

TIFFIN SCHOOL

'A leading creative community; an enduring love of learning'



GCSE COURSES

2010 – 2012

This booklet outlines GCSE courses and curriculum for 2010-2012 and should be kept for reference throughout Key Stage 4

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The table at the back of this booklet summarises the examination/coursework requirements of each subject

THE KEY STAGE 4 CURRICULUM AT TIFFIN SCHOOL

Tiffin School aims to create a caring, stimulating and secure environment for able students where they will develop personally, socially and academically through involvement in the wide range of opportunities the school has to offer, so that they may be well prepared for further study and to take a responsible place in society. Hence, in addition to aiming for the very best GCSE results of which they are capable, Key Stage 4 students are encouraged to develop their participation in school and house activities and clubs, such as those in music, drama and games. All students are expected to put the School first if required to participate in any events or competitions.

In addition, the government is committed to a far-reaching agenda for change in the curriculum for students aged 14 to 19. Significant revisions have already been made to the Key Stage 4 curriculum. The main aim is to offer greater flexibility and choice for students. These changes are intended to enable schools to offer programmes that better meet students' individual needs and strengths, while ensuring they acquire the core of general learning and experience essential to later learning and employment.

Our curriculum has been designed to support the new arrangements which aim to:

- challenge all students, whatever their ability;
- use curriculum flexibility to motivate students and encourage achievement;

Specific changes that have been introduced in the last couple of years include:

- work-related learning and enterprise education are now statutory requirements;
- Schools are no longer required to teach modern foreign languages to all their students. At Tiffin School, however, a modern foreign language will continue to be compulsory;
- new entitlements mean that schools must make available a course in each of the arts, design and technology, the humanities, the sciences and modern foreign languages for any student wishing to study them.

At Key Stage 4 the statutory curriculum now comprises:

- English; mathematics; science; information and communications technology; physical education; citizenship; religious education; sex education; careers education; work-related learning; enterprise education.

At Tiffin School, this statutory curriculum is delivered in a variety of ways:

- GCSE courses in English, English Literature, Mathematics, a Modern Foreign Language (French / German as started in Year 7), Religious Education, Science and Additional Science.

- All pupils will gain information and communications technology accreditation by following an online guided self-study qualification known as the European Computer Driving Licence (ECDL). While some tutorial time is set aside for this, the majority of the study takes place as Independent Study and homework.
- A comprehensive programme of tutorial sessions, including personal, social and health education, contributes to the delivery of citizenship, sex education, careers education, work-related learning and enterprise education. These elements of the statutory curriculum are also supported by a cross-curricular approach in all subject areas.
- Careers education also continues with ongoing advice and guidance sessions. In Year 11, every pupil has the opportunity to undertake a one-to-one interview with the Careers Centre Manager.
- An important aspect of work-related learning is a period of work experience undertaken in the summer term of Year 11, following the GCSE examination period.
- As well as being available as an optional GCSE, physical education is undertaken by all pupils in weekly PE lessons and Games on Thursday afternoons in year 10 and Wednesday afternoons in Year 11.

CHOICES TO BE MADE

Students should choose their options by considering what they enjoy spending their time studying, and ensure that they choose a broad range of subjects. The detailed course descriptions have been provided by each department; more information can of course be sought from subject teachers.

All students follow a curriculum involving –

a) Non-examined courses in:

Social and Moral Development (SMD) which includes Personal, Social and Health Education, Careers Education; Citizenship; Work Related Learning; Enterprise Education. Work Related Learning and Enterprise Education are also delivered across the curriculum.

Physical Education and Games.

b) A course of independent study leading to the European Computer Driving Licence (ECDL).

c) Compulsory GCSEs in:

English; English Literature; Mathematics; Religious Education; Science; Additional Science; a Modern Foreign Language (French or German).

d) A choice of three GCSEs from:

Art & Design; Dance; Design & Technology; Drama; Geography; History; Latin; Latin and Ancient Greek; Music; Physical Education; a Second Modern Foreign Language (French, German or Spanish); Extra science lessons to change 2 GCSEs in Science and Additional Science into 3 GCSEs in Biology, Chemistry and Physics.

COURSE DESCRIPTIONS – COMPULSORY GCSE SUBJECTS:

ENGLISH and ENGLISH LITERATURE (AQA 3702 and 3712)

The two GCSE courses involve both 'Controlled Assessments' (to replace coursework) as well as External examinations. Reading, writing, speaking and listening are the skills which the GCSE courses in English and English Literature are intended to foster. Much of the work is based on the study of plays, poetry, novels and short stories and cover a wide time period, ranging from Shakespeare to the present day. Non-fiction and media texts are also studied.

Successful progress over the two years depends upon the development of the ability to understand how meaning is generated through the specific contexts in which language is used.

FRENCH (1st Modern Foreign Language) (AQA 4655)

For Key Stage 4 we currently use *Encore Tricolore 4*, a course book with lively, up-to-date and challenging material on all GCSE topics.

Under the new 2009 Specification students will still be examined in all four skills: listening, speaking, reading and writing.

The Speaking and Writing components will be worth 30% each and take the form of controlled assessment. Listening and Reading will be worth 20% each.

All the material taught in Years 7 to 9 will underpin work on specific topic areas to be examined at GCSE. At the same time students will be developing a considerably broader range of vocabulary and deepening their understanding of grammar. This will increase the confidence and ability with which students communicate on a range of topics, many of which will be new. For the Listening and Reading exam teachers will decide between two tiers of entry: either Higher Tier or Foundation Tier. Most students will be entered for Higher Tier tests.

GERMAN (1st Modern Foreign Language) (AQA 4665)

For Key Stage 4 we use the *AQA textbook by Nelson Thornes*, a course book with lively, up-to-date and challenging material on all GCSE topics.

Under the new 2009 Specification students will still be examined in all four skills: listening, speaking, reading and writing.

The Speaking and Writing components will be worth 30% each and take the form of controlled assessment. Listening and Reading will be worth 20% each.

All the material taught in Years 7 to 9 will underpin work on specific topic areas to be examined at GCSE. At the same time students will be developing a considerably broader range of vocabulary and deepening their understanding of grammar. This will increase the confidence and ability with which students communicate on a range of topics, many of which will be new. For the Listening and Reading exam teachers will decide between two tiers of entry: either Higher Tier or Foundation Tier. Most students will be entered for Higher Tier tests.

MATHEMATICS (Edexcel 1380 or 1MA0 Higher Tier)

The Year 10 forms will be divided into sets working towards the higher levels of the National Curriculum. All boys will be given opportunities to use information and communications technology to enhance the mathematics they do.

The final assessment to be two written papers; one testing non-calculator skills and the other requiring efficient use of a calculator.

Students in the fastest sets will also have the opportunity to study for and sit modular exams from the *Edexcel* AS Level specifications.

RELIGIOUS STUDIES (PHILOSOPHY AND ETHICS) (OCR J621)

In years 10 and 11 all students will study for the OCR GCSE in Religious Studies *B*, with its emphasis on Philosophy and Ethics. This is an interesting and challenging course which, through a combination of taught lessons and independent study, allows them to consider, discuss and evaluate contemporary ethical dilemmas.

Students will study ethics and contemporary moral issues from the perspectives of Christianity and Islam and they will be expected to demonstrate knowledge and understanding of the moral issues. They will develop understanding of how religious beliefs affect the outlook and actions of a believer and they will be able to evaluate different religious responses to the issues and present their own views in a coherent way.

The content of the course is divided into eight topics of study.

1. The Nature of Belief,
2. Religion and Science;
3. Death and the Afterlife;
4. Good and Evil;
5. Religion and Human Relationships;
6. Religion and Medical Ethics;
7. Religion and Equality;
8. Religion, Peace and Justice.

This course gives students the opportunities to:

- acquire knowledge and develop understanding of the beliefs, values and traditions of Islam and Christianity;
- consider the influence of the beliefs, values and traditions associated with Islam and Christianity;
- consider religious and other responses to moral issues;
- identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life;
- develop skills relevant to the study of religion.

Assessment is through two examinations (each of 2 hours in duration); there is no coursework.

SCIENCE AND ADDITIONAL SCIENCE / GCSEs in BIOLOGY, CHEMISTRY and PHYSICS

- 1) AQA GCSE Science B 4462 and AQA GCSE Additional Science 4463
- 2) AQA GCSE Biology 4411 & AQA GCSE Chemistry 4421 & AQA GCSE Physics 4451

These notes are designed to help you make the choice of which Science course to follow in years 10 and 11. They represent the agreed views of the Faculty of Science and are part of the School policy for the provision of a broad and balanced curriculum at Key Stage 4. Our aim is to provide courses that optimise your chances of success in your GCSEs, prepare you for the sciences at AS and A level and allow you to keep open a wide range of options for Sixth form studies and Higher education.

The courses offered are:

- a) GCSE Science plus GCSE Additional Science which will lead to the award of two GCSEs.
- b) A separate Sciences course which will lead to the award of GCSEs in Biology, Chemistry and Physics.

Our view is that the Science plus Additional Science course represents the most appropriate choice for the majority of pupils. As delivered at Tiffin School it offers a solid and rigorous grounding in Science whilst still allowing pupils to follow a broad and balanced curriculum.

Key points

1. Choosing the Science plus Additional Science course will not affect your chances of gaining a place on the most competitive University degree courses. Admission tutors do not discriminate against candidates who have done two Science GCSEs rather than three. Their most important criterion, after the predicted A level grades, is the overall quality of the GCSE results.
2. Both courses are designed to prepare you for success in all Science AS and A levels. You will not be disadvantaged if you choose the Science plus Additional Science course. Sixth form AS and A2 Science classes will contain mixtures of pupils from both backgrounds.
3. In both courses Biology, Chemistry and Physics are taught as separate subjects and delivered by specialist teachers. The schemes of work for both have been developed to provide significant intellectual challenge and stretch for all pupils.
4. Taking the Science plus Additional Science course will allow you to choose three option subjects as opposed to two if you choose the separate Sciences course. Pupils following the separate Sciences course should be aware that this would reduce the breadth of their GCSE studies and exclude some options for Sixth form study.
5. The separate Sciences course is appropriate for pupils who have a particular aptitude for and interest in Science rather than in other areas and would, therefore, benefit from reducing the number of other GCSE optional subjects they take.

The most important question to ask yourself is:

Which course offers you the best chance of overall success in your GCSE examinations? You should consider your performance in tests and exams to help you answer this question.

COURSE DESCRIPTIONS – OPTIONAL GCSE SUBJECTS:

ART AND DESIGN (Edexcel 2AD01)

Why take GCSE Art? Because it is self-directed:

In year 10, you work thematically on a variety of different ideas and media while in year 11, you have the opportunity to work independently on your own project. This will be planned with the support of your teacher and allow you to sustain, experiment and further your own creative interests whether they are fashion, sculpture, origami, mosaic, photography, film, installation work

The list is endless. Did you know that there are c. 500+ different types of Arts degrees?

Do we have to do Art History?

Yes, but it is *individually tailored to your own interests and therefore interesting to you...* if you are fascinated by worms it is our job to nurture your interest and to suggest worm-oriented art works perhaps Frank Herbert's Dune or the Chapman Bros graphic sculptures to underpin your interest.

Ok, but it involves more work than other subjects:

Not true, however it does help to be organised but don't take my word ask a current student. Drawing is no different to playing the piano and therefore it is better to practise regularly rather than leaving it to the Sunday afternoon catch-up. Art obviously involves thinking and planning so the organisation side entails research in support of which, we regularly make visits to galleries and museums. Enjoyment of the subject and willingness to work hard are of equal importance.

What does it involve?

Drawing is important throughout the course and homework is set weekly but by drawing you are being asked to think outside of the box as you will draw with scissors, a rubber et al. Each pupil is expected to keep a work journal, for each project, and make daily entries ensuring that they treat it as a visual diary; sketchbook; scrapbook and most importantly, a written record explaining, analysing, refining and qualifying as their work evolves. We use a wide variety of materials and equipment will be used in 2, 2½ and 3D format. It is possible to get a high grade with limited painting skills via other means such as printing or photography provided you sustain your journal and keep up with deadlines.

And the exam / exhibition?

There is a controlled test of ten hours over two days, which is supported by preliminary studies and is properly displayed in an exhibition, on site, at the end of the course, to which parents are cordially invited. Question papers will be distributed 8 school weeks (plus Easter holiday) before the exam to allow for research. The test comprises 40% of the final grade: 60% for coursework.

DANCE (AQA 4230)

Why choose dance? Because it's fun, creative/expressive, highly practical and performance based.

You will learn how to, choreograph and perform as well as appreciate professional dance works and choreographers. You will be expected to join Tiffin Dance Company to develop your performance and choreographic skills and represent the School in National and International Dance Festivals and performance platforms. You will have opportunities to develop your practical and theoretical knowledge of dance during variety of dance workshops (led by professional dancers/companies) and many theatre trips.

Throughout the course you will be assessed on solo and group choreographies, solo and group performances and an hour paper based on explored professional dance works (set by AQA).

Boys who took GCSE dance have thoroughly enjoyed the course; 3 boys have started vocational course as part of Centre of Advanced Training (CAT) at the prestigious Laban Centre (Undergraduate professional school for Dance).

"I took dance for GCSE after participating in a co-operative project with the Royal Ballet School. I really enjoyed the experience and wanted to learn more about dance. GCSE dance offers a lot of work related learning such as meeting professional dancers, fun workshops, variety of performances, and leading dance projects!"

Jae-Won Jang from L6

The GCSE dance examination involves:

1 hour written paper 20%

Set dance 20%

Performance in small group 20%

Choreography: solo-15% and duo/group 25%

As marks are based on practical aspect of the dance, good physical skills, creativity, open mind and willingness of working with others is important to achieve a good grade.

DESIGN AND TECHNOLOGY – Resistant Materials (Edexcel 2RM01)

This GCSE course in Design and Technology provides opportunities for practical design and making, using a variety of materials, components and systems. The specification is principally concerned with giving pupils a broad experience of designing and using a wide range of resistant materials, allowing the development and application of a range of knowledge. Work will be largely project-based.

Pupils will develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge. The design and make activities within this course seek to develop creativity and confidence in a student's ability to think, question, explore, create, and communicate. Combining knowledge and understanding with practical skills, these activities are intended to provide breadth in creative learning and depth in the application of practical and transferrable skills.

Whilst this subject involves a materials-based 'design, make and evaluate' approach, the nature of the project work undertaken relates to the demands of the technological world in which we live. Pupils will explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making. The

The table at the back of this booklet summarises the examination/coursework requirements of each subject

course includes areas such as systems and control, computer-aided design/computer-aided manufacturing (CAD/CAM), digital media and new technologies, together with the study of these applications in manufacturing industry.

Each pupil will be required to submit coursework to the exam board for assessment, and sit a written paper. All coursework, with the exception of research and preparation, must be done under formal supervision. Research and preparation may be completed under limited supervision. The coursework component has a 60% weighting, the terminal paper 1½ hours with a 40% weighting.

DRAMA (Edexcel 2DR01)

This two year course offers students the opportunity to develop their knowledge of theatre as a discrete subject. The course will also develop confidence, self-motivation, self-awareness, self-assurance and team-working skills.

Students will have the opportunity to create theatre to a high standard as well as review live theatrical performances. Students will also have the opportunity to explore and apply a variety of theatrical genres and performance techniques. They will use improvisation to develop constructive responses to a variety of stimuli and will also work to bring a published script to performance.

Candidates will offer documented coursework throughout the two year course. The practical skills developed will be tested during the second year of the course through both assessed workshops and practical examination.

GEOGRAPHY ("Evolving Planet" Edexcel 2GB01)

A new era in Geography begins as we move to this exciting new specification reflecting on students' suggestions for change. Building on the skills, knowledge and ideas developed in Key Stage 3, the two-year GCSE course will cover the following units of work:

1. The Dynamic Planet – (Extreme climates, Climate Change, Rivers, Coasts, etc.
2. People and the Planet (Development dilemmas, changing cities, living spaces, consuming resources)
3. Making Geographical Decisions (evaluating geographical issues from pre-released material, eg solving conflicts in Antarctica)
4. Researching Geography. Following fieldwork, students have an opportunity to research their own data and present individual findings through innovative formats, eg producing a website of their own, making movie clips, PowerPoint, etc.

There is no longer a coursework requirement; having been replaced by unit 4 (as shown above). This has allowed the department to initiate change introducing a new up to the minute delivery providing valuable transferrable skills that are ideal for all A Level and UCAS subject applications.

The aim of this new syllabus is to excite, challenge and nurture an improved sense of knowledge and understanding regarding current issues that impact upon our lives and the ever evolving world around us. There is a varied but balanced range of teaching styles used including fieldwork, ICT, independent work delivered by an innovative and experienced team of teachers.

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GREEK (OCR Full Course J291)

So much of our political, artistic and cultural life today has its roots in the society of Athens in the fifth century B.C. During this two year course, pupils will have the rare opportunity to study the language, literature and society of this extraordinarily creative race and to form links between our own society today and a society which existed over 2500 years ago.

In Year 10, pupils begin to study the language from scratch and will move rapidly towards a similar linguistic standard to the one they have already reached in Latin. In their study, they will read stories taken from Homer's Odyssey and Aesop's Fables.

In Year 11, pupils will also read verse and prose texts. Pupils will come across the epics of Homer, or the unexpected twists and turns of a Classical tragedy. Moreover, they are introduced to the worlds of prose writers, such as Plato or Herodotus. All three major elements of the course – language, literature and society – are assessed by examination. There is no coursework.

Greek GCSE is a challenging and stimulating course with much to excite the imagination and intellect of students already interested in the Ancient World. It is being offered as a two year course in conjunction with Latin (although they receive two separate qualifications) and on a reduced timetable. This is in common with the practice at many other schools, but those opting for Greek are expected to attend one additional lesson every week at lunchtime or after school to supplement teaching offered in normal lessons. This should not, however, present an excessive extra burden of work on those pupils who are keen and interested to do well at this subject. Furthermore, they gain an additional GCSE.

HISTORY (The Modern World - AQA 4047)

The history course is entitled 'The Modern World' and covers aspects of the period c.1918 - c.1989.

The final examination consists of two written papers – Paper 1 (1¾ hours; 37½%) will test the core content: International Relations, c.1919 - c.1955. Paper 2 (1¾ hours; 37½%) is based on depth studies of Germany 1918 - 1939, and Russia/USSR 1905 - 1941. In addition, candidates will submit two pieces of coursework worth 25% of the GCSE on military history comparing first and second world wars. These assignments will be carried out during the Autumn Terms of Year 11, under controlled conditions in class. To complement this work a trip to the trenches and war graves in Belgium and France is available in the Autumn Term of Year 11.

The work is approached, where possible, by means of source material (diaries, letters, cartoons, posters, photographs, archive film, etc.) so as to develop the ability not only to comprehend but also to detect bias, to distinguish between fact, opinion and judgement, and to reach reasoned conclusions based on interpretations of the available evidence. These skills may readily be transferred beyond the field of history and will help candidates to achieve one of the most valuable of all educational objectives – the ability to think for themselves.

LATIN (OCR J281)

GCSE Latin combines the study of the Latin language and Roman society, which pupils have been studying already in Years 7 - 9, with the new challenge of reading key texts of early European literature in the original.

In Year 10, students will cover all the linguistic requirements of the course and gain a deeper insight into the experience of living in Rome for both high ranking Senators and the urban poor inhabiting its densely packed slums.

In Year 11, the principal focus is upon the study of two set texts, one prose and one verse, worth 50% of the final examination grade. During the year, pupils will read a wide variety of authors such as the poets Catullus, Virgil and Ovid and the prose writers Pliny, Caesar and Tacitus. Pupils are encouraged to develop their own response to the literature developing valuable analytical skills.

All three elements of the course will be assessed by external examination. There is no coursework required.

MUSIC (Edexcel 2MU01)

GCSE music is about making and listening to music. It covers performing, composing and listening in a wide variety of musical styles – classical music, world music, and popular music. There are opportunities to use music technology such as sequencing and recording.

All boys taking music at GCSE are required to play a musical instrument and are given subsidised tuition. Boys are expected to take part in school extra-curricular music, and perform regularly, both as a soloist and in ensembles. As part of studying a wide variety of music, from opera to African drumming, compositions are undertaken in many different styles, including 12 bar blues, serialism, minimalism, ternary form and other classical structures. There are regular trips to the London concert halls and opera houses, and workshops in school with visiting professional musicians.

At the end of the course, two compositions, notated and recorded, are submitted for assessment; three performances, solo and ensemble, are recorded and externally assessed; and a written exam tests listening skills through recorded extracts of pieces relating to the *Edexcel* specifications.

PHYSICAL EDUCATION AQA (Full Course) 4892

The course integrates the theoretical and practical elements of physical activity. The purpose is to provide opportunities for boys to Perform at a high level of personal skill in selected sporting activities and/or demonstrate the skills required to be an effective Organiser, Leader, Coach, Choreographer or Official. They develop an understanding of human performance through the knowledge of the effects of physical activity based on the study of the structure and functioning of the body, and an awareness of how Social and Cultural factors affect performance and participation.

The examination is divided between the practical and the theoretical, with four assessments of individual performances in sporting activities or roles, and a written examination paper. As 60% of the marks are related to practical abilities, excellent practical skills and a high level of physical fitness is essential to attain a good grade.

Therefore only students who are able to attain an acceptable level of Physical fitness, as determined by our course entry tests, will be allowed to take GCSE Physical Education.

Involvement in inter-school competitive sporting activity is necessary to attain a good grade and therefore we expect all students to participate in extra-curricular school sport throughout the year.

SPANISH as a 2nd Modern Foreign Language (AQA 4695)

Looking to develop skills considered to be highly valuable and in short supply by employers? Thinking of giving yourself more opportunities to travel and getting more out of your holidays? Why not study Spanish as a second foreign language. They sit the same exam as first language candidates do and should therefore be prepared to devote the study time required for an accelerated course. As well as working hard however, we will be having fun. Students will make regular use of the fantastic ICT resources the modern languages department offers and enjoy interactive lessons designed to challenge! Boys studying any one of the languages offered will have the opportunity of taking the subject at 'A' level.

French, German and Spanish, are all available at AS and A2 level.

GCSE SPECIFICATIONS 2010 – 2012

Please keep this page for reference

Subject	Exam Board	Subject Code	Coursework	Other Information
Art & Design	Edexcel	2AD01	60%	
Dance	AQA	4230	80%	Choreography & set study
Design & Technology	Edexcel	2RM01	60%	1 project
Drama	Edexcel	2DR01	60%	Practical & portfolio
English	AQA	3702	40%	20% oral, 20% written
English Literature	AQA	3712	30%	
French	AQA	4655	None	Speaking and writing 30% Reading and listening 20%
Geography	Edexcel	2GB01	25%	1 fieldwork based investigation
German	AQA	4665	None	Speaking and writing 30% Reading and listening 20%
Greek	OCR	J291	None	
History	AQA	4047	25%	
Latin	OCR	J281	None	
Mathematics	Edexcel	1380 or 1MA0	None	
Music	Edexcel	2MU01	30%	Plus 30% performing
Physical Education	AQA	4892	60%	
Religious Studies B (Philosophy and Ethics)	OCR	J621	None	
Science	AQA	4462	25%	
Additional Science	AQA	4463	25%	
Biology	AQA	4411	25%	
Chemistry	AQA	4421	25%	
Physics	AQA	4451	25%	
Spanish	AQA	4695	None	Speaking and writing 30% Reading and listening 20%

Awarding bodies:

Edexcel	Edexcel Foundation (http://www.edexcel.org.uk)
OCR	Oxford, Cambridge and RSA Examinations (http://www.ocr.org.uk)
AQA	Assessment and Qualifications Alliance (http://www.aqa.org.uk)

More details about subjects may be obtained from Curriculum Leaders.

Further information about the curriculum in Years 10 and 11 may be obtained from:

Mrs E Barrett	Deputy Head
Mr M Horwood	Director of Lifetime Learning
Mr L Brittain	Director of Learning (Year 10)

The table at the back of this booklet summarises the examination/coursework requirements of each subject

GCSE COURSES 2010-2012

Please PRINT details

Name:
Form:

List choice of option subjects:

1
2
3
Reserve

Pupil's signature:

Parent's signature:

PLEASE RETURN TO FORM TUTOR BY THURSDAY 11 FEBRUARY 2010

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