



# Fourth and Fifth Form Academic Courses

Dauntsey's



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# THE DAUNTSEY'S GCSE CURRICULUM

The GCSE curriculum at Dauntsey's is followed in the Fourth and Fifth Forms and is designed to provide the best possible preparation for life in the Sixth Form and beyond. Several core subjects are therefore compulsory: English Language, English Literature, Mathematics, and Science (equivalent to two subjects). There is also the opportunity for real breadth of study, with a wide range of optional subjects that pupils can choose freely from, rather than having to select from fixed option columns. The majority of pupils choose four option subjects, though the most academic may choose five.

The options currently offered are:

- |                          |                      |
|--------------------------|----------------------|
| • ART AND DESIGN         | • GERMAN             |
| • CLASSICAL CIVILISATION | • HISTORY            |
| • COMPUTING              | • LATIN              |
| • DANCE                  | • MUSIC              |
| • DESIGN AND TECHNOLOGY  | • PHYSICAL EDUCATION |
| • DRAMA                  | • RELIGIOUS STUDIES  |
| • FRENCH                 | • SCIENCE EXTRA      |
| • GEOGRAPHY              | • SPANISH            |

Pupils will also have timetabled Complementary Curriculum lessons. These are designed to give breadth and enrichment to academic programmes, as well as providing pupils with the opportunity to study and discuss a range of important issues. Pupils will also have timetabled Games periods.

## How to choose subjects

Making options choices is easy for some pupils, but for others the process is tricky and needs careful thought and planning. I hope that the section on 'frequently asked questions' in the following pages will help with the decision-making process.

Please also take advantage of all the help on offer from staff. You may find it useful to speak to your subject teachers, House staff, the Careers Department, or Miss Conidaris in her role as Head of the Lower School. Finally, please do not hesitate to get in touch with me personally if I can help at all.

## **GCSE CHOICES AT DAUNTSEY'S: FREQUENTLY ASKED QUESTIONS**

### **Where can I find out about the subjects available at GCSE?**

The best resource for this is our GCSE Curriculum Booklet, which can be found online here:

<http://www.dauntseys.org/curriculum/the-gcse-years>

### **What is the difference between a GCSE and an IGCSE?**

An IGCSE is simply an International GCSE, which is a respected alternative to the GCSE that has become very common in recent years. You shouldn't pay any attention to whether a subject is a GCSE or IGCSE when making your choices.

### **How many GCSEs does everyone study?**

This can range from 9 to 11. Everyone starts off with 5 core GCSEs: English Language, English Literature, Maths, Science (equivalent to 2 GCSEs). Top set mathematicians will also take an extra GCSE in Further Maths. You then have the choice of taking four or five optional subjects.

### **Should I study four or five option subjects?**

As a rough guide, we advise that around the top third of pupils academically choose to study five option subjects and everybody else chooses four. However, it all depends on the individual. The following guidelines may help:

- Around 40% of pupils usually choose to study five subjects (though some of these later drop one).
- The advantages of choosing five are that you will develop a wider skill base and it can be useful for applying to the most competitive courses at the very top universities.
- However, quality is more important than quantity: i.e. it's far better to get 9 good grades than 10 'ok' grades.
- So, for many pupils, it's better to take four options and focus on making those as good as possible, rather than stretching yourself too thin with five - especially if you have heavy extra-curricular commitments too.
- Anybody who receives Learning Support lessons, or overseas pupils requiring extra English pupils, should only take four options to allow time for these extra commitments.
- Pupils choosing five options get the private study periods, compared to five or six periods for four options.

### **Can I take five options and then drop one partway through?**

This is usually possible, though you would need to follow the usual process of seeking permission from the relevant staff in order to drop a subject. I would advise a degree of caution if this is the plan though. It can mean getting off to a bad start if your heart isn't really in the five subjects, which can make life stressful and lead to letting things slip, dropping marks, and then losing confidence in a way that can be difficult to rebound from. So, it is certainly an option, but there is also something to be said for committing to a path, rather than 'trying' five and 'seeing how it goes'.

### **Do you have to study a language?**

No, although it is recommended. Language qualifications are respected and a good way of showing your breadth of skills to universities. However, universities do not generally require a GCSE in a language. Each year, around 10% of our pupils choose not to study a language and this is absolutely fine. If it really doesn't suit your skillset, then don't do one. But if you have the ability to then you should, even if you'd rather not!

### **Do you have to study a humanities subject?**

Again no, but it is recommended. There are only ever a handful of pupils who choose not to take either Geography, History, or Religious Studies. Most pupils either want to take one or more of these subjects, or at least choose to take one because they are respected by universities, add more breadth to your academic portfolio, and can also help to reinforce and develop the skills used in other writing-heavy subjects like English. However, if they are really not for you and you plan to study a very different type of subject at A Level then we don't insist on taking a humanities subject.

### **Are all subjects the same amount of work?**

In theory, all subjects are set at the same general educational level and need similar amounts of teaching and learning time. In practice, students tend to mention Art and DT as the more time-consuming subjects. However, it's important to note that these are also more coursework-heavy than other subjects, which means less comes down to exams at the end of each course. This of course has its own benefits.

The 'Extra Science' option is not quite as time-consuming as other options. It involves one extra lesson per week for each of the three Sciences, compared to four lessons a week for a completely new subject (plus all the extra homework that comes with that). Many pupils therefore choose to take it, but it is not easy and certainly not for everyone.

### **Is it true that Art and DT cannot be studied together?**

No! This is a total myth that sometimes crops up. It stems from the fact that they both involve a lot of coursework, but it all depends on your own skills and future plans. If you enjoy and are good at the more practical subjects like Art and DT, then you can absolutely do both. There are a few pupils every year who choose to do this. You may like to limit yourself to four subjects to leave time for both, but don't think that you can't do them.

### **Is it bad to take too many of the same 'type' of subject? (e.g. languages, creative subjects, etc)**

It completely depends on your future plans. If you don't have a firm idea yet of what you might like to study at A Level and beyond (as most of you won't!), then it's probably best to keep your options open by selecting a variety of subjects. We usually recommend at least one humanities subject, at least one language, and at least one more 'practical' or 'creative' subject for this purpose (and for just giving you more variety and hopefully enjoyment in your studies).

However, there is no set rule on this. If you're better at a certain type of subject or know that a certain type of subject will help your future plans more than others, then you're welcome to do more of these. It's not unheard of for pupils to do three subjects of a certain type (e.g. humanities/languages/more creative options), though it is not common and tends to happen more when pupils choose five option subjects overall rather than four. The choice is yours though.

### **How should I decide which subjects to study?**

You have to keep in mind that the decline of AS Levels means that universities are now paying more attention to GCSEs than ever before. So clearly if you want to maximise your university prospects, you must think first and foremost about what you are likely to grade well in. You may like to speak to your teachers about this. However, it's of course also important that you enjoy your subjects and choose ones that you're willing to work hard at, so be sure to think about this too. Be careful to also choose any option that you think you may need in the future for university or beyond.

Please also feel free to see me if you'd like any advice or guidance at all.

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### Dauntsey's School GCSE Results 2021

112 FIFTH FORM (and 7 others)	9	8	7	6	5	4	3	2	1	A	B	C	Total	%9	%9-8	%9-7	%9-6	%9-5	%9-4	%A	%A*B
ART	13	4	5		2								24	54.2	70.8	91.7	91.7	100.0	100.0	0.0	0.0
BIOLOGY	27	20	24	17	5	2							95	28.4	49.5	74.7	92.6	97.9	100.0	0.0	0.0
CHEMISTRY	30	19	18	13	9	6							95	31.6	51.6	70.5	84.2	93.7	100.0	0.0	0.0
CHINESE	7												7	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0
COMPUTING	10	5	4	2		1							22	45.5	68.2	86.4	95.5	95.5	100.0	0.0	0.0
DANCE			1	1									2	0.0	0.0	50.0	100.0	100.0	100.0	0.0	0.0
DESIGN & TECHNOLOGY	19	7	7	7	1	2							43	44.2	60.5	76.7	93.0	95.3	100.0	0.0	0.0
DRAMA	5	3	5	2	2		1						18	27.8	44.4	72.2	83.3	94.4	94.4	0.0	0.0
ENGLISH LANGUAGE	33	26	27	14	8	2							110	30.0	53.6	78.2	90.9	98.2	100.0	0.0	0.0
ENGLISH LITERATURE	33	32	14	21	6	4							110	30.0	59.1	71.8	90.9	96.4	100.0	0.0	0.0
ENGLISH (EFL)											2		2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
FRENCH	6	7	5	4	1								23	26.1	56.5	78.3	95.7	100.0	100.0	0.0	0.0
FURTHER MATHEMATICS	11	5	3										19	57.9	84.2	100.0	100.0	100.0	100.0	0.0	0.0
GEOGRAPHY	18	18	13	6	1	1							57	31.6	63.2	86.0	96.5	98.2	100.0	0.0	0.0
GERMAN	6	9	4										19	31.6	78.9	100.0	100.0	100.0	100.0	0.0	0.0
HISTORY	27	20	15	2	2								66	40.9	71.2	93.9	97.0	100.0	100.0	0.0	0.0
LATIN	4	3	2	1									10	40.0	70.0	90.0	100.0	100.0	100.0	0.0	0.0
MATHEMATICS	31	20	21	22	10	5	3						112	27.7	45.5	64.3	83.9	92.9	97.3	0.0	0.0
MUSIC	8	5			2								15	53.3	86.7	86.7	86.7	100.0	100.0	0.0	0.0
PE	5	9	5	2	1		2						24	20.8	58.3	79.2	87.5	91.7	91.7	0.0	0.0
PHYSICS	34	15	21	12	8	5							95	35.8	51.6	73.7	86.3	94.7	100.0	0.0	0.0
RELIGIOUS STUDIES	2	3	2	3		1							11	18.2	45.5	63.6	90.9	90.9	100.0	0.0	0.0
SCIENCE	5	7	8	1	6	5							32	15.6	37.5	62.5	65.6	84.4	100.0	0.0	0.0
SPANISH	14	14	8	4	2								42	33.3	66.7	85.7	95.2	100.0	100.0	0.0	0.0
	9	8	7	6	5	4	3	2	1	A	B	C	Total	%9	%9-8	%9-7	%9-6	%9-5	%9-4	%A	%A*B
Total	348	251	212	134	66	34	6	0	0	0	2	0	1053	33.1	57.0	77.2	89.9	96.2	99.4	0.00	100.0

Total (combining letter and number grades)	A*/9/8	A/7	B/6	C/5/4	D/3	E/2	F/1	Total	%A*/9/8	%A*/A/9-7	%A*B/9-6	%A*C/9-4
	599	212	136	100	6	0	0	1053	56.9	77.0	89.9	99.4

A*/9/8	56.9
A*/A/9-7	77.0



## ART AND DESIGN

<b>Director of Art:</b>	<b>Miss V. A. Rose</b> <b>Email:</b> <a href="mailto:v.rose@dauntseys.org">v.rose@dauntseys.org</a>
<b>Course:</b>	<b>GCSE</b>
<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>Art and Design: Fine Art</b> <b>Unit 1: Personal Portfolio in Art and Design</b> <b>Unit 2: Externally Set Assignment in Art and Design</b>

Art is a form of communication and the expression of ideas and feelings. It is a language that is concerned with the development of mental processes involved in visual perception and aesthetic experience.

The aim of the two-year GCSE course is to afford pupils the opportunity to:

- Record from direct observation and personal experience.
- Develop ideas using a range of processes and materials.
- Strengthen drawing and painting skills.
- Extend visual communication skills.

The GCSE in Art and Design requires each candidate to complete two mandatory units of work. At Dauntsey's we undertake the 'Fine Art' course, which combines a variety of areas of study including painting, drawing, printmaking, sculpture and alternative media:

- **Painting:** Exploration of tone, colour, composition, materials and context through a range of processes and media such as inks, acrylic, water colour or oil paints.
- **Drawing:** Drawing from direct observation is at the heart of observational study and candidates are encouraged to explore drawing using line and tone. Drawing on a range of surfaces will be encouraged, and materials might include pastel, pencil, pen and ink and charcoal and other related materials.
- **Printmaking:** Candidates are encouraged to explore a variety of printmaking techniques and produce either a series of related images or one-off prints using methods such as lino cut, foam board, etching, mono printing or screen printing.
- **Sculpture:** Candidates should explore form, space, mass and volume, using soft and resistant materials; skills such as carving, modelling, casting and clay building can be incorporated as appropriate.
- **Alternative media:** Artworks can also be produced in a range of non-traditional 2-D or 3-D media, such as mixed media, installation, site-specific work, assemblage, digital, film and video.

## **Unit 1 Edexcel GCSE Art and Design: Fine Art**

### **Art and Design Personal Portfolio**

Candidates are taught a broad range of skills and will aim to become competent in using a wide range of media. They will throughout the two-year course employ these skills in producing an assessed portfolio of work. This independent portfolio will consist of one project in response to a set theme and might include annotated sketchbooks, mounted sheets of sustained development work, leading to final refined outcomes. An appreciation of History of Art is nurtured throughout the course and gallery visits are undertaken.

1.	AO1 Develop	15%	
2.	AO2 Refine	15%	
3.	AO3 Record	15%	
4.	AO4 Present	15%	Total % of GCSE = 60%

## **Unit 2 Edexcel GCSE Art and Design: Fine Art**

### **Art and Design Externally Set Assignment**

Candidates follow a theme set by the examination board. The examination paper is released on 2nd January. There will be a period of time in which to plan and prepare. Candidates will then be given ten hours of controlled time in which to complete a final outcome in response to the set title.

1.	AO1 Develop	10%	
2.	AO2 Refine	10%	
3.	AO3 Record	10%	
4.	AO4 Present	10%	Total % of GCSE = 40%

### **Abilities that lend themselves to the Art Course**

Drawing is viewed as a language that will enable you to interpret what you see and communicate what you feel. Strong drawing skills are welcome. However, it is equally important to have:

- Genuine enthusiasm
- A creative mind
- A lively imagination

The two-year course is an exciting one - whatever your talents in the art arena, you will be encouraged to maximize your potential and celebrate your strengths as an artist.

# CLASSICAL CIVILISATION

**Head of Department:** Mr. D. E. Hodgkinson

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**Course:** GCSE/Classical Civilisation (J199)

**Examination Board:** OCR

**Papers:** Myth and Religion (J199/11)  
The Homeric World (J199/21)

## Why study Classical Civilisation GCSE?

Classical Civilisation is the sound, sane and sensible option for anyone who is interested in the culture, religion, and mythology of the Greeks and the Romans.

## What's in the syllabus?

There are two papers:

### Myth and Religion

This paper covers the following eight topics:

- The Twelve Olympian Gods.
- Hercules, and his Twelve Labours.
- Temples, including the correct procedure for sacrificing a bull.
- The two heroes, Theseus of Athens, and Romulus of Rome.
- Festivals, including the Lupercalia (that's 30 Roman aristocrats, running naked round Rome).
- The way rulers use Art for Propaganda, including life-size statues of the emperor.
- Death and Burial, including the festival of ghosts (the day of the dead).
- The Underworld, including the story of Orpheus, who loved his wife so much that when she died, he went down to Hell to get her back.

### The Homeric World

There are two papers here.

The first deals with **The Mycenaean World**. There are four topics covered:

- The ancient cities of Mycenae and Troy, built from Cyclopean stones – stones so large, that only a Cyclops could have carried them.

- Everyday life in Mycenae, including hunting, armour and weapons.
- Decorative arts, including the world-famous Mycenaean frescoes.
- Tombs, Graves and Burial, including the famous beehive tombs of Mycenae, in one of which was found the great King Agamemnon, perfectly preserved.

The second requires you to read the following five books of **The Odyssey**:

- Book IX, where Odysseus meets the Lotus-eaters and Polyphemos the Cyclops.
- Book X, where Odysseus is given a bag of winds, nearly eaten by some cannibals, and meets Circe the witch.
- Book XIX, where Odysseus returns to his palace, thirsting for revenge against the suitors (unwanted house guests).
- Book XXI, where Odysseus and the suitors compete to string Odysseus' legendary bow.
- Book XXII, the battle in the hall, where Odysseus kills all the suitors.

### **Do I need any prior experience to study Classical Civilisation?**

You don't need any prior experience to study Classical Civilisation - you just need to be interested, and to be prepared to read, write, and analyse.

### **Anything else?**

As a final inducement ... we organise trips abroad, and destinations in the past have included Greece, Italy and Sicily; last year, we visited Italy, and the sites of Vesuvius, Pompeii and Herculaneum. This year, we are visiting something a bit closer to home - Hadrian's Wall.

# COMPUTER SCIENCE

**Head of Department:** Mr. D. A. T. Fraser

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**Course:** IGCSE (9-1) Computer Science 0984

**Examination Board:** CIE

**Components:** **Computer Systems (Paper 1)**  
**Algorithms, Programming and Logic (Paper 2)**

This course will give pupils an in-depth understanding of how computer technology works, along with a look at what goes on “behind the scenes”. As a significant part of this, pupils will study computer programming using Python as their main programming language. Through this study of computer programming and the accompanying activities, the course will help to develop critical thinking, analysis and problem-solving skills, which can be transferred to other subjects and applied in later life.

The course will, in particular, make an excellent preparation for learners who want to go on to study or work in the field of Computer Science or related subjects or in areas that rely on computing skills, especially where they are applied to technical problems, for example in engineering, financial and resource management, science and medicine. Such people will find that this course imparts an advantage over others who have had little prior experience in this subject.

## Course Content

Theory covered in Paper 1 will include: Data Representation and Transmission, Computer Hardware and Software, The Internet and its uses plus a study of Automated Technologies including Robotics and Artificial Intelligence. Paper 2 will cover Databases, Boolean Logic, Programming Techniques, Algorithm Design and Problem-solving.

## Assessment

Paper	Content	Duration	Weighting	Structure
1	<b>Computer Systems</b> Questions based on Section 1 of the subject content.	1 hr 45	75 marks 50%	Short answer and structured questions.
2	<b>Algorithms, Programming and Logic</b> Questions based on Section 2 of the subject content.	1 hr 45	75 marks 50%	Short answer and structured questions.

## DANCE

**Head of Department:** Mrs. E. J. Tonkiss

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**Course:** GCSE

**Examination Board:** AQA

**Specification:** Dance (9-1)

**Components:** **Component 1: Performance and Choreography**  
**(Non-Exam Assessment 60%)**  
**Component 2: Dance Appreciation (Exam Assessment 40%)**

GCSE Dance allows pupils to explore a wide variety of dance styles as well as giving them the freedom to experiment with their own choreography and way of moving. Pupils will study professional dance works in a practical way, as well as in depth analysis of the components of the works such as costume, aural setting, physical set, lighting, and movement analysis. Pupils will study the health and safety of a dancer and their environment, and the importance of healthy diet and nutrition.

Pupils will develop technical, physical and performance skills, assessed in the form of two solos and one duet/trio performance.

### **Component 1:**

#### **Performance**

**Solo Performance** - Students will learn how to perform as a solo dancer for approximately one-minute set by the exam board.

**Duet/Trio Performance** - Each student will perform a duet/trio dance choreographed in collaboration with the teacher.

Assessment of both performances will focus on the student's ability to demonstrate application of:

- physical skills and attributes safely during performance
- technical skills accurately and safely during performance
- expressive skills
- mental skills and attributes during performance

## **Choreography**

Students will learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either a solo or group dance and can be any style or fusion. The students are not required to perform in their choreographed dance but may do so if they wish.

### **Component 2:**

## **Dance Appreciation**

### **Section A (30 marks)**

Students will be assessed on their knowledge and understanding of choreographic processes and performing skills. Questions will relate to a given stimulus for students to write a response.

### **Section B (18 marks)**

Questions will relate to students' own experience of performance, or choreography or both from within the course. Students will be required to analyse their own performances and give examples of how they have developed their skills.

### **Section C (32 marks)**

Critical appreciation of professional works. Students will answer questions relating to the GCSE Dance Anthology. The anthology contains six short professional dance works, each 12–30 minutes long. Each video is choreographed by established and emerging artists, in a range of styles and style fusions. Students must be able to critically analyse, evaluate and identify similarities and differences and explain and justify their own opinions with reasoning.

The dance anthology includes:

A Linha Curva - Rambert

Within Her Eyes - James Cousins Company

Emancipation of Expressionism - Boy Blue Entertainment

Infra - The Royal Ballet

Shadows - Phoenix Dance Theatre

Artificial Things - Stop Gap Dance Company

## DESIGN AND TECHNOLOGY

**Head of Department:** Mrs. L. K. Egan or Miss M. Ryan

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**Course:** GCSE

**Examination Board:** OCR

**Specification:** Design and Technology (J310)

“Design and Technology is a phenomenally important subject. Logical, creative and practical, it’s the only opportunity students have to apply what they learn in Maths and Science.” Sir James Dyson, Founder and Chairman of Dyson and Patron to the D&T Association.

The GCSE specification in Design and Technology is a subject that brings learning alive, requiring students to apply their knowledge to real-life situations. This is achieved through engagement in several mini-practical projects using differing materials, processes, and innovative technologies. Students learn to relate authentic, real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Students will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and stakeholders’ needs, wants and values.

Design and Technology enables students to see how their imagination and innovation can be enhanced by the application of knowledge from other disciplines across the curriculum such as Mathematics, Science, Art and Design, Computing, and the Humanities, as well as the practical and technical knowledge and understanding they will learn from Design and Technology.

During the course students learn a variety of communication techniques, including sketching, modelling and CAD. SolidWorks, the software taught is widely used in Industry and many Universities. Alongside the theory knowledge and practical skills, this equips them well for their NEA. This piece of coursework also provides the students with many transferable skills which can be used in any A Level course.

Design and Technology is an essential subject for Engineering, Architecture, and many design-based careers as well as being an exciting and hands-on subject offering something quite different for students to study.



**Scheme of Assessment:**

<b>Content Overview</b>	<b>Assessment Overview</b>	<b>Weighting</b>
<p>This component brings together the learners ‘core’ and ‘in-depth’ knowledge and understanding.</p> <ul style="list-style-type: none"> <li>• ‘<b>Core</b>’ knowledge of Design and Technology principles demonstrates learners’ broad understanding of principles that all learners should have across the subject.</li> <li>• ‘<b>In-depth</b>’ knowledge allows learners to focus more directly on <b>at least one</b> main material category, or design engineering.</li> </ul> <p>The question paper is split into two sections.</p> <p>A minimum of 15% of the paper will assess learners’ mathematical skills as applied within a design and technology context.</p>	<p><b>Principles of Design and Technology (01)</b></p> <p>100 marks 2 hours</p> <p><b>Written paper</b></p>	<p><b>50%</b> of total <b>GCSE (9-1)</b></p>
<p>This component offers the opportunity for learners to demonstrate understanding of and skills in iterative designing, in particular:</p> <ul style="list-style-type: none"> <li>• the interrelated nature of the processes used to identify needs and requirements (explore).</li> <li>• creating solutions to meet those needs (create).</li> <li>• evaluating whether the needs have been met (evaluate).</li> </ul> <p>As an outcome of their challenge, learners will produce a chronological portfolio and one final prototype(s).</p> <p>It is through the iterative processes of designing that learners draw on their wider knowledge and understanding of Design and Technology principles.</p> <p>Contextual challenges will be released on 1 June each year.</p>	<p><b>Iterative Design Challenge (02, 03)</b></p> <p>100 marks Approx. 40 hours</p> <p><b>Non-exam assessment</b></p>	<p><b>50%</b> of total <b>GCSE (9-1)</b></p>

# DRAMA

**Head of Department:** Mr. C. R. J. Walker

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**Course:** GCSE

**Examination Board:** OCR

**Specification:** Drama (9-1)

**Non-exam Assessment (60%)**

**Component 1 - Drama Exploration**

**Component 2 - Exploring Play Texts**

**Exam Assessment (40%)**

GCSE Drama is all about understanding what it is like to be in another person's shoes. Students will play many parts in different imaginary situations and will have the opportunity to create their own work as well as look at plays written by other people. As well as acquiring the skills involved in creating and performing Drama, students will also be able to acquire skills in working with others, problem solving and communication, making them more self-confident and preparing them to deal with a range of different situations and people.

The course is in three parts:

## **Non-exam Assessment**

### **Component 1: Devising Drama (60 marks)**

Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board.

They can choose to work as a performer or designer in this component.

All performances will be supported by a portfolio which is evidence of the student's devising process and can be made up of a combination of writing, images and observation notes.

### **Component 2: Text Performance (60 marks)**

Students will study a text chosen by the school.

Students will take a part in two performances of two extracts from the text.

They can work as a performer or designer in this component.

Students will be required to produce an accompanying concept document which outlines their intentions for the performance.

**Exam Assessment (1 hour 30 minutes)****Section A (50 marks)**

Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board. This list includes “Blood Brothers”, “Kindertransport” and “Death of a Salesman” amongst others.

The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance of a character from the text.

**Section B (30 marks)**

This section asks the students to review a performance they have seen on their course.

The course is enjoyable for students who want to study a subject that is both practical and creative and who are keen to attempt making a play, performing, making costumes, building a set or operating the lights. Drama involves a lot of teamwork.

GCSE Drama follows on from drama work that will have been done at Key Stage 3. Improvisation and acting skills will be developed to a higher level, and plays will be looked at in more detail and different ways will be explored of bringing a script alive on stage.

# ENGLISH

**Head of Department:** Mr. A. J. F. Brown

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**Course:** IGCSE

**Examination Board:** Edexcel

**Specification:** English Language A (Edexcel 4EA1)  
English Literature (Edexcel 4ET1)

English and English Literature are two separate and distinct IGCSE subjects.

## English IGCSE

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

There is only one examined unit, entitled *Non-fiction texts and Transactional Writing*. This is in two parts: a mixture of short- and long-answer questions related to a non-fiction text from a studied Anthology and one previously unseen extract; and then, one 45-mark writing task, from a choice of two involving a given audience, form or purpose. This exam provides 60% of the marks for the total IGCSE.

The other 40% of marks come from two coursework essays, one analytical essay and one piece of imaginative writing.

Pupils will also take a discrete examination in their use of Spoken Language during the Fifth Form.

Further information on this specification can be found on the Edexcel website:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-language-a-2016.html>

and

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-literature-2016.html>

## English Literature IGCSE

This course is designed to foster an enthusiasm for literature and to develop a confidence among pupils in expressing their own critical views. Again, there is an examined component and a coursework folder. The examination is a paper entitled *Poetry and Modern Prose*. There are three questions: one on an unseen poem, one on a poetry anthology and one on a modern prose text: we will study *To Kill a Mockingbird* for this exam.

The two coursework essays will be about *Macbeth* and Arthur Miller's *A View from the Bridge*. As with the Language course, the coursework folder comprises 40% of the total marks available.

Further information on this specification can be found on the Edexcel website:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-english-literature-2016.html>

# FRENCH

**Head of Department:** Miss P. J. Harrison

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**Course:** IGCSE

**Examination Board:** Edexcel

**Specification:** Paper 1 - Listening (4FR1/01)  
 Paper 2 - Reading and Writing (4FR1/02)  
 Paper 3 - Speaking (4FR1/03)

## Five good reasons to study French:

1. France is our closest European neighbour.
2. More than 200 million people speak French across all five continents.
3. French is an official language of the United Nations, the European Union, UNESCO, NATO, the International Red Cross and international courts.
4. French is the official language of cooking, fashion, theatre, the visual arts, dance and architecture.
5. France is the world's fifth biggest economy and the third destination for foreign investment. France is a key economic partner.

## What will I study?

IGCSE French follows on naturally from your Lower School course. Every week you will have two double lessons, and in Fifth Form, you will also have an oral lesson with the French Assistant. Classes will spend one single lesson a week in the language laboratory to develop listening and speaking skills. The syllabus is based on the following topic areas:

- Area A** Home and abroad
- Area B** Education and employment
- Area C** Personal life and relationships
- Area D** The world around us
- Area E** Social activities, fitness and health

## What will the exam be like?

You will be prepared for the IGCSE. The four key skills of reading, writing, listening and speaking will be examined at the end of the course. The oral exam will be conducted by your class teacher and sent to the exam board for marking.

## Nice

If you choose French at IGCSE, you will be given the opportunity of taking part in our Senior School trip to Nice in either the Fourth or Fifth Form. In Nice, you will stay in pairs with a French host family and will get to experience French life and culture first-hand. You will receive six days of intensive language tuition at a language school in Nice, and when you are not in lessons there are activities and excursions for everyone including a city tour of Nice, day trips to Monaco and Cannes, and afternoon trips to Eze and Antibes.

**A week in France, immersed in the French language, is an excellent way to improve your language and communication skills.**

# GEOGRAPHY

**Head of Department:** Mrs. K. S. Clark

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**Course:** GCSE (9-1)

**Examination Board:** Edexcel

**Specification:** Geography B: Investigating Geographical Issues (1GB0)

## What is Geography?

- You live in the world - why not find out more about the *challenges* and *opportunities* it offers, and how to get *involved*?
- Discover how people are using different *environments*, both your own and those in other parts of the world.
- Investigate issues of *sustainability* - will the Earth still be able to provide us with all the *resources* we take for granted now?
- How have different *landscapes* developed - what are the great natural forces involved?

## What is in the course?

### Topic 1: Global Geographical Issues (37.5%)

Hazardous Earth - Studies of tropical storms and tectonic hazards

Development dynamics - Including a case study of an emerging country: India

Challenges of an urbanising world - Including a case study of a mega city: Mumbai

### Topic 2: UK Geographical Issues (37.5%)

The UK's evolving physical landscape - 2 studies of coastal and river landscapes and issues

Fieldwork investigation: physical

The UK's evolving human landscape - Including a case study of a UK city: Birmingham

Fieldwork investigation: human

### Topic 3: People and Environment Issues - Making Geographical Decisions (25%)

People and the biosphere

Forests under threat

Consuming energy resources

All three topics will form the basis of a decision-making exercise where students draw together understanding and skills from the whole course



### **Will I enjoy this course?**

You will enjoy this course if you want to study a course that:

- is *relevant* to the world you live in, and to your future
- encourages you to discuss *current affairs* and issues
- focuses on the *environment*
- involves *practical* work *outdoors*
- is studied through *investigation*, not just listening and reading
- develops a full range of useful *skills*

### **How does it follow on from what I have learned before?**

You have already developed a range of relevant skills and knowledge from your study of Geography in previous years. The GCSE course will take you further. It will introduce you to new skills, new places and new ideas. You will also be able to apply what you are learning and understand more about how people's decisions shape the world we live in.

### **What about the fieldwork?**

You will do some fieldwork as part of your course where you go out and put your skills and knowledge into practice. The information from this will not come from textbooks or videos but will be an opportunity for you to investigate what is happening in the real world. You will answer questions on this in one of the examination papers; there is no coursework or controlled assessment.

There is also an optional 5-day field trip to Barcelona during the summer half-term holiday which you can join!

### **What other skills might I develop?**

Geography is an ideal subject for developing a full range of skills. You will learn how to research information from a range of sources and present it in a variety of ways, both written and in diagrams. You can get experience of manipulating data, using statistics and ICT software such as databases, spreadsheets and graphic packages. Your fieldwork will help you to develop the skills of organising your own time and working and co-operating with others. You will also learn to review your own work and progress. These 'transferable skills' will not just be useful in your study of Geography but will help you make progress in many of your other subjects too, both at GCSE and beyond. They are also skills that are highly valued by employers and will be useful in the world of work.

### **What could I do next with GCSE Geography?**

A GCSE in Geography is a stepping-stone to a whole range of future opportunities. The skills you develop will support you in further studies and employment in a wide range of areas. Geography is an extremely popular GCSE option; it fits well with a wide range of other subjects as part of a broad, balanced curriculum.

# GERMAN

**Head of Department:** Mrs. V. A. H. Wilks

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**Course:** IGCSE  
**Examination Board:** Edexcel  
**Specification:** International GCSE German (4GN1)  
 Listening (4GN1/01)  
 Reading and Writing (4GN1/02)  
 Speaking (4GN1/03)

## Five good reasons to study German:

1. German is the most widely spoken language in Europe. Learning German will connect you with about 130 million native German speakers around the globe.
2. Germany has a shortage of young, well-qualified employees and is keen to recruit high quality graduates from the UK.
3. Germany has the world's fourth strongest economy (after the USA, China and Japan) and is the world's third strongest export nation (after China and the USA).
4. Many scientific institutions recommend that their students learn German since German is the second most used language for works of scientific research - especially in the fields of Engineering, Chemistry and Physics.
5. With over 17 million internet domains, Germany's .de is the most prevalent country domain.

## What will I study?

IGCSE German follows on naturally from the grounding you have had in the Lower School. Every week you will have two double lessons and in Fifth Form these will be complemented by a conversation lesson with our German Assistant. The syllabus is based on the following topic areas:

<b>Area A</b>	<b>Home and abroad</b>
<b>Area B</b>	<b>Education and employment</b>
<b>Area C</b>	<b>Personal life and relationships</b>
<b>Area D</b>	<b>The world around us</b>
<b>Area E</b>	<b>Social activities, fitness and health</b>

**What will the exam be like?**

You will be prepared for the IGCSE. The four key skills of reading, writing, listening and speaking will be examined at the end of the course. The oral exam will be conducted by your class teacher and sent to the exam board for marking.

**Trips**

If you choose German as one of your GCSE options, you will be invited to take part in a trip to Bavaria in either Fourth Form or Fifth Form. You and a friend would stay with a host family and receive a week of intensive tuition at a language school, complemented by some fantastic outings. In the past these have included a day hiking in the Alps, a visit to the Mercedes Benz museum in Stuttgart and a cycle ride along the edge of Lake Constance to Austria. A week's German immersion always does wonders for everyone's confidence and pupils return with much improved language skills.

The IGCSE course will provide you with a good foundation for A Level.

# HISTORY

**Head of Department: Mr. B. H. Sandell**

**Email: [b.sandell@dauntseys.org](mailto:b.sandell@dauntseys.org)**

**Course: IGCSE**

**Examination Board: CAIE**

**Specification: History IGCSE (0977) (Grades 9-1)**

The History Department offers the Cambridge Assessment International Education IGCSE. This IGCSE specification provides a geographically and culturally diverse course, academic rigour, and combines accessibility with intellectual challenge.

Full details of the course, together with past papers, are available on the CAIE IGCSE website:

[www.cambridgeinternational.org](http://www.cambridgeinternational.org)

The course consists of three papers, as follows:

<b>Paper 1</b>	2 hours	60 marks	40%
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**Section A** (Core Content)

Candidates answer two questions. These questions will be based on the following Core Content Key Questions:

1. Were the peace treaties of 1919-23 fair?
  - *An evaluation of the post-war peace settlement.*
2. To what extent was the League of Nations a success?
  - *An evaluation of the work of the League in the 1920s and 30s.*
3. Why had international peace collapsed by 1939?
  - *A consideration of the factors that led to war in 1939.*
4. Who was to blame for the Cold War?
  - *A consideration of the rivalry that developed between East and West following the defeat of Nazism.*

5. How effectively did the USA contain the spread of Communism?

- *An evaluation of the main points of crisis in the Cold War, including the Korean War, the Cuban Missile Crisis and the Vietnam War.*

6. How secure was the USSR's control over Eastern Europe 1948 – c.1989?

- *Soviet power in Eastern Europe; resistance to Soviet power in Hungary (1956) and Czechoslovakia (1968), the Berlin Wall, Polish 'Solidarity' and Gorbachev and the collapse of Soviet control over Eastern Europe.*

## **Section B (Depth Study)**

Candidates answer one question out of two, on the following topic:

- Germany 1919-45

<b>Paper 2</b>	2 hours	50 marks	33%
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Candidates answer source-based questions on one Prescribed Topic, selected by the board, from the aforementioned six Core Content Key Questions. The Prescribed Topic will be published by the board eighteen months prior to the final examinations in the summer of the Fifth Form.

<b>Paper 3</b>	Coursework	40 marks	27%
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Candidates are required to complete one piece of coursework of up to 2000 words. The focus of the coursework is the significance of the Battle of the Somme of 1916 within the First World War.

The coursework is supported by an optional four-day field trip to the former battlefields of the Western Front, which takes place in the half-term of the Autumn Term of Fifth Form.

## **Conclusion**

History is regarded as a “gold standard” GCSE. Highly stimulating, and often provocative, the course offers the opportunity not only to discover the roots of many problems confronting the world today, but also to engage with profound issues of moral and political significance.

# LATIN

**Head of Department: Mr. D. E. Hodgkinson**

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**Course: GCSE/Latin (J282)**

**Examination Board: OCR**

**Papers: Latin Language (J282/01)**

**Latin Prose Literature B (J282/03)**

**Latin Verse Literature B (J282/05)**

## Three good reasons to study Latin:

1. It's a continuation of the Third Form - some vocab, a few endings, and a bit of Roman culture - if you liked it in the Third Form, you'll love it in the Fourth Form!
2. It's got some great stories - the story of the *sagae Thessalae* (the Thessalian witches), who bewitch a man so that his nose falls off (spoiler alert); and the story of Aeneas, the prince of Troy, and a man on a mission, that will take him to Hell itself and back.
3. It's a kite-mark of excellence - the most quoted fact about Frank Lampard (the Chelsea and England footballer - very famous in the 2000s!) is that he did Latin GCSE (look it up, if you don't believe me).

## What are the papers like, that I will end up taking?

There are three papers:

- a **Language** paper, that requires you to do some Latin-English translation and comprehension - basically, stuff you did in the third year.
- a **Prose Literature** paper, in which we study the story of the *sagae Thessalae* (see above); we study the passage in Latin, telling you what it means; the exam asks you some questions about it.
- a **Verse Literature** paper, in which we study the story of Aeneas (see above); we study the passage in Latin, telling you what it means; the exam asks you some questions about it.

## Anything else?

We do trips! Last year we went to Italy, and explored the sites of Pompeii, Herculaneum and Oplontis, all frozen in time on 24 August, AD79, by Vesuvius; this year, we are visiting Hadrian's Wall; next year, if the gods be willing, the plan is to go to Greece and tour its ancient sites, including Athens, Delphi, Mycenae and Tiryns.

## Final question?

Why would you not do something that you enjoyed in the Third Form?!

# MATHEMATICS

**Head of Department:** Mr. P. A. Mobbs

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**Course:** IGCSE

**Examination Board:** Edexcel

**Specification:** Mathematics (Specification A) (4MA1)

Pupils are set according to their ability and most pupils are prepared for the Higher Tier of the Edexcel Mathematics IGCSE (Specification A). The bottom set, and any other pupils who find the Higher Tier too demanding, will be prepared for the Foundation Tier, where only grades 1 to 5 are available. The IGCSE course builds on and extends the material taught in previous years and is broadly similar to the new GCSE syllabus. The Higher Tier course is a good preparation for A Level Mathematics. The examination consists of two written papers and covers these key assessment objectives:

- Number and algebra
- Space, shape and measures
- Handling data
- Problem solving
- Mathematical reasoning

The top set(s) should expect to cover material beyond the scope of the IGCSE course and may be entered for an additional, higher level qualification in addition to the IGCSE examination.

The textbooks used are Pearson Edexcel International GCSE (9-1) Mathematics, Student Books 1 and 2.

# MUSIC

<b>Director of Music:</b>	<b>Mr. G. G. Harris</b> <b>Email:</b> <a href="mailto:g.harris@dauntseys.org">g.harris@dauntseys.org</a>
<b>Course:</b>	<b>GCSE</b>
<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>Edexcel GCSE in Music (9-1) (1MU0)</b> <b>Unit 1: Performing Music (1MU01) (30%)</b> <b>Unit 2: Composing Music (1MU02) (30%)</b> <b>Unit 3: Listening and Appraising (1MU03) (40%)</b>

Edexcel GCSE Music is an enjoyable and flexible course that focuses upon Composing, Performing and Listening. Much of the course content will have been touched upon in the Lower School, except for the greater emphasis on the use of computers as an aid to composition. The course is suitable for any pupil who enjoys music and can perform with confidence on their chosen instrument (this includes voice and music technology). The maximum standard expected for GCSE is approximately Grade 4-5, but high marks can still be achieved with performances around Grade 3. Any style of music is acceptable for both the performance and composition aspects. Any pupil who has been learning to play a musical instrument would normally be very well-placed to take GCSE Music. Music GCSE is regarded by higher education institutions as both a practical and academic qualification, given the composition and analysis units as well as the performance component.

**Composing** and **Performing** are internally assessed and moderated by the Examination Board. All assessed composing will take place under controlled conditions during school time. These units account for a total of 60% of the course. A solo and an ensemble performance are recorded for assessment and two compositions in contrasting styles are submitted. These can be created using computer music software or by hand.

The **Listening and Appraising** course introduces pupils to a wide range of musical styles through a detailed study of set works, chosen by the board. The works cover a variety of styles, from classical to pop, film and Programme Music, as well as “World” music such as music from Africa, India and Cuba. This unit accounts for a total of 40% of the course.

Music is a highly disciplined activity, requiring practical, intellectual, academic and emotional skills, and is a most highly regarded component of a well-balanced education. Given the weighting of performance in the course (30%), pupils electing to study music at this level are expected to continue instrumental or vocal tuition and to play an active role in extra-curricular music through involvement in school ensembles and attending concerts.



## PHYSICAL EDUCATION

**Head of Department: Mr. J. Devney**

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**Course: IGCSE**

**Examination Board: CIE**

**Specification: Physical Education (9-1) 0995**

GCSE Physical Education will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

Candidates will study all of the following topics:

1. Anatomy and physiology
2. Health, fitness and training
3. Skill acquisition and psychology
4. Social, cultural and ethical influences

The course consists of two compulsory components. One is assessed externally, and one is internally assessed before being externally moderated:

Paper 1 - Physical factors affecting performance 100 marks 1-hour 45-minute paper - 50%  
Component 2. Performance in physical education - Non-exam assessment - 50%

### **Paper 1 AO1 and AO2:**

AO1: Students will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Learners will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

AO2: Students will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sport. Engagement patterns of different social groups will be understood by learners, along with strategies to promote participation. The commercialisation of physical activities and sports will be understood, including the influences of sponsorship and the media. Learners will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activity and sport.

**Component 2 - Non-exam Assessment:**

Students are internally assessed through the non-examined assessment in performing four practical activities from two of the seven categories:

Games

Gymnastic Activities

Dance Activities

Athletic Activities

Outdoor and Adventurous Activities

Swimming

Combat Activities

Students are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

The course is enjoyable for students who want to study a subject that is both practical and creative. Through the delivery of the course, it will focus on developing confident, independent thinkers and effective decision makers who can operate efficiently as individuals or as part of a team. The course will prepare learners for the further study of Physical Education or sports science courses as well as other related subject areas.

# RELIGIOUS STUDIES

**Head of Department:** Mrs. C. L. Marsden

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**Course:** GCSE

**Examination Board:** Pearson Edexcel International

**Specification:** Religious Studies (4RS1)

**Paper One:** Beliefs and Values (4RS1/01)

**Paper Two:** The Religious Community (4RS1/02)

**This subject is for you IF...**

... you **THINK** about the world around you.

... you are a deeply **CURIOUS** soul (you might wonder, for example, whether there is any such thing as a 'soul'...).

... you **ASK** important **WHY QUESTIONS** (and can handle, and are alive to, multiple answers from multiple perspectives).

... you enjoy participating in challenging and stimulating **DEBATE**.

...you want to be heard and know that **YOUR VOICE MATTERS**.

...you are interested in **HOW OTHERS SEE**, and interact in, the same world you live in (even and especially if they do things differently to you).

...you want to refine your evaluative skills and learn how to construct a **COMPELLING ARGUMENT** on the page.

The content of the course is designed to be fascinating and absorbing for all students, whether of a religious background or of no religious affiliation:

**Paper 1 - Beliefs and Values: 1 hour 45 minutes, 60%**

**Paper 2 - The Religious Community (Islam): 1 hour 30 minutes, 40%**

## **Paper 1: Beliefs and Values**

### **Unit 1: The universe, creation and the place of human beings**

- The human condition
- Responsibility for the planet
- Free will and determinism
- Evil and suffering

### **Unit 2: Life and death**

- Meaning and purpose of life, Existentialism and other philosophical positions on life
- Abortion and euthanasia
- Homosexuality
- Marriage, sex and promiscuity
- Genetic engineering and IVF

### **Unit 3: Peace and conflict**

- Causes of War: economic, political, social and religious
- The UN. Forgiveness and reconciliation
- Bullying
- Crime and punishment. The Death Penalty.

### **Unit 4: Rights, equality and social justice**

- Human rights and different philosophical positions on this, such as Utilitarianism, and cultural relativism
- Equal rights: Feminism, Liberation Theology
- Multi-racial society: racism
- The rich/poor divide. Peter Singer, *'The life you can save'*.

## **Paper 2: The Religious Community (Islam)**

### **Unit 1: Origins and their impact on the Community**

### **Unit 2: Celebration and Pilgrimage**

### **Unit 3: Worship and the practice of religion**

This course is about you and your role in the world. It is about understanding two important world faiths, Christianity and Islam, and how these vibrant, colourful and oftentimes controversial religions both shape and reflect the world *you* live in. It is an excellent foundation for studying Philosophy and Ethics at A Level, and through the content covered and transferable skills developed over the two-year course, RS GCSE also augments and underpins other subjects focused on arts and humanities.

This is a course for those who are interested and interesting!

## SCIENCE

**Head of Science:** Mr. A. J. Crossley  
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**Couse:** IGCSE  
**Examination Board:** Edexcel  
**Specifications:** IGCSE in Biology (4BI1)  
 IGCSE in Chemistry (4CH1)  
 IGCSE in Physics (4PH1)

**Course:** GCSE  
**Examination Board:** AQA  
**Specification:** Combined Science: Trilogy (8464)

There are two options that can be taken at GCSE level for Sciences:

1. All students will study the Core Science, receiving three lessons per week in each of the three Sciences.
2. Most students will opt to take 'Extra Science' route and will receive four lesson per week in each of the three Sciences.

Most pupils in the Fourth and Fifth Forms will continue to work through the Edexcel IGCSE Science programme, studying all Biology, Chemistry and Physics as separate IGCSE exams. This is the 'Extra Science' route.

These courses are terminally assessed, with external exams being held in the Summer Exam season at the end of Fifth Form. There is a single tier of entry, so all grades are accessible by all pupils. Pupils will sit two exams in each of the Sciences, a 2-hour paper and a 1-hour and 15 min paper. There is no coursework, but practical skills will be developed throughout the course and knowledge of key practicals can be assessed on the final exams.

A minority of pupils will choose to study the 'Core Science' route, which we deliver through the AQA GCSE programme. This is a 'Double Award'; students will continue to study all three Science subjects, but not in as much depth or detail as the IGCSE course. The outcome for this course is two GCSE Grades in Science.

Like the extra route, these courses are terminally assessed and contain no coursework, although again, knowledge of the key practicals can be examined in the written exams. Each student will sit six exams, 1 hour and 15 mins each. There are two exams in each Science area and each exam covered a specific group of units of work. There is also the

option to take either Higher or Foundation tier of entry, with Higher covering grades 9-9 down to 4-4 and Foundation covering 5-5 down to 1-1.

Please note the following points:

- i. The Combined Science GCSE route is a somewhat easier option than the 3 Separate Sciences. The extra content that is required for the Separate Sciences tends to contain some conceptually difficult topics. We strongly recommend the Double Award route for students who have struggled with concepts studied in Science lessons during Third Form.
- ii. The extra exposure that the pupils have throughout Fourth and Fifth Forms to the Sciences if they take the 3 Separate Science IGCSEs does give an advantage when it comes to taking Science subjects at A Level. Students opting to take the Double Award route will find the transition to A Levels particularly challenging. However, if a student is willing to work hard at covering the missing details in their knowledge, they should be able to show success at A Level.
- iii. Pupils who take Extra Science as an option do not face the same additional workload as if they had taken another option subject. There is, for example, no extra allocation of prep for those taking the Separate Sciences. This makes Extra Science an ideal fifth option choice that will rarely lead to academic overload.
- iv. There is no option for pupils to take just two of the Sciences from the start of Fourth Form. All pupils will study all three Sciences, irrespective of the route taken.

## BIOLOGY

**Head of Biology:** Mr. V. R. Muir  
**Email:** [v.muir@dauntseys.org](mailto:v.muir@dauntseys.org)

**Course:** IGCSE  
**Examination Board:** Edexcel  
**Specification:** IGCSE in Biology (4BI1)

The Fourth and Fifth Form curriculum continues the IGCSE course started in the Third Form. The course continues to focus on practical work, though there is no coursework. At Dauntsey's we run many dissections in class, and you will also be invited to attend the Café Biologique, where students discuss topics such as The Neuroscience of Evil, Your Designer Child and Grandchildren and the Biology of Cancer. You may also wish to join the Medical Focus Group, if you are interested in a career in Medicine.

The following topics will be covered during the Fourth Form:

- Nutrition and photosynthesis
- Homeostasis
- Plant tropisms
- The nervous system and the eye
- The hormonal system
- The excretory system
- Circulatory system and immunity
- Gas exchange and transport and reproduction in plants

The following topics will be covered in the Fifth Form:

- Reproduction in humans and flowering plants
- Protein Synthesis, DNA, genetics and cell division
- Evolution by natural selection
- Food production with reference to crop plants, microorganisms, fish farming and selective breeding
- Genetic modification and cloning
- Stem cell technology

The triple award option now covers additional topics which are not touched on at all in the double award syllabus. This change does make **Separate Sciences** a desirable option for those intending to go to study A Level Biology.

# CHEMISTRY

**Head of Chemistry:** Mrs. L. Syms  
**Email:** [l.syms@dauntseys.org](mailto:l.syms@dauntseys.org)

**Course:** IGCSE  
**Examination Board:** Edexcel  
**Specification:** IGCSE in Chemistry (4CH1)

The course includes the topics covered during the Third Form.

The following topics are covered in the core Science in Fourth and Fifth Forms:

- Atomic Structure and Bonding
- The Periodic Table
- Fuels and Crude Oil
- Organic Chemistry
- Acids, Bases and Salts
- Chemical Analysis
- Quantitative Chemistry
- Energy Transfers in Reactions
- Reversible Reactions

Those pupils taking the extra science option will study all the core topics in slightly more depth as well as:

- Electrolysis
- Extraction of metals
- Organic chemistry of alcohols and acids
- Equilibria

Assessment at the end of the Fifth Form comprises of 2 Chemistry Papers. Paper 1 is a 2-hour paper worth 110 marks of the total IGCSE. Paper 2 is a 1 hour 15-minute paper that is worth 70 marks of the total IGCSE.

Throughout the course you will develop your experimental skills by carrying out practical investigations. The skills developed through these practical investigations will be assessed through the written examinations.

Entry onto the A Level course is possible through the Double Award Science route so long as the grade requirements are met. Those wishing to study Chemistry at a higher level than GCSE may wish to consider the Separate Science route as this will provide a solid grounding in the concepts covered during the A Level course.



# PHYSICS

**Head of Physics:** Mr. J. L. Johns  
**Email:** [j.johns@dauntseys.org](mailto:j.johns@dauntseys.org)

**Course:** IGCSE  
**Examination Board:** Edexcel  
**Specification:** IGCSE in Physics (4PH1)

The course is, as always, based heavily on practical work, and on developing an understanding of the underlying principles rather than on rote learning the facts. The course includes the topics covered during the Third Form.

## Topics studied:

- Motion
- Forces and movement
- Work, energy and power
- Energy transfer and efficiency
- Radioactivity
- Fission and fusion
- Series and parallel circuits
- Ideal gas molecules
- Electrical energy and power
- Magnetism
- Electromagnetism
- Electromagnetic induction
- Mains electricity
- Astronomy including stellar evolution
- Refraction
- Momentum
- Energy resources and electricity generation
- Change of state
- Moments
- Cosmology

Taking the extra science option will give pupils a distinct advantage if they choose to study Physics at A Level. However, we will be happy to accept pupils from Double Award GCSE as long as they have high grades. Overall, a comprehensive knowledge and understanding of Physics will be provided to all pupils as they pass through the Fourth and Fifth Forms, whether they wish to continue their study of Physics beyond GCSE level or not.

## SPANISH

**Head of Department:** Mrs. D. C. Hills

**Email:** [d.hills@dauntseys.org](mailto:d.hills@dauntseys.org)

**Course:** IGCSE

**Examination Board:** Edexcel

**Specification:** IGCSE in Spanish (4SP1)

**Paper 1 - Listening (4SP1/01)**

**Paper 2 - Reading and Writing (4SP1/02)**

**Paper 3 - Speaking (4SP1/03)**

Spanish is the language of over 350 million native speakers worldwide, being the second most spoken native language in the world. Not only is Spanish spoken in the majority of Latin America, but it is also an increasingly important language in the USA, and the fastest growing language on the internet. Spanish is the language of diplomacy and business; it is an official UN language and companies increasingly favour candidates with Spanish speaking skills. All of these factors make Spanish a great asset to be able to offer in the business world and beyond. Pupils opting for Spanish IGCSE need to have studied it in the Third Form and to feel comfortable with the work covered in that year. We recommend that students score at least 70% in the Third Form exam to be able to cope with the IGCSE Course Beginners class pupils should discuss their suitability for IGCSE with their teacher.

The main topics covered are as follows:

- Topic A** Home and abroad (home area, travel and holidays)
- Topic B** Education and employment (school studies and life and work plans)
- Topic C** Personal life and relationships (house, home and family)
- Topic D** The world around us (TV, films, internet, technology and the environment)
- Topic E** Social activities, fitness and health (sport, activities, healthy lifestyles)

During the course pupils studying for the IGCSE have the opportunity to join a trip to Granada, Spain where they attend lessons daily at a language school conducted in Spanish, enjoy cultural trips in the afternoon, and stay with a Spanish family. This is a wonderful opportunity for students to improve their Spanish, and to learn about and immerse themselves in the Spanish culture.

At the end of the course, pupils are examined on all four skill areas: Reading, Writing, Listening and Speaking. The oral exam is conducted by the class teacher and sent to the Exam Board for marking. In the Fifth Form, all of our students are expected to attend a weekly conversation lesson with the Spanish assistant to help prepare them for the oral exam.

## COMPLEMENTARY CURRICULUM

**i/c of Complementary Curriculum: Mrs. A. Allen**

**Email: [a.allen@dauntseys.org](mailto:a.allen@dauntseys.org)**

There are two strands of Complementary Curriculum that are taught in the Fourth Form. One is a short course delivered alongside Careers days covering: “The Intelligent World”, “The Inner World” and “The Outside World”. The other strand focuses on the issues associated with adolescent sexual relationships, and the risks and consequences of alcohol and drug use. The spring term looks at exploitation and how relationships may not always be what they seem. We all cover mental health and its connections to eating disorders, social media, self-image, self-injury and self-harm. The safe use of social media is also explored as well as the dangers and risks. Pupils will then consider life beyond school, their ambitions, expectations and the realities. The summer term then looks at mental and physical well-being. This involves discussion on work-life balance, stress management and control. In the lead up to the exams, anxiety and relaxation techniques are investigated. Stereotypes and questions of nationality are also discussed whilst looking at Fundamental British Values.

There is a 20-week course which will be taught during the autumn term, spring term and beginning of the summer term of the Fifth Form.

Topics to be covered are likely to include:

1. LGBTQ+ History and Rights
2. Understanding Politics
3. Parliament and The Rule of Law
4. Media - what role do they play?
5. Sexuality
6. FGM
7. Forced and Arranged Marriage
8. Money Management - building a budget
9. Radicalisation
10. Sex and Consent
11. Relationships, Pregnancy, Parenting and Family

## CAREERS

**Head of Careers:** Mr. J. F. O'Hanlon  
**Email:** [j.ohanlon@dauntseys.org](mailto:j.ohanlon@dauntseys.org)

In the Fourth Form and Fifth Form, Careers Guidance is delivered both in small groups within the Complementary Curriculum programme and whole year group activities organised by Careers Department in conjunction with outside providers such as Tinker Tailor and MyFutureChoice (formerly COA). The abilities, skills and competencies required for the majority of careers, and the processes of application, selection and training are explained. Pupils are introduced to the importance of Work Experience and finally the choices that have to be made in the future: Level 3 qualifications such as A Level courses and BTECs, Gap Years, Apprenticeships and Higher Education courses, with a timetable of when these decisions have to be made. Pupils are given an insight into the building of a CV and are encouraged to see this as not only a record of what they 'have done and have achieved' but a prompt as to what they 'need to start doing' in light of particular areas not represented on their CV. In addition to Dauntsey's staff, Independent Careers advisers visit the school to help pupils navigate the decision-making processes that lie ahead. In the Fourth Form Pupils are given access to the UNIFROG destinations platform and have the opportunity to explore the Careers Library section of the system.

In the Fifth Form pupils have the opportunity to complete questionnaires and aptitude tests from a company called MyFutureChoice. The results are presented in an individual report during an interview with an independent Careers Adviser. This is then followed up by further discussions with House Staff and, where requested, the Careers department. The aim is to help with Level 3 qualification (e.g. A Level, BTEC, T Level, IB, Pre-U) choices in conjunction with some initial career planning. Pupils are reminded of the resources available to them on Unifrog and these are utilised in Complementary Curriculum lessons along with other tools from the UCAS website and SACU.

In addition to this, the Dauntsey's Mentor Network initiative provides opportunities for pupils to interact with a variety of people working in a range of professions. Following the GCSE examinations, all Fifth Form pupils are encouraged to take part in Work Experience for a minimum of one week. Pupils are asked to arrange their own placements, with advice and support from the Careers Department when requested. At the beginning of the Lower Sixth, pupils feed back on their Work Experience to their fellow pupils.

Along with the Sixth Form, Fourth and Fifth Form pupils are invited to attended events and trips designed to give an insight into different careers. In recent years, these have included *Insight into* events, which have covered areas such Engineering, Healthcare, Marketing, Conservation and Media.





[www. dauntseys.org](http://www.dauntseys.org)

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