



LORD
WANDSWORTH
COLLEGE



GCSE Options Guide



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Choosing the right subjects for GCSE

In September, your son or daughter will be starting their GCSE courses and the choices they make will inform their final four years of study at LWC. This guide details the GCSE courses available and outlines how the choices made may fit into longer-term plans for study at university. They have already made a significant step in that journey in the choices they made last year for their 3rd-Form studies.

The event on Tuesday 7th February is the next stage of the journey and your son/daughter will make initial GCSE choices via an online form later in the month, with confirmation of final option choices requested at the end of the term. If you have any specific questions or wish to add any supplementary information, there is also the opportunity to add any supporting comments on both initial and final option-choice forms.

The grid on the following page sets out the range of subjects your son or daughter needs to have at GCSE. Many of those choices have already been made, but there are still decisions to take. These include:

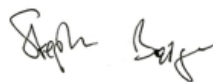
- Whether to take Triple Science (three separate GCSEs) or Combined Science (all three sciences, but only two GCSEs, allowing space for another subject if required).
- Whether to continue with both languages if your son or daughter is currently studying two.
- Whether to start a new subject from any of the following 2-year GCSE subjects: Fine Art, 3D Art, Computer Science, Drama, Design RM, Design Textiles, PE, and Religious Studies). This might be in place of a subject currently being studied, but without compromising the range of choices set out in the grid on the following page.

Teachers, tutors, Heads of Year and house staff are available to guide pupils in their decisions. Mr Rimmer, the Head of Sixth Form, is also happy to discuss the impact of certain choices on A Level and university courses.

We try to accommodate all subject choices within the prescribed framework. However, once choices have been made, we might need to withdraw any courses for which there is insufficient demand. Additionally, subjects are sometimes oversubscribed, and availability of staffing means that we can't add additional classes. If either of these is the case for your son or daughter, we will contact you to discuss alternatives.

Of course, sometimes pupils find in September that they have made the wrong choices. That is perfectly normal, and it is usually possible to change to a different option. Any changes made at that time may involve moving classes in another subject, as teaching blocks are fixed.

On the following pages you will find more information about each subject which will help you when weighing up the various factors involved in making the most appropriate choices.



Stephen Badger
Deputy Head (Teaching & Learning)



Core Subjects		Option Subjects
English	2 GCSEs <ul style="list-style-type: none">• English Language• English Literature	<p>Beyond the core subjects, pupils are required to choose subjects from the following list to complete the total of 10 GCSEs, or 9 with a Private Study option if this has been discussed and agreed:</p> <p>Art</p> <ul style="list-style-type: none">• Fine Art or 3 Dimensional Studies <p>Computer Science</p> <p>Design & Technology</p> <ul style="list-style-type: none">• Resistant Materials or Textiles <p>Drama</p> <p>Geography</p> <p>History</p> <p>Modern Foreign Languages</p> <ul style="list-style-type: none">• French• Spanish <p>Latin</p> <p>Music</p> <p>Physical Education</p> <p>Religious Studies</p>
Mathematics	1 GCSE	
Modern Foreign Languages	1 GCSE from: <ul style="list-style-type: none">• French• Spanish <p>* A second language can be chosen from the options on the right.</p>	
Science	Biology, Chemistry, Physics taught either as <ul style="list-style-type: none">• 2 GCSEs (Double Science)• 3 GCSEs (Separate Sciences)	
Humanities	1 GCSE from: <ul style="list-style-type: none">• Geography• History• Latin• Religious Studies <p>A second humanity can be chosen from the option subjects in the column on the right.</p>	

GCSE Reforms

- All GCSE subjects are now graded and assessed using the new 9-1 structure;
- 9 is the highest grade, awarded to the very best candidates in the subject. The official definition of a grade-9 candidate is that they will be ‘in the top 20% of those achieving grades 7-9 in the subject’;
- In every subject, the content is more demanding and the assessment more rigorous than previously;
- The assessment will be mainly by exam. In some subjects such as Drama and Art, other types of assessment will be used only where they are needed to test essential skills. For further information about assessment, please speak to the relevant Head of Department.

Tiering of exams

The new GCSEs are only split into foundation tier and higher tier if one single exam paper does not give all students the opportunity to show their knowledge and abilities. Consequently, exams are tiered in Biology, Chemistry, French, Maths, Physics and Spanish.



Futures Programme - Individual Advice and Guidance

Pupils throughout the school have access to accurate up-to-date careers guidance that is presented impartially and enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. The guidance is delivered through PSHEE, small group work, one-to-one support and visiting speakers. The Futures programme enables pupils to recognise their strengths and gives them the confidence to explore all the options available to them post LWC.

Our programme of support starts in 3rd Form with a dedicated Futures Day designed to encourage pupils to start thinking about skills and the transferability of subjects in the real world. This day also assists pupils in making choices for their GCSE options. In 4th Form, pupils attend a Futures Day designed to allow them to explore industries and examine how combinations of A Levels can be used for entry to degree courses. Futures Day events are always followed by a series of short talks in tutor time delivered by the Head of Futures, designed to consolidate lessons learnt and plan next steps.

During the 5th Form, pupils are given the opportunity to complete a psychometric test and receive impartial careers advice, attend a bespoke interview skills morning as well participating in industry-specific round tables. All of which are designed to encourage pupils to start to think about possible career paths and what qualifications they would like to study in 6th Form.

At the heart of the Futures provision is the ethos of creating confident young people who have been given the skills and agility to make informed decisions for themselves about their future. By empowering our pupils we ensure they are equipped to be flexible, resilient and can cope with the ever-changing landscape of skills and employment.







+2 at Lord Wandsworth College

At LWC, our pupils are encouraged to stretch and challenge themselves and to start planning their journey through school and beyond from this point in 3rd Form. In assemblies, I often remind pupils of Carl Rogers' most famous quote: "What you are to be, you are now becoming". For most pupils, their time at LWC will be followed by a university or higher education course but for an increasing number, degree apprenticeships, school leaver programmes and the world of work are an even more attractive prospect. As a result, we work hard to provide a programme of PSHEE and futures events that will help every child to find their own path.

During the GCSE years, they will be introduced by tutors and Heads of Year to Unifrog – an online platform that supports a wide range of opportunities available to them before and after leaving school. They will also be given the opportunity to sit an aptitude assessment, which gives parents, pupils and teachers the clearest indication of where their innate interests and abilities could lead. This is obviously useful when choosing GCSE and Sixth Form subjects but one must also be mindful of the implications for future career possibilities. When choosing options, the decision for some will be reasonably straightforward. To many though, the decision will only be arrived at after much careful consideration; the views of subject teachers will be of particular importance and both AtoL grades and summative tests results can serve as useful pointers. More often than not, pupils will not have a firm idea about pathways they might like to pursue so it is vitally important that a breadth of subjects be maintained

within the options available. For others who aspire to be doctors, vets or engineers, there is a more clearly defined route.

However, the best advice I can offer your child when it comes to choosing subjects is to do what they most enjoy. If you are excited to learn, you are far more likely to invest the time and energy required to be successful.

Throughout their time at LWC, they will receive comprehensive careers information and advice. The aim of the futures programme is to increase a pupil's awareness of the opportunities available and to guide them to make informed decisions about their options. This is achieved through the aforementioned PSHEE and tutor sessions but also through informal discussions, personal counselling, visiting speakers, the annual LWC Careers Fair and, most importantly, through discussions with tutors. If you have any questions or I can be of any further help, please do not hesitate to contact me – my office is on the first floor of the Prideaux Building.

Tom Rimmer
Head of Sixth Form

Core Subjects

English

Exam boards:

English Language – Edexcel IGCSE (4EB1);

English Literature – Edexcel IGCSE (4ET1)

Our pupils are entered for IGCSE examinations in English Language and the top six (out of seven) sets for IGCSE English Literature. 4th Form pupils are placed in sets in order to allow teachers, as far as possible, to address specific needs. All pupils cover work of a similar standard. There is a literary component to the Edexcel IGCSE English Language course and pupils will study a range of literary texts for that IGCSE.

IGCSE English Language:

A clearly defined course which features comprehension skills, close reading, comparisons between texts and both creative as well as more ‘transactional’ writing.

- Detailed study of a range of extracts from fiction and non-fiction texts.
- Sustained writing practice including creative flair and formal accuracy.
- One 3-hour examination taken in January of the 5th Form.

IGCSE English Literature:

A two-year course featuring robust and canonical texts, as well as the chance to undertake coursework on two drama texts – counting 40% of the course.

- Prose and poetry set texts are studied for the single examination (closed book; 60% of the course). Quotations have to be learnt for the prose text.
- An unseen poetry section completes the examination.

Public speaking and debating competitions, author/poet visits, creative writing competitions and theatre/film trips are part of the varied course. The use of ICT skills is actively encouraged as a learning and teaching tool. The moving image and impact of ‘film texts’ often inform pupils’ responses

to written work. Pupils are also encouraged to produce their own creative responses to texts.

At LWC, English is delivered by a very strong, enthusiastic department dedicated to promoting critical enquiry and creative thinking. Opportunities include:

- Developing confidence and inter-personal skills through frequent expression of ideas in both formal and informal contexts – spoken and written.
- Strong emphasis on enjoyment and challenging material – as well as dynamic classroom practice.
- Varied activities and outings: many competitions, trips and societies.
- The IGCSE English clinic offers friendly assistance with all aspects of the course.
- Chances to explore associated disciplines such as Psychology, History, Sociology, Politics, Art, Media Studies and the sciences within a literary or (print) media context.

Despite the inevitable emphasis on marks and grades, English in 4th and 5th Forms should be an enjoyable experience, a chance for pupils to read a wide range of literature under the guidance of their teachers and to experiment with their own writing. As noted, there will be opportunities for pupils to take part in drama, debating, Literary Society meetings, theatre trips, creative writing competitions and journalism. The GCSE course may lead pupils to A Level English and ever-expanding vistas of thought and human experience – or it may be the last time their own language and its literature are studied. With hard work and a desire to learn, pupils will come out of the course more able to enjoy books, write creatively and speak effectively.

Mathematics

Exam Board: Edexcel

All pupils work towards the Edexcel Board IGCSE qualification, which they will sit in the 5th Form. The IGCSE examination consists of two written papers (50% each). Both papers allow the use of a calculator.

It is expected that the majority of pupils will sit the Higher-level papers in which it is possible to achieve grades 9 - 4. A final decision will be taken in the 5th Form once the mock results have been assessed. Whilst pupils are set according to their ability, our timetable allows us to reassess periodically our setting so that each pupil is able to maximise his/her potential at a pace best suited to them. Although calculators and ICT will have an important place in the learning process, all pupils are taught, and regularly examined, in the basic numerical skills that are still required to be demonstrated in the workings shown for questions.

Pupils have the opportunity to enter various national Mathematics competitions that are held annually to encourage the use of the subject in a wider context. There are regular Mathematics clinics to which all pupils are welcome to, and encouraged to, attend if they are having difficulties with any aspects of their study.

The top sets will contain the bulk of our likely A Level mathematicians and all of our possible Further Mathematics candidates. Consequently, these sets, in the 5th Form, will tackle material beyond that required in the IGCSE syllabus in order to prepare them for the A Level course. The top set studies for the extra qualification of "Additional Mathematics", which is a Free-Standing Mathematics Qualification, under the exam board OCR. The work for this module is completed alongside the IGCSE syllabus. Students will then sit both examinations in the June of 5th Form. Pupils should find



Additional Maths an advantage when proceeding to A Level (particularly Further Mathematics A Level), although it is not a requirement.

To support struggling mathematicians, the lowest 5th Form set sit the January Foundation Tier IGCSE exam. This gives them an early opportunity to secure a level 5 (a good pass) and gain some valuable exam practice.

Competence in Mathematics has always been one of the foundation skills for any career. Mathematicians are in demand, because employers realise that they have a number of abilities besides specific mathematical knowledge and understanding. People who are competent at Mathematics have been trained to think logically, tackle problems and persevere when they are faced with a problem that has no immediate solution. They can also transfer their analytical thinking and problem-solving abilities outside the area of technical mathematics, for instance to organisational and managerial problems. They are, of course, also able to handle any Mathematics that does turn up, as it can in all sorts of contexts.

Core Subjects

Modern Foreign Languages

Exam Board: AQA

The GCSE is assessed by reading, listening, speaking and writing exams at the end of the two years. Each skill is equally weighted. There is no controlled assessment.

Foreign languages are vital in our modern world where business looks increasingly to a globalised marketplace and where international relations need skilled communicators. Universities value students with languages at GCSE and increasingly now at A Level, and businesses are crying out for talented graduate linguists. A school which offers its students a range of languages in an exciting context is setting them up for future success not only in the workplace - languages graduates on average earn more and are in increasing demand - but also in terms of their personal and cultural education.

Lord Wandsworth College offers French or Spanish as the compulsory language. Those wishing to study both French and Spanish can opt to do so at GCSE, but they need to have studied both in 3rd Form.

The GCSE courses in both languages includes topics such as family, friendships, leisure time, home and local area, school, employment and social and environmental issues. The courses in French and Spanish develop pupils' comprehension and communication skills, both spoken and written, as well as developing their knowledge and understanding of grammar. As the course content and skills learnt are the same in each language, pupils need to consider their enjoyment of the subject as well as possible future career paths where a specific language may be an advantage.





French

There are many reasons for studying GCSE French. France is the most visited country in the world, with approximately 75 million visitors per year. French is a major language of business and technology (France is the European leader in aerospace and is a world leader in biotechnology) and it is spoken as a first or second language in more than 40 countries. The ability to speak French opens many doors. As an example, during a recent Ghana trip some of our LWC students were able to communicate with child refugees from the Côte d'Ivoire who spoke no English and whose native language was French. It was a rewarding experience for all concerned and one which went far beyond the classroom.

At LWC we aim to build a positive rapport between our pupils and France that will remain in adult life, giving everyone the chance to experience French culture at first hand through the homestay visit to Montpellier which is open to all pupils in 4th and 5th Form and which provides an excellent opportunity for pupils to practise their French in a real-life setting. We subscribe to many online resources to support and extend pupil learning both in and out of the classroom, and the emphasis in lessons is on communicating with confidence in French, supported by individual sessions or group work with our French assistant. All GCSE classes are also introduced to French cinema through weekly showings of French films.

Spanish

There is no doubt about it, Spanish is a world language. Spain is not only the destination of millions of tourists each year, but Spanish is the official language of most of Latin America and if present population growth trends continue, the USA will be predominantly Spanish speaking within 50 years.

Hispanic culture also has a wealth to rival our own. Whether we are thinking about art, football, music, dance, gastronomy, architecture or just an exciting holiday, Spain and the Spanish-speaking world have so much to offer.

Spanish as a language has a real charm of its own. It is relatively straightforward to make oneself understood in Spanish and the huge advantage is that it is completely phonetic. The majority of pupils understand the grammar well up to GCSE. Spanish is taught in a lively and enthusiastic manner with plenty of emphasis on speaking the language in the classroom. Small classes and the presence of a Spanish assistant enable pupils to receive lots of individual attention.

The Spanish department organises regular trips to Spain. We run a homestay trip to the South of Spain for GCSE and A Level students.

Core Subjects

The Sciences

The specification followed in all the Science GCSE courses is by AQA. Grading is on a scale from 9 to 1 where grade 8 will be the equivalent of the old A* and grade 4 the old C grade.

In the 3rd Form, all pupils have been following a foundation course in the separate sciences - Physics, Chemistry and Biology - in preparation for GCSE courses. In the 4th and 5th Form all pupils will continue to study all three science subjects to GCSE. Apart from being in line with National Curriculum requirements, the advantage of this system is that no pupil will cease to study any area of science that might be relevant later. Pupils will, however, be able to select how much of their time they devote to studying Science during these two years.

All our pupils may elect to study either all three separate sciences (Triple Science), thereby giving them three GCSEs or to study for a Combined Science qualification which will give them two GCSEs; study for both options will take place over the two years of the course.

Combined Science (two GCSEs) is a suitable foundation for A Level study in any of the three Science subjects. Based upon their aggregate score in the three Science subjects candidates are awarded two adjacent grades; e.g. 9-9 or 9-8, etc. There is some additional material in the separate sciences GCSE option (three GCSEs), which enables those interested in sciences to broaden their knowledge, interest and practical skills, but this is not pre-requisite for studying any Science at A Level. Assessment for all the Science subjects is in the summer term of 5th Form.



Each subject sits two papers of 1 hour 45 minutes for the Separate Science option or two papers of 1 hour 15 minutes for the Combined Science option. There is a choice to enter either Higher or Foundation tier in each subject.

In line with the previous IGCSE, there is no assessed coursework and pupils' practical skills are assessed as part of the written papers.



Biology

AQA GCSE Biology (8461)

AQA GCSE Combined Science: Trilogy (8464)

Biology is a very important component of Modern Science education, of real relevance to everyone and this is reflected in the many applied aspects of the course; there is also a significant practical component involved and pupils are assessed on their practical skills as an important aspect of final grading.

The specification in 4th and 5th Forms continues to develop the themes incorporated into the National Curriculum at Key Stage 3 and is taught with the objective of providing an interesting course and the best possible GCSE/Key Stage 4 grade for the individual. The courses to be followed are the AQA GCSE in Biology and Combined Science: Trilogy for those who have decided not to study the wider content of the separate Science specifications.

The components studied by all pupils include a large section on Human Biology followed by studies in Evolution and the Environment, Cells, Photosynthesis, Energy flow, Enzymes, Homeostasis and Inheritance. Those pupils opting for the separate Sciences will study these subjects in more detail than those undertaking Combined Science.

Laboratory activities are a significant part of studying Biology and much is carried out as part of the course. Although there is no coursework, practical work is fundamental to the study of Biology and integrated into the course. Practical skills are examined as part of the written papers, through questions on experimental design, data analysis and the evaluation of conclusions. In addition, there are twelve practicals which all schools must complete.

The courses taught will be an excellent foundation for A Level courses in the Biological Sciences and, of course, link extremely well with the other Sciences and other subjects.

For any pupils already thinking about possible careers in the Life Sciences we have a number of publications which can be borrowed at any time and parents are invited to contact the Biology staff about future prospects and career openings.

Chemistry

Chemistry AQA GCSE Chemistry (8462)

Combined Science (Trilogy) AQA Double Award (8464)

The new GCSE is a very thorough course and we begin teaching foundation topics in 3rd Form and continue the course through 4th and 5th Form. There are many difficult and abstract ideas in chemistry and this course ensures they are continuously revisited with increasing complexity throughout this period to allow pupils to develop the level of intellectual enquiry and ability to take them forward into the world of work or higher education. At A Level we also teach the AQA syllabus.

Pupils are encouraged to develop independent learning skills and are provided with workbooks and revision guides as well as course relevant text books. There is also a wealth of material provided on the pupil area of the VLE that can be accessed that can be accessed both in the boarding houses and at home; in fact anywhere they can get a network connection.

continued...

Core Subjects

Chemistry *(continued)*

Regular assessment with a significant test at the end of each half term enables pupils to obtain accurate feedback on how well they have coped with the demands of a particular part of the syllabus and additional support is provided where it is needed.

Pupils taking either Chemistry or Combined Science study the core principles that will enable them to study Chemistry at A Level. There is some additional material in Chemistry as a separate GCSE option, which enables those interested in sciences to broaden their knowledge, interest and practical skills.

In simplest terms, Chemistry is the science of matter. Anything that can be touched, tasted, smelled, seen or felt is made of chemicals. Chemists are the people who transform the everyday materials around us into amazing things. Some chemists work on cures for cancer while others monitor the ozone protecting us from the sun. Still others discover new materials to make our homes warmer in the winter, or new textiles to be used in the latest fashions. The knowledge gained through the study of Chemistry opens many career pathways. Food, agriculture, materials, petrochemicals, forensic, biomedical, biochemical, bioengineering, chemical engineering, education, geology etc.

Working scientifically is a key part of learning science. It is the sum of all the activities that scientists do and is a fundamental part of learning about and learning through science. These skills fall broadly into four main strands:

1. the development of scientific thinking;
2. experimental skills and strategies;
3. analysis and evaluation;
4. vocabulary, units, symbols and nomenclature.

There is no assessed course work in the new GCSE exams but these will test students' understanding of experimentation more so than the previous syllabus and will include questions in the exam papers that assess all of these strands. So, students should expect to see questions that require knowledge of how scientists know what they know and directly assess practical and enquiry skills. The development of practical skills is an essential part of the course and will enable students to develop a good knowledge and understanding of chemical facts, terminology, principles, concepts, practical techniques and data analysis skills, particularly evaluation and interpretation skills.

The Chemistry course links well with Physics, Biology and Maths.

Physics

Physics AQA specification 8463

Combined Science (Trilogy) AQA specification 8464

Physics is an essential component of everyday life in the modern high technology society and so all pupils will continue to study Physics at GCSE level. Pupils may study Physics either as one subject, part of the Separate Sciences option or as an element of the Combined Science GCSE.

Pupils taking either Physics or Combined Science study the core principles that will enable them to study Physics at A Level. There is some additional material in the Physics as a separate GCSE option, which enables those interested in sciences to broaden their knowledge, interest and practical skills.



The development of practical skills is an essential part of the course. The Department is well resourced and pupils are given many opportunities to investigate topics through experimental work. Every pupil, even if they do not intend to study Science in the 6th Form, should emerge from GCSE with an appreciation that a 'scientific' approach to problem solving involves the collection, analysis and evaluation of evidence. They also learn how to wire a three pin plug; an essential skill for later life.

The Physics course links well with Maths, Chemistry and Biology.

Currently there are excellent career opportunities for physicists and engineers. There is much useful and relevant information in the Careers Library. Pupils and parents are very welcome to discuss any questions that they might have about studying Physics at Lord Wandsworth College, at University or the career opportunities that are open to those who have studied Physics.



New Science Centre

Humanities

Geography

Exam Board: Cambridge International Examination

The world is rapidly changing and the study of GCSE Geography allows pupils to explore these changes and the reasons for them. Many contemporary issues in the world relate to Geography, such as environmental challenges, resource consumption and population pressures. This makes Geography an exciting and engaging course to study, drawing regularly on current issues and events in the world.

We offer the Cambridge International Examination specification, which gives pupils the chance to learn a broad range of geographical topics and develop key geographical skills. Geography is a popular and successful subject at Lord Wandsworth College and many pupils also go on to take it at A Level. The course is divided into three examination papers.

Paper 1: The Human and Physical Environment (45% of GCSE) 1 hour 45 mins written examination

This paper covers the human and physical Geography aspects of the world we live in and the issues related to the people living on our planet and the environment. There are two questions set on each of three themes.

Theme 1: Population and settlement

Theme 2: The natural environment

Theme 3: Economic development

Paper 2: SKILLS (27.5% OF GCSE) 1 hour 30 mins written examination

This paper examines the skills of application, interpretation and analysis of geographical information; e.g. topographical maps, diagrams, graphs, tables of data, written

material, photographs and pictorial material and on the application of graphical and other techniques as appropriate.

Paper 4: Alternative to Coursework (27.5% of GCSE) 1 hour 30 mins written examination

This is taken instead of the Paper 3: Coursework. As an alternative to coursework, the paper sets a series of tasks on issues relating to one or more of the syllabus themes (curriculum content). Candidates must answer all the questions on the paper. To help with the teaching of this paper, a field trip will be undertaken in the 4th Form.

What can I study next?

Geography spans the arts/science barrier and consequently it combines well with many subjects.





History

Exam board: AQA

Exciting and diverse historical topics, from the medieval to the modern, from Britain's Empire to the fall of a German Empire are studied, along with the division of Korea and the USA's conflict in Vietnam. There are four modules:

- Germany 1890-1945: Democracy and dictatorship
- Conflict and tension in Asia, 1950-1975
- Britain: Migration, empires and the people: c790 to the present day
- Medieval England: the reign of Edward I, 1272-1307

The new course is far more skills based than previous courses and there is more emphasis on engaging with Historic source material. Skills of analysis and evaluation make this course more stimulating and provide preparation for A Levels in both History and many other subjects.

Complementing other subject choices

The History GCSE syllabus particularly supports more literate subjects such as English, Classics, Geography, but it can prove to be refreshingly different for those who favour subjects like the Sciences.

Why study History?

- History helps pupils think for themselves and gives them the tools to construct logical arguments.
- History helps develop skills of enquiry and understanding cause and effect.
- History helps develop oral skills through discussion and debate.

Visits

The United States to study their involvement in Korea and Vietnam. An Edward I castle – AQA nominate a different Edward I castle each year as the subject of a case study.



Core Subjects

Latin

Exam Board: OCR

Any pupil currently studying Latin in 3rd Form can take Latin GCSE.

Why study Latin for GCSE?

- Our educational system has developed from the principles and values of the Classical World. Pupils have an opportunity to study the texts in which some of the seminal ideas of the western canon were first expressed. They read Latin verse in the original; they meet the mythological and historical figures who have inspired two millennia of European art, literature and thought.
- Latin forms the basis of a number of European languages including French, Italian and Spanish. Pupils who study Latin have a genuine advantage in their attempts to master these other languages. An understanding of Latin promotes an understanding of English, undoubtedly widening a pupil's vocabulary and improving spelling: words learnt for GCSE form the basis of hundreds of words used in the English language today.
- The translation of Latin demands the application of certain rules: it therefore encourages clear and logical thought processes, which are also necessary in mathematics or computing process. It is possible to see a significant improvement in the analytical ability of those who study Latin for GCSE.
- Having a good Latin GCSE grade on one's application form for Higher Education or employment, whatever one's career intentions, is very highly regarded by many universities and employers. At a time when students who compete for the top places are difficult to separate from each other in terms of grades, employers and universities are inclined to look at the subjects studied.

- The department runs regular trips to Rome and the Bay of Naples.

The exam consists of three papers:

- Paper 1: Translation of extracts of unseen Latin based on mythological or historical themes.
- Paper 2: Questions on prepared Latin prose texts. We read extracts from Tacitus and Cicero and evaluate, analyse and produce personal responses on their work.
- Paper 3: Questions on prepared Latin verse texts. We read a variety of love poets including Ovid, Catullus and Horace and pupils are able to show their appreciation of the author's style and literary effects.

Religious Studies

Exam Board: AQA

Introduction

The Religious Studies course consists of two papers as follows:

- The study of religions: beliefs, teaching and practices of Christianity and Islam
- Thematic Studies: Philosophy and Ethics

There is no coursework or controlled assessment. Each paper lasts for 1¼ hrs.

Content

Paper 1: Key beliefs about God; Jesus; the Trinity; the Incarnation; the atonement and resurrection of Jesus; worship and festivals of the Christian tradition; the role of the Church in the world.



The six articles of faith in Islam; beliefs about Allah and Muhammad; the belief in angels; the afterlife; the question of authority through the Qur'an and the prophets; the five pillars of faith; understanding of jihad.

Paper 2: Origins and value of the universe; the origins and value of human and animal life; abortion; euthanasia; wealth and poverty; war and peace; arguments about the existence of God; the problem of suffering and evil; the relationship between science and religion; crime and punishment; equality and discrimination.

Why choose GCSE Religious Studies?

The course is a broad and contemporary course reflecting the role and effect of religion in the modern world. Pupils will have the opportunity to discuss, reflect and engage with many of the questions which face both religious believers and non-believers. They will learn how to structure their arguments effectively and how to engage with points of view which they themselves do not share. They will need to demonstrate good literacy skills and be able to communicate clearly and concisely. Finally, the course develops the key analytical and evaluative skills which are required later on at A Level and at university as well as in the work place.

Many pupils take this subject unsure of what it will mean. They find that it is challenging, fascinating and, occasionally, life-changing. The subject can lead to an interest in religion, politics, medicine, journalism and the law.



Option Subjects

Art and Design

Exam board: OCR

Why take Art & Design at GCSE?

Creativity underpins everything we have done in the past and everything we will do in the future. We believe everyone is creative and we try to find a way in which that skill can be captured and fostered. The Artistic world we live in is broad. The UK is a leading nation, both within further education and employment. Every industry requires creative thinkers. The GCSE course in the Art School strongly supports this spirit. The studios are lively, friendly but serious place to work, develop key learning and enquiring character traits.

Art and Design is both a form of communication and a means of expression of ideas and feelings. Art and Design fosters and encourages through direct personal expression, imagination, sensitivity, conceptual thinking, powers of observation, analytical abilities and practical attitudes. Through direct experience of practical skills and theoretical studies it leads to a fuller understanding of the part played by visual arts, including design, graphics and crafts. It widens cultural horizons and enriches the individual's personal resources. As a result, particular enjoyment and aesthetic pleasures are experienced and self-confidence engendered. It is hoped that the course on offer will reflect to some extent this view of the subject. It is possible for an able artist to take both Fine Art and 3D Design options at GCSE if their skills and interests lie in taking a creative-based degree in the future.

Fine Art

In Fine Art, pupils can submit work from a wide range of media. For example: painting, drawing, print making, textiles and sculpture, or constructing, installation, mixed media, graphics, illustration, film and photography.

The course begins broadly, introducing a variety of creative approaches and stimulating critical awareness, narrowing to the required

Unit 1 - Portfolio of Controlled Assessment - preparation work and final piece (60%)

Unit 2 - Examination - preparation work and final piece (40%)

Regular IST will be set and each pupil will be expected to compile at least one sketchbook as part of the course. The pupils are expect to attend regular open studio sessions. In support of this the Art School is open from 8.00am–6.00pm plus one evening every week and at times during the weekend.

Qualifications needed

The Art School aims to provide an excellent course of full tuition which is available to any pupil. Those wishing to follow the course should demonstrate an enthusiasm, a genuine interest and be willing to work hard.

Career Possibilities

It would naturally be of use in all “visually creative” careers and as a stepping stone to taking Art at A Level. The importance and value of good design, visual and creative thinking is now being recognised in many walks of life, and especially in industry, business, commerce, ICT, where it is seen to be making a vital contribution. Art and Design is a language which complements those of areas such as design, literacy, mathematical, scientific and factual based subjects and any of the arts, ie media, film and design.



3-Dimensional Design

In 3-Dimensional Design, pupils submit ceramic and sculptural related work. However, there is some opportunity to use other materials and skills, including textiles, relief printing, casting and other craft related skills.

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Qualifications needed

The Art School aims to provide an excellent course of full tuition which is available to any pupil. Those wishing to follow the course should demonstrate an enthusiasm, a genuine interest and be willing to work hard.

Career Possibilities

As with Fine Art, 3-D Design would be useful in all creative career paths and be useful for A Level Art. The importance and value of good design, visual and creative thinking is now being recognised in many walks of life, especially in industry, business, commerce and ICT where it is seen to be making a vital contribution.

Computer Science

Exam Board: Edexcel

The digital world is constantly changing and to keep up we need to embrace the change and understand the technology we are using. Those that learn to creatively harness the power of computers are the ones who will succeed in their future careers. If you feel inspired by the work of OpenAI, if you are intrigued by problem solving, inspired to create a program to solve it and you love technology, then the GCSE Computer Science is for you.

The course is broken down into two papers. The first is a written paper covering the theoretical concepts computational thinking, data, computers (hardware and software), networks, and impact and issues. The second is a practical programming exam requiring students to write the solutions for a problem on a laptop under exam conditions.

Paper 1

Principles of Computer Science, 1 hour 30 minutes, 50% of the qualification, 75 marks

Assessment overview

This paper consists of five compulsory questions, each one focused on one of the topic areas.

Paper 2

Application of Computational Thinking, 2 hours, 50% of the qualification, 75 marks

Assessment overview

This practical paper requires students to design, write, test and refine programs in order to solve problems.

Students will complete this assessment onscreen using their Integrated Development Environment of choice using Python 3.

This assessment consists of six compulsory questions.

Course requirements

Whilst we are happy to offer Computer Science to students that have not taken Digital Studies at 3rd Form, we would welcome a discussion, prior to starting the course, to ascertain your passion for the subject and your current level of knowledge of programming and problem solving techniques.

Option Subjects

Design and Technology

Exam board: Edexcel

Why study Design and Technology?

Design and Technology courses will help you to understand and appreciate the design and manufacture of products, making you a more discriminating purchaser. It will help you to be creative in your approach and you will use computers to help with your design ideas and in creating products. You will gain skills which will be useful in a wide range of jobs, in further study of Design and Technology and in your personal life. You have a choice of two subjects within Design and Technology: Resistant Materials or Textiles.

Resistant Materials

Why Study Resistant Materials?

Resistant Materials will help you to understand and appreciate the design and manufacture of products, making you a more discriminating purchaser. It will help you to be creative in your approach and you will use computers to help with your design ideas and in creating products. Resistant Materials concentrates on design and manufacture of products in wood, metal and plastics. This subject will develop your practical skills and your knowledge of a wide range of manufacturing processes. You will gain skills, which will be useful in a wide range of jobs, in further study of resistant Materials and in your personal life.

You will study:

- How to develop a specification for a product (you decide your own starting point);

- How to analyse existing products;
- How to generate a range of design proposals;
- How to use the Internet to research ideas;
- Product development and planning;
- How to select materials and work with tools and equipment;
- How to evaluate products.

You will:

- Improve your ICT skills and learn about CAD and CAM;
 - Develop your awareness of consumer requirements of a product;
 - Analyse products and the processes used to manufacture them;
 - Work practically with wood, metal and plastic materials;
 - Develop strategies for developing ideas, planning and producing products
 - Consider how past and present design and technology, relevant to a designing and making context, affects society;
 - Recognise the moral, cultural and environmental issues inherent in D and T.
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Textiles

Why study Textiles?

If you enjoy thinking creatively, solving problems or designing and making textile products for the future, then Textiles would be an ideal subject for you. GCSE Textiles Technology covers a wide range of topics including sports fashion, garments for special occasions, toys for children and sustainability. Over the two years of the course, you will develop your designing and making skills in a creative way, and improve your technical knowledge.

You will study:

- How to develop a specification for a product (you decide your own starting point);
- How to analyse existing products;
- How to generate a range of design proposals;
- How to use the internet to research ideas;
- Product development and planning;
- How to select materials and work with tools and equipment;
- How to evaluate products.

What taking GCSE Textiles Technology could lead to in the future:

You could pursue your interest in Textiles at A level, in either Design and Technology or Art and Design. There are many degrees on offer for Textiles Technology at University, whether creative or studying the technical aspects, from constructing textiles to working on developing new fibres and materials. Careers can include designing, buying, fashion and textile journalism and many more.



RYDELL HIGH





Drama

Exam Board: Edexcel

Is Drama the right subject for you? Do you enjoy:

- Expressing yourself in an active and exciting way?
- Working with others?
- Exploring plays practically? Visiting the theatre?
- Sharing and articulating your opinions and discussing ideas, issues and themes?
- Contributing your own ideas and building on the ideas of others?
- Playing many parts in different imaginary situations?
- Creating your own drama work?
- Directing or designing for the stage?
- Performing in front of others? Having an impact on an audience?
- Coming up with set, costume, props, sound and/or lighting ideas?
- Expressing your views and ideas through written analysis and evaluation?

If you have said yes to most of the above, then this GCSE Drama course is ideal for you.

During the course, you will:

- Be required to think, act, analyse, reflect and evaluate;
- Be involved as a director, actor, designer and technician;
- Learn how drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage;
- Learn key vocabulary and terms relating to drama and theatre practice;
- Develop and hone your acting, designing and directing skills to a higher level;
- Learn how to create and play characters in performance;
- Learn more about teamwork and how to present yourself confidently in public;

- Explore themes, issues, ideas, genres and styles;
- Learn how to effectively collaborate with others and perform in front of an audience;
- Learn how to write about drama in an imaginative and insightful way;
- Be encouraged to be analytical and become a more critical thinker both on paper and through discussion;
- Get the opportunity to say what you think by evaluating your own work and the work of others.
- See live theatre and be expected to write thoughtfully and critically about it;
- Learn how to give and take constructive criticism.

How will I be assessed?

Coursework: You will be marked as a performer/designer on two scripted performances and one devised piece. You will be marked for the quality of a supporting portfolio (written, verbal or a mixture of the two) for the devised piece. Written Exam: This will consist of a series of staggered questions based on a set text and a live production.

What skills will I need?

Ideally, you will have an existing interest in drama and a desire to work with others in a practical way. Most importantly, you will be energetic, determined, open-minded, and keen to take on new challenges.

What use is it?

Doing well in drama says a lot about your ability to be an effective communicator, self-confident, articulate, expressive, creative, analytical, reflective, evaluative, a strong leader, able to think outside of the box. These are skills that are highly valued by both employers and university admissions tutors.

Where will it lead?

It is a good introduction to A Level Drama and Theatre Studies, which in turn can be applied to many university courses and career options.

Option Subjects

Music

Exam Board: Edexcel

GCSE Music is designed to enable a greater understanding and appreciation of a range of different musical genres, cultures and contexts. The course encourages pupils to engage critically and creatively in the study of music, and to develop personal skills and interests through a broad, coherent and satisfying syllabus. The course helps to develop broader life skills and attributes, including critical and creative thinking, aesthetic creativity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

GCSE Music has three areas:

Listening and Appraising (40%)

In this part of the course, pupils learn to identify and compare /contrast distinctive characteristics from a variety of musical styles and traditions based on eight set works from four Areas of Study; Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen, and Fusions. Pupils will learn how to use musical vocabulary appropriately and will be expected to make critical judgements about both set works and unfamiliar music. The unit is designed to encourage pupils to develop knowledge and understanding of musical elements, contexts and language, as well as aural, listening and appraising skills. This component is assessed by a 1¾ hour listening/written exam at the end of the course.

Composing (30%)

Candidates will gain the knowledge and understanding of how to compose in various styles of music, in a vast array of working methods. The specification encourages free choice of compositional style, allowing individual strengths and preferences to shine through. Throughout the course, pupils will become familiar with musical software programs such as

Logic and Sibelius. For the purpose of the final examination, candidates must submit two compositions as coursework, with a combined time minimum of three minutes.

Performing (30%)

Performing, both as a soloist and as part of an ensemble, is a considerable part of the GCSE course. Candidates must learn a musical instrument (or voice) throughout the two years and perform as often as possible in both capacities. Candidates are required to submit two recordings as coursework: one as a soloist, and another with an ensemble. It is advised that candidates should have at least three years playing experience on their first instrument, or be around Grade 3 standard before starting the course. Performances are assessed under three categories: technical control, expression /interpretation and accuracy/fluency.

Why choose Music?

Music nourishes learning, including sensory integration, attention, critical thinking, emotional maturity and motor capacities, as well as building confidence, self-esteem and self-discipline. Studying Music is linked to high academic performance, helping students to improve literacy, mathematics and cognitive development. Research has proven that access to a quality music education engages students, enhances learning, improves cognitive development, maths and reading skills, develops critical thinking, as well as fostering leadership and teamwork. Playing a musical instrument develops key brain functions that not only enhance musical learning but also academic and social skills. Students also develop cultural literacy, broadening their understanding of cultural and social history around the world, widening perspectives.

Physical Education (P.E.)

Exam Board: OCR

A GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.

It will draw from a number of different academic areas, as well as enabling pupils to develop their sporting ability across a wide variety of sports.

The course consists of three modules in which:

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

In the second exam, tested module students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media

Students are then assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.



Overall, the course provides an exciting mix of practical and theory elements that will give all pupils with an interest in sport at any level an enjoyable and interesting time over the two-year course.

Enrichment GCSES

We recognise that a number of our pupils are keen to challenge themselves academically. In addition to running departmental stretch and challenge activities and year-group activities within our 'Aiming High' programme, we also offer Enrichment GCSEs. If you would like further details, please talk to Mr Hamilton (Classical Greek), Dr Haydock (Astronomy), or Mrs Badger (Mandarin). These GCSEs take place outside the normal curriculum.

Astronomy

Astronomy is an enrichment GCSE, which means that it would be studied in addition to the normal GCSE load. It is not a subject that can be chosen to replace a GCSE.

For thousands of years humans have been looking into the skies above and wondered at their mysteries and powers. Most people are still fascinated by the night sky and are interested in stories about our continuing exploration of our Solar System and the Universe. This course builds on that interest and gives an introduction to astronomy.

The course is split into 16 topics, split over 2 papers:

Paper 1: Naked-eye Astronomy

1. Planet Earth
2. The Lunar Disc
3. The Earth-Moon-Sun cycle
4. Time and the Earth-Moon-Sun cycle
5. Solar System observation
6. Celestial observations
7. Early models of the Solar System
8. Planetary motion and gravity

Paper 2:

9. Exploring the Moon
10. Solar Astronomy
11. Exploring the Solar System
12. Formation of planetary systems
13. Exploring starlight

14. Stellar evolution
15. Out place in the Galaxy
16. Cosmology

Both papers are assessed with a 100 mark paper, which is 1 $\frac{3}{4}$ hours long. As well as the exams, the students are required to complete two mandatory observations, one unaided (without a telescope) and one aided.

The course will be run as an extra GCSE, Year 1 will be on both sessions Saturday mornings and Year 2 will add on an after-school session.

Classical Greek

Exam Board: OCR

Classical Greek is an enrichment GCSE, which means that it would be studied in addition to the normal GCSE load. It is not a subject that can be chosen to replace a GCSE.

Any pupil in the current 3rd Form or above with a genuine interest in learning a Classical language can take Classical Greek. This subject is taught off the main timetable as an additional subject.

Why study Greek for GCSE?

- All the reasons given above for Latin hold true for Classical Greek. The study of Greek, like Latin, commands respect from universities and employers alike as it shows that a student can think clearly as well as learn.
- The study of Classical Greek provides students with an authentic insight into the values, culture and society of the ancient world.



- Learning the literature helps develop students' critical, analytical and reflective skills by evaluating evidence from a range of original sources.
- Students are given the opportunity to develop linguistic skills which are applicable to their studies of English and other languages.
- The course provides a solid preparation for those wishing to progress to Classical subjects at a higher level.

What does the GCSE exam consist of?

- Paper 1: Translation of extracts of unseen Greek based on mythological or historical themes.
- Paper 2: Questions on prepared Greek prose texts. We read extracts from Herodotus or Lucian and evaluate, analyse and respond to their work.
- Paper 3: Questions on prepared Greek verse texts. We read poetry including Homer and Euripides and pupils are able to show their appreciation of the author's style and literary effects.

Mandarin

The ability to speak Mandarin will be one of the most important business skills of the 21st century and employers and universities are increasingly impressed with students who have studied the language. The lessons are on Saturday mornings and after school on Mondays and Thursdays. Pupils will be expected to do approximately 50 minutes of Mandarin prep per week. Please contact Mrs Badger (badgersa@lordwandsworth.org) for more information as this course does have an additional cost and your son/daughter/ward does need to have previous experience of the language.





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