

CANFORD



GCSE Course Guide

for those entering the Fourth Form
in September 2018

CONTENTS

Choosing Your GCSEs

- Introduction
- Flow Chart
- Careers

Subject Choices

- Art
- Biology
- Business Studies
- Chemistry
- Classical Civilisation
- Classical Greek
- Computer Science
- Design Technology
- Drama
- English
- French
- Geography
- German
- History
- Latin
- Learning Skills
- Mathematics
- Music
- Physical Education
- Physics
- Philosophy, Ethics and Spirituality
- Religious Studies
- Spanish

Choosing Your GCSEs

At Canford, pupils usually take ten GCSEs from nine subjects (English Literature and English Language are taught together). There are four subjects taken by everybody: English, Maths, and two courses designed by Canford staff. In the Fourth Form, pupils all follow a non-examined course in Philosophy, Ethics and Spirituality, details of which are contained in this book. In both GCSE years, the school's Connections course opens up new horizons for our pupils to consider. The aim of the course the pupils follow is to encourage them to think beyond and around the knowledge and ideas they acquire in curriculum subjects. A team of teachers present courses which explore and develop aspects of the Festival of Ideas which takes place in October. In 2017 the theme was Borders and Boundaries: pupils were encouraged through various disciplines to explore the various divisions and synergies in our connected world, both historically, linguistically, and culturally.

Choosing just 9 subjects out of the 17 that you study in the Shells is a very difficult, and in some cases traumatic, thing to do. Although it can seem like one's whole future depends on choices made just a few months after joining the school, the truth is that, for many, the best advice is to choose what you are good at, and what you enjoy. Nonetheless, there are some future careers directions which favour some combinations of A level and GCSE subjects over others, so it is wise to consider whether or not these might affect your choice. There is a short section in this booklet setting out some of the things you should be thinking about.

The GCSE Curriculum

The Core

English Language
English Literature
Maths
Philosophy, Ethics and Spirituality
(non-examined)
Connections (non-examined)

+ one from

French
German
Spanish

+ two from

Biology
Chemistry
Physics

+ four from

Art ²	French
Biology	Geography
Business Studies	German or Spanish
Classical Civilisation	History
Chemistry	Latin
Classical Greek	Learning Skills ¹
Computing	Music
Design ²	Physics
Drama ²	Religious Studies
Physical Education ²	

Notes

- ¹ It is possible, in consultation with house staff, to choose only three from the options box or sometimes, having started with four, to drop to three at the end of the fourth year. Where a pupil is clearly struggling with the number of GCSEs being attempted, it may be suggested that he or she drop a GCSE.
There is a small Learning Skills set; those pupils who opt for this will do so instead of a GCSE, thus taking one fewer GCSE than otherwise. The Support for Learning department will advise some pupils to take this option.
- ² Only two of these four subjects may be chosen.

N.B. While most combinations of subjects are possible, a few will not be. Every effort, however, will be made to accommodate pupils' choices. Where numbers are insufficient, a subject may be withdrawn.

Stephen Wilkinson, Director of Studies
December 2017

Choosing Your GCSEs

No

Do you have definite ideas about an area of speciality in the Sixth Form, or a particular career direction you're confident you want to follow?

Then you should choose your four options according to this scheme:

A Humanities subject:

History
Geography
Business Studies
Classical Civ
Religious Studies

An Arts subject

Art
Design
Drama
Music
Physical Education

A 2nd language or another subject:

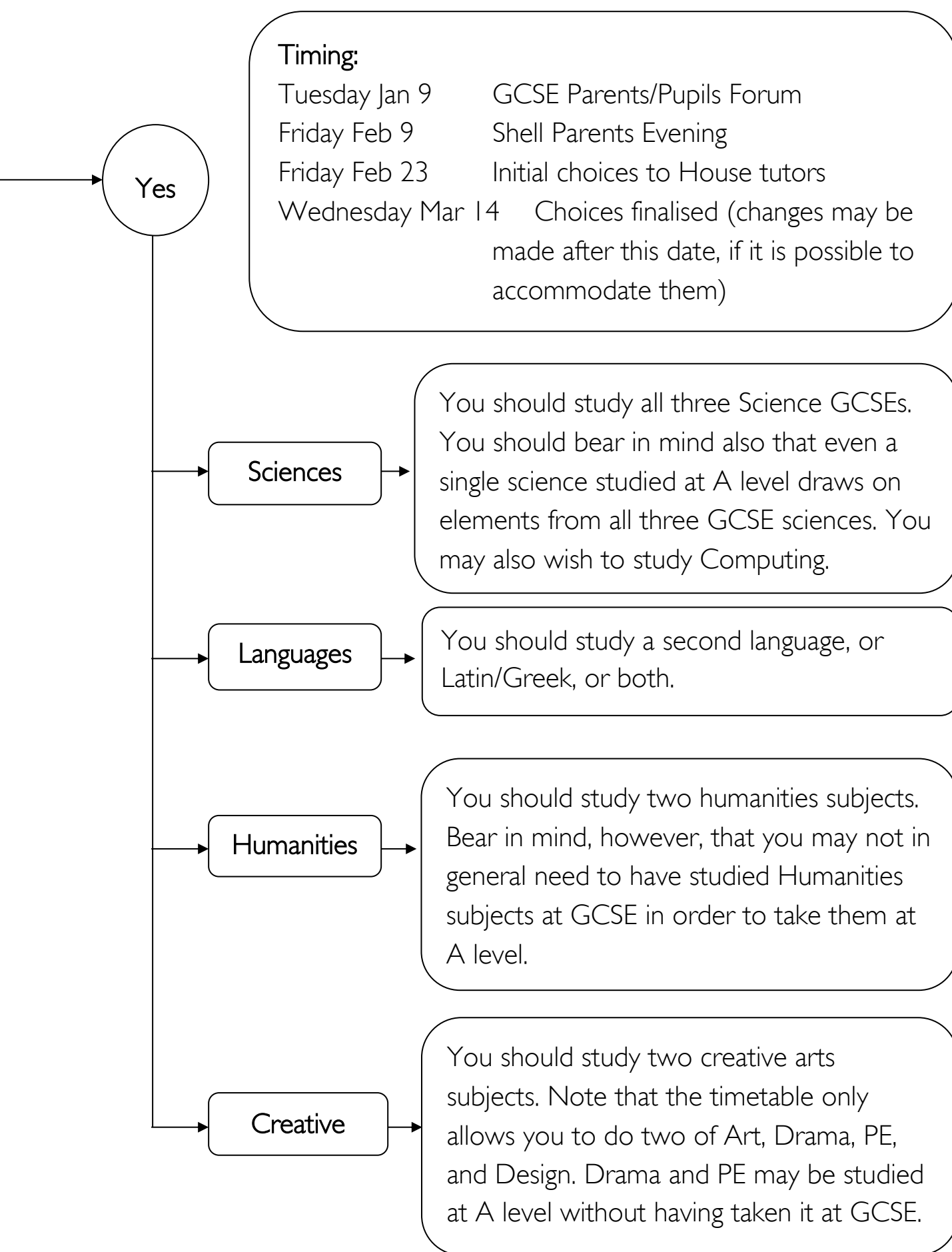
French
Latin/Greek
German
Spanish

The 3rd science or another subject

Biology
Chemistry
Physics
Computing

If in doubt, you should talk to:

1. Your House Tutor
2. The Careers Department (Mr Doherty) wmd@canford.com
3. The Director of Studies (Dr Wilkinson) skw@canford.com



An introduction for Shell parents and pupils to Careers and Higher Education Guidance

The aim of the Careers/HE Department is to provide a supportive and impartial service that will help pupils to ask and to answer the right questions so that they may proceed in an informed way to make decisions about their future. These decisions will be made by the pupils. No-one will try to tell them what they have to do, but many people (in addition to the Careers Department), such as parents, friends, house staff, and teachers, may all have relevant and helpful things to say, or can direct them towards someone or some reference that does.

Pupils need to understand some things about themselves, about their likes and dislikes, about their talents and skills, and about what sort of lifestyle they want to follow. They will be helped to understand what each type of career involves, what essential skills (not only academic) they will need to have and whether it will suit their own needs. They need to know what qualifications and what experience are needed before they can follow a particular path. Our aim is to help our pupils identify their non-academic skills and enable them to demonstrate them from the variety of activities that they will inevitably become involved in.

We have resources in the Careers Department and in the main Library that are dedicated to help: books, magazines, DVDs, prospectuses, computer databases, and so on, and these may be consulted at most times. A Careers/HE bulletin is published to all pupils and parents every 4-6 weeks, highlighting relevant forthcoming events, reminders, useful links to websites, work experience opportunities, etc. Current and past editions can be found on the Careers Gateway page. The Careers Department is open throughout the week, including Saturday mornings, with staff available to deal with queries and offer advice: there is an open-door policy or pupils can book an appointment. We are assisted by other staff with particular areas of

responsibility, such as Medicine, US universities and Oxbridge, who can also be consulted. In addition, tutors, house staff, heads of departments and, indeed, all teachers, are available to give advice and assistance. Relevant talks and presentations are arranged with outside organisations.

Of course, the choice of career is a process which takes place over an extended period of time. What we are trying to do is help pupils identify a suitable direction, not necessarily a specific career. Some pupils will already have some ideas, others will have none. Some will never change their mind; others may seem never to make up their mind. At certain moments over the next few years at Canford, though, there are decisions that have to be made by pupils that will have implications for their future.

Here is a summary of some important events and the particular support offered:

Shells

- Quite soon, decisions about GCSE choices will have to be made. This, in most cases, will not have a very significant effect in restricting what can be done later. Pupils will still do a variety of subjects, though it is important that the choice balances the Arts, Humanities and Sciences, and they should choose subjects they enjoy and will do well in.
- There are very few restrictions on choices, but such limitations as there are need to be discussed with their implications for future career paths when decisions are made. For example, those who wish to keep open the option of Medicine should choose to do all three sciences at GCSE, and if Architecture is a possibility then either one or both of Art and DT should be included. House and Careers Department staff can help pupils with this.

Fourths

- Ongoing support and advice available.
- The year group will be offered the opportunity to complete an online “Aspirations Questionnaire”, and a report, which can be followed up by

tutors, is produced. The report includes some career ideas that are suggested by the pupil's responses, together with worksheets, ideas for further research and an indication of useful subjects to be studying.

- A skills framework is being created to help develop pupils' non-academic skills through co-curricular activities. This will be useful in helping them identify suitable directions for the future and they are encouraged to continue recording examples of these skills on iCan.

Fifths

- Pupils will have an opportunity to participate in careers aptitude testing which involves an interests questionnaire and psychometric tests, leading to the creation of individual profile reports, followed by two discussions with external careers consultants. Both discussions have reports compiled and the pupils agree action to research certain areas, which are reviewed at the second meeting. The vast majority of pupils take part in this. They are encouraged to research the paths suggested and to discuss their findings with school staff and parents.
- This brings pupils to what, in many cases, will be their first potentially significant decision: the choice of Sixth Form subjects. What is chosen at this time may have a very significant effect on future options, although for many careers it will not.
- Pupils are also encouraged to seek work placements in the Fifth and Sixth Forms, which, for all, can be a useful introduction to adult working life and, which, for some vocational careers (eg Medicine) are essential.

Lower Sixth

- Careers experience and other courses run by various organisations (e.g. the Independent Schools Careers Organisation, now branded 'Futurewise') are publicised and recommended as pupils move towards their next big decision over life post-Canford: university choices in UK or overseas, gap year, straight into employment or otherwise.
- A Careers Symposium takes place in which some 60-70 Old Canfordians, current parents and others are available to talk to pupils

about their careers. Pupils are encouraged to practise networking skills on the day with a view to gaining advice and possibly a work experience opportunity.

- The options for a gap year are investigated, and pupils may attend local Gap Year fairs.
- Talks on various aspects of university admission are given by university admissions officers. HE Seminars are run in the school at which pupils can talk to subject specialists about reading particular degrees at university.
- Pupils attend the local UCAS Convention, at which they can talk to representatives of, and gather information about, the majority of UK universities, and trips to university Open Days take place.
- One-to-one discussions with tutors and members of the Careers Department about future options take place. Although the majority of Canford leavers have gone on to UK universities with or without a gap year, other options are also considered and supported such as:
 - US or European universities
 - Degree Apprenticeships
 - School Leaver Schemes.
- We offer a mentoring programme involving Old Canfordian businessmen and women with the aim of helping pupils understand what is involved in the transition from school to the workplace.

Upper Sixth

- UCAS applications are made from the very start of the Upper Sixth year, and there is good evidence that early application results in early offers.
- Many universities interview applicants, and interview training and support are offered.

Careers and the world of work are changing all the time, as new technologies, new leisure interests, new financial pressures, etc. all impact upon our lives. It is likely that current pupils will have to work for more years than their parents

will do, and their careers will probably change and diversify much more often than was the historic norm. The majority of Canford leavers in the past have gained a place at their first choice UK university, around half typically after a gap year, but recently there has been growing interest in USA and other overseas universities and other post-Canford options.

The availability of up-to-date information is crucial, and pupils will be guided and informed through the next few years, but are also advised to keep alert themselves to the options as their aptitudes are developed and their interests mature.

Parents and pupils are encouraged to contact the Careers Department with any queries at any time so that we can help provide an informed service relevant to an individual's needs. We hope to ensure that we educate our pupils in understanding what to expect after Canford and to provide them with the ability to recognise, articulate and demonstrate non-academic (as well as academic) skills and attributes to prepare them for their future.

Mike Doherty
Head of Careers and HE
wmd@canford.com

Art

Exam board: AQA Art and Design (4200)

Description of Course:

The course is divided into two units: coursework 60% and examination 40%.

Fourth Form

For the first two terms in the Fourth Form, pupils will develop skills and find ways of developing projects from initial investigations. It is likely that only some of this work will be submitted as part of the coursework units.

Coursework

Coursework units are initiated by staff. The projects are extremely broad, and allow pupils to find avenues that they find exciting and work to their strengths. Pupils will produce work in a variety of media, leading towards a final conclusion.

Deadlines	Unit 1	2 nd Exeat	Christmas Term
	Unit 2	Half Term	Easter Term

Examination

The exam is an eight-week project concluding in a ten-hour timed test. The exam board sets the project, ensuring that it has scope for individual development. The exam unit, like the coursework, is developed over time, and pupils will conclude with a timed ten-hour piece under exam conditions.

Pupils can work in a range of media throughout the course. Drawing and digital photography are essential methods to collect resource material. From these, pupils can work in illustration, 3D, printmaking, ceramics, textiles and mixed media, photography, film and installation. High skill levels are not essential when choosing this GCSE, but an interest and enthusiasm for the subject are.

Outside lessons

Pupils are expected to develop work outside lessons. This can be completed at home, but many choose to work in the Art School on one evening each week. Workshops and lectures take place throughout the year with practising artists; pupils are encouraged to attend these. Visits to galleries play an important role, such as a gallery day, usually in London.

Why should I study Art?

Any pupils considering a career in any field of Art or Design should consider Art very carefully. It also balances well with any combination of subjects. Pupils studying Art, as well as gaining a high degree of technical ability, are taught valuable research skills, encouraged to solve problems laterally and explore their personal interests through their work.

Biology

Specification: AQA GCSE Biology - 8461

Structure of Course:

This is a relatively new qualification which merges the best aspects of the old style GCSE with the IGCSE course which we were using. The subject content has been fully updated making it varied, interesting and an excellent preparation for A level study of Sciences. There is a strong emphasis on the human body, biotechnology and practical work. Assessment is via two examinations which are taken at the end of the Fifth Form. Topics 1 - 4 are assessed in the first exam and 5 - 7 in the second. Both of the examinations contain a number of questions on the practical work you will have carried out throughout the course, so there is no assessed practical or coursework element.

Description of Course:

The course includes all the material that you have already covered and will cover within your Shell lessons. The seven topics are as follows:

1. Cell biology: cell structure and function, transport in and out of cells
2. Organisation: structure and function of the circulatory, digestive and respiratory systems of mammals and the plant transport systems
3. Infection and response: the study of infectious disease, how the body is able to fight it and how humans can help treat infectious diseases
4. Bioenergetics: photosynthesis and respiration
5. Homeostasis and response: how the body responds to changes in the environment including the nervous system
6. Inheritance, variation and evolution: lots of genetics and the study of evolution
7. Ecology: the study of how organisms interact with each other and the environment.

Studying Biology at Canford is particularly good, as the grounds provide an outstanding variety of habitats for field work, with woodland, an arboretum, the River Stour, and our fish tank, all near at hand. There is a strong interest in marine biology within the department. The department is very well equipped for laboratory, microscope and field work and we include practical work wherever possible.

The exciting pace of recent discoveries in biological sciences and a growing interest in biology-based careers, such as medicine, have encouraged nearly a third of the current Sixth Form to study Biology at A level. Prospective A level biologists have almost always studied Physics and Chemistry in addition to Biology at GCSE.

Why should I study Biology?

By studying Biology, you will gain a real insight into how your own body works and how all the different organisms found in the world interact with each other and their environment. The course is fascinating, well-structured and heavily practical-based. There is no doubt that Biology will have a massive impact on your life and an understanding of recent developments in this field, especially genetic engineering, will be really important.

Business Studies

Board: Cambridge International Examinations (CIE)

Structure:

The course is designed to give pupils a sound understanding of business and the ability to use knowledge, skills and understanding appropriately in the context of the United Kingdom's experience and international markets.

Key subject aims:

To enable pupils to use relevant terminology, concepts and methods effectively and recognise the strengths and limitations of the ideas used.

To develop pupils' knowledge, understanding and skills, and apply them to current issues in a wide range of appropriate international and UK contexts.

To enable pupils to use an enquiring, critical approach to distinguish between facts and opinion and evaluate qualitative and quantitative data, to help build arguments and make informed judgments.

To further pupils' appreciation of different stakeholders' perspectives in relation to business activities.

To develop pupils' understanding of the dynamics of business activity and the related considerations of ethics and sustainability in business.

Assessment:

The IGCSE is examined using two 90-minute exam papers taken at the end of the Fifth Form, the second of which uses a case study for assessment purposes.

Description

Business Studies at GCSE level was offered for the first time in September 2011 and was immediately, and continues to be, a popular option.

We believe that the IGCSE course offers our pupils something very new and exciting: the opportunity to see how the world of business works and how they might be involved in the future. It covers the four main 'functional' areas of business – finance, human resources, marketing and operations management. It provides information about the practical requirements of setting up and running a new business, and the risks and opportunities created by businesses in the context of our social, legal and global environment, as well as giving an insight into the economic theories, trends and events which affect every business and every household.

Business Studies favours those with a fair mathematical ability and a logical approach to problem-solving. A natural interest in current affairs and financial matters is also a significant indicator of likely success and enjoyment. The exams are balanced between short answers and longer paragraph pieces, allowing those with strength in English to write well, yet not preventing the less poetic from showing their knowledge and numerical ability. It is not an easy option, but one which requires diligence, careful thought and precision, and which also encourages pupils to think creatively and strategically.

Reasons to opt for the course

In recent years, large numbers of Canfordians have gone on to study degrees in business, economics, management, accountancy and finance-related courses. Business Studies provides an excellent grounding in these areas and enables our well-informed pupils to make better choices about their future areas of study.

Chemistry

Chemistry is Everywhere

Everything you hear, see, smell, taste, and touch involves chemistry and chemicals. And hearing, seeing, tasting, and touching all involve intricate series of chemical reactions and interactions in your body. With such an enormous range of topics, it is essential to know about chemistry at some level in order to understand the world around us. In fact, when asked what advice he would give his young self, David Cameron said “keep on with the science subjects because understanding of science will be so important in your future life”.

Pupils take an International GCSE (IGCSE) course, which aims to create an interest in the subject while providing intellectual challenges. A practical and multi-media approach is used to encourage a sound factual base, but also emphasises the importance of understanding the basic principles. We stress the many contributions that chemistry makes to the world around us, particularly in the production of everyday articles and materials, and their environmental impact. The IGCSE is examined through factual recall and application of knowledge, and so is a much more traditional Chemistry course than the GCSE. It is designed to challenge pupils to gain a full understanding of principles in order to provide a firm base for further study.

Pupils will follow the new **EDEXCEL International GCSE 4CHI** specification.
(search: edexcel 4chI for information)

The syllabus is examined in a linear way with two papers in June of the Fifth Form: Paper 1 (2 hours, 110 marks), Paper 2 (1 hour 15 minutes, 70 marks). The grading will be 1 to 9; in line with all GCSEs.

There is no coursework element, as practical work covered in the course is examined in the written papers. However, teaching the subject involves a

huge number of practicals being undertaken and the development of skills needed to carry these out.

Whilst obviously essential for Chemistry A Level, Chemistry at GCSE level is also a very important foundation for Biology and Physics A Level courses. All three science subjects are mutually supportive at GCSE and in the Sixth Form. The CBI has stated that two fifths of firms are struggling to recruit people with science and maths-based skills which are desperately needed in the low-carbon, pharmaceutical and digital media sectors.

You **must** have studied Chemistry at GCSE if you wish to be a medic, a vet or a dentist. It is also a prerequisite for many university courses including:-

Biology, Biochemistry, Biotechnology, Biophysics, Botany, Chemical Engineering, Chemistry, Environmental Sciences, Food Science, Genetics, Geology, Materials Science, Microbiology, Pharmacology, Pharmacy, Physiology, Physiotherapy, and Polymer Science.

It is also extremely highly regarded by banking, the financial services industry and law.

Understanding the basic properties of matter and learning how to predict and explain how they change when they react to form new substances is what chemistry and chemists are all about. Chemistry is not limited to beakers and laboratories. It is all around us, and the better we know chemistry, the better we know our world.

Classical Civilisation

Board: OCR

J199 Group 1 Thematic Study (11) **Myth and Religion**

J199 Group 2 Literature and Culture (23) **War and Warfare**

Why choose Classical Civilisation at GCSE level?

GCSE Classical Civilisation brings you all the variety and interest that comes with a study of the world of the Ancient Greeks and Romans. You will gain a deeper understanding of two great civilisations from which so much of today's world can trace its origins. Taking this subject will help you begin to understand the relevance that the classical world still holds for us all and teach you valuable skills of analysis and evaluation. You will be able to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies, and be able to discuss why or how the sources may present things differently from each other. Ultimately, there are many excellent reasons for choosing Classical Civilisation, but the best of all is the sheer pleasure a study of the subject can give.

Description of the course:

The new GCSE course is significantly different to what is currently offered; not only is it wider ranging, but it also makes use of written *and* visual sources making it far more accessible and so closer to 'real' Classics.

Beginning with the Mythology of the ancient world, we study both the Greek and Roman gods, the importance of heroes such as Hercules and Theseus and the foundation myths of Athens and Rome. We examine the Olympic Games, delve into the Underworld and discuss why being a 'real' man means fighting monsters whilst looking suspiciously like gods.

Using text, statues, vase paintings, coins and temple architecture (e.g. the Parthenon in Athens and the Pantheon in Rome) we will also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of animal sacrifice, festivals (e.g. the Saturnalia at the end of December) and attitudes to death will give a broad overview of religion in the ancient world. The stories people tell about themselves – where they come from and who they want to be - are amazingly interesting and a great way to understand how ancient societies thought.

War is one of the most significant aspects of human behaviour, and war and warfare in the classical world is about far more than who kills whom and why. This component highlights different aspects of warfare, through a comparison of the armies of 5th century BC Athens and Sparta with those of Imperial Rome. We shall study the impact of war on non-combatants, slavery (including those who become gladiators) and some of the most famous battles in history (e.g. the '300' at Thermopylae, Rome versus Cleopatra at Actium and the rebellion of Queen Boudicca). The way in which warfare is viewed and the cultural impact of conflicts, including the human cost of war, make this a moving area of study, which has clear relevance to the modern world. The literature to be studied is a combination of epic and shorter verse; it presents a range of responses to warfare, from glorification to depictions of horror and tragedy. From real armour to Epic Poetry, from Bronze Age heroes to Spartan battle songs, you can discover what it meant to be a man – and a warrior – in the ancient world.

Structure of the course: The course is divided around two main themes; 'Ancient Religion and Myth' plus 'War and Warfare'. Each is worth 50% of the final mark and will be examined by two 90 minute written papers (no coursework or controlled assessment).

Classical Greek

Why study Classical Greek?

The School believes strongly in the value of Classical Greek, both for its own sake and for its associated cross-curricular benefits in other disciplines and areas of knowledge, such as English, Modern Languages, History, Philosophy and the Sciences.

As you pursue the course, you will find stimulation in the intellectual challenge of learning a language of great flexibility, subtlety and interest, and will soon come to appreciate why the Greeks produced excellent storytellers. By your GCSE year, you will be ready to study some of the finest literature that the world has ever produced and to study the life and thought of a people to whom we owe even more: the idea of democracy, the origins of drama, magnificent sculpture and architecture, great philosophers, and, above all, that spirit of critical enquiry which has led to great discoveries throughout the ages.

The Greek language gives us a very large number of English words: *climax*, *hyperbole*, *isosceles* and *photosynthesis* are just a few that you may have come across. Being able to guess the meaning of a word you have never seen before is an impressive party trick! As well as providing a linguistic challenge, this course helps you develop analytical skills and intellectual flexibility which will be useful in a wide range of jobs or in further study. Indeed, many people who study Greek go into such fields as Medicine, Law or Computing.

What will the course be like?

One of the major advantages of studying GCSE Classical Greek is that you will be in a highly motivated group that will enable you to thrive and maximise your potential. Former GCSE Greek pupils have said that it was like being in an Advanced Level group two years early, such was the special atmosphere and camaraderie. All have felt a real sense of achievement at the end of the course from this distinctive and highly rewarding experience.

How will I learn?

The Greeks invented education as we know it: from the time of Socrates downwards, teachers have sought to broaden their pupils' horizons by challenging their assumptions and training them to think clearly. We are the heirs of this tradition: in Greek lessons, you are encouraged to think logically and to pay close attention to detail, whether you are learning a new grammatical form or considering, for example, what it is to be Free.

Will it be really difficult?

Greek, certainly, is widely considered to be a demanding language – that's one of the reasons why people who have studied Greek are so much in demand by universities and employers. You do not, however, need a superhuman memory: a basic vocabulary list has to be learnt, but all other words are supplied in the exam. More important are curiosity and a willingness to learn.

How will I be examined?

The GCSE Classical Greek examination (OCR board) consists of three written papers:

- Language [50%] – Comprehension and translation of Greek passages not previously seen, plus a vocabulary derivation question.
- Prose Literature [25%] – Comprehension and appreciation of Greek stories that will have been thoroughly prepared in class.
- Verse Literature [25%] – Comprehension and appreciation of Greek poetry that will have been thoroughly prepared in class.

I'm not currently studying Greek. Can I still take it?

The answer to this question is 'Yes!' Although obviously it is advantageous to have some experience of the language before starting the GCSE course, there is plenty of time for keen beginners to catch up. In fact, in many schools across the country no pupil begins learning Greek prior to GCSE! If, however, you have any questions about the course or whether it would be suitable for you, then please do not hesitate to contact Mr Dant (jed@canford.com), Head of Classical Languages, who will be happy to advise.

Computer Science

Course details: CIE Computer Science (0478)

Computers are everywhere. It is hard to think of an area of life that hasn't been radically altered or driven by the use of Computer Science, Networking and IT Technologies. The World-Wide-Web, Google, Wikipedia, Facebook, and Twitter are all common terms in our daily lives that were non-existent 20 years ago. They were all started by technical individuals who had a brilliant idea and, crucially, had the skills to develop them. Today's generation of computer scientists will be shaping all of our futures in the years to come, across boundaries of nation, race and economics.

The aim of Computer Science is to enable pupils to gain these skills, to be creators of technology, not merely consumers. They will learn the 'live skill' of programming a computer as well the science behind computers, their operation and communications.

This course is not ICT; it is radically different, designed in part as a reaction to what ICT had become, and in recognition of the vital importance of creating a relevant and scientific syllabus to enable the study of Computing. This course teaches a deep understanding of the fundamental concepts of computation, computer science and problem-solving.

Pupils will learn to write robust and elegant code based around the permanent core programming concepts found in all programming languages. This enhances not just their knowledge but also practical problem-solving, initiative, creativity, lateral thinking and problem decomposition. It is also great fun and something that, whilst challenging, pupils thrive on. We will be developing in C# using Microsoft's Visual Studio, a professional, but user friendly, development environment.

The architecture of Computers is also examined, enabling the pupils to understand how components are interrelated and how their individual performance affects the whole. We start to understand true algorithmic thinking and gain an appreciation for the power of innovative design in terms of speed and efficiency. Core concepts of computer networking, communications and databases are explored, including web applications and SQL. The course also includes elements of web-based development and mobile applications.

The course is an excellent precursor to the A Level Computer Science course that is also taught at Canford. This course can be seen as a pupil's first step to a fascinating and rewarding career in IT or as a very useful skill and set of analytical tools that they will use in all disciplines of Science, Engineering and Business.

The course is assessed in the following way:

Component 1 – Theory

One exam paper - 1 hour 45 minutes 60% of the marks

All questions will be compulsory and will be taken from Section 1 of the subject content. This component will include a range of types of questions from very short to structured answer.

Component 2 – Problem-solving and Programming

One exam paper - 1 hour 45 minutes 40% of the marks

All questions will be compulsory and will be taken from Section 2 of the subject content. Some questions relate to a pre-seen programming problem detailed in pre-release material. This component will include a range of types of questions from very short to structured answer.

Find out more at: <https://canfordgateway.com/computing-3>

Design Technology

Course: Cambridge IGCSE Design and Technology:
Resistant Materials Technology 0445

Coursework	50%	Product design and manufacture
Terminal Exam	25%	Design paper (1¼hrs).
Terminal Exam	25%	Written paper (1hr).

A course that will encourage pupils to identify, consider and solve problems through creative thinking, planning and making. They will gain technical knowledge of the manufacturing process, project management and graphical presentation while developing communication skills central to designing and evaluating. This is delivered by traditional lessons and practical tasks that focus on particular elements of the course, while allowing pupils to experiment with independent design thinking.

Coursework

Pupils will be required to produce a folio of design work and a manufactured prototype of their final solution. (approx. 40hrs)

The design section, starting in the Summer term of the Fourth Form, requires them to investigate a problem of their own choice, then generate and evaluate these to find the most viable solution. Ultimately, this will lead to the production of a model and detailed production drawings that will enable them to manufacture their chosen solution. Pupils will start the 'make' section in the second half of the Christmas term of their Fifth Form. The product is required to be a working prototype of their chosen solution to their original problem, submitted at the end of the Easter term in the Fifth Form.

Terminal Exams

The Design paper focuses on the application of sound design thinking and generating a simple solution to a set problem. This requires high level communication skills which are taught and practised throughout the course, and tests communication on paper.

The written paper focuses on the knowledge of materials, manufacturing processes and principles used in industry, and is a traditional question and answer format.

Coursework Deadlines

April 2019	Project Choice – defining the problem
October 2019	Production Drawing (completion of design)
March 2020	Completion of making

- To achieve their best, pupils need to be proactive in their project work.
- Pupils will need to be efficient in the use of their class time and make sure they keep up to date with the coursework.
- Pupils are encouraged to work in the department outside formal lessons on practical tasks, in place of written preps.
- The department is open until 18:30 during the week for project work.
- Pupils need to maintain a high level of safety awareness.

Drama

We follow the highly-respected and well-established AQA GCSE Drama specification.

A worthwhile addition to English studies

GCSE Drama is an excellent complement to English, as it encourages pupils to widen their understanding of structure, the power of language, and how meaning is communicated. It is often looked on favourably by universities and employers, as it demonstrates strong communication skills, as well as the ability to understand and interpret with confidence.

Developing powers of analysis

During the GCSE Drama course, pupils will encounter a wide range of texts from Shakespeare to the present day, learning how to read and interpret them, to build on them through their own creative ideas, and to develop the skills to analyse and evaluate effectively.

Balancing the creative and the academic

Pupils will often be working in groups, where team work is vital, so GCSE Drama promotes more mature self-awareness and more confident social skills. Pupils are also encouraged to work independently and to take some responsibility for their own learning – important skills for higher academic study. As well as practical and creative skills, there is a significant written component which gives the course a unique balance of creative expression and academic rigour.

Assessment comprises practical work produced during the course and a terminal written exam.

Devising Drama (80 marks- 40% of total GCSE)

- Pupils will work collaboratively to produce a devised performance.
(20 marks)
- Pupils will record, analyse and evaluate their process in a Devising log.
(60 marks)

Pupils will work in groups of 2-6 students, responding to stimuli provided by their teacher in order to create a devised performance. They will have to develop specific dramatic intentions and use their knowledge of drama and theatre to achieve them with the most appropriate style and content.

Pupils will complete a Devising Log, documenting the creation and development of their ideas, and analysing and evaluating their individual contribution to the devising process and the final devised piece. It must comprise three sections, each marked out of 20.

Texts in Practice (40 marks- 20% of total GCSE)

- Pupils will produce a Statement of Artistic Intentions.
-
- Pupils will perform two extracts from one play. (20 marks & 20 marks)

Pupils will use a script to develop a performance for a live theatre audience. They will demonstrate their ability to interpret texts, create and communicate meaning and realise artistic intentions. They will perform two extracts from the same play, each lasting approximately ten minutes.

Understanding Drama (1 hour 45 minute written paper: 80 marks- 40% of total GCSE)

Pupils will answer multiple choice questions testing their knowledge of the theatre (4 marks). They will answer four essay style questions to give a directorial vision for a given extract from a set play text (44 marks). They will answer one question evaluating a live theatre production (32 marks).

GCSE Drama work relies heavily on the ability both to work effectively as an individual, and within a group. Pupils must be prepared to work responsibly, co-operatively and independently. Self and group appraisal skills are also a crucial part of the work.

English

Canford pupils follow the OCR English Language and Literature Courses, which provide two separate qualifications. Pupils enjoy a wide range of fiction and non-fiction, and study a lively and varied selection of poetry, a 19th Century prose text and two plays (one Shakespeare play and a modern play). Literary texts are changed every few years, so the material remains fresh for teachers as well as the pupils, and there is a significant emphasis on comparison and responding to unseen texts, something which ensures the course is skills-based.

With the exception of a Speaking and Listening component in English Language, both GCSEs are linear qualifications with 100% external assessment. All in all, pupils sit four exams.

English Language

Component 1: Communicating Information and Ideas

2 hours (50% of total marks)

There are two sections in this paper, one focusing on reading and one which assesses pupils' writing skills.

Section A: Reading Information and Ideas

Pupils are presented with two unseen non-fiction texts. This component always pairs a 19th century text with either a 20th or 21st century non-fiction text.

Pupils respond to comprehension questions, including demonstrating an understanding of the text by finding information and evidence. There is also a comparative question.

Section B: Writing for Audience, Impact and Purpose

Here, pupils choose one of two non-fiction writing tasks which asks them to write for a specified audience and purpose. Typically, they will be tasked with writing an argument or a persuasive piece.

Component 2: Reading Information and Ideas

2 hours (50% of total marks)

The format is very similar to Component 1, but the emphasis here is on literary writing.

Section A: Reading Meaning and Effects

Pupils are presented with two unseen literary texts, including prose and literary non-fiction. All texts are modern, taken from the 20th and 21st centuries, and thematically linked. Pupils are assessed on their comprehension abilities, including questions focusing on the writers' techniques and comparison.

Section B: Writing Imaginatively and Creatively

As with Component 1, pupils choose between two tasks, but in this paper they are asked to showcase their ability to write creatively. Narrative and descriptive writing tasks are typical, and the writing tasks are loosely related to the reading theme in Section A.

Component 3: Spoken Language

In class (internally assessed, externally moderated and leading to a separate endorsement)

This component is focused on the development of speaking and listening skills. Presentation and listening to information and ideas, using Standard English expression, and responding appropriately to questions and feedback are central to the component.

English Literature

Component 1: Exploring modern and literary heritage texts – closed book exam.

2 hour written paper (50% of total marks)

The exam has two sections: one part examining pupils' knowledge and understanding of a studied 19th century prose text, while the second part challenges pupils to make connections between a studied modern drama text and a linked unseen extract. The sections are equally weighted.

Component 2: Exploring poetry and Shakespeare

2 hour written paper (50% of total marks) – closed book exam.

Again, the exam has two equally weighted parts. The poetry section tasks pupils with analysing a studied poem while making connections with an unseen, thematically linked, poem. The Shakespeare component challenges pupils to explore a play through engaging with key themes and ideas, characterisation and setting, all underpinned by understanding of the language and how society and culture are presented in the play.

Canford English pupils will thus continue to develop core language skills and explore a wide range of literary texts through following the GCSE Course. Pupils will come up against a wide range of authors, genres and approaches; and those who enjoy English Literature, which remains a very popular A Level choice, will find themselves well prepared for the Literature Course that follows.

French

Board: Cambridge IGCSE

Course Structure:

Progress through the course book is maintained so that the topics in the IGCSE examination are all covered as well as the grammatical structures required to ensure success. In addition, teachers make use of a variety of other materials and resources such as laptops, interactive whiteboards and websites. The four language skills of listening, reading, speaking and writing are developed throughout the course and are all examined in the terminal examination.

The main topic areas covered over the two-year IGCSE course are: everyday activities; personal and social life; the world around us; the world of work; and the international world.

Other information:

All pupils are taught in sets according to ability in French. In the Shell year there is significant movement between sets. However, in the Fourth and Fifth Forms we aim to limit movement between sets to create the stability required for IGCSE success.

At the end of the Shell year, pupils will be further on their way to IGCSE than they realise. Nevertheless, sustained hard work over the remaining two years of the course is essential. Skill in a modern language requires a consistent approach to vocabulary learning and the willingness to participate in oral work.

The IGCSE French exams are in May/June and are divided into four distinct skills: listening, reading, writing and speaking, each with a 25% weighting.

There is an exchange trip to Provence every two years. During our visits, pupils stay with host families individually to make sure they have as much exposure to French as possible and therefore make the most of improving their language and communication skills.

There are strong links between Lycée Grignard (Cherbourg) and Canford which results in ad-hoc visits.

Geography

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

There are so many ways of learning in Geography. It is very practical, with opportunities to learn new skills such as modern computer-based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques.

You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs.

Geography could lead you to exciting career prospects and is one of the most versatile subjects.

Fieldwork, or working outside the classroom, is a really important part of Geography. Whether you work locally or get the chance to travel further away, it will be a brilliant opportunity to experience some of the things you have learnt about in class, see things differently and, of course, have fun.

"Geography is the subject which holds the key to our future" - Michael Palin,
"Geography prepares for the world of work - geographers, with their skills of analysis are highly employable!"

Those who actively engage in the process of Geography should develop as effective and independent learners, and as critical and reflective learners with enquiring minds.

Exam board: We will be starting a new exam board from September 2018 and following the Edexcel IGCSE course.

What will you be studying? The course is divided into three sections, assessed through two exam papers at the end of Fifth Form. There is no coursework or controlled assessment.

Section 1 : Physical geography and fieldwork

- Coastal environments
- Hazardous environments
- Fieldwork questions on trips undertaken during the course

Paper length - 1 hour and 10 minutes

Section 2 : Human geography and fieldwork

- Economic activity and energy
- Urban environments
- Globalisation and Migration

Paper length - 1 hour and 45 minutes

All the exams will have a mix of question styles from multiple choice through to longer extended answers. Your *geographical skills* will be tested in both papers.

German

Course: IGCSE German

Board: Cambridge International Examinations www.cie.org.uk

Course Structure

Having completed the relevant units and related grammar in the 'Zoom 1' textbook in the Shells, Fourth and Fifth Form pupils work through the 'Cambridge IGCSE German Foreign language' textbook. It is a complete course specifically designed for the Cambridge IGCSE examination. We supplement it further with an accompanying grammar workbook and a comprehensive set of departmental resources, including various vocabulary, listening, reading, grammar and translation worksheets and films, songs and cultural resources. This ensures that all pupils enjoy learning the language, maximise their linguistic potential and achieve excellent examination success.

We also make considerable use of ICT, including the internet, video clips, audio files, the Smartboard and digitalised resources. The lessons are rigorous, communicative, cultural, fun and interactive, and cater for all abilities and learning styles. In addition, via the German page on the school's Gateway, all pupils can access additional interactive resources and links to useful websites in order to engage actively in independent learning.

The Fourth Form is devoted to acquiring topic-based vocabulary and phrases, whilst developing reading, listening, speaking, writing and translation skills and gaining an overall awareness and understanding of the key grammatical structures, such as verb tenses, clauses, cases and word order.

The Fifth Form is devoted to learning more advanced topics, developing and actively applying topic-based vocabulary and grammatical knowledge, learning essay phrases and complex structures and then preparing for the individual examination components by enhancing their listening, reading, speaking and writing skills. The department makes considerable provision for oral lessons, exam workshops and revision sessions in order to help pupils prepare thoroughly for their examinations and keep learning right up to them.

Description of Course

All work done in the Shells will be directly relevant to the IGCSE course and examination and 'feeds into' the topics we will be covering the next year. There are four exams at the end of the Fifth Form, each testing a distinct skill: listening, reading, writing and speaking, and each with a 25% weighting. There are two sets at IGCSE German. Pupils will be set by ability and performance during the year in order to maximise potential at all levels.

This is a highly structured, well-sequenced, fast-paced and engaging course. By the end of the Fifth Form, dual language pupils should reach a similar level as in their French. Pupils who apply and engage themselves always make soundly-based and genuine progress and there is high level of 'value-added' in the course in terms of the active knowledge and skills gained.

Pupils continue to learn about the culture and customs of German speaking countries relating to topics like sports, travel, food and drink, major cities, education and work training and business throughout the course. In addition, they also enjoy Oscar-winning historical and political films in German.

Throughout the year, pupils can enjoy German celebration days such as Reunification Day and St Nicholas Day. In the Fifth Form, each pupil has an additional 15-minute weekly individual oral lesson with a German native-speaker to develop their oral skills and prepare and practise thoroughly for the IGCSE Speaking exam. Finally, the department has run successful trips to Munich, Berlin and Cologne and these are planned again for future years.

The rigorous nature of the IGCSE course also makes it the ideal preparation for Pre-U German. Thinking ahead, it is perhaps useful to know that Pre-U German can be combined very effectively with almost any other A level or Pre-U subject and it is also highly regarded by universities and employers.

History

Exam Board: CIE

Why study History?

“Those who cannot remember the past are condemned to repeat it”

George Santayana

Studying History prepares pupils for a complex and competitive world. The challenges of the 21st Century can only be understood in the light of what has gone before.

Whether it is the growing influence of the Asian economies, the reigniting of old tensions between Russia and the West or the messy emergence of democratic movements in the Middle East, studying History affords young people an unrivalled perspective on the world around them.

More specifically, IGCSE History fosters the following skills:

Evaluation	Analysis	Communication
Argument	Critical Thinking	Empathy

IGCSE History is a serious and well respected qualification. The **Russell Group** (24 leading UK Universities) included History on a list of “facilitator subjects” that specifically enhance a student’s university application.

History at any level is an excellent foundation for many popular careers, including **journalism, law, business, the civil service, the intelligence services, the military, broadcasting, accountancy, banking, teaching, publishing, personnel management.**

What do we study?

Core Content:

The backbone of our Modern World History IGCSE course is a breadth study of international relations from the end of the First World War in 1918 to 2000. Topics studied include:

- What impact did the Treaty of Versailles have on the collapse of peace in 1939?

- Why did France and GB “appease” Germany in the years before 1939?
- Why did the USSR and the USA become rivals after 1945?
- How close to nuclear war did the world come in the Cuban Missile Crisis?
- Why did the USA become increasingly involved in the war in Vietnam?
- Why did Soviet control of Eastern Europe collapse in 1989?
- Why did events in the Gulf matter 1970-2000?

Depth Study:

The Depth study will focus on the United States in the 1920s and 1930s:

- How far did the US economy boom in the 1920s?
- How far did US society change in the 1920s?
- What were the causes and consequences of the Wall Street Crash?
- How successful was the New Deal?

Coursework:

Pupils will undertake a Coursework task in November 2019. This will focus on the **Western Front** in the **First World War**. We offer pupils the chance to prepare for this by visiting France and Belgium to see for themselves the battlefields of Ypres and the Somme.

How will it be examined?

Paper 1:

Section A: Core Content

- Two questions (each question is broken down into three 4-, 6- and 10-mark sub questions)

Section B: Depth Study

- One question (each question is broken down in three 4-,6- and 10-mark sub questions)

Paper2:

Document-based questions based on one topic from those studied from Core Content. Pupils answer seven questions revolving around a selection of sources.

Coursework: 2000 word essay completed during class and prep.

Latin

The reasons for opting to continue your study of Latin to GCSE level are many, varied and strong:

- Latin offers a valuable, informative and stimulating experience of a language and civilisation that have had a huge and lasting influence on the modern world, including Britain's own history, culture and literature.
- Latin boosts your confidence in using and understanding the structure, grammar and vocabulary of the English language. Numerous sophisticated English words that are at the heart of culture, science and technology have a classical root.
- Latin provides the opportunity to develop linguistic skills which are applicable not only to English but also to modern languages, most obviously Romance languages such as French and Spanish but also heavily inflected languages such as German.
- Latin helps to develop your skills of critical analysis. These skills can be readily applied in other areas, from determining the truths behind a political issue to making deductions in science and mathematics.
- Latin provides access to some of the finest literature ever written, which has influenced the vast majority of writers down the ages. Studying the 'originals', then, will help you appreciate modern literature and what modern authors are trying to achieve.
- Latin remains among the most highly regarded subjects by universities and employers, both for offering rigorous academic training and providing a reliable indicator of general intellectual ability.

Structure of the Course

You are already laying a solid foundation for success in the Latin language, no matter which Shell set you are currently in. All grammar is thoroughly revised and consolidated before new structures and forms are introduced.

As the course progresses, you will be introduced to the original works of outstanding Roman authors, which will provide you with an authentic insight into the values, culture and society of the ancient world. These texts are thoroughly prepared in advance. In the examination, you will be asked questions on passages which you will have seen and studied before.

The examination (OCR board) consists of three written papers:

- Language [50%] – Comprehension and translation of Latin passages not previously seen, plus a vocabulary derivation question.
- Prose Literature [25%] – Comprehension and appreciation of Latin stories that will have been thoroughly prepared in class.
- Verse Literature [25%] – Comprehension and appreciation of Latin poetry that will have been thoroughly prepared in class.

Description of the course

Latin is an option subject. This means that you will be studying Latin with like-minded students who have chosen to continue their study of Latin because they want to and because they are highly motivated. This invariably helps to create an enjoyable, stimulating and scholarly atmosphere in which to study.

We use a variety of teaching techniques. You are encouraged to think logically and to pay close attention to detail, but the learning of grammar and vocabulary, while reassuring to some, does not dominate the subject. There is no need for a super memory; a basic vocabulary list has to be learned but all other words are supplied. All the words on the GCSE Vocabulary List can be learnt and tested by means of applications especially designed for the task.

Furthermore, Latin is not only about language work. We also provide a valuable and informative perspective on many aspects of western culture and civilisation, drawing comparisons between the Roman world and modern society. All the work, whether language, literature or civilisation, is done in close collaboration with your teacher.

Learning Skills

Introduction

Learning Skills is **not** a GCSE subject, but an option which some pupils choose each year in place of one subject. The course covers a range of study skills and provides the space and support for pupils to consolidate their learning across the curriculum. Following assessment of literacy skills in the Shell year, pupils are supported in planning their own targets and personalised programmes of study.

Course Description

There are four timetabled lessons each week. Classes are small, and there is a friendly and supportive atmosphere. One lesson a week is devoted to supported study in Maths and pupils can bring their own work. The other three lessons are split between study skills in context, such as revision for end of unit tests, and developing comprehension and writing skills.

Course contents

The Learning Skills course takes a learner-centred approach, although some lessons will have specific learning objectives and be teacher-led. Depending on the range of individual needs, many of the following are explored:

Approaches to Learning

- Target setting
- Effective learning
- Organisation and time management
- Motivation

Writing Skills

- Summarising and note taking
- Planning and sequencing ideas
- Drafting, redrafting and proof reading
- Spelling

Reading Skills

- Skimming and scanning
- Reading for meaning and inference
- Subject specific text and vocabulary

Revision

- Planning – creating and managing a timetable
- Memory and learning
- Multi-sensory revision techniques

Exam Technique

- Reading the exam paper
- Types of questions
- Time management
- Managing stress

Who would benefit from this course? Those who would benefit from time and support to organise and produce their best work.

Do universities mind if you have fewer GCSEs? Recent experience suggests they are more interested in good grades than how many GCSEs you have.

How do I find out more about it? You can go and see or email Mrs Ryan, ask your tutor or Housemaster/mistress, or talk to someone in your house who is doing the course now.

Mathematics

Mathematics is, quite rightly, an essential subject for everyone at GCSE level. A subject full of beauty and intrigue in its own right, Mathematics is also fundamental in order to understand many other subjects. Physics, Chemistry, Biology, Economics, Geography and the Social Sciences are just some of the areas where an ability to apply mathematics is vital. Algebra comes to the fore at this level, as well as the new areas of trigonometry and calculus. Mathematics continues to be taught in four streams. The top stream consists of two mixed sets. The middle stream consists of either two or three sets, depending on the year group, and there is one set in each of the lower two streams. All pupils will follow the same syllabus. Although it will remain perfectly possible for all pupils to take A Level Maths, it is our experience that the majority of those who take A Level Maths will have been in one of the top two streams.

Structure of Course

IGCSE (International GCSE)

All pupils will sit the IGCSE exam (Edexcel International London specification 4MAO) at the end of the Fifth Form. Whereas those who will continue Mathematics into A Level will find it gives the best preparation, it is an accessible course for those who will be dropping the subject after their IGCSE. It is a more traditional syllabus than GCSE, the examination is by two linear papers taken at the end of the course and there is no coursework.

Music

Board – Edexcel

Structure of Course

The course consists of

- **Coursework**, comprising two compositions and two performances. This accounts for 60% of the GCSE.
- **Listening Paper**, a written exam taken in June of the Fifth Form and which is worth 40% of the GCSE.

There are four areas of study at GCSE Music:

- Instrumental Music from 1700 - 1820
- Vocal Music
- Music for Stage and Screen
- Fusions

These are explored in both the coursework and the listening paper.

For your performing, you can choose any two pieces you like – you just have to play them (and have them recorded) really well! One piece has to be an ‘ensemble’ – i.e. you playing your own part in a group with others. For composing, you can compose in any style you like: the course will explore all sorts of different ways of composing, and you will find one which suits you best.

Why study Music?

Music is all around us. It influences our moods and emotions and excites us and stimulates us in many ways. Following the GCSE Music course will develop your understanding of how music is created and used. You will learn

how to compose, and develop skills in performing and appraising music. You will study a broad mixture of styles, including popular music, as well as classical.

If you currently learn an instrument or take singing lessons, then you are already well on the way to a good grade in GCSE Music. Music is a well regarded 'academic subject' which makes considerable links with other arts subjects, languages, history and even science. Oxbridge admissions tutors are reported to 'like music'! You do not need to be an 'amazing' performer to study GCSE Music: if you have passed Grade 3 or higher in the Shells, then you will be good enough to study Music GCSE. The ability to read music fluently is, however, essential.

There is a common misconception that, if you take individual lessons, this somehow substitutes for GCSE Music. This is simply not the case. The GCSE course complements individual study, and the listening and composing aspects of the course are not covered at all in individual music lessons.

Physical Education

Exam Board: AQA

Structure of the course:

Paper 1:

The human body and movement in physical activity and sport.

Subject content: applied anatomy and physiology, movement analysis, physical training, use of data

Written exam: 1 hour 15 mins

30% of GCSE

Paper 2:

Socio-cultural influences and well-being in physical activity and sport.

Subject content: sports psychology, socio-cultural influences, health and well-being, use of data

Written exam: 1 hour 15 minutes

30% of GCSE

Coursework:

Practical performance in physical activity and sport.

Practical performance in three different physical activities (one team game, one individual activity and one other sport)

A written analysis and evaluation of the performance of one activity.

Assessed by Canford staff, moderated by the exam board.

40% of GCSE

Description of the course:

Physical Education is a multi-disciplinary subject that combines the science based (anatomy, physiology, mechanics of movement) with the sociological (ethics, media, diversity, history) and the psychological (personality, motivation, learning). The broad spectrum of topics provides a thoroughly enjoyable and worthwhile GCSE specification with a testing and interesting academic content.

The coursework component will sit nicely alongside our games programme, enabling our pupils to reflect upon their current sports performance and what they can do to improve. It will introduce them to new activities and to the use of self-analysis.

A Level Physical Education has been taught at Canford for over 20 years and has been a very successful subject. Although the GCSE has been on offer in the wider world for considerably longer than that, this is only the third year that Canfordians will be able to sit the subject.

Why should I study Physical Education?

It is an enjoyable course that pupils who are interested in sport will find stimulating and relevant. It provides a good foundation for those who might want to study the subject to A Level, although this is not a prerequisite, and due to its multidisciplinary nature, it can sit alongside any blend of GCSE sciences and humanities. And finally, as 40% of the subject is coursework-based, this provides a good opportunity for pupils to gain a significant proportion of the marks towards the GCSE away from an examined setting.

Physics

Exam Board – AQA

The AQA Physics syllabus is very popular with Physics teachers throughout the country and the one chosen by the majority of schools at GCSE. Practical work is assessed internally throughout the course. Analytical and practical skills are assessed (working scientifically) in the written papers. The nature of the AQA course lends itself to a practical approach which suits our departmental ethos and facilities.

Structure of the course

There are two equally weighted modules:

1. 1 hour 45 minutes written paper – multiple choice, structured, closed short answer and open response.
2. 1 hour 45 minutes written paper – multiple choice, structured, closed short answer and open response.

Course content

Paper 1

Energy Resources and Energy Transfer

- How should we generate the electricity we need?
- Nuclear Power – Yes or No? – The FACTS

Electricity, Magnetism, and Communication

- Basic electronic principles and their applications.
- How is motion produced from electricity?
- How is electricity produced from motion?

Radioactivity

- The types of radiation, their properties and health risks.
- Radioactive carbon dating.
- What did Rutherford do to win a Nobel prize?
- Atomic structure

Paper 2

Waves

- What are the uses and hazards of the waves that form the electromagnetic spectrum? Will my mobile phone fry my brain?
- What can ultrasound do?
- How does a mirror produce an image?

Forces and Motion

- What makes a theme park ride thrilling?
- How is motion measured?

The Earth and Beyond

- Finding the age of the Universe - How did it all start?
- What are the chances of Alien civilisations contacting us?

These topics are taught by specialist Physics teachers using a wealth of apparatus. They contain the important concepts, skills and knowledge that are involved in scientific literacy (the scientific understanding needed for life in the 21st century).

What are the benefits of studying Physics GCSE?

As can be seen from the list of topics, Physics GCSE gives you the scientific information you need to make **informed choices** about scientific issues that affect the way you live. The GCSE will show that you have developed the **key skills** of Application of Number, Communication and Information Technology. It also covers the **fundamental scientific principles** needed for all science A levels and scientific careers.

Physics is thought of as a **challenging subject**, but **good grades are easily obtainable by all Canfordians**, providing they are appropriately motivated.

Philosophy, Ethics and Spirituality (PES)

[Not to be confused with GCSE Religious Studies]

All pupils will undertake this bespoke, unexamined, round-robin style course in 'Philosophy, Ethics and Spirituality'. If you are interested in Philosophy and Religious Studies, it is worth taking the Religious Studies GCSE as a separate option.

PES is a totally different type of course with different outcomes and a different purpose; it is not a substitute for GCSE Religious Studies.

Topics currently include: Atheism and Non-belief, Music and Religion, Mark's Gospel, Crime and Punishment, Contemporary Moral Issues, Sport Ethics, God and the Movies, and Faith and Science.

The course aims to continue the essential task of giving pupils a wide background in issues and questions related to Philosophy, Ethics, Spirituality, Science and Faith, and is relevant to both ourselves as human beings and the nature and make-up of society as a whole.

The course aims to give pupils more responsibility and autonomy for their learning and enable them to engage with issues in a different way to their other studies. The course is intended to promote a love of learning for its own sake and encourage open and honest reflection on a range of challenging and polemical topics.

Course Rationale and Purpose

- To help guide pupils to discover their own philosophy of life, their individual value to society and to consider their ethical and spiritual development.

- To foster an open environment in which pupils can feel confident to express their own views in discussion of some challenging and thought-provoking issues.
- To improve pupils' research and presentation skills by encouraging them to speak openly and confidently about people and topics that are especially important to them.

Unlike GCSE Religious Studies, this is not an 'option' subject and there are no external examinations or qualifications awarded.

Religious Studies

[This is not to be confused with, or seen as an alternative to, the compulsorily non-examined PES course]

GCSE Religious Studies is probably vastly different from your previous experiences of the subject in Preparatory/Junior school. It is certainly totally different to the material and assessment criteria in the RS Common Entrance paper. Undoubtedly, it is also totally different to the experiences many parents would have had, whilst at school. The focus is much more on Philosophy, Religious Studies and Ethics. It is taught by specialist teachers in a totally impartial manner.

Modules:

- 1) Religious Beliefs, Teachings and Practices
- 2) Ethics, Philosophy and Religion – Thematic Applications (Philosophy of Religion, Crime and Punishment, Ethics of Euthanasia and Abortion, Wealth and Poverty)

Structure of the course:

The GCSE course picks up on some of the styles, themes and knowledge learnt in the Shell Philosophy and Religious Studies lessons. The Thematic Application module allows pupils to tackle philosophical and ethical questions that are also relevant to religion. The focus is on debate and discussion, and a key aim of the course is to allow pupils the chance to defend their own positions and explore their own ideas. In a similar way, they will have the opportunity to research and review a variety of global world views, too.

Examples of Topics tackled include:

- Arguments for and against the existence of God
- Animal experimentation
- Euthanasia and abortion debate
- Social justice and discrimination
- Death and the afterlife

Our pupils consider a series of ethical issues, and a variety of religious and non-religious views on those issues. The focus on debate is again central – with pupils expected to be able to defend their own view as well as sensitively considering the views of others.

Reasons to pick this subject:

Essential Key Skills: With modules specifically chosen to allow pupils to be intellectually stretched, the course is an excellent introduction to the skills of critical thinking, analytical reasoning and confident argument essential to academic success.

Relevant Content: The course approaches issues and questions that are open to the religious believer, agnostic and atheist alike. Indeed, an essential aspect of the course is the constructive debate it allows pupils to engage in with views other than their own.

Complements Other Choices: With a large number of elements related to other disciplines, the course provides an excellent companion to a huge range of other subjects. Issues including animal experimentation and questions about the start of the universe allow scientists to strengthen their understanding whilst seeing a different side of their subject, and issues such as death, afterlife, wealth and poverty hold great relevance for pupils with a focus in the humanities.

Future Choices: Since growing to focus on a philosophical and argument-based approach to learning, GCSEs in Religious Studies have become hugely popular across the country. The course is valued by those seeking to pursue futures in areas as varied as Law, Politics, Medicine, Business, Academia, Scientific Research, and International Development, as well as, of course, Philosophy and Theology.

Spanish

Board: Cambridge IGCSE

Course Structure

The Spanish IGCSE course is based around the Cambridge IGCSE text-book.

In the Shells – we complete Listos 1: You will learn how to talk about your family, where you live, your daily routine and free-time activities. You will also learn how to ask questions, use the present tense and adjectives, give opinions on what you like/dislike, and say what you are 'going to' do.

In the Fourths – we start the Cambridge IGCSE textbook which will be completed in the Fifth form. The main new topics covered are clothes, food, shopping, holidays, health and going out. You will learn how to say what happened in the past and what will happen in the future. Weekly conversation lessons in groups of two begin in the Summer term.

In the Fifths – weekly conversation classes in groups of two continue until the completion of the Speaking exam. By the January mock exam, you will have completed your study of verb tenses and practised the IGCSE format for speaking and writing exams. You will complete the Cambridge IGCSE textbook at the start of the Summer term, enabling you to deal with the full range of IGCSE vocabulary.

Other information

The IGCSE Spanish exams are in May / June and are divided into four distinct skills: listening, reading, writing and speaking, each with a 25% weighting.

Pupils are set by ability and performance during the year in order to maximise potential at all levels. In the Shells, there is significant movement between sets. However, in the Fourths and Fifths, we limit movement between sets to create the stability required for IGCSE success.

Reasons to opt for Spanish

The reward for all this will be plenty of opportunity to speak Spanish outside class, and a good grade at IGCSE if you work hard. If you continue into the Sixth Form, our Pre-U course allows you to focus on the countries, traditions, music, food, history, writers, film directors, etc that make up the wondrous Spanish-speaking world.



For further information please contact:

The Director of Studies
Canford School
Canford Magna
Wimborne
Dorset
BH21 3AD
Tel: 01202 847274
skw@canford.com
www.canford.com/academic