

The GCSE Curriculum in the 4th and 5th Forms

As an independent school, St Lawrence College is not limited by any necessity to follow rigidly the National Curriculum. We are able to offer an academic programme that is based on, yet exceeds, the requirements of the National Curriculum. More importantly, it is tailored to the specific needs of our pupils. Naturally we fulfil the main aims of the Education Reform Act 1988, which requires the curriculum to be “balanced and broadly based, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society”, and “to prepare pupils for the opportunities, responsibilities and experiences of adult life”.

The College aims at educational excellence. In order to achieve this, and to help each pupil realise his or her full potential, regular monitoring of progress is essential. Examinations, internal if the candidate is not sitting public exams at the time, are held twice a year. Parents are kept fully informed of their childrens’ progress through regular reports and summaries of internal examination results. All pupils meet with their Tutor once a week to discuss progress.

The General Certificate of Secondary Education (GCSE) subjects in the Fourth and Fifth Forms may be divided into two groups – those that are in the **core** (which are studied by all pupils), and those that are **options**. In addition to these GCSE subjects, all pupils have timetabled games and extra-curricular activities, as well as Personal, Social and Health Education (PSHE) lessons.

The core GCSE subjects are:

- ◇ English
- ◇ English Literature
- ◇ French (or English as an Additional Language)
- ◇ Mathematics
- ◇ Religious Studies

All pupils must also choose **at least one Science Option** which can be from the single sciences (**Biology, Chemistry or Physics**) or **Single Award Combined Science**.

A further four options, which could include one or two more **Science** subjects, are then selected from

- ◇ Art
- ◇ Biology
- ◇ Chemistry
- ◇ Classical Civilisation
- ◇ Design & Technology
- ◇ Drama
- ◇ Geography
- ◇ German
- ◇ History
- ◇ Home Economics (Food and Nutrition)
- ◇ Information and Communication Technology
- ◇ Latin
- ◇ Music
- ◇ Physical Education
- ◇ Physics
- ◇ Spanish

Note that Single Award Combined Science may not be offered together with any other Science subject.

These, together with the five core subjects, enable most pupils to gain a total of ten subjects at GCSE. St Lawrence College believes that this is the optimum number to give the breadth of education that is so important today, whilst providing pupils with the best opportunity to achieve the highest possible grades.

Note that English as an Additional Language (EAL) or Additional Educational Needs (AEN) can replace French if appropriate and can also be selected as one of the option subjects.

Choosing Options

Selecting the ideal combination of GCSE subjects for an individual pupil must involve a collaborative effort between pupils, parents, Housemaster/Housemistress, Tutor and subject teachers in consultation with the Director of Studies and the Careers Department. Dialogue between all of these parties is recommended if the best possible combination of subjects is to be attained for each pupil.

In the Third Form all pupils have one lesson a week dedicated to the development of learning, thinking and life skills (called the PORTAL course). During the Lent Term these lessons become focused on career choices and GCSE subject selection.

The following table gives details of the subject selection process and timings for our Form 3 pupils:

Lent Term	Third Form Parents' Evening. PORTAL sessions and GCSE presentation to Third Form pupils. Proposed subject preferences discussed with Tutor and Housemaster/mistress. Initial choices made towards the end of term.
Easter Holiday	GCSE Option Forms mailed to pupils and parents with End of Term Reports. Pupil/parent discussions.
Summer Term	Further discussions with Tutor and Housemaster/mistress. Subject Option Forms collected. Option lists published. Option Blocks arranged and amended (if necessary).

An analysis of the initial choices enables us to determine the number of groups required for each subject – popular subjects will need to be timetabled in more than one Option Block.

Although pupils are advised to consider carefully before making their initial choices they will not be bound by these selections and may change their combination of subjects before submitting their final choices after Easter.

At this stage the Option Blocks are constructed so that the timetable can be created. These Blocks are arranged to enable as many pupils as possible to study their chosen set of subjects. For a small number of pupils, however it may be necessary to change one of the subjects to an agreed reserve choice.

Once the Blocks and Timetable have been completed it is still possible for choices to be altered, but constraints of the timetable will limit possible combinations. The Director of Studies is always happy to discuss changes with pupils and their parents, and can be contacted through the College telephone number 01843 587666 or by e-mail at idd@slcuk.com.

English and English Literature

All pupils study for both English and English Literature, which counts as two GCSE subjects.

This involves

- ◇ Building on previous skills in Reading, Writing, Speaking and Listening.
- ◇ Expanding vocabulary, and use of sentence-structure, punctuation and paragraphing for a range of effects.
- ◇ Studying a range of literary texts, including drama, prose and poetry.
- ◇ Developing an understanding of the writer's craft, and the skills to analyse, interpret and evaluate it.
- ◇ Writing creatively in a range of styles.
- ◇ Studying a range of media and non-fiction texts, including news-media, moving image and ICT.
- ◇ Developing skills to 'de-code' these texts.
- ◇ Producing texts in various styles and formats.

Examination specifications are chosen with a view to ensuring the best possible educational experience and the best possible outcomes in terms of grades for all our pupils.

Students intending to go on to Sixth Form, Further Education or Higher Education should note that a GCSE English Literature pass is not an acceptable substitute for a GCSE English pass.

The course is a useful foundation for literary or creative studies or for any course or career calling for advanced skills in communication.

French

With some special exceptions all pupils continue to study French and are prepared for the **OCR Specification J730** examination. Work is increasingly geared towards the four components of the examination – speaking, listening, reading and writing, and, as GCSE approaches, much time is spent preparing for the examination. Pupils undertake the coursework option rather than the writing paper.

The units taken are

Listening Comprehension (A701), which accounts for 20% of the total marks.

Internally conducted and assessed speaking tests (A702), 30% of the total marks.

Reading Comprehension (A703), 20% of the total marks.

Externally assessed Controlled Written Assessment (A704), 30% of the total.

(For pupils who do not have English as their first language there is the option to take English as an Additional Language in place of French. Some pupils may also have AEN support sessions instead).

Other languages can also be taken as Option Subjects. **German** and **Spanish** are available for September 2010. Language skills and qualifications are becoming more and more valued by employers and there is a growing job market for linguists. At university, languages can be studied in combination with many other subjects, such as History, Business Management, Economics and even Mathematics.

Mathematics

Edexcel Specification 1MA0

The aim of this new specification is to allow a holistic approach to learning Mathematics.

The areas of content continue to be

- ◇ Number and Algebra
- ◇ Geometry and Measure
- ◇ Probability and Statistics

These in turn are developed from the English National Curriculum programme of study, which has been the basis of our Key Stage 3 curriculum.

This new course offers a linear route to GCSE Mathematics. Assessment is by two equally weighted examination papers at the end of the two years. One is a calculator paper and one non-calculator. There is no longer any coursework in Mathematics.

A Functional Skills element has been absorbed within the syllabus and has allowed the structure of the examination papers to be revised. Assessment will now be divided into three areas.

- ◇ Recall and Use of Mathematical knowledge.
- ◇ Application of Mathematical methods in context.
- ◇ Interpreting and analysing problems to find solutions.

There are two tiers of entry – Higher (for which grades D to A* can be awarded) and Foundation (grades G to C). Our aim is that all pupils should achieve a grade C or above, and each is entered at a level to best suit his or her ability.

This course provides the essential skills for the study of subjects such as Mathematics, Geography and the Sciences at GCE level in the Sixth Form.

Religious Studies

Edexcel Specification 2RSO1: Unit 2 and Unit 16

This course encourages candidates to:

- ◇ Acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religions;
- ◇ Consider the influence of the beliefs, values and traditions associated with one or more religions.
- ◇ Consider religious and other responses to moral issues;
- ◇ Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life;
- ◇ Develop skills relevant to the study of religion

At the end of the fifth form, students will take two one-and-a-half hour GCSE examination papers. Religious Education specifically enables the pupil to develop spiritual and moral values and to come to a knowledge of God through familiarity with the origins, developments, beliefs and literature of the Christian religion. Furthermore, the students are encouraged to explore an understanding of other religions through a study of their central beliefs and practices and are encouraged to listen to other people's opinions and respect their beliefs. The study of Religion introduces the student to a new way of thinking, but one which has long served humanity and one which will prove invaluable in life - as underlying all the work are questions about the meaning and purpose of life.

At St. Lawrence College we recognise the importance of facing these questions and seek to provide our students with the building blocks from which they can construct their answers to issues of faith and beliefs, ethics and morality.

The following is a brief outline of the areas covered on the course.

Unit 2 (5RS02)	Believing in God, Matters of Life and Death Marriage and Family Life, Religious Cohesion.
Unit 16 (5RS16)	Discipleship, Conflict and Argument Death and Resurrection The Identity of Jesus

Biology

Biology is a science that can be taken in association with a wide range of other subjects. These include Physics and Chemistry, but also Geography, Home Economics (Food and Nutrition), Physical Education and Mathematics. Those who study Biology benefit from the overlap, not only in the topics covered, but also the techniques employed.

The Gateway Science Suite (OCR Specification J643, Biology B)

The suite emphasises explanations, theories and modelling in science, along with the implications of science for society. Strong emphasis is placed on the active involvement of candidates in the learning process, and each specification encourages a wide range of teaching and learning activities.

The coursework is undertaken as a controlled assessment in class and consists of practical ‘Can Do’ tasks and a project, ‘Science in the News’. These account for one third of the total marks available..

The Biology Specification

The primary objective of this specification is to interest and engage candidates in Biology. This is achieved by:

- ◇ identifying activities and experiences which will excite their interest, and link these to scientific ideas and their implications for society;
- ◇ providing opportunities to develop science explanations and theories; and
- ◇ providing a scheme of assessment which gives regular feedback.

This approach will appeal to candidates of all abilities.

The specification therefore aims to give candidates opportunities to:

- ◇ develop their interest in, and enthusiasm for, Biology;
- ◇ develop a critical approach to scientific evidence and methods;
- ◇ acquire and apply skills, knowledge and understanding of how Biology works and its essential role in society; and
- ◇ acquire scientific skills, knowledge and understanding necessary for progression for further learning.

Great care has been taken in the preparation of this specification and assessment material to avoid bias of any kind.

The Biology specification content:

B1: Understanding Ourselves	B2: Understanding our Environment	B3: Living and Growing
Fit for Life What’s for Lunch Keeping Healthy Keeping in Touch Drugs and You Staying in Balance Gene Control Who Am I?	Ecology in our School Grounds Grouping Organisms The Food Factory Compete or Die Adapt to Fit Survival of the Fittest Population out of Control? Sustainability	Molecules of Life Diffusion Keep it Moving Divide and Rule Growing up Controlling Plant Growth New Genes for Old More of the Same
B4: It’s a Green World	B5: The Living Body	B6: Beyond the Microscope
Who Planted That There? Water, Water Everywhere Transport in Plants Plants Need Minerals Too Energy Flow Farming Decay Recycling	In Good Shape The Vital Pump Running Repairs Breath of Life Waste Disposal Life Goes on New for Old Size Matters	Understanding Bacteria Harmful Micro-Organisms Micro-Organisms - Factories for the Future? Biofuels Life in Soil Microscopic Life in Water Enzymes in Action Genetic Engineering

The work done in the Third Form is a good preparation for the GCSE Biology course as it provides pupils with greater familiarity with some of the more challenging areas.

There are two examination papers, one examining B1, B2 and B3 and the other B4, B5 and B6. Each paper accounts for one third of the total GCSE. The remaining third is provided by the Skills Assessment which consists of eight 'Can Do' tasks undertaken in class and a 'Science in the News' piece of assessed writing which is also done under supervision in class.

There are two tiers of entry available, the Higher Tier which allows for grades up to A* and the Foundation Tier for which C is the highest possible grade.

Chemistry

The Gateway Science Suite (OCR Specification J644)

The suite emphasises explanations, theories and modelling in science, along with the implications of science for society. Strong emphasis is placed on the active involvement of candidates in the learning process, and each specification encourages a wide range of teaching and learning activities.

The Chemistry Specification

The primary objective of this specification is to interest and engage candidates in Chemistry. This is achieved by:

- ◇ identifying activities and experiences which will excite their interest, and link these to scientific ideas and their implications for society;
- ◇ providing opportunities to develop science explanations and theories; and
- ◇ providing a scheme of assessment which gives regular feedback.

This approach will appeal to candidates of all abilities.

The specification therefore aims to give candidates opportunities to:

- ◇ develop their interest in, and enthusiasm for, Chemistry;
- ◇ develop a critical approach to scientific evidence and methods;
- ◇ acquire and apply skills, knowledge and understanding of how Chemistry works and its essential role in society; and
- ◇ acquire scientific skills, knowledge and understanding necessary for progression for further learning.

Great care has been taken in the preparation of this specification and assessment material to avoid bias of any kind.

The Chemistry specification content:

C1: Carbon Chemistry	C2: Rocks and Metals	C3: The Periodic Table
Cooking Food Additives Smells Making Crude Oil Useful Making Polymers Design Polymers Using Carbon Fuels Energy	Paints and Pigments Construction Materials Does the Earth Move? Metals and Alloys Cars for Scrap Clean Air Faster or Slower - 1 Faster or Slower - 2	What Are Atoms Like? How Atoms Combine - Ionic Binding Covalent Bonding and the Structure of the Periodic Table The Group 1 Element The Group 7 Element Electrolysis Transition Elements Metal Structure and Properties
C4: Chemical Economics	C5: How Much?	C6: Chemistry Out There
Acids and Bases Reacting Masses Fertilisers and Crop Yield Making Ammonia - Haber Process and Costs Detergents Batch or Continuous? Nanochemistry How Pure Is our Water?	Moles and Empirical Formulae Electrolysis Quantitative Analysis Titrations Gas Volumes Equilibria Strong and Weak Acids Ionic Equations	Energy Transfers - Fuel Cells Redox Reactions Alcohols Chemistry of Sodium Chloride Depletion of the Ozone Layer Hardness of Water Natural Fats and Oils Analgesics

There are two examination papers, one examining C1, C2 and C3 and the other C4, C5 and C6. Each paper accounts for one third of the total GCSE. The remaining third is provided by the Skills Assessment which consists of eight 'Can Do' tasks undertaken in class and a 'Science in the News' piece of assessed writing which is also done under supervision in class. There are two tiers of entry available, the Higher Tier which allows for grades up to A* and the Foundation Tier for which C is the highest possible grade.

Physics

The aim of the Physics course is to encourage pupils to consider and investigate the world and universe in which they live, to develop an inquiring approach to this world, and to find methods which they can use to find answers for themselves. To this end, the emphasis of the course is on learning principles and concepts and how to apply these to a wide range of situations. The learning process is developed through a range of pupil activities, models, theories and explanations.

OCR Board, the Gateway Science Suite (Specification J645)

The suite emphasises explanations, theories and modelling in science, along with the implications of science for society. Strong emphasis is placed on the active involvement of candidates in the learning process, and each specification encourages a wide range of teaching and learning activities.

The Physics Specification

The primary objective of this specification is to interest and engage candidates in Physics. This is achieved by:

- ◇ identifying activities and experiences which will excite their interest, and link these to
- ◇ scientific ideas and their implications for society;
- ◇ providing opportunities to develop science explanations and theories; and
- ◇ providing a scheme of assessment which gives regular feedback.

This approach will appeal to candidates of all abilities.

The specification therefore aims to give candidates opportunities to:

- ◇ develop their interest in, and enthusiasm for, Physics;
- ◇ develop a critical approach to scientific evidence and methods;
- ◇ acquire and apply skills, knowledge and understanding of how Physics works and its essential role in society; and
- ◇ acquire scientific skills, knowledge and understanding necessary for progression for further learning.

Great care has been taken in the preparation of this specification and assessment material to avoid bias of any kind.

The Physics specification content:

P1: Energy for the Home	P2: Living for the Future	P3: Forces for Transport
Heating for Houses Keeping Homes Warm How Insulation Works Cooking with Waves Infrared Signals Wireless Signals Light Stable Earth	Collecting Energy from the Sun Generating Electricity Fuels for Power Nuclear Radiations Our Magnetic Field Exploring our Solar System Threats to Earth The Big Bang	Speed Changing Speed Forces and Motion Work and Power Energy on the Move Crumple Zones Falling Safely The Energy of Games and Theme Rides
P4: Radiation for Life	P5: Space for Reflection	P6: Electricity for Gadgets
Electrostatics 1 - Sparks Electrostatics 2 - Uses of Electrostatics Safe Electricals Ultrasound Treatment What Is Radioactivity? Uses of Radioisotopes Fission	Satellites, Gravity and Circular Motion Vectors and Equations of Motions Projectile Motion Momentum Satellite Communication Nature of Waves Refraction of Waves Optics	Resisting Sharing Motors Generating Transforming Charging It's Logical Even More Logical

GCSE Curriculum Information 2010 – 2012

There are two examination papers, one examining P1, P2 and P3 and the other P4, P5 and P6. Each paper accounts for one third of the total GCSE. The remaining third is provided by the Skills Assessment which consists of eight 'Can Do' tasks undertaken in class and a 'Science in the News' piece of assessed writing which is also done under supervision in class.

There are two tiers of entry available, the Higher Tier which allows for grades up to A* and the Foundation Tier for which C is the highest possible grade.

Combined Science

This subject covers the three Science disciplines of Biology, Chemistry and Physics with equal weighting. As a result it does not cover any of these subjects in the depth that the individual GCSE syllabuses do. It is intended for those pupils who might find the depth of the individual Sciences too challenging, or those whose interests lie firmly with the Languages or Arts subjects. With its focus on a broad base rather than an in-depth study, this subject does NOT provide a sufficient foundation for further study of a Science at A-level. In common with the other Science subjects, 25% of the total marks are available from two coursework experiments. It should be noted that it is not permissible to follow the Science (Single Award) course alongside any one or two of the separate sciences.

The OCR Gateway Science Suite

The suite emphasises explanations, theories and modelling in science, along with the implications of science for society. Strong emphasis is placed on the active involvement of candidates in the learning process, and each specification encourages a wide range of teaching and learning activities.

The Science Specification (J640) The primary objective of this specification is to interest and engage candidates in Science. This is achieved by:

- ◇ identifying activities and experiences which will excite their interest, and link these to scientific ideas and their implications for society;
- ◇ providing opportunities to develop science explanations and theories; and
- ◇ providing a scheme of assessment which gives regular feedback.

This approach will appeal to candidates of all abilities.

The specification therefore aims to give candidates opportunities to:

- ◇ develop their interest in, and enthusiasm for, Science;
- ◇ develop a critical approach to scientific evidence and methods;
- ◇ acquire and apply skills, knowledge and understanding of how Science works and its essential role in society; and
- ◇ acquire scientific skills, knowledge and understanding necessary for progression for further learning.

Great care has been taken in the preparation of this specification and assessment material to avoid bias of any kind.

The Science specification content:

B1: Understanding Ourselves	B2: Understanding our Environment	C1: Carbon Chemistry
Fit for Life What's for Lunch Keeping Healthy Keeping in Touch Drugs and You Staying in Balance Gene Control Who Am I?	Ecology in our School Grounds Grouping Organisms The Food Factory Compete or Die Adapt to Fit Survival of the Fittest Population out of Control? Sustainability	Cooking Food Additives Smells Making Crude Oil Useful Making Polymers Design Polymers Using Carbon Fuels Energy
C2: Rocks and Metals	P1: Energy for the Home	P2: Living for the Future
Paints and Pigments Construction Materials Does the Earth Move? Metals and Alloys Cars for Scrap Clean Air Faster or Slower - 1 Faster or Slower - 2	Heating for Houses Keeping Homes Warm How Insulation Works Cooking with Waves Infrared Signals Wireless Signals Light Stable Earth	Collecting Energy from the Sun Generating Electricity Fuels for Power Nuclear Radiations Our Magnetic Field Exploring our Solar System Threats to Earth The Big Bang

GCSE Curriculum Information 2010 – 2012

There are two examination papers, one examining B1, C1 and P1 and the other B2, C2 and P2. Each paper accounts for one third of the total GCSE. The remaining third is provided by the Skills Assessment which consists of eight 'Can Do' tasks undertaken in class and a 'Science in the News' piece of assessed writing which is also done under supervision in class.

There are two tiers of entry available, the Higher Tier which allows for grades up to A* and the Foundation Tier for which C is the highest possible grade.

Art & Design

AQA Specification: Art & Design (Unendorsed) 4201

Art is a popular choice at GCSE level and there is a variety of options within the subject to cater for an individual's interest. Two- and three-dimensional work is encouraged to enhance pupils' development. Art History is also incorporated into the course. Visits to galleries, art colleges and specialist courses are all regular features of life in the department. Students who decide to develop their artistic skills as a hobby are widely encouraged to do so, and as a result the department is a busy place on activity afternoons, with a healthy mixture of students involving themselves in the process of creative development. Many students on successfully completing the GCSE course continue their Art studies to A level and beyond. Higher Education courses are available in a range of Art related subjects such as Fashion Design, Architecture, Illustration and Fine Art.

Students come to the GCSE course with a wide variety of Art training. Generally a standard KS3 background, or similar, together with an enjoyment of the subject, will be sufficient.

Course details

Unit 1	A portfolio of art work selected by the students from work undertaken during the course. Pieces will cover a range of practical and contextual issues which must include both 2D and 3D processes. This unit counts for 60% of the final mark.
Unit 2	Externally set task. A ten hour task under examination conditions with unlimited preparation time. This unit counts for 40% of the final mark.

Both units are marked by the Centre and moderated by the Examining Board.

Classical Civilisation

OCR Specification J280

This popular course centres particularly on the world of ancient Greece, examining home life in Athens – houses and furniture, the role of women, education and military training, the role of slaves, and food and drink. A study is made of the Greek theatre – its buildings, festivals and costumes – and Greek athletic festivals, including the Olympic Games.

Some Latin legends, as told by Ovid, and two Greek comedies are studied in English. The remaining topic is a Roman one: the city of Pompeii, its origins, development, buildings and lifestyle, as well as its destruction by Mount Vesuvius in AD 79 and subsequent excavation. Slides and videos are frequently used as part of the course.

Assessment is by three one hour written examination papers and a Controlled Assessment involving the analysis and evaluation of original sources.

The course requires no background; to have studied Classical Civilisation as an option in the Third Form is useful as an introduction to ancient Greek sport, but not essential. The subject makes a good companion to many humanities subjects, and an invigorating contrast to science choices. It is also available at A-level for those who wish to pursue it further.

Design & Technology

Edexcel Specification 2RM01

This course provides opportunities for pupils to develop awareness of the nature and significant importance of Design & Technology in a rapidly changing society. It enables pupils to develop their application of skills, knowledge and understanding through a range of ‘design and realisation’ activities which involve the manipulation and control of many different materials. At its core, this subject teaches the pupils the life skill of ‘problem solving’, which can be easily transferred to any given subject or situation. It builds on the experiences gained in the foundation years and provides a solid platform for pupils who may choose to follow Design & Technology (Product Design) through to AS and A2 level.

Key features and benefits of this GCSE syllabus are :

- ◇ the qualification is broken down into two units (5RM01 / 5RM02);
- ◇ detailed unit content for both units;
- ◇ clear assessment criteria for the internally assessed unit;
- ◇ opportunities for pupils to complete a full design and make task or design one product and make another;
- ◇ one examination paper that targets grades A* to G (no tiering).

Key subject aims of this GCSE qualification enables pupils to :

- ◇ actively engage in design and technology;
- ◇ make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products;
- ◇ explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making;
- ◇ analyse existing products and produce practical solutions to needs, wants and opportunities recognising their impact on quality of life;
- ◇ develop decision-making skills through individual and collaborative working;
- ◇ understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle;
- ◇ develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

Unit 1 Creative Design and Make Activities - Unit code : 5RM01	60% of the total GCSE
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Overview of content :

- ◇ Pupils can either design and make one product or different products.
- ◇ Pupils will develop skills in researching, designing, reviewing, planning, making and testing and evaluating.

Overview of assessment :

- ◇ This unit is internally assessed under controlled conditions.
- ◇ Pupils must complete a design and make activity. These activities can be linked (combined design and make) or separate (design one product, manufacture another).
- ◇ All work, with the exception of research and preparation, must be done under informal supervision. Research and preparation may be completed under limited supervision.
- ◇ Pupils need to complete their designing and making within 40 hours of informal supervision.
- ◇ Marking of a task(s) will be carried out by teachers and moderated by Edexcel.
- ◇ There are eight assessment criteria for designing, and five assessment criteria for making.
- ◇ There are a total of 50 raw marks available for the designing and 50 raw marks available for the making. One overall raw mark out of 100 is required.

Overview of content :

- ◇ Pupils will develop knowledge and understanding of a wide range of materials and processes used in design and technology.
- ◇ Pupils will learn about industrial and commercial practices and the importance of quality checks, and the health and safety issues that have to be considered at all times.
- ◇ The knowledge and understanding students develop in this unit can be applied easily to Unit 1 : *Creative Design and Make Activities*.

Overview of assessment :

- ◇ This unit is assessed through a 90 minute examination paper set and marked by Edexcel.
- ◇ The examination paper will be a question and answer booklet and all questions are compulsory.
- ◇ The examination paper will consist of multiple-choice, short-answer and extended-writing questions.
- ◇ The total number of raw marks available is 80.

What will I learn ?

GCSE RMT covers a wide range of activities based on designing and making products that are manufactured using materials such as wood, metal and plastics in many forms. As well as learning hand skills, you will use a range of industrial processes to shape and form materials into functioning products. Over the course of two years you will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to RMT and invaluable transferable skills such as problem solving and time management.

What can I do after I've completed the course ?

Many pupils have enjoyed studying GCSE RMT so much that they go on to study A Level Product Design : RMT for a further two years. However, it is possible to study any Design & Technology course at post-16. Of course, if post-16 is not for you, employers value this GCSE RMT qualification as it develops creative, technical and transferable skills.

Drama

AQA Specification Drama 4242

GCSE Drama offers students the opportunity to develop both their practical and theoretical understanding of Drama. Throughout the course, they will have the chance to watch professional productions, learn about key playwrights and practitioners and develop their own skills both on and off stage.

The course is weighted towards practical assessment (60%) and students are given the choice of a number of different skills on which to be assessed including acting, devising, make-up, lighting and sound (see below for a full list).

The course also includes a written examination taken in the Summer Term of the 5th Form, which is split into three sections. One compulsory section is about the practical work that students have undertaken during the course, and students also answer another question on either a scripted play or live theatre visit.

<p>Unit 1 – Written Paper (40% of the total), 1hr 30m</p>	<p>Practical Work A set of questions based on the work completed by the student for Unit 2.</p> <p>Study of Live Theatre Production Response to live theatre seen during the course.</p> <p>Study of Scripted Play Response to a scripted play chosen by the students.</p>														
<p>Unit 2 Practical (60%)</p>	<p>Students are assessed in two practical projects, each worth 30%. Students work in groups and are also assessed on their preparatory work. They can choose to be assessed in the following areas</p> <table data-bbox="801 1473 1439 1794"> <tr> <td>Devised</td> <td>Acting</td> </tr> <tr> <td>Improvisation</td> <td>Theatre in Education</td> </tr> <tr> <td>Physical Theatre</td> <td>Set Design</td> </tr> <tr> <td>Costume</td> <td>Make-up</td> </tr> <tr> <td>Properties</td> <td>Masks</td> </tr> <tr> <td>Puppets</td> <td>Lighting</td> </tr> <tr> <td>Sound</td> <td>Stage Management</td> </tr> </table>	Devised	Acting	Improvisation	Theatre in Education	Physical Theatre	Set Design	Costume	Make-up	Properties	Masks	Puppets	Lighting	Sound	Stage Management
Devised	Acting														
Improvisation	Theatre in Education														
Physical Theatre	Set Design														
Costume	Make-up														
Properties	Masks														
Puppets	Lighting														
Sound	Stage Management														

Geography

AQA Specification A 4030

Aims:

The aim of the GCSE Geography is to encourage students to develop:

- ◇ communication skills
- ◇ graphical and cartographical skills
- ◇ technological skills, including ICT and GIS
- ◇ interpersonal skills through debate and discussion
- ◇ literacy and numeracy
- ◇ problem solving skills
- ◇ entrepreneurial skills and awareness of career possibilities.

It will also:

- ◇ allow the opportunity for personalised and independent learning
- ◇ provide candidates a clear overall view of the world in the first part of the 21st century
- ◇ allow the development of ‘awe and wonder’ which will allow candidates to fully appreciate and learn from the world around them.

In addition, Specification A:

- ◇ allows investigation-based learning to be at the forefront of the teaching of the subject
- ◇ is relevant to the dynamic and ever changing geography of the world

GCSE outline:

At GCSE, all candidates will study human and physical geography. However, students can make decisions about topics they wish to study, making the course even more relevant and interesting to them. The course is modular in format and includes the following topics:

Unit 1: Physical Geography	
Section A	Section B
The Restless Earth	Water on the Land
Rocks, Resources and Scenery	Ice on the Land
Challenge of Weather and Climate	The Coastal Zone
Living World	
<p>Assessment: External exam 37.5% of the total marks 1 hour 30 min</p> <p>Students answer three questions, one from Section A and one from Section B plus free choice of one other.</p>	

Unit 2: Human Geography	
Section A	Section B
Population Change	The Development Gap
Changing Urban Environments	Globalisation
Changing Rural Environments	Tourism
Assessment: External exam 37.5% of the total marks 1 hour 30 min Students answer three questions, one from Section A and one from Section B plus free choice of one other.	
Unit 3: Local Fieldwork Investigation	
25% of the total marks Marked out of 60. Maximum word guidance of 2000. 6 hour write-up under direct supervision.	

Geography acts as a bridge between the Sciences and the Humanities and therefore can be combined appropriately with a wide range of other studies, from Physics and Mathematics to Languages, History and Business Studies. Students find the course develops their ability to express themselves effectively in writing, and to design, carry out and present a project or investigation. These skills are relevant to a wide range of careers and courses of study.

The broad nature of the subject encourages a diverse range of study skills, including essay-writing, comprehension and précis, diagram annotation, map-reading, graphical competence, word-processing and internet research, fieldwork design and hypothesis-testing, interview and debate.

Fieldwork is an essential part of GCSE studies and it provides students with some of their most fulfilling aspects of study. Across the course students have the opportunity to visit places from local to distant locations, including the optional fieldtrip to Iceland in October.

Following a degree at university, geographers can enter a number of related professions, for example, agriculture, business, computing, conservation, climatology, hydrology, development, demography, education, engineering, environmental management, financial services, local government, management, marketing, personnel, publishing, retailing, teaching and lecturing, town and country planning, tourism, transport, and much more.

Also...

"A recent study by the Royal Geographical Society showed that, compared with other subjects, Geographers are among the most employable because they develop the kinds of skills and knowledge that employers value."

Dundee University

History

OCR Specification J417A: History B: The Modern World

We believe the overriding need of our candidates is for a 20th century course to provide them with an understanding of the background in international relations to the contemporary situation. This requirement is met principally by **Unit A971/11 – Aspects of International Relations, 1919-2005 and the Depth Study**. For the Aspects of International Relations section candidates will study Part 1 – The Inter-War Years 1919-39. For the Depth Study, Germany 1918-45 is chosen, since the experience of those years with the emergence of Nazism and the mechanism of the totalitarian state provides many important lessons, and also integrates well with the inter-war period of international relations. Unit A971/11 is examined in Paper 1 (2 hours) of the final examination and accounts for 45% of the total mark. The other compulsory element is the **Unit A972/21 – British Depth Study**, which investigates how British society changed between 1890 and 1918; Paper 2 (1 hour 30 minutes) which examines this and involves the analysis and evaluation of sources, is worth 30% of the total. These skills are also assessed in the **Historical Enquiry** (Controlled Assessment). The topic for the **Historical Enquiry** is **The USA 1945-75: Land of Freedom?** This accounts for 25% of the total mark.

The Fourth Form studies The Inter-War Years, 1919-39 and the Depth Study (Germany 1918-45). Following the internal exam on those areas in early June, attention is then focused the skills required for sources through the British Depth Study. This is completed in the Michaelmas Term of the Fifth Form and examined in the Trial Paper in December. The Lent Term is used for the Historical Enquiry (Controlled Assessment), which is due for submission in March. The Summer Term is left free for revision.

Home Economics (Food and Nutrition)

AQA Specification 4585

Pupils choosing this option should show an interest in the cooking of food, and ought to be willing to practise and develop their practical skills when at home as well as at school.

Pupils who achieve well in this subject are those who have an interest and work hard. Pupils have one practical lesson a week and are charged for the ingredients used. There is a considerable amount of theory to learn and pupils should not choose this subject as a soft option.

Pupils complete a major individual investigation and a research task in the Michaelmas and Lent Terms of Form 5 (Year 11). Together these account for 60% of the total marks, the remaining 40% is assessment by a written examination paper. There is a single tier of assessment, allowing the full range of grades A* to G.

According to the GCSE specification the course should encourage pupils to:

- ◇ increase their knowledge and understanding of human needs, the interdependence of individuals and groups, and the influence of social, cultural and economic factors;
- ◇ increase their awareness of the implications for home economics of rapid technological changes, the use of information and communication technology (ICT) and the growth of scientific knowledge and understanding, and develop their ability to respond effectively to such changes;
- ◇ foster a critical and analytical approach to decision-making and problem-solving in relation to the specified context; and
- ◇ develop the knowledge and skills required for the effective and safe organisation and management of relevant resources.

Information and Communication Technology

The world is becoming increasingly dominated by the use of ICT systems which influence all aspects of our everyday lives. The study of ICT will help to provide students with the analytical, communication and technical skills that they will need as active participants in this exciting and dynamic world. The course will also provide them with an essential foundation for any further courses including those specific to the use of computers and new technology, such as A-level, AS, vocational and occupational courses.

Students will study:

- ◇ how ICT is used for work and leisure;
- ◇ the positive and negative effects of ICT on society;
- ◇ how to design and use ICT systems; and
- ◇ hardware, software and communication networks.

They will learn:

- ◇ how to use software such as word processors, databases, spreadsheets, etc;
- ◇ about practical design of ICT systems;
- ◇ key skills in numeracy, communication and ICT;
- ◇ how to apply ICT to real life situations and solve problems; and
- ◇ how to use ICT to research, acquire, manipulate and present information.

The course does not require a pupil to have access to a computer outside lesson and prep times, although it can obviously help to develop their understanding and aid their progress.

Latin

OCR Specification J281

This course offers the opportunity to explore something of the writings and thought of the Roman world and to develop further Latin language skills.

Language work includes consolidation and strengthening of previous learning, and leads to the reading of some Roman literature: a short selection from a book of Virgil's *Aeneid*, with some wider reading in English from that great poem; and a selection of a few letters from the writer Pliny which provide an insight into various aspects of Roman life and include an eye-witness account of the eruption of Mount Vesuvius in AD 79, or a selection from the historian, Tacitus, with his fascinating insights into Roman life and politics.

The opportunity is taken from time to time to explore various themes from Roman life and history, for example, the great battles between Hannibal and Rome.

A GCSE in Latin is a valuable qualification in itself, whether or not it leads to an A-level course in Latin; it always adds weight to a university application.

Modern Languages

French is taken as a Core subject (see details on sheet 4)

German

can be taken as a GCSE option in the Fourth and Fifth Forms, leading to the **OCR Specification J731** examination. Pupils taking the subject will normally have studied the language in the Third Form. Much of the teaching in Form 4 is aimed at mastering the grammar and vocabulary necessary for success at GCSE level. Emphasis is placed on the four skills tested at GCSE, namely speaking, listening, reading and writing. In Form 5 a great deal of time is devoted to practising the types of questions that the pupils will encounter in their examination. Pupils undertake the coursework option rather than the writing paper.

The units taken are

Listening Comprehension(A711), which accounts for 20% of the total marks.

Internally conducted and assessed speaking tests (A712), 30% of the total marks.

Reading Comprehension (A713), 20% of the total marks.

Externally assessed Controlled Written Assessment (A714), 30% of the total.

Spanish

can be taken as a GCSE option in the Fourth and Fifth Forms, leading to the **OCR Specification J732** examination. Pupils taking the subject will normally have studied the language in the Third Form. Much of the teaching in Form 4 is aimed at mastering the grammar and vocabulary necessary for success at GCSE level. Emphasis is placed on the four skills tested at GCSE, namely speaking, listening, reading and writing. In Form 5 a great deal of time is devoted to practising the types of questions that the pupils will encounter in their examination. Pupils undertake the coursework option rather than the writing paper.

The units taken are

Listening Comprehension(A721), which accounts for 20% of the total marks.

Internally conducted and assessed speaking tests (A722), 30% of the total marks.

Reading Comprehension (A723), 20% of the total marks.

Externally assessed Controlled Written Assessment (A724), 30% of the total.

Music

OCR Specification J535

The GCSE course follows the new OCR syllabus and emphasises the three main areas of musical activity which will be familiar to pupils from their lessons in earlier years: **listening, composing and performing**. All three elements are considered equally important.

It follows that a reasonable degree of experience with music notation will be needed, and also a commitment to playing one or more musical instruments (and/or singing). Regular practice is, of course, essential. Candidates who have studied Music at KS3 will normally have three years of musical experience under their belts before commencing the GCSE course.

There are many opportunities for taking part in group music-making at St Lawrence College and the examination specifically tests skills in ensemble performing as well as solo work.

The coursework is based around a series of composing projects, and the individual interests of specific pupils are taken into account when deciding what type of piece to attempt. The emphasis is on the *practical*; simple ideas often work best, especially when we have to perform and record the work as well as write it down.

It is important to gain a working knowledge of as many styles of music as possible; the listening paper tests breadth rather than depth. Fortunately, many recordings and scores are available for personal listening. It is extremely useful to build up a listening diary of representative works from different periods and from different cultures. Pop music and jazz are by no means excluded from the examination – virtually anything can appear!

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Course Specification and further details:

The GCSE Course is made up of four mandatory units, two of which are assessed (coursework), and two of which are externally assessed (exams).

Unit Code	Unit Title	Entry	Weighting
B351	Integrated Tasks <i>A performance, a composition and a commentary, all related to Area of Study 1 (see below)</i>	Portfolio	30%
B352	Practical Portfolio <i>A portfolio containing a group performance relating to Area of Study 2, a composition relating to Area of Study 2, 3 or 4 and a log and commentary.</i>	Portfolio	30%

Unit Code	Unit Title	Entry	Duration	Weighting
B353	Creative Task <i>A timed task drawing on understanding gained from an area of study, in which candidates develop a short piece and communicate it, based on a stimulus.</i>	Paper	45 mins	15%
B354	Listening Examination <i>A written paper, with CD, assessing knowledge and understanding of Areas of Study 2, 3 and 4.</i>	Paper	90 mins	25%

The areas of study also provide opportunities for candidates to further their understanding of musical styles of their own choosing. The Areas of Study are as follows:

- ♪ **Area of Study 1: My Music**
based on the instrument/voice you study
- ♪ **Area of Study 2: Shared Music**
Romantic song, pop ballads, Classical concerto, jazz, Indian classical music, Gamelan, Baroque and Classical chamber music, the great choral classics, African a capella singing
- ♪ **Area of Study 3: Dance Music**
Waltz, Latin, Tango, Salsa, American Line Dance, Irish Jig and Reel, Bhangra, Disco, Club Dance
- ♪ **Area of Study 4: Descriptive Music**
Programme Music, Film Music

Physical Education

Edexcel Specification 2PE01

This GCSE course is offered to those who are highly motivated towards sport and are likely to gain high marks in practical assessments. During the two years, pupils are examined in four practical activities for such assessment. Practical components are usually offered in, Netball, Hockey, Cricket, Swimming, Personal Survival, Athletics, Rounders, Health & Fitness and Badminton.

In addition to the sports assessed within school lessons, we can also assess some of the sports within the Activity Programme such as Horse-riding, Dance, Skiing, Snowboarding, Boxing Golf, etc. Similarly if a pupil regularly attends a club outside school we may also be able to assess this activity.

The theoretical component of the course includes Healthy and Active Lifestyles, Principles & Methods of Training, Diet and Nutrition and Anatomy and Physiology. It is assessed via a written examination and comprises 40% of the final mark. Additionally there is an assessment made upon the ability to evaluate and analyse the performance of themselves, others and the perfect model.

This is a demanding course which not only relies upon a sound level of physical fitness, but the ability to participate practically for three lessons in addition to the existing PE and Games programmes, team training sessions and matches throughout the two-year period.

It is a rewarding challenge for pupils who enjoy playing sport at the same time as committing themselves to learning the theory behind the action. It is an excellent preparation for the Physical Education course at AS and A Level.

<i>Unit 1</i>	<i>%</i>	<i>Marks</i>	<i>Time</i>	<i>When</i>
The Theory of Physical Education Healthy and Active Lifestyles Your Healthy and Active Body	40	80	Externally assessed 1 hour and 30 minute paper	May
<i>Unit 2</i>	<i>%</i>	<i>Marks</i>	<i>Time</i>	<i>When</i>
Performance in Physical Education Practical Performance Analysis of Performance	60	Four practical performances, each marked out of 10 for 48% Analysis of Performance marked out of 20 for 12%	Internal assessment under controlled assessment Externally moderated	May