



Choosing GCSE Courses

For pupils entering Year 10 in September 2024

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Introduction

Pupils now in Year 9 will spend a further two years in the Middle School, leading to subject qualifications in either the General Certificate of Secondary Education (GCSE) or the international equivalent (IGCSE).

This booklet serves two purposes for pupils in Years 9, 10 and 11 and their parents:

Firstly, you are receiving this in the Lent term of Year 9, as your son is thinking about his I/GCSE choices. In Year 9, pupils are studying a larger number of subjects than they will take to I/GCSE. Some subjects must be continued (our core curriculum of Mathematics, English Language and Literature, a modern language and the three Sciences), with pupils also choosing a further three subjects. The information here aims to help with those choices, but there is plenty of time to discuss these at the second Year 9 Parents' Evening which will take place before choices are submitted, so that you can discuss the options with subject teachers and your son's Form Tutor.

Secondly, as pupils move through Years 10 and 11, we hope that this booklet will be a useful guide to what pupils are studying as their I/GCSE courses progress. In addition to the examined content in many subjects, a proportion of a candidate's final mark will be awarded for work done during the course. This may include specific projects, practical exercises, oral tests, or a more general form of continuous assessment. All Non-examined Assessment (NEAs) is carried out by the College, but the marks are moderated (i.e. subjected to scrutiny and possible amendment) by the relevant examination board.

Subject Combinations Years 10 and 11

The subject choices offered to pupils entering Year 10 allows some flexibility. It is designed to provide a broad and balanced curriculum leading to a wide choice of A Level courses in the Upper School.

English and Mathematics

All pupils will take I/GCSEs in **English Language, English Literature** and **Mathematics**.

Modern Languages

All pupils will take a GCSE in either French or Spanish. Please note that pupils who were at the College in Year 7 who chose French or Spanish at that time must continue with that choice as their first language to GCSE in Year 11. Similarly, pupils who joined in Year 9 must continue with the language they studied at their previous school (French or Spanish) and have continued to study in Year 9 at the College as their first language to GCSE in Year 11. Pupils will also have the option of continuing with the second language studied in Year 9.

Science Subjects

All pupils will be taught Biology, Chemistry and Physics separately in Years 10 and 11 by subject specialists. There are two possible routes to IGCSE: one route will lead to two IGCSE qualifications, called 'Double Science'; the other will lead to three separate IGCSE qualifications, called 'Biology', 'Chemistry' and 'Physics'. The decision as to which is the more appropriate route for each pupil will be taken later in the IGCSE course, normally after mock examinations in Year 11, following

recommendations by teachers and the analysis of examination results. The numbers following each route vary from year to year but both routes can lead to study of Science at Advanced level. A pupil's access to, and eligibility for, A level courses in the Upper School will be determined by the quality of the IGCSE grades achieved rather than the route taken.

Wellbeing (formerly, and now including, PSHE)

All pupils will have one lesson of Wellbeing per fortnight.

Physical Education and Games

Pupils in Years 9, 10 and 11 will have one period per fortnight of Physical Education and a Games afternoon each week.

Subject Options

In addition to the compulsory core subjects, all pupils choose ONE subject from each of the following groups:

Group 1	History	Geography	Religious Studies
Group 2	German	Chinese	Religious Studies
	Latin	French	Art
	Spanish	Geography	DTE (<i>Electronics</i>)
	Drama	Computer Science	DTR (<i>Resistant</i>)
	Music		
Group 3	PE	Geography	Religious Studies
	Ancient Greek	Art	DTE (<i>Electronics</i>)
	Music	Computer Science	DTR (<i>Resistant</i>)
	Drama		

Notes

- (a) DT is 'Design & Technology'. DT comprises a choice of either DT (Electronics) or DT (Resistant Materials).
- (b) The same subject may not be selected from more than one group.
- (c) If you are not able to select the subjects you want to study from the options combinations, then please contact Mr A J Threadgould, Deputy Master Academic.
- (d) A language may only be selected from Group 2 if it has been studied in Year 9.
- (e) The only language which can be chosen to study as a beginner is Ancient Greek.

- (f) Pupils will achieve at least nine (or, in cases of separate Science entry, ten) IGCSE grades.

English Language French/Spanish	English Literature Mathematics	Three Sciences/Double Science Three option subjects
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- (g) The Dulwich Mathematics curriculum allows some pupils to undertake an extra mathematics qualification 'Additional Maths' alongside their Maths IGCSE. Selection for whether pupils will study this course happens at the end of Year 9. Pupils who are selected will sit both Additional Maths and IGCSE Maths at the end of Year 11 resulting in 2 qualifications.
- (h) Pupils who are fluent speakers of Chinese, French, German and Spanish **should not** choose to study these languages as part of their option choices. These pupils will have the opportunity to be considered to sit GCSE in their language in Year 10 and the Modern Languages Department is usually able to offer pupils extra tuition / training towards the GCSE in preparation for these examinations. Pupils are asked to express their interest in September of Year 10 and will sit mock examinations to assess suitability for the GCSE, on the basis that entry to the public examination will only be supported if they are expected to achieve a top grade. Pupils who speak other languages that are not taught in timetabled lessons, (for example Italian, Russian, Greek, Polish, Arabic, Turkish) may also be considered for examination entry in Year 10 and the Modern Languages Department makes arrangements for exam entry and examination technique training. When the Department does not have the language expertise in-house to assist these pupils, it is usually able to put parents and pupils in contact with private tutors.

Some advice for choosing subjects

1. Our option groups are designed such that, alongside the core subjects, any combination of the available choices will be appropriate in terms of balance across the curriculum, while allowing individual pupils to play to their strengths and interests.
2. Pupils should choose subjects that they enjoy most (and so will likely be best at), rather than focusing on any supposed future requirements, remembering that universities will look at the quality of I/GCSE grades overall rather than the number of them or the subjects chosen.
3. Every year, pupils (and their parents) find it difficult to narrow their choices down to three. We do not believe that pupils should routinely take more than 10 subjects, as quality matters more than quantity, but we also believe there should be time for them to engage fully in other, non-examined elements of our curricular and co-curricular provision.
4. We strongly encourage pupils and parents to discuss these options with teachers and Heads of Subject over the next couple of months.
5. In nearly all cases, if you wish to study a subject at A level you need to have taken the I/GCSE course (except of course in the cases of the 'new' subjects we offer at A level, such as History of Art, Economics, Classical Civilisation, Philosophy, Politics, and Psychology).

Important Dates for 2024

Thursday 22 February	Assembly on GCSE choices and online subject choices opens
Wednesday 28 and Thursday 29 February	Year 9 Parents' Evenings
Wednesday 6 March	Final optional subject choices must be completed by this time. <i>(NB. GCSE choices are used to form the structure of Year 10. Whilst changes to GCSE choices after the deadline may be possible, we cannot always guarantee this).</i>
	<i>Please note that any further requests to make changes to GCSE choices after Year 10 has commenced can only be considered on a case-by-case basis, and by half-term break of the Michaelmas Term of Year 10 is the point at which no further changes are possible in order to protect the learning experience of both the pupils requesting the change, and the other pupils in their classes.</i>
W/b Monday 3 June	Year 9 internal examinations. After publication of the results, decisions will be made about the appropriate Form for each pupil in Year 10.

Beyond Year 11

We expect that pupils will study three subjects at A level in the Upper School. You will receive more details when, in Year 11, parents and pupils can attend the A level Options Evening.

An important note on qualifications for entry into the Remove

The Upper School provides a demanding academic curriculum that requires both intellectual ability and a strong work ethic. It is therefore suitable only for pupils who have both qualities.

A pupil entering the Remove to embark on advanced studies must have achieved an appropriate level of success at I/GCSE. **The standard requirement will be 14 points, where 9/8 = 3 points, 7 = 2 points, and 6 = 1 point.** Moreover, grades should indicate a pupil's suitability to study his chosen courses; our experience is that if a pupil has not managed to gain at least an 8 at GCSE in a subject he wishes to pursue, or in related subjects in the case of new subjects at A level, he will find successful advanced study in that subject difficult.

In assessing the suitability of a Dulwich pupil for entry into the Remove, we shall also consider their general performance as a pupil in the Middle School. Poor effort grades in Years 10 and/or 11, reflecting unsatisfactory attitude, behaviour, or application, can serve to disqualify a pupil from admission to the Upper School. In the few cases where we foresee problems, the Head of Middle School will inform parents in good time.

Mr A J Threadgould

Deputy Master Academic

Art and Design (Art, Craft & Design)

AQA GCSE

Ensuring the individual fulfils their true potential remains the core philosophy within the art department for all our GCSE pupils. We nurture the individual and ensure learning is personalised. We endeavour to discover and 'uncover' their individual strengths and encourage a full exploration of their talents. The course provides exciting interdisciplinary opportunities for their imagination and creativity and gives our pupils the platform to play, experiment and take risks. Studying art opens all kinds of passages and possibilities to think beyond what they already know, art is a vital space to be expressive and explorative in the formative years of their education.

The AQA Art and Design GCSE course introduces a broad range of new ideas, techniques, and materials. 60% of the final marks are awarded for coursework (the Personal Portfolio), so right from the start pupils are working on their portfolio in self-initiated themes. These themes can be researched and developed in individual ways, giving pupils the chance to explore and experiment with a wide range of materials and ideas, enabling them to discover where their own interests and abilities lie at all times playing to pupils' strengths whether this is in photography, video and movie editing, sculpture, painting, printing making or multi-media. The course also provides pupils with an understanding of the diverse and expressive qualities of the subject and helps them to develop a historical/critical awareness and artistic vocabulary.

Normally two extensive projects are completed during the course for the coursework, each of which must demonstrate pupils' ability to:

- develop ideas through sustained and focused research, evaluating work by artists who have explored similar themes and/or approaches to the topic,
- explore and refine these ideas by experimenting with a range of appropriate media and processes, reviewing and refining work as it progresses,
- record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress,
- present a personal and meaningful response, which realises intentions and makes use of the investigations carried out during the preparatory period.

We ensure pupils have opportunity to exhibit their work thus being artist, technician, and curator. They have an interim show in the Lenten term of Year 10 and an end of course exhibition for the external moderator in May of Year 11.

There is a ten-hour exam at the end of Year 10, which both contributes to coursework and enables pupils to learn how to prepare for the GCSE exam in Year 11. We enter all pupils for the unendorsed GCSE course, which allows them to work in the widest possible variety of ways, and candidates may submit work in two or more of the following areas, or indeed any other area which is appropriate to their intentions: drawing and/or painting; photography, sculpture; printmaking, mixed media; graphic design and film.

The syllabus has two components:

- **Personal Portfolio** – this consists of two projects, which can each have a separate focus or can be linked thematically. The Portfolio carries 60% of the total mark and comprises practical outcomes as well as supporting studies and sketchbooks; the coursework deadline being at the end of the Michaelmas term of Year 11.

- **Externally Set Assignment** – this carries 40% of the total mark and consists of a 10-hour examination (2 days work). The examination paper is distributed several weeks in advance, and candidates are required to spend the preparatory period developing an appropriate solution to the given starting point. Candidates must work independently during the exam but can seek help and advice from their teachers in the weeks leading up to the controlled test.

Ms M J Doherty

Biology

Edexcel IGCSE

In Years 10 and 11 we continue the International GCSE course begun in Year 9. The course provides a stimulating introduction to the subject for pupils. All pupils are taught material for Separate Science IGCSE Biology but based on performance we will recommend that a proportion of them be entered for the Dual Award examination at the end of the course. Both courses study the same topics, although there is more content to cover for Separate Biology. In Year 10 topics covered include: transport in animals and plants, microbial biology, the nervous system and homeostasis.

In Year 11 the emphasis is very much on the study of genetics, evolution, and the rapidly developing field of DNA technology. Pupils also study reproduction in animals and plants and the impact humans are having on their environment. Practical work is a key component in both years and pupils are expected to develop their practical skills as the course progresses. There is no coursework as such in the IGCSE course although practical skills and the understanding of experimental work are assessed within the written examinations. The course is linear, with all examinations being taken at the end of Year 11.

The overall aim of the course is to provide pupils with a sound factual grounding in the biological sciences, to equip them with an understanding of scientific method and to instil an appreciation of and respect for the living world around us. It is a comprehensive introduction to the subject both for those pupils who do not wish to take the study of Biology further and for those who may wish to embark on the A level course in the Upper School.

Mr T J Pimlott

Chemistry

Edexcel IGCSE

IGCSE Chemistry is taught over Years 9, 10 and 11. The course aims to stimulate pupils' interest and awareness of the role of Chemistry in the modern world by relating theoretical concepts to everyday situations. Along with the other Sciences, Chemistry serves as a vehicle for teaching the general principles of scientific investigation such as accurate observation and recording, followed by formulation of a hypothesis, and designing valid experiments to test it. In addition, Chemistry involves learning patterns of behaviour, developing an ability to generalise upon these, and ultimately being able to predict the properties of unfamiliar materials. Much of the course is practical, for only by handling chemicals can pupils really appreciate the subtle differences shown by materials and develop a true 'feel' for the subject. We hope that pupils will develop and maintain a fascination for Chemistry that will endure beyond IGCSE.

In Year 10 the course begins with revision of some Year 9 topics, before tackling 'Acids, Bases and Salt Preparation', 'Chemical Calculations', 'Rates of Reaction', 'Electrolysis', 'Extraction of Metals' and 'Organic Chemistry (Crude Oil, Alkanes and Alkenes)'. Year 11 begins with 'Energetics', before moving on to 'Further Organic Chemistry (Alcohols, Carboxylic Acids, Esters and Polymers)', and 'Qualitative Analysis'. Following the mock IGCSE examinations midway through Year 11, students will study 'Reversible Reactions and Equilibria' and 'Titrations', and there is then an extended period of revision in lessons which recaps important concepts from the past two and a half years.

At the end of Year 11, those taking IGCSE Chemistry will sit two examination papers, whereas those studying IGCSE Double Award Science will sit one Chemistry paper. There is no coursework and no practical examination. Instead, questions on experimental technique and principles will be included in the written theory papers and comprise about 20% of the examination.

In addition to lesson content, the Chemistry department offers several weekly activities and one-off events to enrich Middle School boys' experience of the subject. This includes Middle School ChemSoc, entry into Royal Society of Chemistry competitions (for example the Year 10 Chemistry Challenge and Top of the Bench), and trips to events such as New Scientist Live and GCSE Science Live. This gives pupils a deeper understanding of the importance of the subject and appreciate how chemists are solving problems on a global scale.

Ms H Parker

Computer Science

OCR GCSE

Computer Science will follow the OCR GCSE syllabus (J277). The course is academically highly rigorous and requires the application of both logic and mathematical skills. An enjoyment of Maths and problem-solving would be a good indicator as to whether you would like this course or not.

The course is a wide ranging one which covers the fundamentals of computing Science theory in addition to the practical elements which involve logic, computational thinking and coding. There is no requirement to have studied a programming language before.

Aims

Computer Science will enable pupils to:

- Learn computational thinking and write computer code
- Develop an understanding of the main principles of problem-solving using computers
- Apply this knowledge to develop, test and evaluate computer-based solutions to real life problems
- Gain an understanding of current technological developments and how they work
- Recognise and evaluate the various ethical issues and potential risks that using computers brings

Structure

Section 1 – Computer Systems

This contains the theory of computer Science.

Topics include:

- System Architecture
- Memory and storage
- Networks and protocols
- Security – keeping data safe, firewalls, encryption
- Systems software
- Ethical, legal and cultural impacts of digital technology

Section 2 – Computational Thinking and Programming

This teaches pupils how to identify and analyse problems and then to design and develop efficient methods to solve them. Pupils are taught how to validate, manipulate, store, and process data and then to output information in an appropriate format.

Topics include:

- Algorithm design and problem solving – pseudocode and flowcharts
- Programming fundamentals– concepts and data structures
- Producing robust programs
- Boolean Logic

Assessment

There are two written papers for the course – a computer is not required for the examinations.

Paper 1 – Theory: this is 50% of the overall mark. It consists of short answer, extended response and multiple-choice questions based on section 1 of the course.

Paper 2 – Problem-solving and Programming: 50% of the overall mark. This tests the programming elements of the course. Pupils will have to write or refine algorithms that are provided in the paper.

Computer Science is also offered at A Level following the OCR syllabus. Many pupils go on to study Computer Science at university level.

Mr J D Cartwright

Drama

AQA GCSE

Drama GCSE is an exciting and demanding course teaching acting, directing, playwriting, technical skills and other aspects of dramatic production through practice. You need to be playful, creative and an independent thinker.

Drama GCSE places considerable emphasis on the practical exploration of play texts and fosters opportunity for pupils to create ambitious original work.

The GCSE course builds on skills and techniques explored in Year 9 recognising that Drama is, above all, a creative and collaborative activity where the sharing of ideas, performance analysis and teamwork affords a different way of studying and working.

The Drama department aims to create enthusiastic and confident practitioners who have an understanding and appreciation of the possibilities of drama and theatre. It is our intention to connect classroom drama to the theatre's long and diverse history as a vital cultural force, tapping into the very best live theatre in the world, right on our doorstep in London. Students regularly attend exciting and challenging productions as part of the GCSE course. Workshops with industry professionals are also regularly incorporated into the curriculum.

Pupils will develop their understanding of stagecraft and specialist terminology, as well as the language of theatre.

The GCSE Course comprises three Components

COMPONENT 1 Understanding Drama/Written Examination [40%]

Section A Theatre Roles and Terminology

Section B Study of a Set Text

Section C Study of Live Theatre

You will demonstrate knowledge and understanding of how drama and theatre is developed and performed. Your written responses will reveal your ability to apply what you have learnt practically to the staging of a particular scene or performance of a particular live production.

You will demonstrate the ability to analyse and evaluate drama and theatre from a practical and theoretical perspective. Your written responses will reveal your ability to appreciate and judge skills and techniques required to create effective theatre for an audience.

COMPONENT 2 Devising Drama /Practical Coursework [40%]

Participation in a group-devised performance as a performer or designer

Individual logbook

You will create and stage an original piece of work. A written Devising Log will accompany the project charting the devising process supported by research, analysis and evaluation.

You will be assessed on your ability to create and develop ideas to communicate meaning for theatrical performance (AO1), apply theatrical skills to realise your artistic intentions in live performance (AO2) and analyse and evaluate your own work (AO4)

COMPONENT 3 Texts in Practice /Practical Performance [20%]

Performance of two extracts from one play. You may choose to be a performer or designer.

You will study and present two extracts from a play (which contrasts in style and genre from your text studied for the written paper).

You will be assessed on your ability to apply theatrical skills to realise artistic inventions in live performance (AO2).

Remote and hybrid learning opened up further opportunities for GCSE candidates to engage directly with industry professionals through webinars and online workshops, often in collaboration with students from the Foundation schools and the wider Southwark Schools' Learning Partnership. This has included seminars with Simon Godwin, internationally renowned director and currently serving as the Artistic Director of the Shakespeare Theatre in Washington, sharing valuable insight into his productions for both the RSC and National Theatre, actor Ekow Quartey [OA] discussing his role as Macbeth in the recent production at the Globe Theatre and a Virtual Screen Acting masterclass with Laurie Davidson [OA] offering expertise after his role in Tom Hooper's *Cats* as well as playing the lead in Craig Pearce's US Television series, *Will*.

Ms K Norton-Smith

Latin

OCR GCSE

The GCSE in Latin is a demanding and rewarding syllabus which extends and tests understanding of the Latin language, application of linguistic skills and the ability to understand and appreciate Latin literature. It is this final component which distinguishes classical subjects from modern languages at GCSE level: Latin is a multi-disciplinary subject which allows pupils to develop as translators, analysts, Literary critics and historians.

Candidates will read, in the original Latin, some of the landmark literary works of western civilisation, including Virgil's Aeneid and, for example, the histories of Tacitus. Latin is a subject which carries a substantial intellectual caché and the GCSE is a robust qualification that allows candidates to stand out in their university applications.

In Year 10, pupils continue to expand their linguistic ability and confidence while exploring Roman mythology and history and begin work on one of their set texts. In Year 11, pupils continue to work on their language skills, but the emphasis of the course shifts towards the two set texts, one written in prose and the other in verse. The work with set texts does not simply focus on translation but looks at literary criticism, especially considering issues of gender, identity and historiography.

Examinations

Candidates sit three examination papers at the end of Year 11. The language unit is worth 50% of the GCSE and the two set text papers are worth 25%. The language paper is 90 minutes long and both the set text examinations are 60 minutes long. The format of the three papers is as follows:

Latin Language	<i>Translation, comprehension and composition</i> Unseen passages for comprehension and translation and an optional element of composition in Latin
Prose Literature	<i>Questions are set on a prepared set text</i> (E.g., excerpts from Tacitus and Caesar)
Verse Literature	<i>Questions are set on a prepared set text</i> (E.g., excerpts from Virgil's <i>Aeneid</i> or Ovid's <i>Metamorphoses</i>)

Beyond the classroom

Every year the Classics department visits a country in the Mediterranean, visiting both Roman and Greek sites, and often those belonging to other preceding or succeeding cultures. Uniquely, these trips bring together keen Classicists from a range of year groups in the Middle and Upper School, allowing pupils the opportunity to learn from their peers and the broader community. These expeditions are in addition to trips to local museums, lecture days and theatre trips which pupils of Latin may opt to attend.

Beyond the Middle School

Latin is offered all the way to A level at Dulwich College, and many of our pupils choose to continue their studies at university.

Mr H M S Drew

Classical Greek

OCR GCSE

Pupils learn the Greek language from scratch to a high level and read some seminal Greek literature in its original form. It is the latter component which distinguishes classical subjects from modern languages at GCSE level: Greek is a multi-disciplinary subject which allows pupils to develop as translators, analysts, Literary critics and historians. While most pupils will have studied some Latin previously, this is not compulsory, and no prior knowledge of Classical Greek is needed; however potential candidates are encouraged to consult with a member of the Classics department if they are considering choosing this option.

Candidates read some of the landmark literary works of western civilisation, which currently includes Herodotus' accounts of Greek and Near Eastern oracles and Homer's epic account of the Olympian gods in the Iliad. Greek is a subject which remains very highly regarded and the GCSE is a robust qualification that allows candidates to stand out in their university applications.

In Year 10, pupils work intensively on their language skills while exploring Greek mythology and history. In Year 11, pupils continue to work on their language skills, but the emphasis of the course shifts towards the two set texts, one written in prose and the other in verse. The work with set texts does not simply focus on translation but looks at literary criticism, especially considering issues of philosophy, identity and historiography.

Examinations

Candidates sit three examination papers at the end of Year 11. The language unit is worth 50% of the GCSE and the two set text papers are worth 25%. The language paper is 90 minutes long and both the set text examinations are 60 minutes long. The format of the three papers is as follows:

Greek Language	<i>Translation, comprehension and composition</i> Unseen passages for comprehension and translation and an optional element of composition in Greek
Prose Literature	<i>Questions are set on a prepared set text</i> (E.g., excerpts from Herodotus' <i>Histories</i>)
Verse Literature	<i>Questions are set on a prepared set text</i> (E.g., excerpts from Homer's <i>Iliad</i>)

Beyond the Classroom

As with Latin, GCSE Greek pupils are invited to attend the Classics expedition to the Mediterranean, and often find their ability to read the transcriptions in very high demand! A Greek taster day is also organised in conjunction with JAGS and Alleyn's to introduce our pupils into the select world of classical studies.

Beyond the Middle School

Dulwich College offers Classical Greek to Year 13, with a high proportion of Greek Pupils continuing the subject at degree level.

Mr H M S Drew

Design and Technology

AQA GCSE

The Design and Technology department offer two different options at GCSE that focus on either Resistant Materials (RM) or Electronics (EL). Both routes share the same AQA marking criteria, however the projects the pupils complete are different as is some of the specific skills, knowledge and understanding. Both courses actively encourage pupils to analyse problems, create and evaluate solutions, communicate ideas graphically and make bespoke and exciting products through an iterative design process. They will gain a working knowledge of materials, tools and manufacturing techniques, including Computer Aided Designing (CAD) and Computer Aided Manufacturing (CAM). Pupils will experience the latest 'Smart Materials' and be kept up-to-date with advances in technology. Pupils are made aware of the important role that design plays in our modern industrial society and the value it has on their leisure time. Consideration for environmental and ethical manufacturing is central to the course and pupils appreciate the impact of their decisions as makers and consumers.

We are lucky to have four well equipped workshops where pupils are able to use traditional and modern tools including 3D printing, laser cutting, CNC routing and virtual reality to help appreciate CAD design drawings experientially. We have two dedicated ICT suites and use the latest industry standard software. We have strong links with industry and universities and actively encourage our pupils to attend our clubs, societies, industrial visits, inspirational trips and competitions. We put forward pupils each year to the prestigious Arkwright Scholarship programme and offer invites to attend residential courses including SmallPiece trust lectures to support learning.

Resistant Materials involves working with wood, metal and plastics to make real products using traditional hand tools, power tools and computer-aided machinery. This option focuses on the aesthetics and design of a product, making sure it is crafted to a high quality with a professional standard of finish. The pupils create a portfolio that showcases drawing skills and the variety of the manufacturing techniques that have been used in the construction of their final product. Rapid prototyping using CAD/CAM is central to the pupils' iterative design process and they create a variety of scale models using the 3D printers, CNC router and laser cutters. Previous GCSE products include a camera tripod, a portable hammock stand and an electric guitar.

Electronics involves working with electronic and mechanical components to make products perform specific tasks. They learn how to create complex circuit boards in the workshop using a mix of CAD and CAM technology. We strongly encourage the use of micro-controllers that the pupils learn to program and then reprogram to control a variety of electronic inputs and outputs. The pupils are introduced to a variety of workshop tools and machinery along with CAD/CAM to create the enclosure of their product along with a brand identity. Previous products have included an alarm that alerts parents when their children have been exposed to excess UV light or a gradient sensor for a bicycle that informs gear ratios.

50% of the course mark for either route is allocated to the design project. This is a major piece of coursework that is carried out over two terms. Pupils will be required to design and make a project based on a context set by the exam board in the summer prior to the beginning of Year 11. Each project will involve:

- Carrying out research into the design task
- Sketching and generating possible designs
- Developing a solution by looking at construction details, methods of manufacture, costs, aesthetic and environmental considerations
- Producing working drawings and a production plan
- Manufacturing a solution

- Evaluating and testing the final product

The remaining 50% is awarded in a final written examination. The examination tests pupils' knowledge and understanding of materials and processes through design-based problems. The theory content is interwoven into their practical lessons where they learn about:

- The use of the many materials as well as those specific to their chosen route, their working properties and how they can be shaped and formed into products
- Industrial processes and the use of computers to aid design and manufacture
- How information systems are used in technology
- The importance of sustainability and the environment

Design and Technology is the ideal stepping-stone for those Pupils who are interested in the following careers and university courses: product design (all disciplines), architecture, engineering (all disciplines), furniture design, graphic design, art and design, robotics, electronics, theatre and set design, fashion, project management, manufacturing and business.

Mr J Humphrey

English Language and English Literature

Edexcel IGCSE English Language and Edexcel IGCSE English Literature

In English, pupils read, write and think in response to stimulating issues, and are given the opportunity to master important skills that are useful across the school curriculum and in later life. They will be required to produce writing in various forms throughout the course on the texts which they have studied: in addition to wide-ranging coverage of non-fiction material, a substantial amount of literature is covered over the two years that will prepare pupils for A Level. It is customary for pupils to be taught in forms by the same teacher for the two-year span of the courses; schemes of work are planned to meet the requirements of the two specifications, incorporating challenging programmes of reading and revisiting Non-Fiction texts and Poetry studied in Year 9.

English Language (Edexcel)

Pupils are introduced to a wide variety of written and spoken English: they are encouraged to communicate effectively in speech and writing and to respond appropriately to what they read. At this level, we require pupils to craft convincing argumentative or imaginative writing, to employ advanced literary techniques, and to pay attention to the nature of their audience.

At the end of Year 11, pupils sit one examination paper (60%) of 2 hours 15 minutes. Questions focus on a non-fiction text that has been studied as part of the course as well as an unseen extract with a similar theme. A written task assesses the ability to respond to a specific audience and purpose in a variety of genres. A coursework folder (40%) is also submitted, consisting of two pieces: Imaginative writing and a response to poetry and prose texts that takes the form of an analytical essay.

English Literature (Edexcel)

During this course, pupils develop the ability to understand, interpret and respond in appropriate ways to a wide variety of stimulating literary texts across different genres and periods. Texts are prescribed by the examination board, but department staff select these on the basis of expertise and appeal to particular classes.

At the end of Year 11, pupils sit a closed-book examination (60%) which will involve answering questions on prose and poetry texts, and an open-book examination (40%) on a Shakespeare play and Modern drama text. Pupils will be expected to demonstrate a personal response, knowledge of textual detail, and an understanding of writers' intentions and methods in all their texts, and an appreciation of the contexts in which their prose text and Shakespeare play were written.

Texts studied at IGCSE might include *Of Mice and Men* (John Steinbeck), *An Inspector Calls* (JB Priestley) and *Macbeth*, *Romeo and Juliet* or *The Merchant of Venice*, while Non-Fiction and Poetry studied includes work by John Keats, Carol Ann Duffy, John Agard, Imtiaz Dharker, Alice Walker, DH Lawrence, George Alagiah, William Blake, Adeline Yen Mah and Chimamanda Ngozi Adichie.

The IGCSE course is complemented by the department's optional weekly extension class, Middle School Further English as well as curriculum-related theatre trips.

Mr R W H Fisher

Geography

AQA GCSE

Geography GCSE offers an excellent opportunity for pupils to study an academically challenging subject, which will encourage them to understand their role in our global society and learn about a diverse range of contemporary issues that will affect the lives of billions of people across the world. Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include: climate change, natural hazards, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils that are intellectually curious about the world around them will enjoy the breath, depth and diversity of this GCSE option.

The course allows for the development of many skills through their practical use. This ranges from map-work through to GIS, graphical work and statistical data analysis. Research and collecting primary data are fundamental to the course and we run two fieldtrips in Year 10.

The course is divided into **three papers**, each examining a different aspect of Geography:

Paper 1 – Living with the Physical Environment – 35% of the GCSE

(1hour 30 minutes examination)

This unit is concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places. The aims of this unit are to develop an understanding of the processes and forms associated with tectonic, geomorphological, biological and meteorological processes in different environments, and the need for management strategies governed by sustainability.

Topic choices are shown below:

Section A: Challenge of Natural Hazards (Compulsory content):

- Tectonic Hazards
- Weather and Climate

Section B: Physical Landscapes in the UK – (2 topics from 3):

- Coastal Environments
- River Systems
- Glacial Landscapes

Section C: Living World (Choice of Hot or Cold Environments):

- Ecosystems and Tropical Rainforest
- Hot Deserts **OR** Cold Environments

Paper 2 – Challenges in the Human Environment – 35% of the GCSE

(1hour 30 minutes examination)

This unit aims to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Topic choices are shown below:

- Section A: Urban Issues and Challenges (compulsory)
- Section B: Changing Economic World (compulsory)
- Section C: (*options*) Resource Management (with focus on Food OR Water OR Energy)

Paper 3 – Geographical Applications – 30% of the GCSE

(1hour 30 minutes examination, with pre-released information source booklet)

The Geographical applications unit is designed to have elements of synopsis. It is an opportunity for Pupils to show their breadth of understanding and appreciation of the inter-relationships between different aspects of geographical study.

Section A: Issue Evaluation

This section contributes a critical thinking and problem-solving element to the GCSE. The assessment will provide Pupils with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular geographical issue, provided in advance of the examination (*March of the examination year*) in the form of a pre-released source booklet. Assessment will consist of a series of questions related to the contemporary geographical issue, leading to a more extended piece of writing, which will involve a decision with some justification.

Section B: Fieldwork

Pupils need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Two compulsory fieldwork days will take place in Year 10. We investigate coastal process in Brighton and urban regeneration in Stratford (London).

Questions in the examination will assess the Pupils' individual enquiry work and also fieldwork techniques in an unfamiliar context.

Dr C Golding

History

CAIE IGCSE

The History IGCSE course is set by the CAIE board. Pupils will study aspects of 20th century World History and develop knowledge and an understanding of the period from the end of World War I in 1918 to the end of the Cold War in 1991.

Following on from their study of the Great War in Year 9, pupils begin by exploring the victors' attempts to establish peace; the nature of the Versailles settlement; the successes and failures of the League of Nations; and the 'road to war' during the 1930s, marked by Hitler's aggression and the Franco-British policy of appeasement. Pupils then study the origins of the Cold War; its key flash points, such as Korea, Cuba, and Vietnam; and the desperate race to attain a strategic edge in weapons technology and in Space. Towards the end of Year 10, pupils begin a special study of World War II, which, at the beginning of Year 11, develops into a coursework essay on the British, American, and Soviet contributions to the defeat of Nazi Germany. Across the rest of Year 11, pupils undertake an in-depth study of Germany, 1918-45, analysing the Weimar experiment in democracy; the rise of the Nazis and the establishment of a 'legal dictatorship'; and the creation of a 'totalitarian' state.

Conceptually, pupils will be exposed to challenging questions about continuity and change, cause and effect. Subject matter ranges from diplomatic strategy and military technology to socio-economic transformation and ideological innovation: from containing the Soviet Union to the meaning of fascism, from the Wall Street Crash to Mutually Assured Destruction.

Beyond an enthusiasm for understanding the past, pupils will acquire valuable skills including how to investigate evidence, to be selective in terms of significance, to analyse, to ask and answer historical questions, to organise their thoughts, and to express themselves in clear, concise and sharply focused prose. They also learn how to evaluate and use a range of historical sources, including documentary films, of which the department has a large collection.

Examinations consist of structured questions designed to test these skills and also assess the pupils' understanding of historical terminology and concepts. The two examinations will take place in the summer of Year 11. Paper 1 covers International Relations since 1919 and Germany 1918-45. Paper 2 asks pupils to assess a range of sources on a set period of the course. The coursework element consists of a single piece of writing, not longer than 2,000 words, on the Second World War and represents 30% of the final mark.

Dr B Snook

Mathematics

Edexcel IGCSE

Mathematics is a compulsory subject in Years 10 and 11. All pupils follow a two-year course taking IGCSE (the International GCSE by Edexcel) at the end of Year 11. We enrich our course with additional content appropriate to each class to help develop great Mathematical skills and enjoyment of the subject.

Additional Mathematics

We also offer the OCR FMSQ Additional Mathematics Qualification. Based on pupils' performance during Year 9 we place them in groups depending on their ability and results achieved: the upper four sets will work towards the Additional Mathematics qualification alongside their IGCSE work. A final decision will be made as to whether it is best for each pupil who has been working towards it to sit the exam alongside their IGCSE at the end of Year 11. This decision will normally be made after the Year 11 mock examinations in January. The Additional Mathematics qualification is not a pre-requisite for study of Mathematics A levels. Furthermore, Mathematics A level supersedes Additional Mathematics as a higher qualification and therefore your son's long-term mathematical ambitions are not disadvantaged by not taking the Additional Mathematics course.

Edexcel IGCSE

There are two, two-hour examinations in May each year for IGCSE. Calculators are allowed in both Mathematics papers and formula sheets are given with some, but not all, of the formulae needed for the examinations. There is no coursework component for IGCSE Mathematics. The textbooks used are CGP Mathematics for GCSE & IGCSE.

The IGCSE syllabus includes topics from arithmetic, algebra, geometry, trigonometry, graphs, functions, set theory, mensuration, vectors, transformations statistics and probability. One of the reasons for choosing the IGCSE over normal GCSE is that the IGCSE also includes some basic ideas of Calculus. This is clearly useful for pupils going on to take A level Mathematics but given the importance of the development of Calculus historically and culturally, is felt to be very good for all pupils to have seen.

As with the Year 9 syllabus, the Years 10 and 11 syllabuses encourage pupils to develop:

- A positive attitude to Mathematics, including confidence, enjoyment and perseverance;
- An appreciation of the interdependence of different branches of Mathematics;
- The knowledge, skills and understanding needed to apply a range of Mathematical concepts to situations which may arise in their own lives;
- The skill to investigate Mathematical ideas, and to test and prove their own hypotheses;
- An ability to use Mathematics across the curriculum;
- A firm foundation for any related further study.

All pupils in years 9 to 11 are encouraged to take part in the Intermediate Mathematical Challenge, a national Mathematics competition. High scoring pupils are then invited to take part in the Mathematical Olympiad. In addition, pupils are welcome to attend weekly enrichment sessions.

Mr A England

Modern Foreign Languages

GCSE language study at Dulwich is designed to help pupils develop a practical set of skills that gives them the opportunity to understand and communicate in their chosen languages to a high level. Courses in Mandarin Chinese, French, German and Spanish concentrate on four areas of linguistic competence: listening, speaking, reading and writing. While our main aim is to enhance fluent active expression and understanding in the languages studied, with particular stress on the expansion of vocabulary and range of idiom, grammatical accuracy remains a priority. Pupils follow IGCSE courses in French, German and Spanish and GCSE in Mandarin Chinese.

Our language teaching is active, stimulating and practical, which offers pupils an opportunity not only to improve linguistic competence but also to develop a contemporary cultural insight into the countries where their chosen languages are spoken. Through a varied range of techniques and exciting resources, learning a language comes alive and is both enjoyable and intellectually stimulating. We recommend that pupils seek contact with the countries whose languages are being studied. We foster these links in class and by organising language trips – both in person and online- and by encouraging holidays, exchanges, homestays, and visits.

Mr R R S Baylis

Chinese (Mandarin)

AQA (for Mandarin speakers) Edexcel IGCSE (for Cantonese speakers)

Chinese

Are you intrigued by the system of Chinese characters and their tonal pronunciation? Or have an eye to the practical reality and career opportunities presented by China's world presence and global reach? GCSE Chinese offers you an excellent opportunity to acquire a sound grasp of the language and culture of China. This course provides a stepping-stone to wider opportunities and to developing a language skill set of the future.

Course Aims

The course aims to progress further the Chinese language skills that pupils have acquired in Year 9 and foster and develop a deeper appreciation of Chinese society and culture. The Chinese course is intense and pupils are expected to work hard throughout, taking the initiative to study independently as well as under the guidance of the class teacher. Each pupil also has weekly oral lessons during the first and/or lunchtime break. This is a compulsory part of the course. The course best suits those pupils who particularly enjoy writing characters and are comfortable with an emphasis on character learning which is necessary to progress in the language.

Course Structure

The work covers the main themes required by the GCSE syllabus. Pupils are introduced to vocabulary and grammatical structures on a continuous basis which is practised across the four language skill areas and tested through regular, short in-class tests.

GCSE Assessment

The four skills tested are Listening (25%), Reading (25%), Speaking (25%) and Writing (25%). These skills are examined and marked externally. All papers are taken in the summer term of Year 11. There is no coursework element.

For the listening paper, pupils respond to questions on a range of listening activities. In the reading paper, as well as responding to questions on written texts, pupils translate a short text from Chinese characters to English. The speaking examination lasts up to 12 minutes and pupils will do a short role play with the examiner, talk about a photo and have short conversations on two further topics. The writing paper consists of two pieces of writing in Chinese characters and a short translation from English into Chinese characters.

Course Content

The course covers a range of topic areas including daily/cultural life, festivals, local area, holiday, travel, global issues such as the environment, school, future aspirations, and work.

Resources

Textbooks and supplementary written material and exercises; internet and audio-visual material; Language Laboratory

Mr J S R Suddaby

French

AQA GCSE French

AQA GCSE French is an exciting and interesting course which furthers not only your linguistic ability in French, but also your cultural knowledge and understanding of the Francophone world. As the course progresses, you will become more confident in your ability to communicate in French through stimulating and relevant lessons that focus on accessible and interesting topics. In addition to helping you express yourself in greater depth and with greater confidence, the GCSE course provides you with a passport to better connect with the hundreds of millions of French speakers across the world, whilst giving you an excellent preparation for A level study.

Structure

Through manageable, fun activities in class and a strong focus on speaking in French, you will work with new vocabulary and grammatical structures around the GCSE topics (see below). By accessing a range of relevant audio-visual and text-based materials (including music, film and some short stories) that explore French-speaking countries such as France, Senegal and Canada, as well as the overseas French territories in the Caribbean and in Polynesia, you practise and develop your self-expression and comprehension skills.

Topic Areas

The course is set in the context of three themes:

- Theme 1: People and lifestyle (Identity and relationships with others; Healthy living and lifestyle; Education and work)
- Theme 2: Popular culture (Free-time activities; Customs, festivals and celebrations; Celebrity culture)
- Theme 3: Communication and the world around us (Travel and tourism, including places of interest; Media and technology; The environment and where people live)

Assessment

The four skills tested are Listening (25%), Reading (25%), Speaking (25%) and Writing (25%). These skills are examined in the summer term of Year 11.

Resources

- *Course book: Tricolore Total 4*
- *Quizlet*
- *Authentic Listening comprehension materials*
- *Language Gym activities and resources*
- *Language laboratory*

Trips

We offer a very popular trip for all pupils studying French in Year 10 during the Easter holidays to Montpellier. Pupils are paired up and stay in host families for 5 days and receive native-speaker tuition along with cultural and sporting activities.

Mr J E Poynton

German

AQA German GCSE

German in Years 10 & 11 has two courses; one each to accommodate pupils who started German in Year 8 and 9, building upon the vocabulary and grammar learned there. The focus of the AQA GCSE examination is on communication in everyday situations as well as on family, interests, hobbies and the world around us. That said, we also seek to give pupils an understanding and interest in the culture of German-speaking countries and the foundation for further study at school and beyond.

Course Aims

- To revise, extend and deepen the work covered across all the skill areas in Year 9 across a much wider range of topics prescribed by the GCSE syllabus and thereby to ensure a solid basis for sixth form study.
- To foster and develop an interest in German-speaking countries and thereby to lend authenticity to the presentation of the GCSE topics.
- To encourage pupils to express themselves confidently, whatever their level of attainment, and to value accuracy both in comprehension and production of the language.
- To provide intellectual stimulation and enjoyment in learning a foreign language.

Topic Areas

Themes:

- People and Lifestyle
- Popular Culture
- Communication and the World Around Us

Subtopics

- Celebrity culture
- Customs, festivals, and celebrations
- Education and work
- Environment and where people live
- Free time activities
- Healthy living and lifestyle
- Identity and relationships
- Media and technology
- Travel and tourism

Assessment

The four skills tested are Listening (25%), Reading (25%), Speaking (25%) and Writing (25%). These skills are examined in the summer term of Year 11. There is no coursework element.

Resources

Stimmt Higher AQA GCSE textbook

Dulwich GCSE vocabulary list on Quizlet.com and provided via an interactive spreadsheet

Stimmt translation and grammar workbook

Departmental resources

Internet and audio-visual media

The department is assisted by a full-time Lektor and a Middle School German Assistant who work with GCSE pupils to help them to develop their spoken German. Each GCSE pupil has a short lunchtime speaking session every week and talented pupils will be offered the chance to take a longer lunchtime class with the goal of also attaining the Goethe-Zertifikat B1 level Central European Framework qualification, examined externally by the Goethe Institut.

Opportunities to visit Germany

- In both Years 10 and 11 pupils can take part in the College's long-established German Exchange with the Kepler-Gymnasium in Tübingen, Southwest Germany.
- There is also an enrichment trip to Germany for year 10 at the end of the summer term.

Miss E Corris

Spanish

AQA GCSE

The Spanish GCSE is an intellectually stimulating course that furthers your communicative ability in the Spanish language while embedding knowledge of Hispanic culture.

Over the two-year course, Hispanophone culture and relevant, accessible topics are used as a vehicle to provide lessons that improve your confidence in spoken and written Spanish. This prepares you fully for study at A level, while also providing you with the opportunity to better connect with the hundreds of millions of Spanish speakers across the world. Along with developing skills in public speaking, cultural agility and adaptability, studying a language such as Spanish could be the key to future careers in business, international diplomacy, or the media.

Aims

- To immerse students in the language and culture using authentic materials including film, art, literature, music and some short stories that explore Spanish-speaking countries such as Spain, Cuba, and Argentina.
- To foster interest in and familiarity with Spanish and Spanish American culture and lifestyles.
- To ensure that the grammar base acquired during the Year 9 course is consolidated and extended to cover all areas of the GCSE Spanish syllabus, therefore ensuring that the transition to A Level work is as smooth as possible.
- To make grammar and vocabulary learning exciting through fun activities in class and a strong focus on speaking in Spanish.
- To develop conversational fluency in responding to unpredicted questions on familiar themes, with students, teachers, and native speakers.

Topic Areas

- Theme 1: People and lifestyle (Identity and relationships with others; Healthy, living and lifestyle; Education and work).
- Theme 2: Popular culture: (Free-time activities; Customs, festivals and celebration; Celebrity culture).
- Theme 3: Communication and the world around us (Travel and tourism, including places of interest; Media and technology; The environment and where people live).

Assessment

The four skills tested are Listening (25%), Reading (25%), Speaking (25%) and Writing (25%). These skills are examined in the summer term of Year 11.

Resources

- *Course books: Oxford AQA GCSE (2024)*
- *Kerboodle online package*
- *Authentic Listening comprehension materials*
- *Thisisschool – Videos and speaking tasks*
- *Languagegym – Grammar and vocabulary*
- *Quizlet – Vocabulary revision*

There is a highly popular language skills trip to Valencia for Years 10 and 11 during the October half-term break. Highlights of the trip include the awe-inspiring contemporary architecture of the City of Arts and Sciences at the mouth of the city parks formed from the bed of the diverted River

Turia; the urban art tour in the edgy neighbourhood of El Cabanyal and the chance to try your hand at it in the workshop afterwards; and a sun-drenched bicycle tour to the nearby beaches.

Ms R García Vilches

Music

Edexcel GCSE

GCSE Music is an exciting and engaging course encompassing a range of practical and theoretical skills. Through performing, composing, and appraising, pupils get to experience a wide variety of musical styles, ranging from Bach to Queen! You will enjoy this course if you want to study a subject that:

- involves performing, both as a soloist and with others
- involves composing music in different styles and using music technology
- involves listening to, and learning about a wide variety of music

We follow the Pearson Edexcel GCSE Music course which consists of three components: Performing, Composing and Appraising. Components 1 and 2 are non-examined assessment (coursework) and are completed and submitted before study leave in Year 11. Component 3 (Appraising) is a written exam which sat with the rest of the GCSE examinations.

Component 1: Performing (30%) - You will perform two pieces, recorded as coursework.

One of the pieces will be a solo performance (minimum 1 minute) on an instrument of your choice, this includes voice. The second performance will be an ensemble performance (minimum 1 minute). Both performances together must total at least 4 minutes. Students must be taking individual Music lessons on at least one instrument in order to take GCSE and this can be happening outside of school. Candidates looking towards a top grade should be able to play at around Grade 5 'distinction' level on an instrument (or singing) by Year 11, though no formal exam needs to have been taken. You are advised not to play pieces for the GCSE which are above Grade 5 to ensure they score as highly as they are capable of. Both performances will be recorded around December of Year 11. A number of performances will be completed in class in Year 10 to prepare for this component.

Component 2: Composing (30%) - You will compose two pieces to submit as coursework.

These comprise of 1 piece written to a set brief (based on one of the four Areas of Study, seen below) and 1 free composition. Together they must total a minimum of 3 minutes. Composition will be taught and completed entirely within timetabled lessons and includes a masterclass with Cecilia McDowall in Year 11. You will use either Sibelius/Dorico or Logic Pro X for the preparation and presentation of compositions. Throughout Year 10 a variety of pieces are composed, using both pieces of software, to develop compositional skills.

Component 3: Appraising (40%) - this is based around four Areas of Study:

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

8 pieces (set works) are studied in detail including excerpts of John Williams' score for Star Wars, Bach's 5th Brandenburg Concerto (3rd movement), Beethoven's *Sonata Pathétique* and *Killer Queen*. Through the study of these works, students learn about the context surrounding their composition as well as detailed analysis of the musical elements such as melody, harmony and texture. This is examined in a written paper containing listening questions as well as a short essay comparing one of the set works with an unfamiliar piece.

If you would like further information about GCSE Music please see a member of the Academic Music team, all of whom will be pleased to help you.

Miss L Morrell

Physical Education

Pearson Edexcel

The Edexcel Physical Education course is ideal for any individual with a passion for sport, who wants to gain a greater understanding about the theoretical elements that underpin sports performance. Throughout the course, pupils will explore how the body adapts to exercise, how training can affect performance, the influence of banned performance enhancing drugs (PEDs) and how an individual's physiological and psychological state can impact performance, as well as exploring the key socio-cultural influences that can affect people's involvement in physical activity and sport.

The course provides pupils with an opportunity to study the practical and theoretical aspects of Physical Education with both components contributing towards the final grade.

Component 1: Fitness and Body Systems (36% Overall Grade)

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Component 2: Health and Performance (24% Overall Grade)

- Topic 1: Health, fitness and wellbeing
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Component 3: Practical Performance (30% Overall Grade)

This is a practical assessment of pupil's performance across three physical activities.

- Activities must be chosen from a set list, provided by the exam board.
- One of which must be a team activity.
- One of which must be an individual activity.
- The final activity can be a free choice.

Component 4: Personal Exercise Programme (PEP) (10% Overall Grade)

This is a written assessment which consists of students producing a Personal Exercise Programme (PEP) and will require students to analyse and evaluate their performance.

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Mr C Sewell

Physics

Edexcel IGCSE

The Physics course is designed to give pupils a knowledge and understanding of the models that physicists use to explain and predict everyday effects and events. The course reflects the scope of this Science, from the world of the very small, the atom, to the very large, our universe. Along the way the pupils will discover radioactivity, vehicle safety, collisions, and explosions, generating electricity, energy resources and planetary orbits.

In all these contexts the aim is to show pupils how the foundational ideas of force and motion, energy, waves, and electricity can be applied to explain what we observe in a wide range of applications, and how they can aid us in gathering new knowledge. These key ideas weave their way through the course: though they are initially laid down in Year 9, we visit them again through Years 10 and 11 giving the pupils a chance to improve their grasp of them. We try to offer the pupils different ways to achieve this, with discussion, practical work, demonstrations from their teacher, research projects, presentations and ICT all forming part of the process. The course manages a good mixture of solving problems using mathematics, thinking and writing about scientific ideas. Although numerical skills are important in this Science, particularly beyond IGCSE, it is quite possible for a pupil who is not a strong mathematician to achieve a high IGCSE grade. The essential mathematical requirements are the ability to manipulate a formula with three terms (such as $\text{charge} = \text{current} \times \text{time}$) and the ability to use and interpret graphical information.

Emphasis is placed on giving pupils practical experience through Years 9 to 11. Pupils will be given plenty of opportunity to undertake structured experimental work to develop their understanding of how scientific knowledge is obtained and tested as well as to consolidate theoretical ideas. At IGCSE level their practical skills are tested as part of the final examination in questions requiring them to analyse data and evaluate techniques. This means that there is no formal coursework in Physics, giving us the time and space to develop the scientific and experimental interests of the pupils through more independent and open-ended investigative work.

Any pupil completing the course will at least be able to wire a plug correctly; but we hope too that he will gain an understanding of scientific processes, an awareness of the contribution Physics is making to our lives and hopefully an appetite for the type of problem solving that this subject celebrates.

Mrs R J Sym

Religious Studies

Edexcel IGCSE

We are living at a time in which the ability to think critically and to reason clearly are of vital importance. As such, the RS course aims to introduce theological, ethical and philosophical ideas, with the aim of fostering the independent thinking skills that play an essential part in navigating the modern world. It should, therefore, appeal to those who enjoy arguing and challenging their own and society's preconceptions.

Pupils will wrestle with questions ranging from whether humans have such a thing as free will to the ethical issues raised by abortion and euthanasia. We look at issues through the lens of Christianity, but not uncritically, and equal weight is given to non-religious points of view. This allows us to branch off into philosophy (such as Hobbes and the nature of humans, and Sartre on freedom) and a discussion of the hard atheism of the likes of Richard Dawkins.

The course is comprised of four major areas of study:

- **The Universe, Creation and Place of Humans** (the origins of universe, the nature of humans, Science and religion, problem of evil and issues of free will and determinism).
- **Life and Death** (the afterlife, meaning of life, marriage, sex, relationships, abortion, and euthanasia).
- **Peace and Conflict** (war, just war, crime, and punishment).
- **Rights and Equality** (human rights, racism, sexism, social justice).

This is supported by a subsidiary Religious Community section on the **nature of Christian life and ethical thinking**. This looks at key aspects of belief which mould a Christian's world view, such as approaches to texts, rules for living and key teachers.

Typically, boys will look at an issue from a range of religious views and balance this with a non-religious response. Where possible, examples and case studies (perhaps from the news, literature, or history) are used as a stimulus for discussion. There is seldom a 'right answer' and boys are encouraged to argue and debate to forge their own perspectives.

The IGCSE is examined by one 1 hour and 45 minutes exam on the Philosophy and Ethics sections, and by one 1 hour and 30 minutes exam on the Religious Community topics.

Additionally, you will have the opportunity to go on an international trip to Rome. There will also be an opportunity to visit the Royal Academy of Arts. We also encourage pupils to accompany members of the department and attend a variety of lectures of ethical topics in London.

If you have any further questions about the course, please ask your RT teacher in class, or alternatively, feel free to visit the RP department office in the South Block, Room S107 at either break or lunchtime.

Mrs C Malacrida

Wellbeing

At the College we take a holistic approach to pupils' wellbeing and it underpins all that we aim to do. We believe it is vital to prepare pupils for the future, ensuring they leave us as well-rounded, balanced individuals.

All Year 10 and 11 pupils have one Wellbeing lesson per fortnight delivered by their tutor.

Year 10

Pupils begin the year by exploring positive masculinity. The focus of positive masculinity is to help them learn healthy behaviours and then develop more robust communities. It explores displaying vulnerability, emotional intelligence, and moral courage and invites the pupils to identify and highlight the positive qualities of masculinity to help to consider how to behave. It is also about acknowledging and embracing that there is not one, singular version of 'man'. The course explores both physical and mental health, body image, challenging stereotypes, and gender equity and allyship, as well as developing a greater awareness around areas impacting men's health. Pupils then go on to learn about making healthy choices regarding alcohol, drugs, smoking, vaping, parties and festivals. This course is designed to help students manage risk, recognise physical and psychological signs of addiction and know where to seek help when needed. It also clarifies the law regarding alcohol and drugs, and the risks of abuse of prescription medication. Finally, students will look at financial matters such as careers, employable skills, financial dilemmas and managing money.

Year 11

The Year 11 course aims to help prepare pupils for adulthood and as such covers a range of topics. Pupils will consider several ethical issues that they will face as they mature. They start the year looking at 'Me+You: an exploration of Healthy Relationships'. This encourages them to develop empathy, emotional intelligence, and good communication and listening skills. It also considers committed relationships and preparing for a range of emotional experiences such as grief and disappointment. Pupils then go on to embark on a further series of lessons delivered through *Life Lessons* that builds on their understanding of consent and communication. This is also supported by a unit of 'Exploring Behaviours' that considers ways to make responsible choices and understanding the adolescent brain. Pupils are further supported through lessons that explore and build on their skills of managing stress and anxiety, particularly around examination. They will also complete a careers course in which they find out about the work placement scheme, get ideas for careers, produce a Curriculum Vitae and practise interview skills.

The Wellbeing lessons, assemblies and talks will also support the pupils with their approach to good study habits and how these are achieved, primarily, through their own good habits towards their wellbeing. In Year 11, pupils will have the opportunity to take part in the Year 11 Mental Health Day where they will pick up skills, techniques, approaches and advice to support them in responding to the challenges of their examination year – and beyond.

Mr Hugo Flower



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