

THE SKINNERS' SCHOOL



GCSE COURSE BOOKLET 2010



INTRODUCTION

At Key Stage 3 boys will have enjoyed a grounding in a broad range of subjects. Key Stage 4 is about preparing students for public examinations. In order to prepare students for these challenges at the required depth for GCSE, it becomes necessary to narrow the curriculum and concentrate on fewer subjects.

Year 10 is the first occasion in your Secondary School career when you are confronted with the need to make real decisions concerning your courses of study. Some of the subjects which are taken are compulsory, others are options selected by students and their parents. This then, is an important stage in a student's career.

At Skinners' we value a broad curriculum. It is also important that the students select courses that reflect their interests and ambitions as well as matching their talents. Most Skinners' boys take 11 GCSE subjects. We shall also be offering Citizenship with Personal, Social, Health and Economic Awareness Education and Physical Education to all boys, in addition to their chosen subjects.

Our curriculum permits a good deal of choice and this booklet is designed to help you make the right decisions. It is important to remember that, when boys apply to Higher Education, one of the most important pieces of factual evidence of their ability is the GCSE results. It is vital that the boys choose courses in which they have both aptitude and interest. Progress and Year 9 Written Reports will be useful in helping to inform decisions. Boys are also encouraged to speak with their teachers.

**MR R BEE
DIRECTOR OF STUDIES**



THE OPTIONS

Years 10 and 11 will prepare boys for GCSE qualifications. Most of the exams for these will occur in Year 11, mainly in the Summer term. Some subjects notably Science, Maths and Religious Studies will have some examinations in Year 10 and in the case of Science some modules will have been sat in Year 9. Most Skinners' boys take 11 GCSEs, along with non-examination courses in Physical Education and Games. Careers, Citizenship and Personal, Social, Health and Economic Awareness Education will also be offered in the curriculum during the two years.

There are some compulsory GCSE subjects: all boys are required to study English, English Literature, Religious Education and Mathematics. All boys will take Triple Award Science (Physics, Chemistry and Biology) as 3 GCSEs. The other four GCSEs are made up thus:

- a) at **least** one Modern Foreign Language must be taken: *either* French *or* German. If both are to be taken then French must be selected as the Modern Language and German as an option.
- b) 3 other subjects must be studied to make up the 11 GCSEs chosen from:
- Art
 - Economics & Business Studies
 - Drama
 - Geography
 - History
 - Music
 - Information and Communications Technology
 - Design & Technology
 - Electronics
 - German – German should be selected as an option and French as the Modern Language for boys wishing to take both languages.



MAKING THE CHOICE

You will need to consider several factors when making your choices:

- i) Look to likes, dislikes, skills, aptitudes and current successes. It is important that boys should enjoy the courses followed over the next two years and be successful at them.
- ii) Are there any subjects already being considered for A-level? Many cannot be attempted without a GCSE in the subject: some might require a supporting GCSE. Some subjects may be studied at A-level in the Sixth Form without having studied them at GCSE level e.g. Business Studies, IT, Economics, History, Geography, Music and Religious Studies. However, a GCSE is often an advantage and for Music other qualifications at an appropriate level would be necessary.
- iii) At this stage, it is unlikely that boys will have a definite job or university course in mind, but if thoughts have arisen concerning a possible career or a Higher Education path, it is important to check on any GCSE subject requirements that these may impose. Careers information is available, a careers service is available for advice on career requirements (contact via Mrs D Tourle) and Mr C. Fleming, Mrs L. Wilson or Mr R.P.A Bee may be consulted about Higher Education. If you should like more information on specific university courses, please consult the UCAS website www.ucas.co.uk
- iv) It is a good idea to try to achieve a good balance in the chosen curriculum by having a mix of science, arts and humanities if at all possible: this also keeps many future options open.

Procedure

You will have received a form with this booklet. Please complete this and return it to the School Office as soon as you have made decisions, **and at the very latest by Friday 26 March 2010**.

You are asked to select your options in order of importance to you. We will then attempt to construct teaching blocks to accommodate as many top choices as possible - we will do our utmost to fit all boys into their preferred choices, but this cannot be guaranteed - some combinations are unlikely to be available. Thus you are asked to list *in rank order* more subjects than can actually be taken and we will go down this list in order, fitting boys to subjects. Please be aware that there may be restrictions of certain courses depending on number of applicants.

We will discuss the results of these allocations with boys and parents as soon as we can.

**MR R BEE
DIRECTOR OF STUDIES**



ART

Edexcel Specification 1027

Art at GCSE level prepares you for further study at Advanced level and ultimately for a variety of arts-based careers, or just to continue being creative.

The Edexcel Course followed has a weighting of 60% marks for coursework and 40% for the Controlled Test, which is set externally at the end of the course. There is continuous, internally based, assessment throughout the course, culminating in an exhibition of your work, which is marked internally and moderated at the end of the course by an external examiner.

The course is **UNENDORSED**, which allows work in a variety of two-dimensional and 3-dimensional media to be produced from a basis of drawing and painting skills. To complement this, there exists a critical/historical component which is derived from Art appreciation done in class and at home which is an integral part of each project. For the large part you will be responsible for this side through the use of books, visual presentations, and Gallery visits.

A mandatory requirement is that students keep a work journal which is a sketchbook and time based record of their work and ideas for each coursework unit. The journal has a vital part to play in the students' artistic development.

The Format of the Course is:

- (i) **Coursework:** A folder of **all** your work produced, including sketch books and investigative work during the course plus pieces chosen by you for exhibition. This is kept in the Art Room.
- (ii) **Externally Set Test: A final piece produced in ten hours;** supported by preparatory studies carried out over the previous eight weeks and which fulfils the Board's criteria for the whole of the course.

Enthusiasm for the subject and self-motivation, with some natural aptitude, are vital prerequisites for the Course. It is helpful for pupils to have available an A3 sketchbook in which you can record your thinking and expand your ideas, and also an A2 or A1 portfolio for work completed during the Course.

**MR M F TAYLOR
HEAD OF ART AND DESIGN**



BUSINESS STUDIES and ECONOMICS

EDEXCEL SPECIFICATION 2BE01

“To found a great empire for the sole purpose of raising a nation of customers, may at first sight appear a project fit only for a nation of shopkeepers. It is, however, a project altogether unfit for a nation of shopkeepers; but extremely fit for a nation whose government is influenced by shopkeepers.”

Adam Smith, ‘The Wealth of Nations’, 1776

This subject at GCSE level is offered by Edexcel.

It aims to equip students with an integrated knowledge of the two related subjects. The emphasis is on integrating an understanding of how a business works with the effects this has on wider society and on how the national and international economy affects society and business firms.

The main topics studied are:

- The role of enterprise in the economy
- Employment, productivity and unemployment
- Risk and business planning
- The size of business operations and the effect of the E.U.
- Costs and benefits of economic activity to individuals, firms and governments and the impact on the environment
- Consumer rights, income distribution, international trade and economic growth and development.

Assessment is by two written exam papers and coursework. The written papers comprise 75% of the marks. The coursework consists of one investigation.

“People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in a conspiracy against the public, or in some contrivance to raise prices.”

Adam Smith.

**MR T M WALSH
HEAD OF ECONOMICS AND BUSINESS STUDIES**



DESIGN and TECHNOLOGY

AQA Specification: Design & Technology 4550

Design and Technology (Graphic Products) focuses upon the design and manufacture of products primarily using graphic and model making materials. Pupils will study how good design and visual media can enhance product quality, and positively affect the way we interact with our environment and communicate with others.

Every product we use is the product of the design and engineering industries. Yet after centuries of innovation there are still many opportunities to improve our manufactured world and develop new innovative products, whilst exploring the many creative ways in which we may conserve our planets natural resources and environment.

This subject considers these issues and how best to design and make products which consider consumer choice and cultural and environmental needs.

The course is ideally suited to those who enjoy solving problems and working creatively. Although most work will be completed by the pupils individually, there will be opportunities for group work which will develop the skills required to work effectively within a team.

A major focus of the course will be digital design, exploring how CAD (Computer Aided Design) and CAM (Computer Aided Manufacturing) can be used to speed up the design process and produce prototype products quickly and efficiently reflecting current industrial practice. Pupils will also develop a range of drawing and presentation skills using ICT and traditional media to enhance their communication skills.

During Year 10 pupils will work on a number of themed projects, each of which will develop specific designing and making skills.

These include:

- Product analysis
- Image and branding
- Architectural model making
- Advertising
- CAD/CAM

Curriculum time is divided between designing and manufacturing with an approximate 50/50 weighting.

In Year 11 pupils will complete a major coursework project in which they will design, prototype and make a graphic product of their own choice.

This coursework piece will account for 60% of their final GCSE grade, the remaining 40% being examined.

Mr J Walters
DESIGN TECHNOLOGY



DRAMA OCR GCSE in Drama – J315

This course will help students gather knowledge and understanding of the genre, style and conventions, and of the historical, social and cultural influences that inform the way drama is devised and structured. The areas of study are explored through the contexts of Deviser, Designer, Director and Performer.

There are six Areas of Study:

1. Character, Context and Plot
2. Structure
3. Audience and Defining Performance Space
4. Improvisation
5. Genre, Performance Style and Convention
6. The Semiotics of Drama and Theatre

Unit A581: From Page to Stage 30%

The focus of this unit will be on how a published text is animated and brought to life for an audience. The emphasis is on working to the intention of the original playwright and not on devising. Students will work on a selected text through workshops and undertake a Controlled Assessment in which they perform an extract from the text and complete a working record.

Unit A582: Drama in the Making 30%

The focus of this unit will be to explore and develop students' understanding of the devising process using stimulus material. They will explore and gain an understanding of the key principles and concepts of devising a piece of drama. Students will explore a chosen stimulus item through workshops and undertake a Controlled Assessment in which they will deliver a Workshop Presentation and complete a working record.

Unit A583: From Concept to Creation - 40%

The focus of this unit is to explore and realise one of four briefs set by OCR. The briefs will use either the text extract and/or stimulus provided as a starting point to develop skills through a series of workshops exploring the functions of Deviser, Designer, Director and Performer. At the end of the unit, students will undertake a practical examination, comprising of a preparation/rehearsal period and a practical outcome. Students will be assessed on their performance/presentation and their planning, and working record.

Why take GCSE Drama?

This course is suitable for students who want a firm foundation in drama, learning to analyse script, devise, develop, interpret and communicate practical outcomes. By understanding the process involved in drama they will improve their own performance skills, develop their imagination and the ability to create drama.

- You will learn how to **communicate** intention, both as an individual and as part of a group.
- You will develop the skill of working with others - **teamwork**, which is an essential skill for life.
- You will develop your **critical skills**, through evaluation, analysis and reflection.

Highlights: It is a practical course, which is very enjoyable and lots of fun. We will also be going on trips to the theatre.

**MRS F LENNON
HEAD OF DRAMA**



ENGLISH

Edexcel Specification

1203 Language (New specifications yet to be decided upon)

1213 Literature

English at GCSE provides the opportunity for every boy to speak and write widely. Skills of analysis and selection of ideas are covered, and individual strengths in imagination and response are encouraged. The highest grades are available to boys who take a responsibility for their coursework and aim at a high standard throughout the course. There will normally be written homework each week, as well as reading and note taking.

English is studied by every pupil in the country. There is a mixture of examinations (60%) and coursework (40%), half of which is for Speaking and Listening. Boys read a variety of poetry, study a Shakespeare play, examine media texts and work from other cultures. They write in different styles and prepare talks and presentations, as well as taking part in discussion and debates. Exams test understanding, awareness of style, and fluency and accuracy of writing.

English Literature is taken by all boys, and is a separate GCSE. There is overlap in the books studied, and some of the types of assignment tackled in English. Currently 30% of the assessment is written coursework, 70% examination. Boys write on a Shakespeare play, and Pre-1914 prose and poetry texts. They are examined on a modern play, poetry from the anthology and a modern prose text. We ask boys to buy their own copies of the main exam texts for annotation. An anthology of the poetry studied is given to each boy early in the course. We will provide clean copies in the exam room.

Boys keep marked work in a folder, from which their best work is selected as coursework to be submitted.

Boys will benefit from wide reading and a willingness to discuss ideas and develop expression. In many ways the GCSE course provides excellent preparation for AS and A2 courses in English Literature.

**MISS D HALIFAX
HEAD OF ENGLISH**

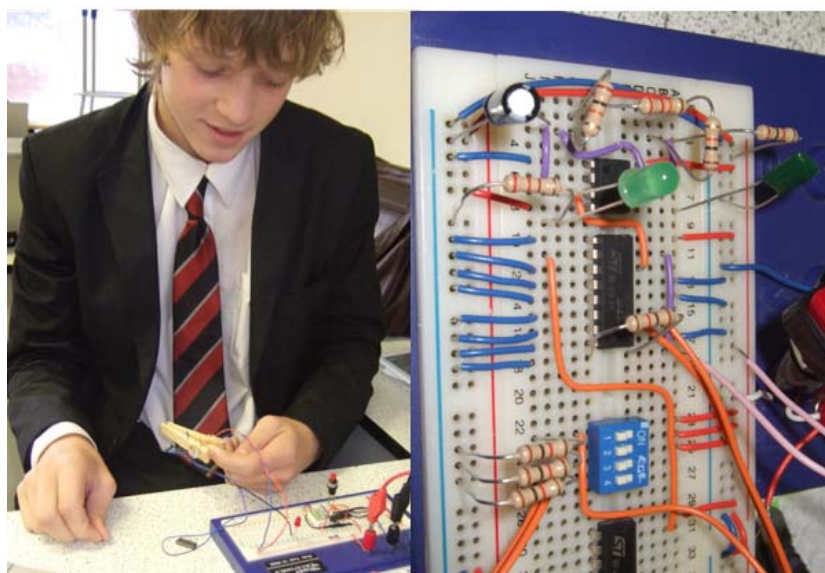


ELECTRONICS: WJEC 29802

This is a modular course made up of 3 theory modules (75%) and 1 practical project (25%). Teaching is very much 'hands on' and after a brief introduction to a system pupils learn about it by building it and testing it. Initial circuit design is often done using a computer, the chosen design is then built on a prototype circuit board.

Year 10: Pupils are expected to sit Module 1 as an external examination at the end of year 10.

Year 11: Pupils are likely to sit Module 2 in the January session, followed by Module 3 in June, as well as submitting their projects for assessment.



Course content:

- Digital electronics : AND, OR, NOT, NAND, NOR, EOR, NEOR gates, combinational logic, sensors, programmable logic, timing circuits, counters, decoders, sequential logic.
- Analogue electronics: transistors, diodes, amplifiers, bandwidth, OPAMPS, radio, ADC / DAC, multiplexing, software controllers.
- Projects: e.g. Lottery number generator, reaction timer, digital thermometer, electronic tuning fork, electronic clock, light chaser, electronic dice, audio amplifier, distortion box for electric guitar, traffic light system, etc. etc.

SEE OUR WEB PAGES FOR FURTHER INFORMATION:

www.skinner-science.com then click Electronics tab.

**MR T MEAD
HEAD OF SCIENCE**



GEOGRAPHY

AQA Specification A

Geography GCSE builds on skills, ideas and concepts explored at Key Stage Three. The course is divided into Physical and Human Geography topics. It is taught exclusively by subject specialists and in two classrooms used only by the department. We are well-resourced with excellent fieldwork equipment, interactive whiteboards and an extensive library of up-to-date materials. We run annual field trips for students, most recently to Iceland and the Netherlands.

Physical Geography Topics include:

- The Restless Earth
- Rocks, Resources and Scenery
- Challenge of Weather and Climate
- Living World
- Water on the Land
- Ice on the Land
- The Coastal Zone

Human Topics include:

- Population Change
- Changing Urban Environments
- Changing Rural Environments
- The Development Gap
- Globalisation
- Tourism

These key ideas will be studied at appropriate scales: local, regional, national, international and world. There are no prescribed areas but appropriate selections will be made from the British Isles, the EU and other areas of the world. Students are encouraged very much to “think” for themselves as they consider **alternative future developments** in a number of fields. We believe Geography plays a major role in giving young people the skills and knowledge required to understand the world around them. We expect prospective students to have enquiring minds, a genuine interest in the subject, to work hard and to have fun as they learn. We also expect them to strive for their very best attainment.

60% of assessment marks are allocated to understanding and application, skills and values, and the rest to the recall of facts. Therefore, a major part of the course will involve pupils using and analysing a variety of geographical material, eg descriptions, statistical data, maps, photographs, graphs, films and newspaper reports, as well as field data. In the examination of these sources, the emphasis will be on the development of individual and group enquiry skills through the use of 'work sheets' and discussions, and increasingly to use of ICT and GIS. Work will be assessed weekly, or on the completion of a work unit, or by a class test.



The GCSE assessment will consist of three papers:

Unit 1: Physical Geography

External exam

1 hour 30 min

37.5% of the total marks

Unit 2: Human Geography

External exam

1 hour 30 min

37.5% of the total marks

Unit 3: Controlled Assessment:

Local Fieldwork Investigation

6 hour write-up under direct supervision – **the previous long project is replaced with a much more manageable task!**

25% of the total marks

The department looks forward to teaching its new Key Stage 4 cohort in September 2010.

**MR C FLEMING
HEAD OF GEOGRAPHY**



HISTORY

OCR Specification B J417 : HISTORY B (MODERN WORLD)

If you are looking for an easy GCSE option, then read no further. However, if you want to discover more about the events and personalities, which have shaped the world in which you live, why not consider a course in Modern History?

In order to succeed in history you will need to be able to:

- * recall, select and organise your knowledge;
- * describe, analyse and explain some of the major events of the twentieth century;
- * comprehend and evaluate a range of historical sources including written accounts, photographs, maps and cartoons.

You must also be prepared to work hard over the next two years and have some ability in writing fluently and accurately. A sense of humour will also be very useful.

SUBJECT CONTENT

PAPER 1 – 2 Hours – (45%) - 90 marks

1. **INTERNATIONAL RELATIONS, 1919 – 39**
 - Were the Peace Treaties of 1919-1923 fair?
 - Why did the League of Nations fail?
 - How did Hitler's foreign policy contribute to a deterioration of international relations?
 - Why did World War Two break out in 1939?
2. **DEPTH STUDY, Germany 1918-1945**
 - Why did the Weimar Republic collapse?
 - How did Hitler rise to power and consolidate his position?
 - What was the nature of Nazi rule?
 - How did Nazi rule impact on women, children, minorities, education, culture and how did people rebel?

PAPER 2 – 1½ Hours (30%) - 60 marks

BRITAIN, 1890 – 1918

- Liberal Government Reforms
- Votes for Women
- World War One

Coursework – (25%) One 2000 word investigation

AMERICA: PROHIBITION

- Reasons for the introduction of Prohibition
- Crime, corruption and problems resulting from Prohibition
- Why was Prohibition ended in America?

There is more information available about the GCSE course on the History Virtual Learning Environment: <http://sites.google.com/site/missandersenshistoryforum/>

**MISS L ANDERSEN
HEAD OF HISTORY**



INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)

AQA GCSE 3522 Specification B (New specification yet to be decided upon)

The aims of the Information and Communications Technology course are to give opportunities to the students to solve problems through the use of information systems and to develop a broad and balanced view of the range of applications and information systems. By the end of the course pupils should be able to choose and use information and communication systems to carry out a range of tasks, making effective use of appropriate principles and techniques.

The students will be required to complete two coursework tasks during the course. These contribute to 60% of their final GCSE assessment. They will also be required to take one final written examination which makes up the other 40% of the assessment.

This course is ideal for any student who may be considering Computing as an 'A' or 'AS' level subject.

**MR N HUBBARD
HEAD OF ICT**



MATHEMATICS

Edexcel Specification
Linear – 1MA0

Modular – 2MB01

Additional Mathematics
OCR Specification 6693

Why study Mathematics?

Mathematics is useful in many human activities and essential for understanding the world in which we live. Everyone uses the mathematics of money. Engineers and scientists use mathematics as their language and mathematics is used in medicine, in geography, economics and in business and management studies. It is essential in industry and commerce.

Many find mathematics fun - they enjoy solving problems and puzzles - and a study of mathematics can provide plenty of these!

What will I learn?

You will extend many of the topics you have met already and meet some new ones. Subjects will include measurement, algebra, graphs, money, probability, statistics, geometry, trigonometry and vectors. You will learn the basic skills involved with these and get some experience of applying your knowledge to problems.

What abilities do I need?

You will need to be able to:

- * use numbers, symbols, drawings and graphs neatly and accurately;
- * use a calculator efficiently;
- * solve problems, present the solutions clearly and then check and interpret the results.

How will I be assessed?

In June of Year 10 the top two sets will take the linear version of the GCSE.

In Year 11 the top two sets will study the Free Standing Maths Qualification in Additional Maths. This is a bridge between GCSE and A level, but not a requirement for A level study in Maths. It will stretch our most able mathematicians whilst providing a qualification which has UCAS points attached for those who do not wish to take Maths to A level.

The remaining 3 sets will take the modular version of the GCSE in 3 sessions throughout Years 10 and 11.

What follows this?

Whatever job or career you hope to follow, some mathematical skill and mathematical thinking will be needed.

A mathematics GCSE grade C is often a minimum requirement for courses and training and if you are thinking of studying mathematics in the Sixth Form, then you should be aiming for a grade A.

If you wish to study Further Mathematics in the Sixth Form, you will need to have studied Additional Mathematics.

MRS K A ALLEN
HEAD OF MATHEMATICS



MODERN LANGUAGES

OCR Specification J730 (French), J731 (German)

French and German GCSE provide the opportunity for boys to build upon their linguistic knowledge from Key Stage 3. Both languages are taught by language specialists in well-equipped classrooms with recently installed Interactive Whiteboards. We have two foreign language assistants who support the work that we do in the classroom. We run overseas trips including an exchange with the Beethoven Gymnasium in Bonn. Boys at this School regularly achieve excellent results in both languages at GCSE, thus laying a sound foundation for further studies, either at School (A2 level or 'AS' level) or as part of a University course.

All boys are required to take at least one modern language at GCSE, and provision is made for everyone to take either French or German or both (we currently have 30 boys who study both languages to GCSE in Year 11).

The GCSE assessment consists of 4 papers:

Unit 1 (French A701, German A711) Listening:

- 45 minutes written paper, 20% of total GCSE marks

Unit 2 (French A702, German A712) Speaking:

- Controlled assessment, 30% of total GCSE marks
- Two speaking tasks will be formally assessed internally – each will last up to 6 minutes (general conversation, presentation or narrative)

Unit 3 (French A703, German A713) Reading

- 50 minutes written paper, 20% of total GCSE marks

Unit 4 (French A704, German A714) Writing

- Controlled assessment, 30% of total GCSE marks
- Two written tasks will be assessed externally

Boys who gain at least grade B may go on to study French and/or German in the Sixth Form. A grade C at GCSE is unlikely to lead to success.



These are the topic areas that we will study during the GCSE Course:

Home and local area:

- Life in the home; friends and relationships
- Local area, facilities and getting around

Health and sport:

- Sport, outdoor pursuits and healthy lifestyle
- Food and drink as aspects of culture and health

Leisure and entertainment:

- Socialising, special occasions and festivals
- TV, films and music

Travel and the wider world:

- Holidays and exchanges
- Environmental, cultural and social issues

Education and work:

- School life in the UK and in the target language country or community
- Work experience, future study and jobs, working abroad

The MFL department looks forward to teaching its new Key Stage 4 cohort in September 2010.

MR P R GREEN/MRS J HUBBARD
HEAD OF MODERN LANGUAGES/HEAD OF GERMAN



MUSIC

AQA Specification 3271

Listening, Performing and **Composing** are the three core areas in music and are the main focal points in the course.

1. **Listening** involves all kinds of music in all styles, both Western and non-Western, popular and high art, past and present.
The course introduces and explores a range of exciting sound worlds, covering the associated factual knowledge and sharpening aural awareness and listening skills. The exam is built around a variety of listening extracts, with questions demanding written responses by the candidates.
2. **Performing** creates an opportunity for course members to relate to one another in a musical context and to explore the techniques of improvising and of melodic, harmonic and rhythmic structure. Prepared performing on an instrument or voice, both solo and in ensemble, is assessed at regular intervals during the course and the best marks over the two years go towards the final exam result. Already having instrumental experience is an obvious advantage but is not essential.
3. **Composing** is the on-going "course work" component. Assignments are structured to guide the candidate in an understanding of basic techniques in melody, chord progression, rhythm, texture and form. The mysteries of "theory" and "rudiments" are made simple and easy to learn. Use of the computer, multi-tracking and sequencing and as composing aids are encouraged. The candidate really does have the opportunity to try out ideas, experiment and to "let himself go" in whatever style he chooses. For his finished folder he selects his best and most successful work for exam assessment.

GCSE provides a good basis for further studies at 'A' Level Music, which in turn could lead to University/College courses specialising in Music or in which Music is a component in a wider study. But whether for the specialist or simply for someone with a general interest, a GCSE Music course assists a candidate in developing a balanced group of subjects, a balanced curriculum and an opportunity to "let out" rather than just "take in".

It is also a very good way to turn an interest into a good exam grade!

**MR J HENDRY
HEAD OF MUSIC**



RELIGIOUS STUDIES – ALL STUDENTS TAKE FULL COURSE GCSE WHICH THEY START IN YEAR 9

AQA specification B 4055 Ethics, Philosophy and Religion in Society

An ideal course for the student who likes to ask 'ultimate' questions, enjoys debate, and after careful consideration, to reach his own conclusions. Religious Studies offers the student the opportunity to discuss controversial issues on philosophical, moral, social and religious matters and will appeal to students of any faith or none!

Assessment consists of two written exam papers. One paper is taken in the summer of year 10 and one paper is taken in the summer of Year 11. **There is no coursework component.**

Syllabus Content

Unit 3 - Religion and Morality

This unit focuses on analysis of religious and non-religious responses to moral issues and allows the student to explore real life issues and encourages both awareness and empathy.

- Religious attitudes to matters of life
- Religious attitudes to the elderly and death
- Religious attitudes to drug abuse
- Religious attitudes to rich and poor in society
- Religious attitudes to world poverty
- Religious attitudes to crime and punishment

Unit 4 - Religious Philosophy and Ultimate Questions

This unit gives students the opportunity to reflect upon common human experiences that raise questions about the meaning and purpose of life, and to develop their own reasoned response:

- The existence of God
- Revelation
- The problem of evil and suffering
- Immortality
- Miracles
- Science and Religion

This course is ideal preparation of students considering studying philosophy of religion and ethics at 'A' level. Skills of reasoned argument and critical analysis are developed throughout the course.



SCIENCE

NEW GCSE SCIENCE COURSES FROM SEPTEMBER 2009

YEAR 9: **all** pupils will study AQA 4461 Core Science in Year 9.

YEAR 10: **all** pupils will study AQA 4463 Additional Science in Year 10.

YEAR 11: **all** pupils will study for the 3 separate sciences in Year 11 ('Triple Award'):
AQA Biology AQA 4411, Chemistry AQA 4421, Physics AQA 4431

- This accelerated science programme gives you access to 3 science GCSEs.
- The course will build on your present knowledge as well as introducing new topics.
- It will be taught throughout by specialist teachers.
- Practical skills (25%) are developed and assessed by 'in class' practical tests (NO COURSEWORK!!)
- The course is modular and theory examination papers will come at the end of years 9, 10, and 11 (not all at the end of Year 11 as is traditional)
- In all of your science lessons we want you to be inquisitive, to ask questions, and to enjoy your science by getting involved. You should be doing lots of background reading and preparation at home.

	BIOLOGY	CHEMISTRY	PHYSICS
<p>YEAR 9 B1, C1, P1 CORE SCIENCE</p> <p>(9 periods over the 10 day cycle: 3 biology, 3 chemistry, 3 physics)</p>	<ul style="list-style-type: none"> • Theories and models • Practical and enquiry skills • Communication of science • Applications: up-to-date and relevant science 		
	Human Biology, Diet Evolution, Environment, Genetics. Medical and recreational drugs	Products from Rocks, Oils, Earth, & Atmosphere	Energy & Electricity, Radiation & the Universe
<p>YEAR 10 B2, C2, P2 ADDITIONAL SCIENCE</p> <p>(9 periods over the 10 day cycle: 3 biology, 3 chemistry, 3 physics)</p>	Infectious diseases Y11 – Cells, Enzymes, Stem Cells, Human Genetics, Photosynthesis	Eg. Nanotechnology, Quantitative chemistry including mole and atom economy. Rate of Reaction	Eg. Momentum, static electricity, nuclear fission, nuclear fusion.
<p>YEAR 11 B3, C3, P3. EXTRA TOPICS</p> <p>(9 periods over the 10 day cycle: 3 biology, 3 chemistry, 3 physics)</p>	Less emphasis on plants and more on Human Biology. Eg. Circulation, Gas Exchange, Exercise, Biotechnology.	Periodic table, energy changes, acids and alkalis, Identification of ions.	Satellites, optics, motors, generators, transformers.

A - LEVEL SCIENCES: A-level science is a necessary requirement for degree courses in a multitude of science based disciplines as well as in engineering, electronics, medicine, dentistry, and for many careers.

M R T MEAD
HEAD OF SCIENCE