PANGBOURNE

A Guide to Choosing GCSEs
2018 Edition

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INTRODUCTION

This booklet contains all the basic information you need to make your choice of GCSE or IGCSE courses (the international version of GCSEs) you will follow for the next two years. Keep it safe to refer to; you will find it useful for a long time to come.

Your choice of GCSEs is very important for three reasons.

- The results you earn in two years' time will be the basis of your A Level choices, which will lead on to university and your career
- University selectors, who like to see a broad range of achievement, will know your results; so this affects which university will offer you a place
- This is the first time you have a choice of which subjects to study

Start out with an open mind.

- Remember, GCSEs will teach you skills and information which you can apply in new fields
- Look to see what mix of courses can best develop your talents
- Please don't begin the process with your mind already made up

We have carefully left out one thing from this booklet: the options form. This is to stop you making your mind up too early.

These are big decisions to make.

- Do take care over them
- Do not rush into making decisions
- Do ask for help when you need it
- Don't worry too much; we are here to help you make the right choice

THE CURRICULUM

It is best to think of the curriculum as having two parts: a compulsory core and then an options system.

In the compulsory core:

- Everyone will study English and English Literature to IGCSE
- Everyone will study Mathematics to IGCSE
- Everyone will choose between Combined Science (which counts for two GCSEs) and three separate Sciences. It is not possible to study two separate Sciences. The Science department will make recommendations in advance of the February parents' meeting as to whether you are advised to follow a combined science or separate science route.
- Everyone will work towards completing an EPQ (Extended Project Qualification)
- Everyone will follow a non-examined programme of PSHCE (Personal, Social, Health, and Citizenship Education)

HELP AND ADVICE

There are many people who can help you with advice.

- Your Tutor/Housemaster/Housemistress will guide you through the choice process: they are experienced and have a thorough understanding of what are good subject combinations
- The Head of Careers, Mr K De Mulder, will be able to give you specialist advice, and he can help you draw on the resources of experienced careers advisors as well as programmes, such as Probe, which pupils have already looked at in tutor times. There is also a Careers section in this booklet
- The Heads of Department will help you work out if their subject is for you and will explain the details of their courses
- Your teachers will have a good idea of your strengths and weaknesses, your talents and skills and can tell you more about your prospects in their subject
- Your parents and guardians will be deeply involved; make a real point of discussing your choices at home
- The Head of Key Stage Three, Mr Follett, is responsible for organising your choices and making them fit together into the timetable, and is always available for advice

The most important person in all this is you. In the end, it's your decision, and one you will work with for the next two years at least. Don't take it lightly.

We find there are some unhelpful sources of advice and guidance:

- Try not to be influenced by what your friends are doing: they are making their decisions, whilst you should be making yours
- Beware being told that one subject is hard, or another easy, or another essential for a specific career. The first isn't true – big efforts go into making sure that one GCSE is worth the same as the other. The second may be true, but you need to check it carefully using the Careers Room resources or Mr De Mulder's advice
- Do not choose what subject to do next year based on which staff are currently teaching you; it is quite likely you will not get the same staff next year

There are useful sources of advice and information online:

https://www.ucas.com/ is the UK university admissions website. It will allow you to find the current entry requirements for university courses, but you should ask your Tutor for help in understanding the details. The exam boards have websites at www.ocr.org.uk/, www.aqa.org.uk and http://qualifications.pearson.com/en/home.html and these have the course details and often other helpful information.

You are welcome to email Richard.Follett@pangbourne.com for specific advice or information.

CHOICES TIME

You need to choose a total of six subjects – remember English, Maths and PSHCE/EPQ have already been put into your timetable so you choose six in addition to those subjects.

You need to choose either:

- **Combined science PLUS four other subjects**

OR

- **Separate sciences PLUS three other subjects**

  The science department will make recommendations in advance of the February parents' meeting as to whether you are advised to follow a combined or separate science route.

- **Pupils must choose at least one humanities subject** (History, Geography or Religious Studies)
- **It may be advisable to choose at least one Modern Foreign Language** (French, German or Spanish)

The options must be selected from the table below. Only one subject can be chosen per column:

Block A	Block B	Block C	Block D	Block E	Block F
Art	Art	French	Separate Science	Combined Science	Combined Science
Business	Computing	Geography	Business	Separate Science	Separate Science
French	Design Technology – Product Design	History	Design Technology – Product Design		
German	Drama	Music	Design Technology – Textiles		
Geography	History	Physical Education	Geography		
	Physical Education	Religious Studies	Religious Studies		
		Spanish			

Remember to get a broad and balanced selection of options that you will be happy to study for at least two years.

The Heads of Key Stage 3 and 4 will interview every pupil once their provisional choices have been submitted. In this way we hope to ensure that there are sound reasons behind their choices and that they truly understand the implications of the choices they have made.

Be aware that, where there is a limit on class sizes, performance to date will be considered.

Whilst it may be possible to change your option choices at a later date, we cannot guarantee that all combinations will be possible or that there will be space in all classes.

THE OPTIONS PROCESS

Wednesday 17 January 2018
Form 3 Options Assembly

Monday 29 January 2018
Heads of Department begin class briefing on GCSE courses

Friday 16 February 2018
Form 3 Parents' and Guardians' Meeting. Launch of GCSE Options booklet

Late February 2018
Tutors finish the first round of discussions with tutees

Wednesday 7 March 2018
Submit your GCSE Provisional Options Choice Form

March/April/May 2018
Mr Follett and Mrs S Greenwood interview each individual about their provisional choices.

March 2018
Heads of Departments receive and consider provisional choices

May 2018
Final Options Form issued

Wednesday 9 May 2018
Complete your GCSE Final Options Form

June 2018
Heads of Department receive confirmed set lists

September 2018
GCSE teaching begins

All information is correct at time of printing. The College reserves the right to make any necessary changes.

CAREERS DEPARTMENT

At Pangbourne we believe that it is our responsibility to provide you with the resources and support necessary to investigate possible career paths and subject choices throughout your time here. You will have a great deal of input regarding your career path; this may come in the form of interviews, presentations, advice and web-based activities. We have a well-stocked Careers Library, which we encourage you to become familiar with. Advisers from many large companies and organisations regularly come in to College to talk to any interested parties and we host an informative and instructive Careers Fair in March.

AIMS

- **To help students develop the skills and confidence to make realistic and informed decisions about their futures, for themselves, and to manage the transitions from one stage of their education, training and work to the next**
- **To help students develop knowledge and understanding of learning and work**

FORM 3

During Tutor periods, you will begin to build your own career profile through the web-based programme **COA** (Cambridge Occupational Analysts) Probe. Here you identify your interests, both in and out of school, as well as suggesting the possible grades that you hope to achieve in your GCSEs. You can then gradually build up careers ideas and intentions alongside looking at progression routes, which helps identify your learning patterns, but more importantly starts to highlight career areas that may suit your interests and abilities. You can then research these areas online and start to consider possible career avenues.

FORM 4

In Form 4, you will have opportunities to build upon your **COA Probe** research, during which you can undertake some individual research into courses and careers. At the end of Form 4, pupils will undertake a follow-on careers programme run by **COA**. The program is called Preview, and the pupils would have been given an opportunity to do an in-depth questionnaire, which ascertains the key careers areas which might be of interest.

Research has shown that people are more successful and happy in their career if it matches their interests in some way. The programme reveals key career areas of interest and lists job titles within these areas, which the student can consider. The programme also takes on board any careers areas in which the student is already expressing an interest.

FORM 5

At the beginning of Form 5 pupils will continue their **COA**. Your son or daughter will undertake two interviews in the first term as part of the Preview programme with a COA interviewer, and then they will have looked at the feedback in the workbook and considered issues arising. They should have an idea of jobs and areas to focus on in the investigative work which follows.

The second interview will give them an opportunity to discuss the findings of their early research and also consider in greater detail the issues surrounding their subjects to be studied in the Sixth Form as well as thinking about possible opportunities for experiencing the world of work and developing key skills in the future.

The COA programme carries a cost of £115, which will be added to the School bill. If you would rather your son/daughter does not take part in the Preview exercise, you must contact the Head of Careers and opt out. If you have any queries, or wish to discuss any careers matters, please do not hesitate to contact Mr De Mulder on 0118 976 6402 or email him at koen.demulder@pangbourne.com

Mr K De Mulder

COMPULSORY SUBJECTS

ENGLISH LANGUAGE

What can I do after this course?

IGCSE English Language is the gateway to any job or career and is essential for entry into further and higher education courses. The communication skills you will learn and develop on the course can be applied to all your GCSE subjects and the subjects you eventually study at A Level, yet by far the greatest benefit you should gain is to enable you to speak, read and write more confidently, more fluently and with greater enjoyment.

Aims

The study of English Language is central to your life, involving both the development of literacy and communication skills and an ability to function effectively in an increasingly varied, media-based world.

Teaching methods

IGCSE English Language is taught alongside IGCSE English Literature in the English slots on your timetable. ICT resources are used in both teaching and learning, and activities are focused around reading, writing, discussion and presentations.

IGCSE English Language is graded from 9-1. Speaking and Listening is assessed separately as an endorsement rather than part of the overall grade.

Coursework (40%)	Exam (60%)
Task one: analytical essay Task two: personal and imaginative writing	Section A: reading non-fiction Section B: writing

Speaking and Listening endorsement: reported as a separate line on the IGCSE certificate

AWARDING BODY	Edexcel
COURSE TITLE	IGCSE English Language A (4EA0)
WEBSITE	http://qualifications.pearson.com
METHOD OF ASSESSMENT	40% internally-assessed coursework; 60% examination

ENGLISH LITERATURE

What can I do after this course?

The skills of critical analysis and extended writing that you will develop on this course are useful in a range of A Level subjects, especially History, Film Studies, Classics and English Literature. The IGCSE English Literature course opens a window on to literature and culture in the English-speaking world, enabling you to appreciate and enjoy the written word in your adult life.

Aims

The English Literature course is designed to enable you to understand, appreciate and enjoy some of the greatest works ever written in English. The study of texts from Shakespeare to the present day will increase your understanding of the world around you, develop your critical and analytical skills and help you to write fluently and coherently.

Teaching methods

IGCSE English Literature is taught alongside IGCSE English Language in the English slots on your timetable. ICT resources are used in both teaching and learning, and activities are focused around reading, writing and discussion. Where possible, theatre trips are used to enhance the study of set texts.

Course content

IGCSE English Literature is graded from 9-1.

Coursework (40%)	Exam (60%)
Task one: modern drama Task two: literary heritage	Section A: poetry Section B: modern prose

AWARDING BODY	Edexcel
COURSE TITLE	IGCSE English Literature (4ET0)
WEBSITE	http://qualifications.pearson.com
METHOD OF ASSESSMENT	40% internally-assessed coursework; 60% examination

EXTENDED PROJECT QUALIFICATION (EPQ)

The EPQ is a one-year independent project course for Form 4 students where you will plan, research and produce your own independent project in the form of a report, performance or design, under the supervision of a Tutor-Assessor and EPQ Coordinator. This course will lead to a Level 1 qualification equivalent to half a GCSE, and in a good position to, if you would like, embark on the Level 3 EPQ Qualification which is equivalent to half an A-level and something that universities are keen to see on your UCAS applications.

Aims

The EPQ qualification course will enable you to:

- Develop as an inquisitive and independent learner
- Be inspired and enthused by new areas or methods of study
- Use your learning experiences to support your personal aspirations for further study and career development
- Develop research skills and the ability to distinguish between reliable and unreliable sources.

This course is taught to all Form 4 students during your fortnightly Core Skills lesson over the full three terms. You will be in small classes and also have access to frequent EPQ clinics with the EPQ Coordinator (Ms. Brinkman-Young).

Transferable skills

Research skills, time management, organizational skills and planning will all contribute to success in your future studies.

Sample EPQ titles and topics:

Why are Bengal Tigers endangered and what steps can governments take to protect them? (Report)

Do Cadet Forces encourage people to join the forces? (Report)

Create and perform an original one-act play inspired by you and your classmates relationship with social media (Performance)

Compose a march to be played by the Marching Band on College Sundays, inspired by an aspect of the history of the College (Performance)

Design a series of posters and a media campaign to advertise a local rock band (Design)

Design a fashion line inspired by the Harry Potter series (Design)

AWARDING BODY	Edexcel
COURSE TITLE	Level 1 Foundation Project
WEBSITE	https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-1-and-level-2.html
METHOD OF ASSESSMENT	Final Project & Activity Log (along with Self-Reflection) marked by Teacher-Assessor and moderated by EPQ Coordinator and exam board.

MATHEMATICS

What can I do after this course?

IGCSE Mathematics is a required subject for entry to higher education, Sixth Forms and university. It also forms the basis for many other subjects at A Level. Besides the Sciences, it is also needed in Business, Economics, Geography, ICT and Design Technology.

Aims

Mathematics is a skills-based course. It is designed to equip you with skills useful in all aspects of life. You will develop a positive and confident approach to Mathematics, a strong grasp of numeracy and the mental manipulation of numbers. You can expect to tackle appropriately challenging work; learn to apply mathematical knowledge and understand how to solve problems; to think and communicate mathematically; to appreciate the place and use of mathematics in society.

Transferable skills

The course provides you with the key skills of ICT, communication, and application of number and problem-solving.

Teaching methods

Teaching is in ability grouped sets. Selected students are entered for local and national competitions, and taken to lectures appropriate to their ages and abilities.

Course content

The course is divided into four main areas:

- Using and Applying Mathematics
- Number and Algebra
- Shape, Space and Measure
- Handling Data

The IGCSE course is started in Form 3 and continues through Forms 4 and 5.

Most students will be entered for the Higher Tier papers of the syllabus whilst some students will be entered for the Foundation Tier papers.

AWARDING BODY	Edexcel
COURSE TITLE	IGCSE Mathematics A [4 MA1]
WEBSITE	www.edexcel.com
METHOD OF ASSESSMENT	100% examination

GCSE SCIENCES

The material studied in your Science lessons in Form 3 forms part of the new GCSE courses, and will give you an indication of the type of work you will be doing for these subjects.

The Science Department follows the AQA suite of GCSE specifications and the options available are slightly different from previous years, and are as follows:

- Three separate Science GCSEs (Biology, Chemistry, Physics)
    - The content and structure of each of these is described in the separate sections for these subjects. Be advised that the content for these GCSE separate sciences is demanding, and the decision to take separate sciences will be subject to approval by the faculty
    - Each of Biology, Chemistry or Physics will make up **one** option choice

OR

- Combined Science GCSE
    - This course contains a combination of Biology, Chemistry and Physics, and involves approximately two-thirds of the topics covered in each of the separate sciences
    - This corresponds to two GCSEs, will occupy **two** teaching blocks, and will take up **two** of your choices

We offer the Separate Science GCSEs as a complete package; students will either take all three of the subjects, or will need to take Combined Science. There is no longer any provision by the examination boards for a single Combined Science GCSE.

Studying Combined Science does prepare you to study the Sciences at A Level, as long as your performance at GCSE is sufficient; Combined Science, therefore, leaves all your options open. Those pupils who already know that they want to study Science subjects at A Level would be advised to choose separate sciences as you will cover a greater depth and breadth of material. Those considering careers in medicine, dentistry or veterinary sciences are should study the separate sciences. Other scientific careers may also require the separate sciences to be studied at GCSE (nursing, engineering, physiotherapy and others), so please discuss this when making your choices.

None of the new Science GCSEs involve coursework or controlled assessment, instead there are a specified set of practicals during the course which you are required to cover, a selection of which will be examined in the written papers.

COMBINED SCIENCE

What can I do after this course?

This course will enable you to continue study in any of the three sciences, as well as those subjects benefiting from a general scientific grounding, for example Psychology or PE.

Aims

Combined Science will give you a sound grounding in all three Science disciplines. It aims to foster an interest in and an appreciation of Science and the scientific method. It will provide you with a broad and balanced Science education for those who may or may not be considering studying Sciences further in the Sixth Form. It contains all the material required to go on to study any of the sciences at A Level, although obviously not in quite the depth offered by separate Biology, Chemistry or Physics.

Teaching methods

The course will blend practical and theoretical work. You will develop investigative skills as well as practical skills and data analysis.

Course structure

The Combined Science GCSE offered at Pangbourne College is AQA's 'Trilogy' specification, a course which is taught topic by topic. The amount of content in this course is equivalent to two GCSEs, and therefore contains approximately two-thirds of the content of each of the separate sciences. If you look at the list of topics below, nearly all the topics in the separate sciences are contained in the Combined Science courses. However not all of the sub-topics contained in each heading are included. The Combined Science courses are available at both Higher and Foundation Tier, with Foundation Tier having a slightly reduced content and more straightforward examination questions. Grades are awarded on a 17-point scale from 9-9 (the highest grade) down to 1-1 (the lowest grade). Higher Tier enables access to grades 9-9 to 4-4, whilst Foundation Tier enables access to grades 5-5 to 1-1. For more information about these courses, including the practical assessment, please refer to the specifications published on the AQA website http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464

Course content

Biology

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

Chemistry

8. Atomic Structure and the Periodic Table
9. Bonding, Structure and the Properties of Matter
10. Quantitative Chemistry
11. Chemical Changes
12. Energy Changes
13. The Rate and Extent of Chemical Change
14. Organic Chemistry
15. Chemical Analysis
16. Chemistry of the Atmosphere
17. Using Resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and Electromagnetism
23. Particle Model of Matter
24. Atomic Structure

AWARDING BODY	AQA
COURSE TITLE	GCSE Combined Science, Trilogy (8464)
WEBSITE	http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464
METHOD OF ASSESSMENT	All written exams are taken at the end of Form 5 Six papers of 1hr 15min each, 16.7% weighting each Plus continuous assessment of practical skills

BIOLOGY

What can I do after this course?

Students can go on to study Biology at A Level, which combines well with other sciences, PE, Psychology or Geography leading to future career opportunities including medicine and veterinary science. A Level Biology students should have achieved a good pass grade at GCSE in both Chemistry and Biology and will be encouraged to study Chemistry alongside Biology in the Sixth Form.

Aims

To encourage an appreciation of the natural world and respect for the human body and how it works. As well as providing a foundation for more detailed study, Biology is essential for learning how to live a healthy life and make good choices about how we look after ourselves and our environment.

Transferable skills

We learn how to plan experiments and collect, present and analyse data. Students read and watch current news reports and scientific articles, checking for valid and reliable data or bias in the way new ideas are presented.

Teaching methods

Theory lessons are supplemented with practical work. Independent learning is encouraged with guided project work, presentations and class debate.

Course content

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

AWARDING BODY	AQA
COURSE TITLE	GCSE Biology (8461)
WEBSITE	http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464
METHOD OF ASSESSMENT	Both written exams are taken at the end of Form 5 Biology 1 - 1 hr 45min, 100 marks, 50% weighting Biology 2 - 1 hr 45min, 100 marks, 50% weighting Plus continuous assessment of practical skills

CHEMISTRY

What can I do after this course?

Students can go on to study A Level Chemistry, which is considered by many as the 'central science' and as such is either a requirement or strongly recommended for a large number of science degrees, including medicine and veterinary courses. Simply enjoying the subject is of course a good enough reason to continue with it. The world needs good chemists as well.

Aims

To enable you to know and understand a broad range of chemical principles, theories and facts and to have an open-minded appreciation of the role of the chemist in our society. The course is designed to develop your interest in the subject as well as develop your ability to explain observations and understand scientific methods.

Teaching methods

Whilst the course uses a lot of practical work to illustrate concepts, we also place a great deal of emphasis on the theoretical side of the subject. Important ideas will be illustrated using practical or teacher demonstration, as well as a range of video and ICT resources. You will develop investigative skills as well as practical skills and data analysis.

Course content

1. Atomic Structure and the Periodic Table
2. Bonding, Structure and the Properties Of Matter
3. Quantitative Chemistry
4. Chemical Changes
5. Energy Changes
6. The Rate and Extent of Chemical Change
7. Organic Chemistry
8. Chemical Analysis
9. Chemistry of the Atmosphere
10. Using Resources

AWARDING BODY	AQA
COURSE TITLE	GCSE Chemistry (8462)
WEBSITE	http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462
METHOD OF ASSESSMENT	Both written exams are taken at the end of Form 5 Chemistry 1 – 1hr 45min, 100 marks, 50% weighting Chemistry 2 - 1hr 45min, 100 marks, 50% weighting Plus continuous assessment of practical skills

PHYSICS

What can I do after this course?

Students can go on to study Physics at A Level, which then offers a wide range of career opportunities, as well as the obvious science-based ones such as engineering. A Level Physics students should have achieved a strong passing grade at GCSE in both Physics and Mathematics and will be encouraged to study Mathematics alongside Physics in the Sixth Form.

Aims

To stimulate curiosity about, interest in and enjoyment of Physics; to develop skills which are useful in everyday life; to develop your understanding of scientific ideas and the basis of scientific claims; to develop your understanding of the technological and environmental applications of Physics and their implications.

Transferable skills

You will develop the skills of communication, applied mathematics, working with others, using ICT, problem solving and improving your own learning and performance throughout the course.

Teaching methods

Theory lessons are complemented with copious practical work.

Course content

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and Electromagnetism
6. Particle Model of Matter
7. Atomic Structure
8. Space Physics

AWARDING BODY	AQA
COURSE TITLE	GCSE Physics (8463)
WEBSITE	http://www.aqa.org.uk/subjects/science/gcse/physics-8463
METHOD OF ASSESSMENT	Both written exams are taken at the end of Form 5 Physics 1 - 1hr 45min, 100 marks, 50% weighting Physics 2 - 1hr 45min, 100 marks, 50% weighting Plus continuous assessment of practical skills

PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION

The PSHCE programme at Pangbourne College aims to encourage pupils to:

- Develop self-esteem and confidence
- Be integrated fully into the community of Pangbourne College
- Develop understanding and ownership of the school's ethos and values. The College's Code of Conduct is an essential thread running through the programme
- Be responsible for their behaviour and learning
- Develop mutual respect and support
- Develop self-awareness and an opportunity to think about, assess and develop their potential. Careers education is an important element of the PSHCE programme
- Take responsibility for their health and well-being, both physical and emotional
- Think about issues and make informed opinions
- Become inquiring, knowledgeable and caring citizens who help to create a better and more peaceful world through inter-cultural understanding and respect
- Develop understanding of the concept of leadership at Pangbourne College and prepare pupils for potential leadership

Teaching methods

Teaching methods are varied and will include: discussion, brainstorming, problem-solving, role play, written work, video and the use of visiting speakers.

Course content

Form 4	Michaelmas Term:	Beliefs and Values, including Racism
		Goals for Healthy Living: Smoking/Alcohol/Drugs
		Anti-Bullying Week
		British Values
	Lent Term:	Contraception
		Relationships and Sexual Behaviour
		Sexually Transmitted Infections
		Emotional Wellbeing
		Global Citizenship
	Summer Term:	Personal Relationships
		Marriage/Family Life
		Citizenship
		Evaluation
Form 5	Michaelmas Term:	Reverence for Life/Moral Choices (Abortion)
		Emotional Wellbeing
		Alcohol and Drugs – Safety Reminder
		Cost of Living and Budgeting
	Lent Term:	Personal Finance
		Reverence for Life/Moral Choices (Euthanasia)
		Citizenship
		Skills and Careers
	Summer Term:	No lessons – revision

The course is supplemented by sessions run by each student's individual tutor. These cover topics like: Study Skills for GCSE, Revision and Exam Techniques, Internet Safety, Plagiarism, and Study and Career Options at 16+, as well as topical PSHCE events.

OPTIONAL SUBJECTS

ART

Am I suited to this course?

Yes, if you have particularly enjoyed Art lessons or projects in Forms 1, 2 and 3; if you have a genuine interest in Art; if you enjoy drawing or making things.

All skills can be taught, although an ability to draw is a distinct advantage.

What can I do after this course?

This is the first step towards a career in a creative industry. You should study GCSE to go on to A Level Art and Design. Examples of possible careers include architecture, advertising, fashion, marketing, design, publishing, and media.

The study of Art can help you see the world more clearly and is an ideal balance to other subjects.

Aims

To gain a sound basis of skills, to develop confidence and independence, to develop your artistic potential and to cultivate an awareness of the cultural value and place of Art in society.

Teaching methods

The GCSE follows on from what has been taught during Forms 1-3. The emphasis is on the process of developing ideas and work, building a working knowledge of the materials, practices and technology of art and design. You will acquire the ability to investigate, analyse and experiment. You will do a number of projects to develop a range of skills in drawing, painting, printmaking, ceramics, sculpture, photography and ICT.

Course content

Over the two-year course you will be required to complete thematic coursework projects. These will include comprehensive preparation work and larger final pieces. The unendorsed nature of the course allows work in a range of materials including 2D and 3D media.

We will always try to go on visits to galleries in London and drawing trips to the local environment.

The final exam is a complete project: preparation and supporting work to be completed in 6-8 weeks prior to the final piece in a 10 hour exam.

AWARDING BODY	AQA
COURSE TITLE	Art and Design
WEBSITE	www.aqa.org.uk
METHOD OF ASSESSMENT	40% examination; 60% coursework Marked internally and moderated externally

BUSINESS

Am I suited to this course?

Yes, if you have an interest in how businesses work and have awareness that business transactions are taking place all around us. The course is accessible to pupils of a wide range of abilities but a basic level of mathematics is useful as the course does involve calculations in addition to the requirement to write essay-style answers.

What can I do after this course?

Business is a good general course that will sit alongside most other subjects. It is an excellent foundation for many university courses, such as economics, business, marketing, accounting, law and architecture. It is also useful for most career paths as some elements of Business are relevant in all types of employment.

Aims

- Develop knowledge and understanding of how the main types of business are organised, financed and operated
- Make effective use of relevant terminology and concepts, recognising the strengths and limitations of the ideas used
- Apply knowledge and critical understanding to address issues in a wide range of appropriate contexts
- Appreciate the perspective of a range of stakeholders in relation to the environment, individuals, society, government and enterprise

Transferable skills

- Distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- Develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation

Teaching methods

Teaching is largely based on case studies of both real and fictional companies, so pupils obtain a broad understanding of a wide range of businesses.

Course content

The GCSE Business courses provides a basic introduction to setting up and running a business. Main topics covered include:

- Enterprise and the business environment
- Marketing
- Management of human resources
- Controlling production operations
- Accounting and finance

AWARDING BODY	TBC
COURSE TITLE	Business
WEBSITE	TBC
METHOD OF ASSESSMENT	100% examination

Depending on the level of demand, there may need to be an element of selection for places.

COMPUTER SCIENCE

Am I suited to this course?

Yes, if you are...

- Interested in computers and learning how they work
- Keen to learn how to program a computer
- Can work independently and like solving problems
- Curious, enthusiastic and prepared to carry out your own research

What can I do after this course?

If you are successful in the GCSE then Computer Science can be studied to Advanced Level and at university. The UK is seriously short of computer programmers and computer scientists so a lucrative career is possible for those who are successful in this subject.

Aims

- To develop an understanding of current and emerging technologies and how they work
- To acquire and apply creative and technical skills, knowledge and understanding of Computer Science in a range of contexts
- To develop and use algorithms in computer programs
- To develop computer programs to solve problems
- To evaluate the effectiveness of computer programs / solutions and the impact of computer technology in society
- To develop critical thinking, analysis and problem-solving skills
- To support higher study and employment in the field of Computer Science

Teaching methods

Theoretical lessons based around set texts and digital resources that consolidate learning. Courseware and online courses also support the theoretical and practical aspects of the qualification.

Course content

This GCSE provides an excellent opportunity to investigate how computers work and how they are used, and to develop computer programming and problem-solving skills. You will also do some fascinating in-depth research and practical work.

The course is assessed by exam and coursework [non-exam assessment].

Component 01 Systems Architecture [Exam]:

- Memory
- Storage
- Wired and Wireless Networks
- Network Topologies, Protocols and Layers
- Network Security
- System Software
- Moral, Social, Legal, Cultural and Environmental Concerns

Component 02 Computational Thinking, Algorithms and Programming [Exam]:

- Translators and Facilities of Languages
- Algorithms
- High and Low-Level Programming
- Computational Logic
- Data Representation

Each exam contributes 40% to the final GCSE grade.

Component 03 Programming Project [Non-Exam Assessment]:

- Programming Techniques
- Design
- Development
- Effectiveness and Efficiency
- Technical Understanding
- Testing, Evaluation and Conclusions

The non-exam assessment contributes 20% to the final GCSE grade. OCR, in conjunction with Ofqual, is currently reviewing the role of coursework in Computer Science. This is expected to be completed by the end of January 2018 and it is possible that the NEA component may change. Further details will be provided, once they are known.

AWARDING BODY	OCR				
COURSE TITLE	Computer Science J276				
WEBSITE	http://www.ocr.org.uk/				
METHOD OF ASSESSMENT	01	Written	80 marks	40% of total	1.5hr
	02	Written	80 marks	40% of total	1.5hr
	03	Practical	40 marks	20% of total	20hr

DESIGN TECHNOLOGY

(either Product Design OR Textiles options)

Am I suited to this course?

Yes, if you...

- Have a real interest in designing and making
- Have an inquiring mind and you are self-motivated
- Care about making products to a high quality finish, with attention to detail and quality
- Are creative, imaginative and keen to learn how to communicate your ideas

What can I do after this course?

Initially study 3D Materials, Techniques and Processes at Key Stage 5. After this, courses are available at university level which can lead to careers in a huge range of areas: architecture, engineering, product, industrial and interior design, fashion, marketing, advertising, illustration and computer-aided design.

Aims

You will develop designing, making and evaluating skills, with an appropriate knowledge base to be able to successfully design and manufacture three-dimensional products.

Transferable skills

You will use a range of analytical, communication and making skills, including verbal, graphical and manufacturing techniques. You will have the opportunity to apply value judgements of an aesthetic, economic, moral, environmental and technical nature throughout your designing and making. Use of CAD/CAM (computer-aided design and computer-aided manufacturing) will be an integral component throughout the entire course.

Teaching methods

The teaching of Design Technology is a highly creative process that combines intellectual, creative and practical skills through relevant closed and open-ended tasks. The creative process in which students are engaged involves a series of related activities that include:

- Identifying a need or design opportunity
- Creating design specifications and suggesting solutions
- Developing design ideas or solutions using 2D and 3D techniques and including CAD
- Planning the sequential completion of the task, including time and resource management
- Creating prototypes and final solutions
- Evaluating the success of the selected design outcome

There is an expectation that GCSE DT pupils will spend at least two enrichment/activities a week working in the DT Department.

Course content

The two-year course will consist of a series of short tasks that bring you into close contact and experiential understanding with materials, processes and techniques in either;

- wood, metal and plastics, looking at various joining and forming techniques - Product Design

  OR

- fabrics, compliant materials, basic textile construction techniques - Textiles.

If you are unsure which of these routes would be most suited to you or have any further questions about what they entail please get in touch with your Design Technology teacher or Miss Patton in the first instance.

The course also incorporates elements of Mathematics, systems and control, smart materials and has a large emphasis on the business and development behind successful products.

You will undertake these tasks in Form 4; in Form 5 you will do the main coursework project. For your coursework, you will complete a single design and make activity selected from a range of tasks set by AQA. The coursework will be informally supervised and you must be able to authenticate the coursework as your own work.

AWARDING BODY	AQA
COURSE TITLE	GCSE Design Technology
WEBSITE	www.aqa.org.uk
METHOD OF ASSESSMENT	50% coursework portfolio and practical; 50% un-tiered examination

Please note: A £20.00 recharge will be incurred for the Michaelmas and Lent Terms.

DRAMA

Am I suited to this course?

Yes, if you...

- Enjoy watching theatre and performing in Drama
- Are able to work on group and individual projects
- Have an enthusiasm for writing about theatre and evaluating the effectiveness of your dramatic work and the work of others

What can I do after this course?

You don't want to be an actor, so why take GCSE Drama? Drama is a most desirable GCSE to have on your CV, as it shows universities and employers that you are an effective communicator. It is an indication of your ability to work with other people effectively, learning many skills including compromise, listening, problem-solving and confidence. In all professions the ability to communicate effectively and make presentations to groups of people can be vital. Relevant careers include sales and marketing, travel and tourism, retail, teaching and acting.

Interested in Drama as a profession? After completing your GCSE, you could study the subject at A Level. After this, there are many universities and Drama Schools which offer drama and technical theatre degree courses.

Aims

You can expect to develop creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in Drama. You will also develop investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills, along with an understanding of drama forms and an awareness of contexts in which they operate as well as the knowledge and understanding of drama within a social, cultural and historical context.

Transferable skills

You can expect to develop skills in the following areas:

- Acting and design
- Public speaking
- Social and group working
- Creative
- Compromise
- Improvisation
- Communication
- Evaluation
- Writing

Teaching methods

Students will work both in groups and individually on a variety of topics and themes. They will be expected to research, offer ideas, devise, rehearse, perform and evaluate every lesson. As this exam has both a practical and written element to it, they will be expected to produce written documentary evidence of their class work, research and their ideas which have helped them and their group to create an original piece of drama.

COURSE CONTENT

Form 4

Genre exploration:

Theatre in Education

Commedia dell'Arte

Practitioner exploration:

Bertolt Brecht

Constantin Stanislavski

Component 1 exam (Real Devised Exam in June)

Form 5

Component 3 Set Text analysis and exploration

Component 2 exam (Scripted exam in March)

Component 3 exam (Written exam in May)

DRAMA SUMMARY OF ASSESSMENT (WJEC)

AWARDING BODY	EDUQAS
COURSE TITLE	GCSE Drama consisting of three components, subject award C690QSL
WEBSITE	http://www.wjec.co.uk/

METHOD OF ASSESSMENT

COMPONENT ONE: Devising Theatre (40%) Non-exam assessment: internally assessed, externally moderated.

- Learners will be assessed on either acting or design.
- Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by EDUQAS.
- Learners must produce:
  - (i) a performance of their piece of devised theatre;
  - (ii) supporting evidence (coursework);
  - (iii) a written evaluation of the final performance or design.

COMPONENT TWO: Performance from a Text (20%) Non-exam assessment: externally assessed by a visiting examiner.

- Learners will be assessed on either acting or design.
- Learners study two extracts from the same performance text chosen by the centre.
- Learners participate in one performance using sections of text from both extracts.

COMPONENT THREE: Interpreting Theatre (40%) Written examination: 1hr 30min

Section A: Set Text

A series of questions on *DNA* by Dennis Kelly.

Section B: Live Theatre Review

One question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Candidates will be assessed on either their acting or a theatre design skill, in a scene from a published play.

GEOGRAPHY

Am I suited to this course?

Do you have a curiosity about the world around you? Have you an interest in people and the environment? Are you keen to try to understand how the world works and our impact on it? Are you willing to work at expressing yourself clearly in extended pieces of writing? Do you like to use facts and figures to make your point? If your answers are 'yes' then Geography is for you for GCSE and, later, at A Level.

What can I do after this course?

The breadth and broad scope of the subject, coupled with the skills we practise will serve you well, not least in business. Geography lays the foundation for A Level and into university for a range of degrees and beyond. Skills you develop and your understanding of global interactions will be ideal in any job and in university.

Aims

To establish a clear understanding of geographical processes and principles (to do with varying location and interconnectedness) in both human and physical Geography; to grasp the role of geopolitical and local stakeholders involved in environmental issues at global and local scales; to develop geographical skills; to nurture an appreciation of places, peoples and their cultures, and to challenge students' values. Through your hard work we will work together to create a secure base and sound platform to help your success.

Transferable skills

In a broader sense, GCSE Geography is recognised as providing the key skills of communication, working with others, application of global information systems, improving own learning and performance, problem-solving and working with statistics.

Teaching methods

Group work, research and presentations as well as local fieldwork are all aspects of our teaching. Pupils are encouraged to draw on topical events, learning principles to provide their own contemporary examples. Thus they bring poignancy and immediacy of the subject to the fore; after all, Geography is inherently a dynamic subject.

Course content

Paper 1: Living with the Physical Environment *(35%) 90min*
Topics within the following list will be studied:

- *Challenge of Natural Hazards* – definition, tectonic, weather systems, climatic
- *Physical Landscapes in UK* – coastal, fluvial, glacial
- *Living* – three biomes from tropical rainforests to cold deserts via cold desert

Paper 2: Challenges in the Human Environment *(35%) 90min*
Topics within the following list will be studied:

- *Urban Issues and Challenge* – issues of urbanisation including population growth
- *Changing Economic World* – classification of the world, management of disparities
- *Challenge of Resource Management* – UK food, water and energy demand; global food, water and energy

Paper 3: Geographical Applications *(30%) 60min*

- Pre-release material covering a global theme assessed – half the marks for the paper
- Testing of skills and learnt results of a physical and human field study

AWARDING BODY	AQA
COURSE TITLE	Geography Specification 8035
WEBSITE	http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance
METHOD OF ASSESSMENT	100% examination - three written papers as above

HISTORY

Am I suited to this course?
Everybody is suited for it - provided they are prepared to work at it.

What can I do after this course?
History A Level is, of course, ideal, but the skills gained are useful for every A Level.

Aims
The most important aim is to enjoy the study of History. We seek to foster the essential skills of analysis, interpretation, judgement and empathy. History is 'a searching enquiry into the nature of the past and present world'.

Transferable skills
All the GCSE Key Skills apply to History, particularly those of communication and improving personal performance. There is a particular spiritual, moral, ethical and cultural dimension to the study of the 20th century.

Teaching methods
The subject is largely class-based, but all teachers use a wide range of source material and multimedia sources.

Course content
The GCSE course is focused on:

COMPONENT 1: Understanding the Modern World
- *Section A: Period Studies* Russia, 1894-1945: Tsardom and Communism
- *Section B: Wider World Depth Studies* Conflict and tension, 1918-39

COMPONENT 2: Shaping the Nation
- *Section A:* Britain: Power and the People, c1170-Present day
- *Section B:* Depth Studies including the historical environment: Norman England, 1066-c1100

Form 4
- Conflict and tension, 1918-39
- Russia, 1894-1945: Tsardom and Communism
- Norman England, 1066-c1100 (including historical site visit)

Form 5
- Britain: Power and the People c1170 to the present day
- Exam preparation

The exam papers are taken at the end of Form 5.

AWARDING BODY	AQA
COURSE TITLE	TBC
WEBSITE	www.aqa.org.uk/qual/subjectindex-h
METHOD OF ASSESSMENT	100% examination

MODERN FOREIGN LANGUAGES (FRENCH/GERMAN/SPANISH)

"It is arrogant to assume that we can get by in English or that everyone else will speak our language. Learning a foreign language is polite, demonstrates commitment, and in today's world is absolutely necessary."

(Sir Trevor Macdonald, Chair, Nuffield Languages Inquiry)

The ability to speak a foreign language in today's business world is a significant advantage. 94% of the world's population does not speak English as their first language.

Am I suited to this course?

Yes, if you are prepared to work hard and apply yourself. You should be able to communicate, having some understanding of basic grammar that you have previously been taught.

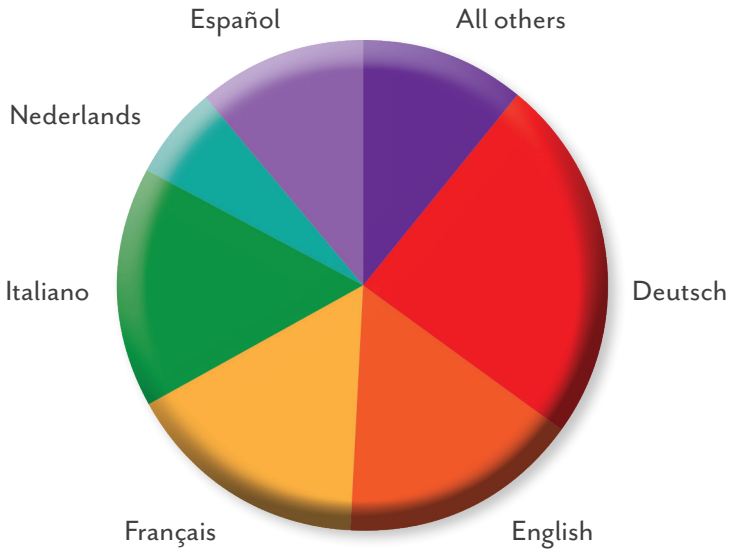
What can I do after this course?

There is considerable value in studying language beyond GCSE for today's increasingly international employment market. Languages are a particularly useful additional skill and can therefore be combined with any other subject. A GCSE language qualification seriously enhances a CV profile and can make you stand out.

Learning languages also offers pupils a new perspective on their own language and the benefits are seen in vocabulary and range of expression. It leads to appreciation of other cultures which is increasingly important in the modern era. Research suggests that foreign language study enhances both cognitive development and academic achievement:

http://www.actfl.org/advocacy/discover-languages/advocacy/discover-languages/what-the-research-shows/references-cognitive#sthash.f8zuBoXU.dpuf

Languages of the European Union



French, along with English, is the official language of the United Nations (UN), the International Monetary Fund, the International Olympic Committee, the Council of Europe and the European Union.

French is an important international language, highly–prized by employers. It is consistently the preferred language required by the greater number of job adverts.

French is spoken as an official language in some 43 countries around the world and is the only language other than English spoken on five continents.

Spanish is spoken by around 500 million people worldwide. It is the world's third most spoken language after Mandarin and ranks second in terms of native speakers. Spanish is the mother tongue in 21 countries and it is also widely spoken in many more where it is not an official language. Being also the second most used language in international communication, and an official language of the UN and its organisations, more and more companies value employees with knowledge of Spanish.

German is the most widely spoken language in the European Community. More Europeans speak German as their first language than either French or Spanish.

After English, German is also the most widely used business language in Europe.

Germany is Britain's most important trading partner in the European Community. Germany is the most important trading partner for almost all European and many non-European countries.

Willy Brandt quote: "If I am selling to you, I speak your language. If I am buying from you,

Dann müssen Sie in meiner Sprache sprechen."

Transferable skills

You will be developing the skills of communications, use of information technology, working with others and improving your own learning and performance.

Teaching methods

The course employs a variety of teaching methods, including oral practice, pair-work, listening comprehension, formal grammatical skills practice, video, reading comprehension, translation work, songs, vocabulary (using IT) and many others. Reading work is based on reading letters, emails, advertisements and other authentic documents. At GCSE there is no longer a requirement to rote learning and the four skills of listening, reading, writing and speaking are all equally weighted.

AWARDING BODY	AQA
COURSE TITLE	French, German, Spanish
WEBSITE	www.aqa.org.uk
METHOD OF ASSESSMENT	100% examination

MUSIC

Am I suited to this course?

A passion for music of all types is the most essential ingredient for an aspiring GCSE musician. It is not a prerequisite to be receiving instrumental lessons, or to read music, in order to begin studying Music at GCSE. However, students should be aware they will be expected to perform on an instrument (or voice), and to be able to read and write music by the end of the course. Depending on prior experience, developing these two skills to a suitable level may require additional work for some students. Students who are interested in studying GCSE Music are encouraged to discuss their options with either the Head of Academic Music or the Director of Music.

What can I do after this course?

You can go on to study A Level Music and/or BTEC Music, and eventually read the subject at Music College or university. You could pursue a career in music (e.g. in the music industry, publishing, entertainment etc.), or just simply enjoy performing and listening to music as well as writing your own music in later life. The broad range of skills gained in the study of Music is widely recognised as contributing towards general academic progress, and when studied at a higher level, provides musicians with a wide range of transferable employment skills.

Aims

You can go on to study A Level Music and/or BTEC Music, and eventually read the subject at Music College or university. You could pursue a career in music (e.g. in the music industry, publishing, entertainment etc.), or just simply enjoy performing and listening to music as well as writing your own music in later life. The broad range of skills gained in the study of Music is widely recognised as contributing towards general academic progress, and when studied at a higher level, provides musicians with a wide range of transferable employment skills.

Teaching methods and course content

The course is divided into three components:

Component 1 (30%, non-examined assessment): Performing Music

- Minimum one solo piece and one ensemble piece. Minimum total performance time of four minutes

Component 2 (30%, non-examined assessment): Composing Music

- Two compositions, one to a set brief and one free composition. Minimum total time of three minutes.

Component 3 (40%, exam): Appraising Music

- Four areas of study, with two set works each: Instrument Music 1700-1820, Vocal Music, Music for Stage and Screen, Fusions. Current set works include music by Bach, Beethoven, John Williams and Queen.

Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. There will be regular opportunities to perform music throughout the course. GCSE Music is not limited to musicians of a classical background, and those with an interest in popular music and Music Technology are also encouraged to study the subject. In the first term only, it is expected that GCSE Music students will sing in the College Choir to develop crucial aural skills needed for later in the course, to achieve the highest grades. This replaces one prep slot, rather than being an additional commitment.

AWARDING BODY	Edexcel
COURSE TITLE	GCSE Music
WEBSITE	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html
METHOD OF ASSESSMENT	60% non-examined assessment; 40% examination

PHYSICAL EDUCATION

Am I suited to this course?

You should have an interest in Physical Education and fitness which goes beyond the practical. You should have an interest in the health benefits of exercise and human biology. You should also have an interest in sports psychology and the impact of sport on society.

What can I do after this course?

The course leads on naturally to A Level Physical Education and BTEC Sport, in addition to providing access to careers in:

- Sports science or leisure management based courses in higher education
- Sports psychology/sports therapy/sports and business/strength and conditioning
- Teaching and coaching physical education and sport; personal training
- Sports medicine – physiotherapy, osteopathy
- Sports engineering and design

Aims

You will develop and apply knowledge, skills and understanding of physical education; identifying factors that affect participation and performance. You will learn how to promote the health benefits and risks associated with taking part in physical activity; to develop the skills necessary to analyse and improve performance; and to support personal and social development when working with others.

Teaching methods

The course is divided between practical sessions (explanation of strategies and tactics and analysis of personal performance) and class-based theory work, (some of the class-based work will also be done in a practical environment).

Course content

The GCSE course is assessed over two units and is broken down into 60% theory, 40% practical weighting.

60% Theory

The human body and movement in physical activity and sport – What's assessed?

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of Data

Health and Performance – What's assessed?

- Health, Fitness and Well-Being
- Sports Psychology
- Socio-Cultural Influences
- Use of Data

40% 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 one in either a team or in an individual activity)
- Analysis and evaluation of performance to bring about improvements in one activity

AWARDING BODY	Edexcel
COURSE TITLE	Physical Education
WEBSITE	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html
METHOD OF ASSESSMENT	60% theory; 40% practical

RELIGIOUS STUDIES

Am I suited to this course?
Yes, anyone willing to work hard is suited to RS. No prior knowledge or experience is required. If you are interested in the world, questions of right and wrong and ultimate meaning, RS is for you.

What can I do after this course?
The aim is to captivate learners with a coherent and engaging programme of study and to encourage them to progress to further study at A Level. This course also develops skills which are useful in many other academic subjects and in all walks of life – communication, interpretation, critical enquiry, reasoning and evaluation. RS fits well with English, History, Geography etc.

Aims
You will:

- Develop knowledge and understanding of the beliefs and teachings of Christianity and Islam
- Engage with questions of belief, value, meaning, purpose, truth and their influence on human life
- Develop the ability to construct well-informed and balanced arguments on matters concerned with religious beliefs and values
- Be given the opportunity to reflect on and develop your own values, beliefs and attitudes in the light of what you have learnt

Transferable skills
Written and oral communication, ICT, working with others, reflection and critical thinking to name a few.

Teaching methods
A wide range of teaching methods are used, including discussion, group work, artefact quizzes, audio-visual materials. Debate and discussion are vital tools.

Course content
Section 1 – Beliefs, Teachings and Practices of Christianity and Islam
Learners are required to study the beliefs, teachings and practices of Christianity and Islam (one 1 hour exam on each religion)

Section 2 – Philosophy and Ethics in the Modern World from a Christian perspective
Learners are required to study the following four themes from a Christian perspective:

- Relationships and families
- The existence of God and ultimate realities
- Peace and conflict
- Dialogue between religious and non-religious beliefs
  (one 2 hour exam on this section)

AWARDING BODY	OCR
COURSE TITLE	Religious Studies (J625)
WEBSITE	www.ocr.org.uk
METHOD OF ASSESSMENT	100% examination. 3 exams, one of 2 hours, two each of 1 hour.

Pangbourne College Pangbourne Berkshire RG8 8LA