

# GCSE COURSE GUIDE

FOR THOSE ENTERING THE  
FOURTH FORM IN SEPTEMBER 2022

# CONTENTS

## Choosing Your GCSEs

- Introduction
- GCSE dates
- Careers

## Subject Choices

- Art
- Biology
- Business Studies
- Chemistry
- Classical Civilisation
- Classical Greek
- Computer Science
- Design Technology
- Drama
- English
- Geography
- History
- Latin
- Learning Skills
- Mathematics
- Modern Foreign Languages
- Music
- Philosophy, Ethics and Spirituality (PES)
- Philosophy and Theology (Religious Studies)
- Physical Education
- Physics

## Choosing Your GCSEs

At Canford, pupils usually take ten GCSEs from nine subjects (English Literature and English Language are taught together). English and Maths are taken by everybody. In the Fourth Form, pupils all follow a **non-examined** course in Philosophy, Ethics and Spirituality, details of which are contained in this book. The school's Global Connections course opens up new horizons for our Fourth Form pupils to consider and, in the Fifth Form, there is a bespoke Enrichment programme which allows pupils to explore academic projects beyond the curriculum, and encourages them to think beyond and around the knowledge and ideas they acquire in their normal subjects.

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

# The GCSE Curriculum

## The Core

English Language

English Literature

Maths

Philosophy, Ethics and Spirituality (PES)(non-examined, no qualification)

Connections (non-examined, no qualification)

### + one from

French

German

Spanish

### + two from

Biology

Chemistry

Physics

### + four from

Art<sup>2</sup>

Biology

Business Studies

Classical Civilisation

Chemistry

Classical Greek

Computing

Design<sup>2</sup>

Drama<sup>2</sup>

Physical Education<sup>2</sup>

French

Geography

German or Spanish

History

Latin

Learning Skills<sup>1</sup>

Music

Physics

Philosophy and Theology

## *Notes*

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

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

leuan Weir, Deputy Head Academic  
January 2022

## GCSE dates

### Timing:

|                            |  |
|----------------------------|--|
| January 2022               | GCSE Choices Parents / Pupils video released   |
| Tuesday 15th February 2022 | Shell Parents' Meeting   |
| Monday 29th February 2022  | Initial choices to House tutors  |
| Thursday 3rd March 2022    | Choices finalised (changes may be made after this date, if it is possible to accommodate them) |

### If in doubt, you should talk to:

1. Your House Tutor
2. The Careers Department (Mr Doherty) [wmd@canford.com](mailto:wmd@canford.com)
3. Deputy Head Academic (Mr Weir) [iw@canford.com](mailto:iw@canford.com)
4. Academic Head of Lower School (Mr Johnson) [ehj@canford.com](mailto:ehj@canford.com)

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

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

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

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

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

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

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

## Shells

- Quite soon, decisions about GCSE choices will have to be made. This, in most cases, will not have a very significant effect in restricting what can be done later. Pupils will still do a variety of subjects, though it is important that the choice balances the Arts, Humanities and Sciences, and they should choose subjects they enjoy and will do well in.
- There are very few restrictions on choices, but such limitations as there are need to be discussed with their implications for future career paths when decisions are made. For example, those who wish to keep open the option of Medicine should choose to do all three sciences at GCSE, and if Architecture is a possibility, then either one or both of Art and DT should be included. House and Careers Department staff can help pupils with this.
- Career Aspirations Questionnaire will be completed to be followed up in 5<sup>th</sup> Form.



## Fourths

- Ongoing support and advice available.
- The year group will be offered the opportunity to complete an online “Aspirations Questionnaire” (if not completed in Shells), and a report, which can be followed up by tutors, is produced. The report includes some career ideas that are suggested by the pupil’s responses, together with worksheets, ideas for further research and an indication of useful subjects to be studying.
- A skills framework is being created to help develop pupils’ non-academic skills through co-curricular activities. This will be useful in helping them identify suitable directions for the future and they are encouraged to continue recording examples of these skills on iCan.

## Fifths

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

## Lower Sixth

- Careers experience and other courses run by various organisations are publicised and recommended as pupils move towards their next big decision over life post-Canford: university choices in UK or overseas, degree apprenticeships, gap year, straight into employment or otherwise.
- A Careers Symposium takes place in which some 60-70 Old Canfordians, current parents and others are available to talk to pupils about their careers. Pupils are encouraged to practise networking skills on the day with a view to gaining advice and possibly a work experience opportunity.
- The options for a gap year are investigated, and pupils may attend local Gap Year fairs with plans to hold our own GY fair at Canford in February.
- Talks on various aspects of university admission are given by university admissions officers. HE Seminars are run in the school at which pupils can talk to subject specialists about reading particular degrees at university.
- Pupils attend the local UCAS Convention, at which they can talk to representatives of, and gather information about, the majority of UK universities, and trips to university Open Days take place.
- One-to-one discussions with tutors and members of the Careers Department about future options take place. Although the majority of Canford leavers have gone on to UK universities with or without a gap year, other options are also considered and supported such as:
  - US or European universities
  - Degree Apprenticeships
  - School Leaver Schemes.
- We offer a support programme involving Old Canfordian businessmen and women with the aim of helping pupils understand what is involved in the transition from school to the workplace.

## Upper Sixth

- UCAS applications are made from the very start of the Upper Sixth year, and there is good evidence that early application results in early offers.
- Many universities interview applicants, and interview training and support are offered.
- A Leaver's Resource pack is provided for all leavers with easy access to some essential information when leaving school. For example, help and advice for A Level results day, getting a credit rating, using networking websites etc

Careers and the world of work are changing all the time, as new technologies, new leisure interests, new financial pressures, etc. all impact upon our lives. It is likely that current pupils will have to work for more years than their parents will do, and their careers will probably change and diversify much more often than was the historic norm. The majority of Canford leavers in the past have gained a place at their first choice UK university, around 30% typically after a gap year, but recently there has been growing interest in USA and other overseas universities and other post-Canford options.

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

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

Mike Doherty, Head of Careers and HE  
[wmd@canford.com](mailto:wmd@canford.com)

# Art

Exam board: AQA Art and Design (4200)

## Description of Course:

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

## Fourth Form

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

## Coursework

Coursework units are initiated by staff. The projects are extremely broad, and allow pupils to find avenues that they find exciting and work to their strengths. Pupils will produce work in a variety of media, leading towards a final conclusion, and will be able to connect their work to areas of life and other subject areas that interest them. In this way, each project reflects an individual response. Regular tutorials and individual guidance support pupils generation of ideas and the development of practical work.

|           |        |                       |             |
|-----------|--------|-----------------------|-------------|
| Deadlines | Unit 1 | 1 <sup>st</sup> Exeat | Easter Term |
|           | Unit 2 | 1 <sup>st</sup> Exeat | Summer Term |

## Examination

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

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

essential when choosing this GCSE, but an interest and enthusiasm for the subject are.

### **Outside lessons**

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

### **Why should I study Art?**

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

# Biology

Specification: AQA GCSE Biology - 8461

## Structure of Course:

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

## Description of Course:

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

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

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

equipped for laboratory, microscope and field work and we include practical work wherever possible.

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

### **Why should I study Biology?**

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

# Business

**Board:** Edexcel GCSE

## **Structure:**

The course is designed to give pupils a sound understanding of the world of business and the ability to use their acquired knowledge, skills and understanding appropriately in the context of local, regional, national and international markets.

## **Key subject aims:**

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

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

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

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

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

## **Assessment:**

The GCSE is examined using two 90-minute exam papers taken at the end of the Fifth Form. Both examination papers will include calculation, multiple choice, short-answer and extended writing questions. Questions are based upon case studies (realistic, but not necessarily a real business) to give a context that allows a breadth of knowledge and skills to be assessed.



## **Description**

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

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

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

## **Reasons to opt for the course**

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

# Chemistry

## *Chemistry is Everywhere*

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

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

Pupils will follow the **EDEXCEL International GCSE 4CHI specification**.

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

There is no coursework element, as practical work covered in the course is examined in the written papers. However, teaching the subject involves a huge number of practicals being undertaken and the development of skills needed to carry these out.

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

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

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

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

Understanding the basic properties of matter and learning how to predict and explain how they change when they react to form new substances is what chemistry and chemists are all about. Chemistry is not limited to beakers and laboratories. It is all around us, and the better we know chemistry, the better we know our world. Chemistry is a STE(A)M subject and as such Canfordians will need to be very conversant with the issues that are studied; e.g. solving many of the global problems highlighted at COP26.

# Classical Civilisation

Board: OCR

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

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

## Why choose Classical Civilisation at GCSE level?

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

The new GCSE course is significantly different to what was offered pre-2017; not only is it wider ranging, but it also makes use of written *and* visual sources making it far more accessible and so closer to 'real' Classics.

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

Beginning with the Mythology of the ancient world, we study both the Greek and Roman gods, the importance of heroes such as Hercules and Theseus

and the foundation myths of Athens and Rome. We examine the Olympic Games, delve into the Underworld and discuss why being a 'real' man means fighting monsters whilst looking suspiciously like gods.

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

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

# Classical Greek

(only available as a potential, extra off timetable subject)

## Why study Classical Greek?

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

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

The Greek language gives us a very large number of English words: *climax*, *hyperbole*, *isosceles* and *photosynthesis* are just a few that you may have come across. As well as providing a linguistic challenge, this course helps you develop analytical skills and intellectual flexibility which will be useful in a wide range of jobs or in further study. Indeed, many people who study Greek go into such fields as Medicine, Law or Computing.

## What will the course be like?

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

## **How will I learn?**

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

## **Will it be really difficult?**

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

## **How will I be examined?**

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

- Language [50%] – Comprehension and translation of Greek passages not previously seen, plus a vocabulary derivation question.
- Literature and Culture [25%] – Two topics on Greek Civilisation and Culture using original sources (in English) answering questions on context, social practices and values
- Verse Literature [25%] – Comprehension and appreciation of Greek poetry that will have been thoroughly prepared in class.

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

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

# Computer Science

## Course details: AQA Computer Science (8525)

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

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

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

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



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

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

This is the second year of the new more rigorous AQA course. It is more challenging, but more fun too, with a greater emphasis on coding.

The course is assessed in the following way:

### **Component 1 – Computational Thinking and Programming**

One exam paper - 2 hours – 90 marks 50%

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

### **Component 2 – Problem-solving and Programming**

One exam paper - 1 hour 45 – 90 marks 50%

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

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

# Design Technology

Course: AQA Design and Technology: 8552

## Why should I study Design Technology?

We live in a world constantly surrounded by the influence of designers; from the coffee machine used to wake us up, to scalpels used in surgery, or in our leisure time using fitness equipment. Every item that is manufactured has been considered and developed over time, generally improving the quality of our lives. Understanding the design process, the choices you make and the impact of manufacturing techniques make a real difference to society. By studying Design Technology, you will be able to build up your creativity, problem solving, planning, and evaluation skills.

The development of your problem solving techniques is applicable in all areas of life, not just the more traditional Design and Engineering based courses. It also balances well with any combination of subjects, giving a practical application of knowledge and skills acquisition that will help in a range of careers from medical surgical technology to the film industry.

## Content

|               |     |                                |
|---------------|-----|--------------------------------|
| Coursework    | 50% | Product Design and Manufacture |
| Terminal Exam | 50% | Written paper                  |

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

## Coursework 50%

Pupils are required to produce a folio of design work and a manufactured prototype of their final solution, this should represent around 35 hours of work. The exam board issue contextual challenges, which the pupils then investigate and from this they find a specific problem to solve. They then have two terms devoted to producing a folio to support their design decisions, leading to a prototype which is fully tested.

## Coursework Deadlines

|                |                                       |
|----------------|---------------------------------------|
| June 2022      | Project Choice – defining the problem |
| September 2022 | Design Specification                  |
| December 2022  | Production Drawing                    |
| March 2023     | Completion of Making and Evaluation   |

## Written Paper 50%

### Section A – Core technical principles

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

### Section B – Specialist technical principles

Several short answer questions and one extended response, to assess a more in depth knowledge of technical principles.

### Section C – Designing and making principles

A mixture of short answer and extended response questions.

## What we look for

- To achieve their best, pupils need to show independence in their project work
- Be inspired to generate and explore new ideas
- They need to learn, understand use technical terminology in their communication
- Pupils are encouraged to work in the department outside formal lessons on practical tasks, in place of written preps
- Pupils need to maintain a high level of safety awareness

# Drama

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

## Why study Drama?

A GCSE in Drama may help those considering a career in the creative industries, including disciplines in theatre, film, design, technical production, community engagement or even therapies, or it could help anyone in a career that involves communication. For example, it may help a doctor to create a relaxed, comfortable bedside manner, a lawyer to present a confident and considered presentation of argument or those in business to develop successful processes for delivering time-bound projects with an appreciation of the dynamics of team management.

GCSE Drama is an excellent complement to English, as it encourages pupils to widen their understanding of structure, the power of language and how meaning is communicated. During the GCSE Drama course, pupils will encounter a wide range of texts, learn how to read and interpret them, to build on them through their own creative ideas and to develop the skills to analyse and evaluate effectively.

## Balancing the creative and the academic

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

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

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

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

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

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

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

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

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

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

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

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

# English

Canford pupils follow the **Edexcel International GCSE English Language and Literature Courses**, which provide two separate qualifications. Pupils enjoy a wide range of fiction and non-fiction texts, and study a lively and varied selection of poetry from the Pearson Edexcel IGCSE English Anthology; two plays (one Shakespeare play and a modern play) and one modern fiction text. Literary texts are changed every few years, so the material remains fresh for teachers as well as the pupils. There is significant emphasis on comparison and responding to unseen texts, something which ensures the course is skills-based, and prepares pupils very well, both for A Level English study but also provides them with strong literacy skills to support their work in other subjects.

The Language IGCSE has two components: Component 1 is an exam paper and Component 3 is coursework.

The Literature IGCSE has two components: Component 1 is an exam paper and Component 3 is coursework.

Across the two qualifications, pupils sit three exams, and produce two coursework essays.

# English Language IGCSE

## Component 1: Non-fiction Texts and Transactional Writing

*Paper Code: 4EA1/01*

*2 hours 15 minutes (60% of total marks)*

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

### Section A: Reading

A mixture of short and long-answer questions, related to a non-fiction text of the Pearson Edexcel International GCSE English Anthology, plus one previously unseen extract.

(Total: 45 marks)

### Section B: Transactional Writing

One writing task from a choice of two, involving a given audience, form or purpose.

(Total: 45 marks)

## Component 3: Poetry and Prose Texts and Imaginative Writing

*Paper Code: 4EA1/03*

*Coursework (40% of total marks)*

There are two tasks within this Coursework component.

### Assignment A: Poetry and Prose Texts.

One essay question based on any two poetry or prose texts from Part 2 of the Pearson Edexcel IGCSE English Anthology, including a 6-mark commentary on why these texts were selected.

(Total: 30 marks)

### Assignment B: Imaginative Writing

One imaginative writing task.

(Total: 30 marks)

*These tasks will be undertaken in class under controlled conditions.*



# English Literature IGCSE

## Component 1: Poetry and Modern Prose

*Paper Code: 4ET1/01*

*Two hours (60% of total marks)*

### Section A: Unseen Poetry

One 20-mark essay question, exploring the meaning and effects created in an unseen poem.

### Section B: Anthology Poetry

One 30-mark essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel IGCSE English Anthology.

### Section C: Modern Prose

One 40-mark essay question from a choice of two.

*Pupils will not be able to take their copy of the Modern Prose text into the exam, but they will be provided with copies of the Anthology poems.*

## Component 3: Modern Drama and Literary Heritage Texts

*Coursework Code: 4ET1/03*

*(40% of total marks)*

Total number of marks available: 60

### Assignment A: Modern Drama

One 30-mark essay question from a choice of two on the set texts.

Assessed by your teacher.

### Assignment B: Literary Heritage texts (Shakespeare)

One 30-mark essay question from a choice of two on the set texts.

Assessed by your teacher.

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

# Geography

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

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

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

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

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

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

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

**Exam board:** We follow the Pearson Edexcel IGCSE course.

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

### Section 1: Physical geography and fieldwork

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

*Paper length - 1 hour and 10 minutes*

### Section 2: Human geography and fieldwork

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

*Paper length - 1 hour and 45 minutes*

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

# History

## Exam Board: CIE

### Why study History?

- Learning about people – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause.
- Learning to locate and sift facts – In today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop.
- Handling evidence to make informed decisions – to identify truth and recognise myth and propaganda.
- Communicating your ideas and thoughts in a way that makes sense to others – whether that be verbally or in essays, graphs or illustrated reports – and having the confidence to defend your findings. These skills are vital for arguments and presentations in a range of careers.
- Learning about countries, societies and cultures – so many of today's conflicts and alliances have their roots in the past; how can you understand, trade successfully with, or report on a country if you know nothing of its culture or history?

### Why is it a desirable qualification?

History is a useful and often necessary subject for a wide range of careers – not just the obvious ones. We already know that history is a highly desirable qualification for:

- Teaching in Schools
- Museums and Galleries
- Heritage Sites and Organisations
- Archives, Record Offices, Libraries and Universities
- Archaeology and Architecture, Conservation and Horticulture
- National and Local Government, Civil Service and Diplomatic Service
- Media and Journalism

- Charity Work
- Law
- The Police and Armed Forces

However, there are a wide range of other careers that history can support and it is seen as a highly desirable qualification by top universities.

## **What do we study?**

### **Core Content:**

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

- What impact did the Treaty of Versailles have on the collapse of peace in 1939?
- Why did France and Britain appease Germany in the years before 1939?
- Why did the USSR and the USA become rivals after 1945?
- How close to nuclear war did the world come in the Cuban Missile Crisis?
- Why did the USA become increasingly involved in the war in Vietnam?

### **Depth Study:**

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

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

### **Coursework:**

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

How will it be examined?

Paper 1:

Section A: Core Content

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

Section B: Depth Study

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

Paper 2:

Document based questions on one topic from those studied from Core Content. Pupils answer six questions based on a selection of sources.

**Coursework:** 2000 word essay completed during class and prep.

# Latin

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

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

## Structure of the Course

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



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

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

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

### **Description of the course**

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

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

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

# Learning Skills

## Introduction

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

## Course Description

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

## Course contents

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

## Approaches to Learning

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

## Writing Skills

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

## Reading Skills

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

## Revision

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

## Exam Technique

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

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

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

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

# Mathematics

Mathematics is, quite rightly, an essential subject for everyone at GCSE level. A subject full of beauty and intrigue in its own right, Mathematics is also fundamental in order to understand many other subjects. Physics, Chemistry, Biology, Economics, Geography and the Social Sciences are just some of the areas where an ability to apply mathematics is vital. Algebra comes to the fore at this level, as well as the new areas of trigonometry and calculus. Mathematics continues to be taught in four streams. Stream 1 consists of two mixed sets. The second stream consists of three sets and there is one set in each of the third and fourth streams. All pupils will follow the same syllabus. Although it will remain perfectly possible for all pupils to take A Level Maths, it is our experience that the majority of those who take A Level Maths will have been in the first or second stream.

## Structure of Course

### IGCSE (International GCSE)

All pupils will sit the IGCSE exam (Edexcel International London specification 4MA1) at the end of the Fifth Form. Whilst those who will continue Mathematics into A Level will find it gives the best preparation, it is an accessible course for those who will be dropping the subject after their IGCSE. It is a more traditional syllabus than GCSE, the examination is by two linear papers taken at the end of the course and there is no coursework.

# Music

## Why study Music?

If you currently learn an instrument or take singing lessons, then you are already well on the way to a good grade in GCSE Music.

Music is a highly regarded 'academic subject' which makes considerable links with other arts subjects, languages, history and even science. Historically pupils who take GCSE Music, consistently get very high grades. Oxbridge admissions tutors are even reported to 'like music'!

Music is all around us. It influences our moods and emotions and excites us and stimulates us in many ways. Following the GCSE Music course will develop your understanding of how music is created and used. You will learn how to compose, and develop skills in performing and appraising music. You will study a broad mixture of styles, including popular music, as well as classical.

You do not need to be an 'amazing' performer to study GCSE Music: if you have passed Grade 3 or higher in the Shells, then you will be good enough to study Music GCSE. The ability to read music fluently is, however, essential.

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

## Structure of Course

- **Performing (coursework).** This accounts for 30% of the GCSE. For your performing, you can choose any two pieces you like – you just have to play them (and have them recorded) really well! One piece has to be an 'ensemble' – i.e. you playing your own part in a group with others.
- **Composing (coursework).** This accounts for 30% of the GCSE. You will submit two compositions. You can compose in any style you like: the course will explore all sorts of different ways of composing, and you will find one which suits you best.

*If you work hard, you will complete all of your music coursework by February of the 5<sup>th</sup> form, leaving more time to revise for the listening paper and, perhaps, to focus on your other subjects!*

- **Listening Paper,** a written exam taken in June of the Fifth Form and which is worth 40% of the GCSE.

There are four areas of study at GCSE Music:

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

## Important notes

In order to follow the GCSE course at Canford, a pupil needs to play their instrument or sing at a minimum of Grade 3 standard at the point of making their GCSE choices in the Shells. It is a requirement that all those who opt for GCSE Music must take individual music lessons on their instrument (or voice) until they have completed their performing coursework, which is likely to be Christmas in the Fifth Form. The ability to read from pitched staff notation is also important (this may be an issue for guitarists and drummers). The music staff will be happy to advise on any of these matters.

# Philosophy, Ethics and Spirituality (PES)

(Non-examined – 4<sup>th</sup> Form only)

Not to be confused with GCSE Philosophy and Theology (Religious Studies)

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

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

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

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

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

## Course Rationale and Purpose

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

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

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



# Philosophy and Theology (GCSE Religious Studies)

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

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

## Modules:

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

## Structure of the course:

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

## Examples of Topics tackled include:

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

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

### **Reasons to pick this subject:**

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

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

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

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

# Physical Education

Exam Board: AQA

Structure of the course:

## Paper 1:

The human body and movement in physical activity and sport.

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

Written exam: 1 hour 15 mins

30% of GCSE

## Paper 2:

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

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

Written exam: 1 hour 15 minutes

30% of GCSE

## Coursework:

Practical performance in physical activity and sport.

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

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

Assessed by Canford staff, moderated by the exam board.

40% of GCSE

## Description of the course:

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

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

A Level Physical Education has been taught at Canford for over 20 years and has been a very successful subject. Although the GCSE has been on offer in the wider world for considerably longer than that, it was only four years ago that we had our first group sit the exam. The results have been very pleasing with over two thirds of our candidates scoring in the 7-9 grade range.

## Why should I study Physical Education?

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

# Physics

## Exam Board – AQA

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

## Structure of the course

There are two equally weighted modules:

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

## Course content

### Paper 1

#### *Energy Resources and Energy Transfer*

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

#### *Electricity, Magnetism, and Communication*

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

#### *Radioactivity*

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

## Paper 2

### *Waves*

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

### Forces and Motion

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

### The Earth and Beyond

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

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

### What are the benefits of studying Physics GCSE?

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

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



For further information please contact:

Deputy Head Academic  
Canford School, Canford Magna, Wimborne, Dorset BH21 3AD

T: 01202 847546 E: [iw@canford.com](mailto:iw@canford.com)

[www.canford.com/academic](http://www.canford.com/academic)