroker	Leisure, Sport and Tourism Health Instructor Leisure Centre Manager Sport Scientist Sports Coach Sports Professional Tour Manager Tourist Guide	Personal and Other Services Beauty Consultant Hairdresser Image Consultant	
Design, Arts and Crafts Costume Designer DTP Operator Fashion Designer Graphic Designer Illustrator Interior Designer Product Designer Sculptor Stage/Set Designer Technical Illustrator	Healthcare Anaesthetist Cardiac Physiologist Chiropractor Clinical Physiologist Dentist Dietitian Doctor General Practitioner Neurophysiologist Occupational Therapist Optometrist Orthodontist Orthopaedic Technician Orthoptist	Manufacturing /Production Cabinet Maker Confectioner Production Manager Optical Technician Packaging Technologist Quality Control Inspector	Retail Services Antique Dealer Auctioneer Retail Buyer Retail Manager	
			Science, Mathematics Analytical Chemist Astronaut Astronomer Bacteriologist Biochemist Biologist Biomedical Scientist Biotechnologist Botanist Chemist Ecologist Environmental Scientist Forensic Scientist Geneticist Geophysicist Geoscientist Hydrologist Immunologist Marine Biologist Mathematician Metallurgist Meteorologist Microbiologist Physicist Zoologist	



Art			
English			
	Edexcel	Edexcel Anthology for IGCSE	
	Priestley	An Inspector Calls	
	Shakespeare	Romeo and Juliet	
	Wilde	The Importance of Being Earnest	
	Steinbeck	Of Mice and Men	
	Taylor	Roll of Thunder Hear My Cry	
Geography			
	Longman's	Geography for IGCSE	140580209x
History			
	Ben Walsh	Modern World History (1 st ed)	0719572312
IT			
Maths			
	TBC		
MFL			
German		Deutschbuch 10	3464603369 (GA)
French		Equipe 4	0199122628
		Envol	0199122067
Spanish	TBC		
Music			
	Edexcel	GCSE Music	1946 90403x
Science			
		IGCSE Biology	0-00-775546-5
		IGCSE Chemistry	0-00-775549 X
		IGCSE Physics	0-00-775547 3