

AMDG



STONYHURST

**GCSE CHOICES HANDBOOK
2019/20**

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GRAMMAR AND SYNTAX AT STONYHURST COLLEGE

Introduction

As a school in the Jesuit tradition, a Stonyhurst education aims to assist in the fullest possible development of each individual's God-given talents. We aim for breadth in every pupil's academic programme, believing that intellectual formation includes the study of both basic human and scientific disciplines, based on competent and motivated teaching, and includes developing the ability to reason reflectively, logically and critically. All pupils take Religious Studies which we aim to be the integrating factor in the process of discovering God in all school programmes. We emphasise an appreciation of literature, music and fine arts as well as the beauty all around us at Stonyhurst, and encourage good communication skills through essays, drama, speeches and debates. We have a proud history of excellence in games and offer well developed programmes of sport and physical education.

The criterion of excellence is applied to all areas of school life. The pursuit of academic excellence is therefore essential, but within the larger context of human excellence. We are ultimately concerned with how pupils make use of their formation in service of others "for the praise, reverence and service of God".

At the **Lower Grammar Parents' Weekend in the Easter term**, there will be an opportunity to discuss the choice of GCSE subjects. The pupils have plenty of opportunity for consultation about GCSE options. Tutors play a significant role as well as individual subject teachers and Heads of Department. The Careers Department can provide advice and assistance regarding the GCSEs that need to be taken in order to pursue certain careers; for example, a pupil considering medicine as a career should take Chemistry through to A Level plus at least one other subject from Biology/Physics/Maths.

The GCSE Curriculum

All pupils will take a core curriculum of subjects together with various options. The core curriculum is made up of the subjects listed below with their weekly allocation of time in 70 minute periods.

<i>Core Subject</i>	<i>Periods per week Grammar</i>	<i>Periods per week Syntax</i>
Religious Studies	2	2
English	3	3
Mathematics	3	3

The following options are available, each occupying two 70 minute periods per week. At least one Modern Language and one Science should be chosen.

French	Biology	History	Art & Design
Spanish	Chemistry	Geography	D&T Product Design
German	Physics	Physical Education	Music
Latin		Computing	Drama
Greek			

Thus, pupils will take up to 10 GCSE subjects: Religious Studies, English, English Literature, Mathematics, a Language, a Science and 4 other options. Less academic pupils might take fewer options and have curriculum support lessons as appropriate, and some will concentrate on one, rather than both English GCSEs.

Selection of subjects

Pupils are asked to select their first language, their first science option and four more option subjects. After one language and one science, there is a free choice of subjects but restrictions start to apply as time moves forward, when we start to write the timetable.

Sometimes courses become oversubscribed; in which case pupils will be admitted to the course concerned according to their priorities and on a first come basis. If you have any questions to ask please make contact with Mrs L Wright:

Telephone 01254 827007
 e-mail lwright@stonyhurst.ac.uk

The Pattern of the School Day and Week

The shape of the week for Grammar and Syntax is set out below. There are 22 taught periods each week. Academic lessons are taught as two or three 70 minute lessons before lunch, depending on the day, and then two 70 minute lessons after lunch. Each pupil has four games sessions each week, two in the morning and two on Wednesday and Saturday afternoons when academic lessons finish at lunchtime. Period 6 provides an opportunity for teachers and pupils to arrange additional contact time in smaller groups or on a one to one basis. Sunday Mass is at 10.30 with opportunities for trips, visits or general relaxation thereafter.

Time	Period	Mon	Tues	Wed	Thurs	Fri	Sat
8.20		HM Assembly	Playroom Assembly	Playroom Assembly	Singing Practice	Tutor period	Playroom Assembly
9.00	1						
10.15	2						
11.25		First Rec					
11.50	3		Games		Games		
13.00		Lunch					
14.15	4			Games	CCF		Games
15.25		Second Rec			Second Rec		
15.50	5						
17.00	6	Clinics/ Playroom Masses					
17.40		Activities					
18.15		Supper until 19.15					

Parents' weekends

While parents are encouraged to have regular contact with their son or daughter's tutor and Head of Playroom, there are more formal occasions during the year when we invite parents to Stonyhurst to meet the team of teachers, tutors and playroom staff who care for the pupils.

The Grammar Parents' Weekend will be in the summer term next year and will most likely coincide with our annual Confirmation ceremony. The Syntax Parents' Weekend will be in the Easter term following GCSE mock examinations when the focus will be on the final approach to GCSE exams in the summer and A level or International Baccalaureate subject choices.

Options in Higher Line (Sixth Form)

Stonyhurst College offers a range of A Level courses, the IB Diploma programme and the IB Careers Related Study programme.

We also offer a Stonyhurst pre-sixth form course - a one year programme designed to provide an excellent preparation for those pupils who wish to enter Stonyhurst in year 11 (Syntax) before commencing the two year IB diploma course or A levels in years 12 and 13 (Poetry and Rhetoric).

Sixth form entry requirements

There is something of a gulf between GCSE and sixth form work. Sixth formers are expected to be more independent in managing their time, conducting research, meeting assignment deadlines, and more skilled in taking notes from directed reading. Our minimum entry requirement for pupils wishing to pursue a full course of A levels (3 or 4) or the IB Diploma Programme is 5 x grade 6 at GCSE, or equivalent. However, we are willing to tailor a more appropriate curriculum in Higher Line for those who have achieved fewer than 5 x grade 6 at GCSE, or equivalent. Some subjects recommend higher grades at GCSE in the particular subject to be studied; these are the Sciences, Languages and Mathematics.

Pupils who do not achieve at least grade 4 in Mathematics and English Language will be required to repeat these GCSEs in Higher Line alongside A levels.

ART AND DESIGN

Why choose Art and Design?

If you are passionate about art and excited to explore new working methods this broad and rich course will allow you to develop as a rounded artist with a depth of conceptual aesthetic. Whether aiming to make a perfect likeness or to convey a political message, artists absorb the world around them and produce visual outcomes that can be shared.

Our course is intended for you to explore a diverse subject that is directly relevant to you and the ever-evolving creative environment in which we live. We actively promote creativity and personal investigation through the exploration of processes and techniques to broaden your skills base through a supported and inspirational environment.

Course Content

Our Art and Design course will allow your creative ability to flourish whilst following your own personal journey through a range of practices. Drawing is fundamental to all aspects of art and design but can encompass many disciplines and methods within the course such as: drawing, painting, printmaking, sculpture, mixed media, ceramics and photography. Artists, designers and craft people are key in inspiring the development of artwork. Pupils will engage with the visual language and learn analysis and interpretation from a broad range of art movements.

Assessment

Pupils must complete both components.

Component 1: Portfolio of Work

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupil's course of study.

How it's assessed

No time limit

96 marks

60% of GCSE

Component 2: Externally Set assignment

What is assessed

Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

Preparatory period followed by 10 hours of supervised time

96 marks

40% of GCSE

Higher Line and Higher Education Options

For pupils wishing to study Art and Design to A Level, Photography A Level or IB Visual Arts, the GCSE course is the most recommended route.

Head of Department: Mrs K Marshall

CLASSICAL LANGUAGES: GREEK

Why choose Greek?

It has been said that it is an honour to learn Latin and a treat to learn Greek. In many ways it forms the icing on the cake of a liberal education. The learning of Greek, even to GCSE, is an opportunity provided by fewer and fewer schools, and is very difficult to find in adult life later on. The Greeks were the inventors of drama, of history, and of philosophy, and GCSE provides the opportunity to read, in the original language, authors who have had such a major impact on the development of western society.

Course Content

Syllabus - OCR Greek

There are three parts to the course:

- (i) Language (Greek to English)
- (ii) Verse Literature
- (iii) Prose Literature

Assessment

Three written examination papers at the end of the course:

- 1 language paper, testing translation and comprehension from Greek into English, plus simple language questions
- 2 literature papers, testing comprehension & literary appreciation of approximately 230 lines of prose and verse, studied in class

Vocabulary (410 words) is specified for the language paper. There is NO coursework. Language and literature are each worth 50% of the total.

Higher Line and Higher Education Options

Like Latin, Greek GCSE is highly regarded by universities and employers. The skills developed by studying classical languages are valuable and transferable, and indeed pupils who are inclined towards sciences often find that Greek sits well in a programme of study. Greek is such a striking choice of subject that an applicant to university immediately stands out as an individual not afraid to move away from the safest subject choices.

Further important information

Latin and Greek traditionally combine well together, but it is equally possible to take Greek to GCSE and beyond without Latin. However, previous study of both Latin and Greek is strongly recommended: a pupil who has studied Latin but not Greek before entering Grammar would need to work independently, with guidance, during the preceding summer in order to be prepared for the GCSE course.

Head of Department: Miss J Parkinson

CLASSICAL LANGUAGES: LATIN

Why choose Latin?

This GCSE gives you the opportunity to learn about the language, culture, society and literature of ancient Rome, by reading original writings by authors such as Virgil, Ovid and Tacitus. You will learn about this civilisation which has inspired later generations at the same time as developing skills and intellectual flexibility which will be useful for a wide range of other subjects and careers.

You will learn how to:

- develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Latin and the languages of today
- appreciate different cultures
- read and appreciate original Latin literature in its cultural context
- communicate clearly and effectively

Course Content

Syllabus - EDUQAS Latin

There are three parts to the course:

- (i) Language (from Latin to English)
- (ii) Verse Literature
- (iii) Prose Literature

Assessment

Three written examination papers at the end of the course:

1 language paper, testing translation and comprehension from Latin into English, plus simple language questions

2 literature papers, testing comprehension & literary appreciation of approximately 220 lines of Latin prose and verse (with additional extracts in English), studied in class

Vocabulary (440 words) is specified for the language paper. There is NO coursework. Language and literature are each worth 50% of the total.

Higher Line and Higher Education Options

Latin is an extremely highly regarded subject, which combines well with all other academic subjects. Universities and employers look on it very favourably, and past pupils can be found working in finance, law, medicine, marketing, PR, media, performing arts, sports – in fact, everywhere!

A very high proportion of Stonyhurst's successful Oxbridge applicants took GCSE Latin here.

Further important information

Previous study of Latin is essential. Pupils who began Latin in Lower Grammar have achieved A*s at GCSE.

Head of Department: Miss J Parkinson

COMPUTING

Why choose Computer Science?

Computers are now integrated into every part of our lives, from travelling, to communicating with friends, to the television programmes we watch. It is almost impossible to imagine a world without computers in the 21st century and a working understanding of the technology behind these great machines is a key skill as we continue to evolve.

Computer Science develops your ability to work in a team and individually. Google wasn't built in a day by one man, it was a team effort that took time. By working on a project in a team, you develop strengths in leadership and build new friendships.

Computer Science is problem solving! Expertise in Computer Science enables you to think logically to solve complex, challenging problems. Requiring and developing capabilities in solving multidimensional problems, Computer Science provides rewarding possibilities and chances to use your imagination.

Computer Science enables you to make a real and positive difference in the world. Computer Science drives the Sciences forward, providing the innovation needed to create new vaccines, monitor and alert seismic activity and create safer modes of transport. Computer Science touches almost every industry in the world, including business, entertainment and education.

Course content

Within the GCSE, you will learn new programming languages and utilise those you have already studied. You will have the opportunity to develop your own programs, and even build your own virtual reality. This course has a new focus on cyber security, allowing you to understand the weak points in systems and how to solve these problems. The course provides a well-rounded education of computers, from the business use of computer devices to the laws governing this field.

Assessment

Examination: 100%

There are two examinations at the end of the two-year course. One covers system architecture and the second tests your knowledge of algorithms.

Compulsory Project

The programming project consists of an exam board set task to be solved. Pupils will use a variety of techniques and programming languages to create a solution to the set problem.

Head of Department: Mrs L Rushworth

DESIGN & TECHNOLOGY – Product Design

Why choose Design and Technology?

DT will allow you to develop a range of communication, analytical and practical skills. These include drawing skills through to using CAD [Computer Aided Design]. The depth and quality, necessary to access the higher mark bands, are attained through the development of higher level analysis, through objective evaluation, through the design process NEA component. The manufacture of practical outcomes, in a range of different material, support the design and development work.

Course content

This GCSE encourages pupils to design and make products with creativity and originality, using a range of materials and techniques. Materials studied include paper and card, plastic, metal, wood, smart and new materials. These are then manipulated through a range of processes, including computer based manufacturing, into design solutions that are functional, aesthetic, satisfy a need and are reflective of the need to develop products that are ever more sustainable and morally justifiable.

Assessment

NEA [Non Examined Assessment] [50% of the GCSE 35 hours] – Controlled Assessment

The pupils' coursework involves the design and manufacture of a single product set by the Examination Board. This is called the NEA. Each pupil will submit a unique piece of work consisting of an Electronic Design Portfolio that supports the practical manufacture. Practical work includes the development and planning of outcomes such as scale models, working models, a prototype or a final quality manufactured product. Consideration then of packaging, labelling and instructions are encouraged as part of the complete design proposal and advertising, points of sale displays and the like can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

End of Course Examination [50% of the GCSE - 2 hours]

The examination consists of three sections:

A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions including a 12 mark design question.

Further Important Information

Only consider this at GCSE if you are: creative; interested and competent at drawing and creative design; have a **good work ethic**; competent at ICT and prepared to tackle challenging 3D Computer Aided Design; enjoy problem solving; enjoy making and building. 15% of the Examination is Maths based, applying Mathematical principles to design problems. It is important to understand that you will need to commit time outside of normal lesson time to develop greater depth to your NEA work.

Higher Line and Higher Education Options

GCSE Product Design is highly recommended/essential if considering Product Design at A Level and beyond. The College offers A Level Product Design. This is very useful if considering Engineering [plus Maths, Physics and another], Architecture [plus Art & Design] or similar type courses at post 18 education.

Of particular benefit will be the CAD/CAM that is forming an ever more central role in Engineering based Higher Education study at university.

Head of Department: Mr D Eachus

DRAMA

Why choose Drama?

Confidence is a key factor in determining a person's ability to achieve and thrive in life and yet is often overlooked and is certainly difficult to harness and teach. Confidence is exactly what the foundation of Drama both stands for and exists from, promoting confidence not as a showy star-like quality, but as a necessity to flourish where others fall short. All Drama is part of a collaborative process that encompasses analytical thinking and challenges perceptions, something which employers and higher education institutions see as a key attribute but say is often lacking in an applicant's armoury.

Course Content

At Stonyhurst, pupils study GCSE Drama from AQA. The course offers the opportunity for pupils to develop their practical skills in Drama and enhance their appreciation and understanding of performance through devised work and a range of play texts. The two years study encourages pupils to develop an understanding and response to a range of scripts and dramatic styles, lifting Drama from the page to the stage whilst clearly communicating characters' intentions to an audience. Increased self and group awareness and the ability to appreciate and evaluate the work of others is vital, as are the skills of creativity, self-confidence, concentration, self-discipline and communication. Finally, excellent social and expressive skills are an embodiment of the way the course is taught, all of which are tied into the notion of professionalism throughout the two years.

Assessment

The course is divided into 3 components –

Component 1: Understanding Drama (theory) 40%. Written exam (1hr 45mins), 80 marks. Pupils are assessed on their knowledge and understanding of how Drama is developed and performed. This is split into 3 key sections:

Section A – Theatre roles & terminology

Section B – Study of a set text

Section C – Live theatre production

Component 2: Devising drama (practical) 40%. Devising log, 60 marks, devised performance, 20 marks. Pupils are assessed on their ability to create and develop ideas to communicate meaning, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.

Component 3: Texts in practice (practical) 20%. Performance of 2 extracts, 40 marks. Pupils are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.

Further information

Whatever the future holds for each pupil, GCSE Drama offers the opportunity for them to emerge with a toolkit of transferable skills, applicable both in further studies and the workplace. We are looking for reliable pupils with a determination to follow the school motto – *Quant je puis*.

Higher Line and Higher Educational Options

The AQA specification lays an appropriate foundation for further study of A level Drama & Theatre Studies.

Head of Department: Mr B Burgess

ENGLISH

The Value of English Language and English Literature at GCSE

English is a core subject at GCSE, but Studying English at Stonyhurst College has special significance given the College's rich literary heritage and association with some of the nation's most loved literature, most notably Arthur Conan Doyle's Sherlock Holmes stories and J.R.R. Tolkien's *The Lord of the Rings*. The study of literature in all its forms at GCSE can help us to gain a better understanding of the world, both past and present, and also to articulate our responses to the big questions of our time that are so often questions that have echoed through literary history.

Course Content

At Stonyhurst we offer the IGCSE English Language and IGCSE English Literature qualifications with the Pearson Edexcel examination board.

Language

- You will study an anthology of non-fiction texts by contemporary authors.
- You will learn how to write in various non-fiction genres.
- You will develop analytical skills in order to compare the technical aspects of written pieces.
- You will have the opportunity to write creatively.

Assessment

The final assessment of your IGCSE Language work will be divided between one examination on non-fiction reading and writing (worth 60% of the final IGCSE) and two pieces of coursework, one of which will be creative writing (worth 40% in total).

Literature

- You will study a selection of contemporary and literary heritage poetry.
- You will develop literary interpretation skills in relation to a piece of modern literature.
- You will study a Shakespeare play as well as a piece of modern drama.

Assessment

The final assessment of your IGCSE Literature work will be divided between one examination on poetry and modern literature (worth 60%) and two pieces of coursework based on the drama texts you have studied (worth 40% in total).

Higher Line and Higher Education Options

Stonyhurst offers A Level English Literature as well as the IB diploma. While the IGCSE courses provide an excellent foundation for continuing your studies, you will ideally need a grade 7 at both IGCSE Language and IGCSE Literature in order to be able to successfully continue English as an A Level option. The courses are challenging both in their scope and depth but are hugely rewarding for those who truly enjoy the study of literature.

English Literature remains one of the most respected subjects for university entry, both as a subject in its own right, and also as a facilitator for almost any academic discipline. A degree in English is an excellent foundation for further study in almost any discipline and is highly attractive to employers.

Several recent OS have gone on to study English at top universities including Oxbridge and American universities.

Enrichment Opportunities

The English department organise a number of activities and events throughout the academic year which stimulate and enhance the study of English. Events include theatre trips, creative writing competitions (both internal and external) as well as hosting the prestigious Stonyhurst Literature Festival.

Head of Department: Mr D Leigh

GEOGRAPHY

Why choose Geography?

- Geography is a very popular subject choice at Stonyhurst, influenced not only by our facilities and teaching team, but also our location amidst the stunning scenery of the Ribble Valley, Forest of Bowland and the South Pennines.
- Geography is an ideal subject choice: it is multi-disciplinary, drawing together many parts of the academic curriculum.
- Geographers are increasingly sought after in business. Employers value the wide-ranging computer, research and analytical skills that Geography pupils bring to the market. Geographical study involves the synthesis of facts, figures, ideas and perspectives, providing ideal preparation for decision-making at work. In a world where career paths have become more varied, with individuals moving between sectors more readily, the acquisition of transferable skills has become all-important.
- Geography provides a perfect complement to the other disciplines, since it takes key concepts from the social sciences, such as economics, as well as the pure sciences, and uses them in the study of mankind and his relationship with the environment.
- Geography GCSE will leave many A level, further education and career doors open.

The Stonyhurst GCSE Geography Course:

Over two years pupils will cover the AQA syllabus, 8035.

This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Pupils will travel the world from the classroom, exploring case studies in the United Kingdom, Newly Emerging Economies and Lower Income Countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

There are 4 units of study in this syllabus.

1. **Living with the Physical Environment** – This unit looks at physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places. Topics are; The Challenge of Natural Hazards, Physical Landscapes in the UK and The living World.
2. **Challenges in the Human Environment** – This unit investigates human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a range of places, at a variety of scales and must include places in various states of development. Topics are; Urban Issues and Challenges, The Changing Economic World and The Challenge of Resource Management.
3. **Geographical Applications** – This unit is designed to have elements of synopticity and is an opportunity for pupils to show their breadth of understanding and appreciation of the inter-relationships between different aspects of geographical study. This unit will include fieldwork opportunities.
4. **Geographical Skills** - Pupils are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills. These will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

GCSE Scheme of Assessment

This is a **linear course** and pupils sit **three exams** at the end of Syntax. The Physical and Human exams, including Skills (Units 1, 2 & 4) are 1 hour 30 minutes each and the Applications exam (Unit 3) is 1 hour 15 minutes. The format of the exam papers will be a mixture of data response, short and long answer questions.

Head of Department: Mrs R Crossley

HISTORY

Why choose History GCSE?

The simple answer to this question is that we cannot even begin to understand the present if we have no idea how to interpret the past. If you are not interested in your world, in how and why things are like they are, then History GCSE is not for you. If, on the other hand, you are curious about people, how they think, how they act, their ideas and how these ideas affect your world, then you should opt for History GCSE.

A knowledge of History will change your life. You will always want to know the truth about how things really are. The skills that you will learn at GCSE will enable you to work out the truth of any situation for yourself, to express your ideas clearly and to have confidence in your ability to argue your case.

Today it is more important than ever before that as many people as are able to, have an effective working knowledge of the past. Life is changing so rapidly. People forget so much so easily. The quotation below can be seen at the entrance to the main exhibition room at Auschwitz, where over one million Jews were gassed during the Second World War as part of Hitler's 'Final Solution'. It gives a stern warning of the potential dangers of living in ignorance of the past: 'The one who does not remember History, is bound to live through it again.'

Course Content – Examination Board: AQA History Syllabus 8145

The course consists of two papers both of which are taken at the end of the course:

Paper 1: Understanding the modern world

Paper 2: Shaping the nation

Subject content

The GCSE History content comprises the following elements:

one period study

one thematic study

one wider world depth study

one British depth study including the historical environment.

Component 1: Understanding the modern world

Section A: Period studies

1B Germany, 1890–1945: Democracy and dictatorship

Section B: Wider world depth studies

Conflict and tension, 1918–1939

Component 2: Shaping the nation

Section A: Thematic studies

2A Britain: health and the people

Section B: British depth studies including the historical environment

Elizabethan England, c1568–1603

Component 1: Understanding the modern world

How it's assessed

written exam: 1 hour 45 minutes

84 marks (including 4 marks for spelling, punctuation and grammar)

50% of GCSE

Section A – six compulsory questions (40 marks)

Section B – four compulsory questions (40 marks)

Plus 4 marks for spelling, punctuation and grammar



Component 2: Shaping the nation

How it's assessed

written exam: 1 hour 45 minutes

84 marks (including 4 marks for spelling, punctuation and grammar)

50% of GCSE

Questions

Section A – five compulsory questions (40 marks)

Section B – four compulsory questions (40 marks)

Plus 4 marks for spelling, punctuation and grammar

Higher Line and Higher Education Options

Many of our GCSE pupils will continue to study History to a higher level, either at A Level or IB. Each year, several Stonyhurst pupils go on to study History at university. History provides an ideal preparation for anyone wishing to follow a career in Law or the media. Recent publications by the HMC, the Russell Group and the University of Cambridge have confirmed the place of History among the list of subjects that are most valued by universities.

Head of Department: Mr M J Turner

MATHEMATICS

The Value of Maths at GCSE

Maths is a core part of the GCSE curriculum. You will learn how to think systematically and algorithmically and to apply your thinking skills to abstract problems as well as problems in context. You will also learn to cast a critical eye over statistical information presented in the media and to present a reasoned argument both verbally and on paper. Mathematics is a medium through which you may gain more insight into the world around you (both natural and man-made).

Course content

You will study OCR Syllabus J560. Mathematics is taught in six or seven sets which are generally settled by the end of Lower Grammar, but some movement of pupils may take place during the course of Grammar and Syntax. Sets 1, 2, 3, 4 and 5 are entered for the Higher Tier GCSE papers. In addition, set 1 are also entered for the OCR Additional Maths paper, which is a free standing unit counting for up to 20 UCAS points. Pupils in set 6 are entered for the Foundation Tier GCSE papers. This limits their final GCSE grade to a maximum of a grade 5, but they are generally happier succeeding on a limited syllabus than struggling with more advanced material.

Assessment

The new grading scale uses the numbers 1–9 to identify levels of performance (with 9 being the top level).

Maths is tiered with an ‘improved overlapping tiers model’, with a Foundation tier covering grades 1-5 and a Higher tier covering grades 4-9.

The minimum assessment time is now a total of four and a half hours for both Foundation and Higher tiers. Of this, approximately one-third must be completed without access to a calculator.

A new list of required content has been published by the Department for Education (DfE), which includes much more content than has ever been required at GCSE before and also the requirement for candidates to memorise many more formulae than previously.

The revised set of Assessment Objectives has an increased emphasis on problem solving, often requiring multi-step solutions and with less emphasis on rote learning.

Questions in assessments will be less clearly structured and more open-ended, frequently set within real-world contexts.

GCSE Maths will no longer have marks allocated to Quality of Written Communication.

A new content area has been added, ‘Ratio, proportion and rates of change’, which counts for 25% at Foundation Level and 20% at Higher Level.

Assessment model

- 3 papers at each tier, all equal length (1½ hours) and equally weighted towards the qualification.
- Subject content and AO weightings are equal across papers at each tier.
- Two papers at each tier where candidates are allowed access to a calculator.
- One non-calculator paper at each tier.
- 100 marks per paper, giving us a large scope for awarding more method marks within questions, so candidates may be rewarded for each correct step on the way towards an answer, even if their final answer is incorrect.

Enrichment

Members of the top two sets in Grammar and Syntax are entered for the UK Maths Challenge, and some preparation for this takes place after Christmas. It is usual for a number of pupils to obtain gold medals; some may progress to further rounds of the competition. In addition, there is an annual interline team challenge, and various other externally organised competitions and puzzle days.

Further important information

All pupils need a scientific calculator, which may be purchased at cost price through the school. Teaching styles vary to suit the needs of the group. There are two high quality, course-specific textbooks and ample opportunities for using mathematical software – for learning and problem solving. Four classrooms are equipped with interactive whiteboards and a visualiser. The department subscribes to “MyMaths”, and some assessments are completed online. Clinics are available on 4 evenings per week.

Higher Line and Higher Education Options

Pupils should have achieved at least level 7 in GCSE Mathematics to contemplate taking Maths A level but level 8 is recommended. Even this is no guarantee that a pupil will cope well with the subject at A-level. The jump in standard is a significant one, and successful A-level pupils are those who enjoy dealing with the abstract, enjoy a challenge and have intellectual stamina. The same is true of Mathematics within the IB Diploma: HL Maths is somewhere between A-level Maths and Further Maths in standard, and SL Maths is somewhere between A/S and A2 Maths in standard. A level 9 is recommended for entry to the HL course, and a level 7 or above to the SL course.

A Mathematics degree provides excellent training of the mind for a variety of careers. It is still seen as a rigorous academic subject and as such is a highly desirable attribute for a potential employer across a broad range of industries and professions. The experience of OS who have recently graduated is that the mathematicians are the first to find employment and generally have a higher starting salary than those from other disciplines.

Mathematics is also an important supporting subject for Engineering, Physics, Finance, Economics, Management and many others: many admissions tutors insist on a good grade in Maths A-level, even if a grade in the chosen subject at A-level is not required.

Head of Department: Mr D Rawkins

MODERN LANGUAGES: FRENCH

Why choose French?

Did you know that over two-thirds of English words originally come from the UK's closest European neighbours, the French? As well as being a beautiful language of huge cultural significance, French is also a key language of business, tourism and international relations. Spoken by 200 million people worldwide, French remains the first language sought by UK employers. If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE French is an excellent choice for you!

Course Content and Assessment

The Course:

This is not a beginners' course, but rather builds on pupils' prior learning in French (usually a minimum of two years). It is a two-year GCSE programme, based on the *Studio* text book and supplemented with other materials including web-based resources, such as thisislanguage.com, Quizlet and our online language laboratory, Schoolshape. Pupils will learn how to produce and understand both spoken and written French on a range of relevant topics including leisure, travel, school and many more. Most of the lessons will be taught in French.

Assessment:

The GCSE courses for Modern Languages have just been re-designed and there will be four exams at the end of the course, each worth 25% of the overall marks. These will test the skills of Listening, Speaking, Reading and Writing. (There is no longer any coursework or controlled assessment.) There are two tiers of entry, Higher and Foundation, and each pupil will need to sit all of their papers at the same level, though there will certainly be an overlap so that candidates on the borderline between the two will not be disadvantaged.

Further information:

If you would like any further information about learning French and/or to have a look at some of the materials we use, please contact Mr Morley (d.morley@stonyhurst.ac.uk).

Higher Line and Higher Education Options:

Pupils who wish to study French in Higher Line should normally have achieved a grade 7, 8 or 9 at GCSE (or equivalent), but exceptional cases will always receive due consideration. Many universities consider languages to be an important subject and excellent preparation for a wide range of degree courses. Pupils who continue with French in Higher Line may go on to combine the study of the language with a commercial or other subject at university, and their language skills give them a major advantage when seeking employment.

Head of French: Mr D Morley

MODERN LANGUAGES: GERMAN

Why choose German?

No foreign language is easy to learn, but German has features which make it quite easy in the early stages, given that many English words come from German and the pronunciation is very logical. A foreign language, like many other subjects, requires a lot of time and effort but you soon realise how worthwhile it is when you learn that German is the most widely spoken language in Europe. Germany also has the biggest economy in Europe and the third largest in the world, making its language one of the most important in Business and Engineering. Many pupils find German a useful stepping-stone to perceived harder languages such as Russian and Chinese. German is considered to be one of the more academic subjects and is highly valued by employers and universities alike.

Course Content and Assessment

The Course:

This is a two year course based on the course book **“Stimmt! AQA GCSE”** and supplemented with other materials, specifically the linked **Active Learn Digital Service**. You will learn how to produce and understand both spoken and written German. Most of the lessons will be taught in German.

Assessment:

Assessment follows the pattern with which you will be familiar from the other languages, namely there will be four examinations at the end of Syntax, one in listening comprehension, one in reading comprehension, a speaking examination and a writing paper including translation. Pupils will sit either the Foundation Tier or the Higher Tier – according to their ability.

Further information:

If you want any further information about learning German and/or to have a look at some of the materials we use, feel free to come and speak to Mr Sharples (j.sharples@stonyhurst.ac.uk)

Higher Line and Higher Education Options

Pupils who wish to do A-level German should normally have achieved a 7, 8 or 9 in the new grading structure at GCSE. Many pupils who do A-level German combine the study of the language with a commercial or other course at university to give themselves an added advantage when seeking employment.

Head of German: Mr J Sharples

MODERN LANGUAGES: SPANISH

Why choose Spanish?

Spanish is a fun and relatively easy language to learn in the initial stages. Like many other subjects it requires a lot of time and effort but you will soon realise how worthwhile it is.

Spain is a member of the European Union and Spanish is a very important language within Europe. Spanish is one of the five official languages of the United Nations and is one of the world's most widely spoken languages being the official language of twenty one nations including virtually all of those in Latin America from Mexico to Argentina. Spanish is so widely spoken that it is extremely useful in the field of international relations - commercial, cultural and diplomatic.

Course Content and Assessment

The Course:

This is a two year course based on the course book “**AQA GCSE Spanish**” and supplemented with other materials. You will learn how to produce and understand both spoken and written Spanish. Most of the lessons will be taught in Spanish by bilingual teachers.

Assessment:

You will be assessed through four examinations at the end of Syntax, one in listening comprehension, one in reading comprehension and also a speaking and a writing examination. The exams will continue to be tiered so pupils will sit either the Foundation Tier or the Higher Tier – according to his or her ability.

Further information:

If you want any further information about learning Spanish and/or to have a look at some of the materials we use, feel free to come and speak to Mr Goodwin.

Higher Line and Higher Education Options

Pupils who wish to study Spanish in Higher Line should normally have achieved a grade 7, 8 or 9 at GCSE (or equivalent). Many pupils who do higher level Spanish combine the study of the language with a commercial or other course at university to give themselves an added advantage when seeking employment.

Head of Spanish: Mr M Goodwin

MUSIC

Why choose Music?

Music is enjoyable!

Those who take part in musical activities and enjoy listening to music are able to gain credit for their hard work, as well as learning many new skills, discovering new styles and having the opportunity to write their own pieces.

Music is a very creative subject, and the range of music studied for Paper 3 is wide, so that everyone will encounter both familiar styles and plenty of new and interesting pieces.

Music brings academic benefits!

Music and mathematics are famously linked; much of composition, for example, is about the manipulation of musical patterns.

Learning the historical context of the music you are enjoying, performing or listening to helps broaden your general knowledge of history and the world.

Music benefits your general study skills!

Regular practice quickly improves your ability at a particular piece; this means you will learn quickly that effort and achievement are directly linked.

If you are interested in knowing more about the way GCSE Music works, please do have a look at the increasing range of resources available on Firefly.

Paper 1 – Performing

During the Syntax year, you will perform

- one solo piece; and
- one ensemble performance.

There will be opportunities to record this throughout the Syntax year, both in concerts and private recording sessions. **There is no minimum standard** – you gain maximum marks for difficulty if you play a Grade 5 piece, but it is much better to perform a Grade 3 or Grade 4 piece well!

Paper 2 – Composing

You will write many compositions over the two years of GCSE, but the final submission will consist of two compositions which you will finish during your Syntax year. One of these will be based on a brief that Edexcel will publish in September of Syntax, and the other is a free composition.

Paper 3 – Listening and Appraising

A 1 hour and 30 minutes listening paper in which questions are asked on the four areas of study, in which there are twelve set works. The areas of study and set works are as follows.

<u>Instrumental Music 1700-1820</u> J.S. Bach: 3 rd Movement from Brandenburg Concerto no. 5 in D major L. van Beethoven: 1 st Movement from Piano Sonata no.8 in C minor 'Pathétique'	<u>Music for Stage and Screen</u> S. Schwartz: 'Defying Gravity' (from the album of the cast recording of Wicked) J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to Star Wars Episode IV: A New Hope)
<u>Vocal Music</u> H. Purcell: 'Music for a While' Queen: 'Killer Queen' (from the album Sheer Heart Attack)	<u>Fusions</u> Afro Celt Sound System: 'Release' (from the album Volume 2: Release) Esperanza Spalding: 'Samba em Preludio' (from the album Esperanza)

Assessment

Performing is worth 30%. A solo and ensemble recording are assessed internally.

Composing is worth 30%. Two compositions are completed as coursework and assessed internally.

Listening and Appraising is worth 40% and is assessed in an exam at the end of Syntax.

Further Important Information

There is no minimum standard for entry to GCSE Music, but it will be expected that those taking the subject will take instrumental lessons on an instrument throughout the course, and take part in ensembles as suggested by their teacher. As with all other subjects, it may be that pupils are asked to attend a clinic – in Music, this tends to be for theory.

Higher Line and Higher Education Options

In Higher Line, Music A level is available. In addition, Music will be offered in Group 6 of the IB. These qualifications build on the skills developed at GCSE and allow pupils to achieve new levels of understanding and creativity in their work. On leaving Stonyhurst, a wide range of options are available, including both university and music college degrees in Music, as well as Music Education and Arts Management. Music qualifications also add something special to a CV when applying for any subject, since they demonstrate important transferable skills and help pupils to stand out from the crowd.

Head of Department: Mr. A. Henderson

RELIGIOUS STUDIES

The Value of Religious Studies at GCSE

“For Ignatius, God is Creator and Lord, Supreme Goodness, the one Reality that is absolute; all other reality comes from God and has value only insofar as it leads us to God. This God is present in our lives, “labouring for us” in all things; He can be discovered, through faith, in all natural and human events, in history as a whole, and most especially within the lived experience of each individual person.”

(The Characteristics of Jesuit Education)

For St Ignatius, education in a Jesuit school tries to create a sense of wonder and mystery in learning about God's creation. A more complete knowledge of creation can lead to a greater knowledge of God and a greater willingness to work with God in His ongoing creation. This greater knowledge of God, and of God's plan for each and every one of us, is at the heart of GCSE Religious Studies.

Course Content

AQA GCSE Religious Studies B (8063)

Component 1: Catholic Christianity

This covers: creation, incarnation, the True God, mission and prayer, redemption, Church and the Kingdom of God and eschatology. These topics are studied by looking at forms of expression, beliefs and teachings, practices, sources of wisdom and authority.

Component 2: Perspectives on faith

In Section A we study Judaism. The focus is on key beliefs: the covenant and the mitzvot and practices of Judaism: the synagogue, worship, family life and festivals.

In Section B we study two contemporary ethical issues through Catholic and other religious and non-religious perspectives.

Assessment

Two written exams, one for each component, at the end of the course (50% x 2). Each exam is one hour and forty-five minutes in length.

Further Important Information

Two 70 minute periods per week are timetabled for Religious Studies in Grammar and Syntax. In Grammar work commences on perspectives on faith and in Syntax Catholic Christianity.

Higher Line and Higher Education Options

Although the GCSE curriculum in Religious Studies is a more than adequate preparation for Religious Studies at A Level, it is by no means a necessary prerequisite for the A Level. A Level Theology is a challenging but fascinating subject that explores some of the fundamental concerns of humankind – whether there are absolute rights and wrongs; whether language about God is meaningful; whether,

indeed, God exists. Theology sits well with other subjects – Medicine (medical and bio-ethics); History, English and Politics; Mathematics (infinity, logic and reason, order and chaos); Psychology, etc. As for Further Education, Religious Studies and Theology are highly regarded due to the range of skills you learn (analysis, evaluation, essay writing, debating, presenting, hypothesising, criticising) In short, studying Religious Studies shows you are a thoughtful person, who has considered carefully some of the most important questions in life!

Head of Department: Mr E Allanson

SCIENCES AT GCSE

At Stonyhurst we have adopted the AQA suite of Science GCSEs. These are modern courses which are relevant to our 21st Century society. Pupils may choose any combination of Biology, Chemistry and/or Physics. At least **one** Science subject must be chosen, although it is expected that most pupils will choose **two** or **three**. It is important to be aware that in the Maintained Sector, along with the majority of Independent Schools in the UK, it is compulsory to study all three sciences up to GCSE level.

It is important to emphasise that due care and attention is vital in making the correct Science decision at this stage. Progress in each individual Science subject so far is critical, as is interest in the subject and perceived likely A level and career choices. Pupils, parents and teachers all have an input, but it must be stressed that the final choices place a responsibility upon the pupil to work with a positive attitude towards their chosen GCSE examinations.

Head of Science: Mrs L. J. C. Fisher

BIOLOGY

Why Choose Biology?

- Biology is the study of Life.
- It is an exciting time to be a Biologist because Biologists are working to solve the biggest challenges faced by people and the planet such as fighting disease, protecting the environment and feeding our growing population.
- You will learn to think and behave like a scientist and you will explore topics and issues that impact upon our lives and the world around us.
- Biology complements many other subjects such as Mathematics, Chemistry, Physics and Geography.

Course Content

Specification AQA GCSE Biology 8461

The work follows on from that studied in Lower Grammar, covering the following major subject areas:

1. Cell Biology
2. Organisation
3. Infection and Response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, Variation and Evolution
7. Ecology.

Assessment

Assessment consists of two 1 hour 45 minute written papers each worth 50% of the GCSE. Both Paper 1 and Paper 2 include multiple choice, structured, closed short answer and open response questions.

Higher Line and Higher Education Options

A good grade in GCSE Biology can be the basis for continuing the subject to A level or IB. This can lead to a wide range of careers, from medicine, dentistry, veterinary science or physiotherapy to microbiology, food technology, agriculture, biochemistry or environmental work. Pupils often combine A level Biology with the other science subjects or maths, but almost any other combination has been successfully pursued. As a training of the mind, a preparation for life and for pure interest, Biology is a subject of considerable value.

Head of Department: Mrs S. Haworth

CHEMISTRY

Why Choose Chemistry?

Chemistry provides pupils with a framework for understanding much of the world around them including: acid rain; the combustion of fuels; plant fertilisers; the composition of the atmosphere; water treatment; and ways to lessen our impact on the environment. Chemistry also requires pupils to develop a wide range of transferable skills such as: problem solving, data analysis, numeracy skills, independent learning and research skills. GCSE Chemistry is essential for anyone wanting to pursue the subject in Higher Line.

Course Content

Specification AQA GCSE Chemistry 8462

Content includes:

- Atomic structure
- The periodic table
- Bonding and structure
- Quantitative chemistry
- Energy changes
- Rates and Equilibrium
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Resources

Pupils will develop practical skills as they plan, implement, analyse and evaluate experiments covering all key areas of the course.

Assessment

Assessment consists of two 1 hour 45 minute written papers each worth 50% of the GCSE. Both Paper 1 and Paper 2 include multiple choice, structured, closed short answer and open response questions.

Higher Line and Higher Education Options

Chemistry is a key subject for anyone considering science or a related discipline at university level (medicine, dentistry, veterinary science, nursing, physiotherapy, biochemistry, biotechnology, food science etc.). Chemistry at GCSE provides an excellent training in analytical thinking and so is a useful basis for many subjects such as business or law. It is also a stimulating and exciting subject in its own right. Chemistry is offered at A-Level as well as Standard and Higher Level IB.

Head of Department: Ms E Bridges

PHYSICS

Why choose Physics?

- Physics is the most fundamental of all the sciences, and is concerned with understanding the everyday processes that go on around us.
- As such it is also the broadest of the sciences and has a wide range of applications that go beyond the obvious.
- Physics GCSE is absolutely essential for those pupils wishing to study Sciences, Engineering or Medicine at University.
- Physics also teaches useful analytical and problem solving skills that are considered to be extremely beneficial in a wide variety of careers, such as Management, Finance and Law.
- Contrary to common belief, you do not have to be a 'Rocket Scientist' to study Physics. GCSE Physics is accessible to pupils with a range of abilities, and the department has a history of excellent achievement at GCSE.
- Physics complements many other subjects such as Mathematics, Chemistry, Biology, Information Technology and Geography.

Course Content

Specification AQA GCSE Physics 8463

The work follows on from that covered in Lower Grammar, covering the following major subject areas:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and Electromagnetism
- Particle model of matter
- Atomic Structure
- Space physics

Assessment

Assessment consists of two 1 hour 45 minute written papers each worth 50% of the GCSE. Both Paper 1 and Paper 2 include multiple choice, structured, closed short answer and open response questions.

Higher Line and Higher Education Options

Study of GCSE Physics can lead to the study of A Level or IB Physics, and is good support for A Level study in Maths, Chemistry and Biology. A Level Physics is highly regarded by universities, is essential for pupils aspiring to study Physics, Materials Science or Engineering at university, and forms a valuable complementary subject choice for able pupils in many other subject areas such as Economics, Classics, Modern Languages and English.

Head of Department: Mrs L. J. C. Fisher

SPORTS SCIENCE - PHYSICAL EDUCATION

Why choose Sports Science?

The AQA GCSE Sports Science/Physical Education specification provides pupils with the exciting opportunity to gain a deeper understanding of the scientific study of exercise, health and sport. Stimulating content is at the heart of the qualification, which will encourage pupils to immerse themselves in the world of sports technology, exercise physiology, anatomy and physiology, biomechanics, sport psychology and sport in society.

Studying GCSE Sports Science/Physical Education will give pupils a fantastic insight into the amazing world of sports performance. Not only will they have the chance to perform various sports through the non-exam assessment component, they will also develop a wide-ranging knowledge into the how and why of physical activity and sport. Many aspects of biology, chemistry and physics will be applied to real life practical performances and contemporary issues will be studied in the world of sport from the past and present, whilst also looking into the future.

The combination of physical performance and academic challenge provides an exciting opportunity for pupils. You can perform, and then through the academic study gain the knowledge to improve your own and others' performances through the application of theory.

GCSE Sports Science/Physical Education is studied through a range of different contexts and the impact it has on both our own and others' everyday lives becomes clear. Pupils will learn the reasons why we do things and why some people outperform others – mentally and physically. They will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having on physical activity and sport. It is an exciting and diverse subject and one that will stimulate all Stonyhurst pupils.

Course Content & assessment

The course is structured to cover the following topic areas which are assessed as below:

Paper 1: the Human body and movement in physical activity and sport

- Applied anatomy & physiology
- Movement analysis
- Physical training
- Use of data

Written exam: 1 hour & 15 minutes / 78 marks / 30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Written exam: 1 hour 15 minutes / 78 marks / 30% of GCSE

Non-exam assessment: Practical performance in physical activity and sport

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity

Assessed by teachers & moderated by AQA / 100 marks / 40% of the GCSE

Further Important Information

Due to 40% of the AQA GCSE Sports Science/Physical Education course being practical, it is important that pupils understand that reasonable practical ability and competence is important. This is normally an advantage for Stonyhurst pupils who are often very active and very able sports performers and because of this, our practical coursework marks are often very high, which makes it a successful GCSE for our pupils.

Higher Line & Higher Education Options

At Stonyhurst, A Level Sports Science is a popular, diverse, demanding but enjoyable choice. However, you do not need to have studied the AQA GCSE Sports Science/Physical Education course to select it for A Level.

From September 2018, the department will be delivering the Cambridge Technical in Sports Science. This qualification is equivalent to two A Levels and will be taught as part of the IB Career Pathway.

The range of Sport-related courses available and institutions offering such courses beyond A Level in Higher Education has never been greater and a wide range of UCAS points are available.

Head of Department: Mr M Evans

CURRICULUM SUPPORT

Curriculum Support is available for pupils who need additional support with their studies and/or learning. Pupils may be given extra time and extra help to complete studies and coursework. If it is considered that these pupils would benefit from doing one or even two fewer subjects, they can have lessons with the Learning Support team instead. These classes may be essential if the pupil already has a formal assessment of specific learning needs. The lessons enable the pupils to spend more time on their academic subjects and give them the opportunity of having individual help with areas of difficulty, such as literacy or numeracy. Lessons are also delivered, where necessary, on a one-to-one basis to support individuals. The Learning Support team work closely with other agencies such as occupational therapists and educational psychologists to coordinate learning support for those with specific needs.

Should you wish to discuss any aspect of Learning Support, please contact the Special Educational Needs Coordinator, Mrs E. Winstanley at e.winstanley@stonyhurst.ac.uk

Head of Learning Support:

Mrs E Winstanley

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

For pupils from overseas who require extra support in English, we offer an EAL curriculum which covers language development and exam preparation. The exams offered include the Cambridge First Certificate and Advanced examinations, which are regulated by the ESOL department of the University of Cambridge. Whilst attaining one of its certificates is an achievement and a reward in itself, there are also many other benefits to taking them:

- the certificates are valid for life
- they are recognised around the world for business and educational purposes
- thousands of employers, universities and government departments officially recognise the Cambridge ESOL examinations

Please refer to details of the Cambridge examinations at the Cambridge ESOL website below:

www.cambridgeesol.org

If pupils are achieving a pass at Cambridge FCE level, they also have the option of sitting the Edexcel IGCSE ESOL examination. This qualification is broadly equivalent to many of the benchmarks of Level B2 of the Council of Europe's Common European Framework of Reference for Languages.

Pupils at this level are expected:

- to understand the main ideas of complex texts about concrete and abstract topics
- interact with a degree of fluency and spontaneity that makes interaction possible without strain
- produce clear, detailed texts on a wide range of subjects
- explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

The aim of the Edexcel International GCSE in English as a Second Language (ESL) is to test English language competence through realistic and contextualised tasks based on authentic texts. Reading, writing and listening skills are tested through two examination papers.

Head of English as an Additional Language: Miss K Mitchell

LDS