



BRADFIELD COLLEGE

COEDUCATIONAL BOARDING SCHOOL FOR 13 TO 18 YEAR OLDS

JUNIOR SCHOOL COURSES 2010

**A GUIDE TO THE CORE AND OPTIONAL COURSES
LEADING TO GCSE IN 2012**

February 2010

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INTRODUCTION

In the first year at Bradfield pupils follow a broad curriculum that introduces them to almost every subject we offer at GCSE. The exception is in modern and classical languages, where pupils are asked to choose from several options. Each GCSE course, however, requires at least three lessons per week in the two years of the course, and thus pupils have to make a choice as to which subjects they wish to study at GCSE level. Most pupils take eight or nine subjects at GCSE. For university entrance the number of GCSEs is not important, but the overall profile (in terms of A*, A, B and C grades) is. It is therefore more sensible to study for fewer GCSEs and to obtain good grades, than to opt for too many, and to do less well. To enter the sixth form automatically, a pupil will require five GCSE passes at a minimum of Grade B. We insist that all pupils follow a core curriculum, which includes the following subjects:

Mathematics, Sciences, English Literature, English, a Modern Language, Physical Education, Information Technology and PSHE (Personal, Social and Health Education).

IT and PSHE are not examined at GCSE. All pupils follow a course in PE, either as a GCSE option (see below) or as a non-examined part of the course.

All pupils must choose at least **two** science subjects and at least **one** modern foreign language. Pupils should choose three further subjects (or four if only two sciences or Single Award Science are chosen) from the list below, which are separated into broad groupings. Sometimes it can be unwise to choose subjects which are too similar in content or skills (textiles and art for example). Parents should discuss this with the Housemaster/Housemistress if they are in any doubt.

We will make every effort to accommodate the first choice of every pupil but, occasionally, it is not possible to timetable a particular combination of subjects and, in this situation, there will be discussion to agree on an alternative choice.

<i>Aesthetics</i>	<i>Languages</i>	<i>Humanities</i>
Design and Technology	Spanish (MFL)	History
Music	German (MFL)	Geography
Art	Latin	Religious Studies
Photography	Latin & Greek	Classical Civilisation
Textiles	Italian (MFL)	Economics (AS)
Drama	French (MFL)	Film Studies
Physical Education		
Dance		

The Economics (AS) option may only be chosen after a discussion with the Head of Economics and a satisfactory academic report from the Faulkner's year. A meeting for pupils who are likely to qualify for this option will be arranged by the Deputy Head in the Lent Term.

You will find in this folder, a detailed description of each of the core subjects and all of the option subjects for GCSE. For further information and advice you can talk to Heads of Department, to teachers and to the Housemaster, Housemistress or Tutor concerned. Of course, you are most welcome to contact me if I can be of help.

Please note that a pupil may only study Latin, French, German, Italian or Spanish if he or she has taken this language option in the first year at Bradfield, or if he or she has studied the subject to a similar standard at a previous school.

NOTES

It is unwise **not** to select a subject as a GCSE option if it is likely to be a subject that you would wish to study at AS or A level.

It can be difficult to switch from one option to another once the course has been started.

We will make every effort to ensure that pupils are able to follow their first choices, but the College reserves the right to redirect pupils if it considers that they are unsuitable for a subject, or if numbers choosing one particular subject are such that the set is unjustifiable.

Bradfield has an extremely well resourced Careers department and Mrs Allen, Head of Careers, would be happy to offer individual support as required to pupils and parents as they think through GCSE choices.

The costs of entry to GCSE and all other public examinations are chargeable at the end of the term in which the entry is made.

Kevin Collins
Deputy Head (Academic)

ART: FINE ART, PHOTOGRAPHY & TEXTILES

Examining Board – OCR

Courses available:

Art: Fine Art

Art: Photography

Art: Textiles

Outline of the Courses

All three courses share the same syllabus and structure and have two components: coursework (60% weighting) and the examination (40%). The examination itself is very much like a timed coursework project. Fine Art, Photography and Textiles at GCSE are very broad subjects in their possibilities of approach. All share much common ground, having similar intellectual concerns. Scope also exists for areas to overlap to some extent and for work to be done in alternative media, such as computer graphics and Digital Video, where appropriate.

The coursework module work will be done through a number of projects which are designed to give pupils the opportunity to explore in a wide range of media and methods. Work in the Shell will tend to be about developing skills and learning how to explore, experiment and develop ideas, while 5th Form work will be focused towards individuals developing more resolved coursework projects with greater independence. Generally speaking, the projects done in the 5th Form would form the core of the assessed portfolio.

It is important that this folio shows a balance between the four assessment objectives in the syllabus. These are:

1. **Develop Ideas** through investigations informed by contextual and other sources, demonstration analytical and cultural understanding
2. **Refine Ideas** through experimenting and selecting appropriate resources, media, materials, techniques and processes.
3. **Record Ideas**, observations and insights relevant to their intentions in visual and/or other forms
4. **Present a** personal, informed and meaningful **response** demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral and other elements.

Projects are set to deal specifically with these areas. However, projects generally look at all assessment objectives together, to a greater or lesser extent, as they are, to a degree, interdependent. The final assessment is of the coursework, all projects being assessed as a body of work, and the examination separately. Initial assessment is done internally, the work is then exhibited for moderation by an OCR appointed external examiner.

General Points

For a pupil to achieve the highest grades, hard work and a high level of commitment is required. Pupils would be expected to use the studios regularly during activity periods, half-days etc. The subject demands independence of thought, self discipline, a willingness to experiment with ideas and processes, an open and enquiring mind, amongst other things, for the candidate to achieve their highest potential. It can be very hard, sometimes frustrating work; it can also be very exciting and rewarding!

Although the department will supply the majority of materials and media, sketchbooks and brushes would be billed, but at a significantly lower cost than if bought elsewhere. While the department has cameras, it would be advantageous for those pupils choosing Photography to own their own Digital SCR Camera.

Ian Dugdale
Director of Art

CLASSICAL CIVILISATION

Classical Civilisation is made up of a wonderfully varied and enjoyable selection of study areas, including:

- Mythology
- Literature
- Society
- Art & Architecture
- Archaeology
- History

We cover a very wide range, with topics studied depending on the strengths and interests of the staff teaching the subject. Popular choices include:

- Epic stories like Odysseus' travels
- Historical Tales such as Livy's tales of the early origins of Rome.
- Greek Tragedy and Drama Festivals
- The Ancient Olympic games
- Pompeii and Herculaneum
- The Emperor Nero
- Athenian Democracy

All the Greek and Latin literature is in translation - there is no requirement of Latin/Greek or that pupils have studied the subject previously. Images and film are also used to complement the topics.

What is the exam like?

- There are four topics selected for the GCSE, each worth 25%
- Three are taken as exams and one as Controlled Assessment
- The controlled assessment task is usually a prepared essay of about 3000 words written in exam conditions.
- The exams are mainly of short factual questions and a longer essay on each topic
- Classical Civilisation can be taken at both higher and foundation tiers

Is it easy?

Classical Civilisation is as easy and demanding as most other GCSE subjects. Some pupils enjoy the topics at a straightforward level, while others appreciate the highest standards of scholarship. Classical Civilisation is, of course, a highly regarded subject in its own right, both at GCSE and beyond, developing a wide range of skills. Many pupils find that the incredibly varied nature of Classical Civilisation means they are never bored.

What are the benefits of Classical Civilisation?

Classical texts, stories and social/archaeological topics are exciting and interesting. The classical world provides the essential basis for a full understanding of Western culture and society. It's just right for you if you like studying great stories, moving plays, stunning buildings and sculpture, power politics, social experiments, athletics, archaeology, the visual arts, politics - in fact almost every important part of life which you can imagine. This is the only subject where two civilisations are studied in their entirety, and therefore the skills of comparison are very well developed here – both between the Greek and Roman worlds, and with modern society. You will develop key skills of comprehension, analysis, appreciation of our cultural and sociological heritage and self-expression, all vital skills no matter what career you choose in your future lives.

Rebecca Cann
Head of Classics

CLASSICAL GREEK

Greek is offered at Bradfield as part of a “Gratin” choice – a pupil chooses Gratin and has lessons in both Latin and Greek (leading to two separate GCSE qualifications) while using only one subject choice. The small number of schools that still offer Classical Greek at GCSE and beyond adds further to the cachet of the subject, and it remains an intellectual pursuit highly regarded by universities. Most of what you will find written about the advantages of studying Latin apply to Greek, but the rewards can be even greater; certainly classes tend to be small and this (combined with the study of literature) allows for lively debate and wide-ranging discussion.

You will study:

- The Greek Language; learning to read Greek texts in the original language
- Literature set texts (both Prose and Verse)
- A variety of background topics, both historical, political and social

You will learn:

- How to read, appreciate and analyse Greek Literature in its cultural context and original form
- How to read texts and historical sources in Greek
- How to develop a sensitive and analytical approach to Greek, as well as a strong sense of linguistic structure, and an awareness of the relationship between Greek and the languages of today
- How to appreciate different cultures
- How to communicate clearly and effectively

Rebecca Cann
Head of Classics

DANCE

GCSE Dance is the fastest growing GCSE across the country at present. This exciting new course has been available to pupils since September 2009 and is a stimulating opportunity for any dedicated dancer.

The course aims to:

- Develop pupils' understanding and appreciation of a range of dance styles
- Develop knowledge, skills and understanding needed to **PERFORM, CHOREOGRAPH** and **APPRECIATE** dance
- Develop life-skills and attributes such as decision making, critical and creative thinking, aesthetic sensibility and co-operation with others

Lessons will be largely practically based with an aspect of theory to support this work. There will also be opportunities to attend live performances of several different areas of dance.

There are 4 elements that contribute to the final grade:

1. A solo performance of a Set Dance, worth 20% of the final grade
2. Performance in a Duo/Group Dance, worth 20% of the final grade
3. Choreography of a dance (solo/duo/group), worth 40% of the final grade
4. A one hour written examination, worth 20% of the final grade

GCSE dance is an exciting, broad and varied GCSE option, which can be linked to many other different subjects. It develops confidence and provides many opportunities for the creative mind.

Katie Sanford and Michelle Legg
GCSE Dance Coordinators

DESIGN AND TECHNOLOGY – RESISTANT MATERIALS

The Resistant Materials course offered by Edexcel is a well-balanced course that meets the needs of pupils at Bradfield. Pupils learn to develop and construct their designs using a range of materials including Woods, Metals and Plastics.

The final grade is based upon the coursework project that counts for 60% and a written / design exam of 40%.

The project is a combination of practical outcome and design folder. It takes approx 40 hours to complete and runs from the summer term of the Shell year (Y10) to submission at Christmas of the Fifth Form (Y11). Projects are based upon proposals set by Edexcel and provide pupils with the opportunity to demonstrate their problem solving skills and creativity.

Pupils have in the past developed a wide range of products including, Furniture, Lighting, Go Karts, Toys, Jewellery and Garden equipment. The limiting factors are obviously time, space and material costs.

Pupils often choose this subject because of its practical nature and as far as possible we aim to teach all the theory work through practical application as the course progresses. Skills, processes, machines and materials are covered at each stage as needed. During the Shell year pupils will complete at least three practical projects linked directly to the syllabus content.

Building on the work done in Faulkner's (Y9) we continue with a series of structured modules:-

- Safety revision
- Graphics (3D presentation and rendering)
- Graphics (CAD)
- Materials skills courses (Wood, Metal and Plastics)
- Design based set task (same format as the GCSE task, so that pupils get used to what is required)
- Industrial production and manufacture (batch and production line work)
- CAM (Computer aided manufacture)
- Introduction to the GCSE coursework task (initial work completed by the end of the Summer Term, coursework assessment takes place at the end of the Lent term in the Fifth Form)

Pupils' progress and assessment is monitored throughout the course and recorded at appropriate points on a central database system.

David Lait
Head of Design and Technology

DESIGN AND TECHNOLOGY – GRAPHIC PRODUCTS

The Graphic Products course offered by Edexcel is an excellent course that allows pupils to explore 2D and 3D design through the use of compliant materials. They will develop designs through the use of hand drawn and computer based graphics.

The final grade is based upon the coursework project that counts for 60% and a written / design exam of 40%.

The project is a combination of practical outcome and design folder. It takes approx 40 hours to complete and runs from the summer term of the Shell year (Y10) to submission at Christmas in the Fifth Form. Projects are based upon proposals set by Edexcel and provide pupils with the opportunity to demonstrate their problem solving skills and creativity.

Projects must be manufactured from compliant materials such as paper, card, foam boards and thin plastics. Typical projects include Board games, Pop-Up books, Point of sale displays, Exhibition design, Teaching aids and advertising media.

Pupils often choose this subject because of its opportunity to link artistic flair with practical capability. It particularly suits pupils who enjoy the creativity side of Design Technology, but do not enjoy the engineering side of the subject in the workshops. The practical nature of the course allows much of the theory work to be taught through practical application as the course progresses. Skills, processes, use of machines and materials are covered at each stage as needed. During the Shell year pupils will complete at least three practical projects linked directly to the syllabus content.

Building on the work done in Faulkner's (Y9) we continue with a series of structured modules:-

- Safety revision
- Graphics (3D presentation and rendering)
- Graphics (CAD)
- Materials skills courses (Creating 2D and 3D products using compliant materials)
- Design based set task (same format as the GCSE task, so that pupils get used to what is required)
- Industrial production and manufacture (batch and production line work)
- CAM (Computer aided manufacture)
- Introduction to the GCSE coursework task (initial work completed by the end of the Summer Term, coursework assessment takes place at the end of the Lent term in the Fifth Form)

Pupils' progress and assessment is monitored throughout the course and recorded at appropriate points on a central database system.

David Lait
Head of Design and Technology

DRAMA

The College follows the Edexcel examination.

There is no written examination. Instead, pupils are assessed through a mixture of practical and written coursework and a final performance exam. There will be more emphasis upon physical theatre than previously, so pupils should not worry about the burden of line-learning.

There will be options to work on design; lighting and set design in particular, though pupils can also opt for the costume-design element of the course. They will, however, be required to perform in at least one piece of theatre.

The course does not demand that pupils are natural performers, though acting skills help. It teaches them team-work, problem-solving and creative fluency as well as providing a grounding in the essentials of theatrical understanding. It should be of interest and use to all pupils who enjoy discussion, creative thinking, who can work in groups, and who are keen to use their imagination. It is particularly valuable for pupils who would consider further experience in any creative field of study or work, such as business or the arts.

There will be at least one compulsory theatre trip and a number of voluntary ones. The department organises workshops for pupils at GCSE from professional practitioners, usually chosen for their experience of both professional performance and education.

Pupils are encouraged to audition for and to attend the variety of College performances of plays to broaden their experience and theatrical vocabulary.

The department ethos is one that expects respect for all within the group and which teaches pupils to face work-pressure with calmness and a confident problem-solving approach. We emphasise the importance of the team. Drama is almost unique among GCSE subjects in giving pupils the chance to experience this crucial aspect of working life.

Alan Kilburn
Head of Drama

ECONOMICS (AS LEVEL)

What is it and why study it?

This is a modern, dynamic and relevant subject, which focuses on the events of the last decade. It is an interesting mixture of current affairs, the more abstract field of Economic Theory and the study of specific institutions such as the EU, the World Trade Organisation and the MPC at the Bank of England.

What causes unemployment? How can inflation be cured? What does the UK gain from membership of the EU? Why do nurses earn 2% of Wayne Rooney's wage? Are the rich getting richer and the poor getting poorer? Does it matter? Does the level of the exchange rate matter? Should we join the Euro? These are just a few typical questions which an AS level pupil would be expected to understand and debate. Anyone studying the subject at Bradfield is not simply taught Economics but is expected to develop the skills of investigating, understanding, analysing, interpreting and evaluating the arguments put forward by economists and politicians.

We are looking for committed, keen and interested pupils who want to know what happens, why and to whom. It is not necessary to have great ability in Mathematics. Our over-riding requirement is that our economists are prepared to involve themselves in the work and debate that is Economics.

The Course

At Bradfield pupils are entered for OCR Economics. The specification assumes no previous study of Economics. The course is approached in a well-organised but flexible way responding to significant economic developments as they occur. For example, the Budget and interest rate changes, covered in every news programme and daily newspaper provide a typical subject to be discussed, debated, analysed and evaluated by every A level Economics pupil as it happens. A decent daily newspaper is one of our most important textbooks. No textbook can hope to cope with the demands of such an alive and dynamic subject. Our pupils therefore learn to develop critical reading and listening skills that will be important to them for the rest of their lives.

Shell (Y10)

The first year will cover both AS modules concentrating on the study of micro and macroeconomics. If good progress is made it may be possible to take a modular examination in the June of the Shell.

Pupils will be introduced to the concept of opportunity cost, supply and demand theories, the various types of elasticity and how firms operate. We will also look at the idea of market failure and government intervention to produce efficient solutions. The objectives of economic growth, employment, inflation and international trade are examined along with the various types of economic policy used by the government.

Fifth Form (Y11)

The second year works towards completing the AS modular examinations and again involves the study of both micro and macroeconomics.

Examinations

Our expectation is that pupils would take their two AS modules during the Shell (Y10) and the Fifth Form (Y11). The AS system allows for retakes and thus there would be the opportunity for retakes of modules during the Fifth Form. The board will always credit the pupil with the highest mark obtained on a module. There is no coursework element.

The Sixth Form

In the sixth form pupils will be able to continue their study of Economics on to full A level hopefully finishing the A2 course by the end of the Lower Sixth (Y12). Alternatively pupils could leave the course at this point and simply hold an AS qualification in Economics.

Tim Chaloner
Head of Economics

ENGLISH AND ENGLISH LITERATURE

The fundamental aims and requirements of English and English Literature are to encourage the use of clear, accurate and flexible language in response to a wide range of texts. These responses are practised and measured as reading, writing and oral skills.

Reading and Writing

Pupils will be expected to read widely and accurately, using both literary and media sources, and to learn the vital importance of precision, coherence and a sense of audience in their written work. Knowledge of a Shakespeare play, and some literature written both before and since 1900 is a core requirement of GCSE.

All pupils have access to dictionaries and a thesaurus in class, which they should use to expand and refine their word power. They will study at least one substantial literary text every term, and will be expected to read widely under their own motivation.

Drama is one of the kinds of literature that is studied, and theatre trips are organised by the department, at preferential rates, to ensure that everyone has access to live performances.

Speaking and Listening

In recent years there has been more emphasis placed on these crucial oral skills. This is reflected in a 20% weighting given to it in GCSE English (as coursework). The co-operative work undertaken in the classroom to further these skills is exciting and important, involving such activities as debating, role-play and group discussions.

The Final Assessment

The final grade in English and English Literature will be determined by a pupil's performance in both terminal examinations and a coursework folder of their own writing. English Language is also assessed through evidence of speaking, listening and reading ability. All pupils are entered for GCSE English, and, usually, for English Literature.

Presentation and Spelling

This is an important area to consider when determining a pupil's final mark in the course. Each pupil must work hard to improve the way he or she presents written work, including handwriting. All pupils should note that crucial marks will fail to be awarded if attention is not paid to spelling and punctuation.

Finally

English lessons are hard work, but they are varied, lively and enjoyable. Attentive and determined participation should lead to success in these two GCSE subjects.

Hannah Neophytou
Head of English

ENGLISH AS AN ADDITIONAL LANGUAGE – ‘EAL’

In the Junior School (Years 9 – 11) EAL is provided for all non-native speakers, within the mainstream curriculum, for 3 lessons per week. This programme of study is provided free of any additional charge and is designed to enhance language skills and support other subjects. In Faulkner’s (Y9) pupils follow a foundation course at Intermediate level, progressing to the Cambridge First Certificate in English and IGCSE English as a Second Language in the Fifth Form (Y11). The latter focuses on candidates’ ability to use English as a medium of study and is thus an important precursor to the A level programme.

On arrival at the College pupils for whom English is an additional language are given tests to evaluate their competence. Should the test results suggest that there are areas of significant weakness, likely to inhibit progress across the curriculum, the College may recommend that pupils receive extra lessons in English to supplement those provided. Such lessons would involve additional costs. Refusal to accept this extra tuition when it is recommended could compromise a pupil’s place in the College.

Pupils are also encouraged to take GCSE or O level qualifications in their native tongue (if an examination is available; there is, for instance, a GCSE in Portuguese, and an O level in Thai). This additional qualification is of value because it involves more than a test of competence in one’s mother tongue: pupils can learn valuable skills that are not developed in their other GCSE subjects.

During College holidays, in order to maintain English language skills, the EAL Department recommends a range of books, periodicals, and audiovisual material for use in continuing practice of English.

Helen Bebbington
Head of English as an Additional Language

FILM STUDIES

Overview

This is an exciting course, given that most pupils are already avid consumers of contemporary film. The programme of study is designed to develop pupils' interest and enjoyment of the subject through the close study of a wide range of film texts. Pupils will be encouraged to develop critical and investigative skills and engage with aesthetic, technical, economic and moral issues related to specific films and the film industry. Their creative talents will also be tested as they use their knowledge to pitch and produce their own, original film project.

The Course

We follow the WJEC course which is made up of a coursework portfolio and two written examinations:

Paper One focuses upon one film genre set by the exam board. Pupils will watch an unseen film extract relating to this genre at the start of the exam and use this extract to answer questions on genre conventions, linking to other films studied on the course.

Paper Two will focus on World Cinema, with pupils writing about theme, character, narrative and micro elements such as sound and cinematography within a chosen film text.

The coursework portfolio is made up of one analytical essay and three creative assignments relating to their own, imagined film.

Extra-curricular Opportunities

The department offers many opportunities for pupils to learn more about film outside the classroom.

Pupils can attend a weekly film making club and regular screenings and evening events are offered.

Abigail Hatch
Head of Film Studies

FRENCH

Why study a language?

Our market is increasingly global and world travel is now an indispensable part of our business and personal lives. To take the first step in breaking the linguistic and cultural barriers by learning a language is more important now than it has ever been. Aside from all practical implications, the study of languages also breeds respect for others and their cultures. In terms of employability, it teaches the cross-curricular skills of analysis, research, IT and above all, the highly prized skill of communication.

Why study French?

French is spoken in 51 countries and is an official language of 28. Other than English, it is the only language spoken on five continents. Along with English, French is the official working language of the European Community, the United Nations and NATO. French is also an obvious choice for English students, in terms of history, geography and in the current make-up of Europe. The close proximity of France to the UK and its centrality in Europe means the study of it is relevant and has practical implications on our lives. (French is for example the dominant language in all matters of European Justice). It is important to the learning of a language that one can visit the country and study it within a 'real context'. France is now more accessible than ever before. With its 60 million annual visitors, France is the world's most popular tourist destination.

The Course

By the end of the GCSE course you should be able to communicate in a variety of different contexts in France. These range enormously and cover matters of personal and social life, tourism, the media, global issues, and the world of work. Regular oral participation in lessons is encouraged and increasingly throughout the course you will find that you can write at greater length and with greater fluency on matters of personal interest. We strongly recommend that pupils studying French should look to spend time in France during their GCSE course. In addition to the GCSE course, we offer DELF, a separate one year qualification for our Fast Track linguists who will have taken GCSE examinations in yr10. It is a challenging course enabling our Fifth Form top linguists to deepen their knowledge of French.

The Exam

At Bradfield we follow the OCR board the exam is made up of four mandatory units: the listening will count for 20% of the overall mark, reading 20%, speaking 30% and writing 30%. There is the possibility of early entry to take GCSE French in the Shell (Y10) for those pupils for whom it is judged appropriate.

The Teaching

Whilst we use the popular textbooks *Encore Tricolore* and *Métro*, the course is regularly supplemented with departmentally developed teaching aids, magazines and newspapers. Use of ICT, television, video and DVD, the Internet and the library play an increasingly important role in the study of French at Bradfield. We have four ICT rooms within the College and all languages' classrooms are equipped with interactive whiteboards. As teachers of French within the department, we use these facilities to practise language skills as well as to watch current news in France. We aim to make the learning of French enjoyable, varied and practical and above all give the pupils the love for a language which will stay with them for life.

Mark Etherington
Head of French

GEOGRAPHY

“Geography is a subject which holds the key to our future.” (Michael Palin, TV presenter)

Geography at GCSE provides an excellent opportunity to gain a fuller understanding of our complex and interconnected world. It is a broad-based subject which develops a number of intellectual skills: literacy, numeracy, presentation skills and the application of ICT. Throughout the course the pupils are encouraged to develop a sense of place by studying a wide range of case studies at a variety of different scales, from global to local, in both the developing and developed worlds. The course also provides opportunities for fieldwork and for the study of contemporary issues.

We will study themes in both physical and human geography including water, climate change, living in an active zone, our changing coastline, weather and climate, changing populations, globalisation, development, tourism, retail and urban change.

This will involve the investigation of questions such as:

- Can better approaches to river management reduce the future impact of flooding in Cumbria?
- What are the impacts of the HIV/AIDS pandemic in sub-Saharan Africa?
- How might we change our individual lifestyles to reduce the impact of climate change?
- To what extent has the UK benefited from the inflow of migrants from Poland?
- Why do people still live in Tokyo, even though it is located in a major earthquake zone?
- Is aid or fair trade more important in helping countries in ‘the South’ to achieve the Millennium Development Goals by 2015?
- How will Bangladesh cope with rising sea levels?
- What are the costs and benefits of a safari holiday in Kenya?
- Why was New Orleans so badly affected by Hurricane Katrina?
- In what ways has the centre of Manchester been regenerated?

Assessment

Written papers (75% of total marks)

Controlled assessment (25% of total marks), consisting of a concise enquiry based on fieldwork (10%) and a problem solving decision-making exercise (15%).

Junior Geographical Society

This seeks to broaden pupils’ interest in the subject with visits (e.g. to the London Olympics site), lectures (e.g. at the Royal Geographical Society), film screenings (e.g. ‘The Age of Stupid’), quiz evenings and debates.

“If geography itself has any significance it is that we are made to lift our eyes from our small provincial selves to the whole complex and magnificent world.” (Sir Richard Burton, explorer)

Roger Keeley
Head of Geography

GERMAN

GCSE German is only available to pupils who have studied German in Faulkner's or who have studied German at preparatory school.

Why study a language?

Our market is increasingly global and world travel is now an indispensable part of our business and personal lives. To take the first step in breaking the linguistic and cultural barriers by learning a language is more important now than it has ever been. Aside from all practical implications, the study of languages also breeds respect for others and their cultures. In terms of employability, it teaches the cross-curricular skills of analysis, research, IT and above all, the highly prized skill of communication.

Reasons for learning German

With the opening up of Central and Eastern European countries, the German language is one of the most important in Europe for trade and tourism as it is the first or second language used in many of them. Germany is Britain's biggest and most important trade partner in Europe, and many companies now appreciate and require employees who can speak German. From a tourism point of view, Germany is becoming more and more popular as a holiday destination, and the recent World Cup in Germany boosted this even more. Many of the skiing resorts in Switzerland and Austria are German-speaking. Finally, German is an excellent subject to have on one's CV: university admissions tutors rate it, because it is seen as one of the more challenging subjects.

The Language

German is not difficult for English speakers to pronounce, but its grammar is demanding. It requires a serious approach and rewards systematic study, so its full acquisition is a priceless asset, open to all who possess linguistic ability.

The Exam

At Bradfield we follow the OCR board the exam is made up of four mandatory units: the listening will count for 20% of the overall mark, reading 20%, speaking 30% and writing 30%. There is the possibility of early entry to take GCSE French in the Shell (Y10) for those pupils for whom it is judged appropriate.

The Course

We teach from LOGO 1 and 2 in Faulkner's (Y9) and we use the brand new "GCSE German for OCR" for the Shell (Y10) and the Fifth Form (Y11). This is an excellent resource which includes modern topics, and an up-to-date slant on the content. All of our teaching requires lots of talking between the teacher and yourself as well as between pupil and pupil. The fact that you are positively involved with the work makes it more interesting, and, at the same time, following the course ensures that you absorb essential information about life in Germany in a relatively painless way! We also organise trips to Germany during the GCSE course so that you experience the culture and the language first hand.

Alexandra Acton
Head of German

HISTORY

How did Hitler and the Nazis come to power?

What was it like to live in Nazi Germany?

What are the main causes of the Second World War?

Did violent protest help or hinder the struggle for Votes for Women?

Did the Cuban Missile Crisis come close to starting World War Three?

These are just a few of the questions we might study in GCSE History. This GCSE course will teach you a lot about the last hundred years, and will help explain why the world is as it is today. However, History is not just a question of finding out about the past; it also means interpreting what happened and making up your own mind about it. This is something which appeals to many people about studying History, even at GCSE level.

GCSE History

The course is the 'Modern World History' syllabus of OCR.

You will already have had some acquaintance with 20th Century History in Faulkner's (Y9). Some of Faulkner's History is directly relevant to the GCSE syllabus and the types of work you do at GCSE will already be familiar - for example, writing short essays and working with historical sources. Videos are frequently used to supplement the textbooks. As well as an interest in the subject, the particular skills that you need to achieve reasonable results at GCSE are:-

1. **Recall and arrangement.** How good are you at remembering information and how well can you use the information to answer comprehension and essay questions?
2. **Description, analysis and explanation.** Can you describe precisely the events and issues you are studying? Can you identify the most important features of them?
3. **The historical context.** How good are you at looking at historical events from the perspective of people in the past, and can you use historical evidence to arrive at conclusions about the past?

Syllabus

- a. A core content of International Relations (1919-1989) including the causes of World War Two and the main causes of the Cold War.
- b. An In-depth Study on Germany 1918-45, including how the Nazis affected the lives of the German people
- c. A special paper on Britain 1906-18, including the changing role of women and the Home Front in the First World War.
- d. Two pieces of coursework (25% of the overall marks)

We are confident that you will find this a stimulating and academically beneficial course and will appeal to boys and girls alike.

Richard Veal
Head of History

INFORMATION AND COMMUNICATION TECHNOLOGY COURSE (ICT)

Shell (Year 10) Only

The Shell (Y10) ICT course builds on the skills acquired during the Faulkner's course. It also introduces pupils to the use of ICT in a real context. Pupils identify problems and bring ICT tools to bear on them in order to produce a solution.

Pupils learn to use the more advanced features of Word Processors, DTP, Presentation Graphics, Spreadsheets and Databases.

At the end of each unit pupils sit an examination in the relevant skill area. This is marked by OCR using computer-based assessment – it is marked by a machine! Pupils will have the opportunity to sit 5 modules and may resit if they fail. Those who pass 3 modules are awarded a certificate whilst those that pass 5 are awarded a diploma.

Having completed the Shell (Y10) course pupils will be well placed to make use of ICT to enhance their education during the remainder of their time at Bradfield and beyond. The course provides a sufficient foundation of practical skills for anyone wishing to take Computing at Advanced level.

James Nalty
Director of ICT

ITALIAN

Italian is studied *ab initio* in Faulkner's (Y9) and then continued in the Shell (Y10) and the Fifth Form (Y11), leading in three years to GCSE.

Why study Italian?

Historically, Italy has always been of great importance. In the Middle Ages, cities such as Florence and Venice were among the richest and most powerful in Europe; it was Italy that produced the Renaissance, the culture and values which have provided the foundations of much of western life in the last five hundred years. Today Italy is one of the world's leading industrial democracies. It is the seventh largest global market for British exports, and the UK is the third largest supplier to Italy after Germany and France. There is no doubt that pupils, who gain knowledge of a foreign language, will be better prepared for the world of work, as successfully studying a language is seen by Universities and employers as evidence of good communication skills. Italian is one of Europe's main languages but is taught in few schools and this would mean that a pupil holding a GCSE certificate in Italian would be even more employable.

In the UK today Italy has as high a cultural profile as any other European country: from football to fashion, food and film. It goes without saying that Italy is one of the most popular European tourist destinations; whether visiting one of the major cities or the delights of a Tuscan villa, to be able to speak Italian will certainly enhance your stay.

The Course

We will use *Amici* as a base for the two- year GCSE course – a broad, new and colourful textbook geared to the new GCSE (the Examination Board is Edexcel). As well as this, we use magazines such as *Azzurro* and *Ciao Italia*, in addition to DVDs, websites and language software to complement our teaching. I also extend the teaching resources with authentic materials brought over from Italy.

There will also be a study visit when pupils will most likely stay with host families, attend lessons and take part in sporting or cultural activities.

Who should learn Italian?

Italian is very accessible at GCSE Level and is therefore suitable for most pupils.

You should consider taking Italian if...

- you enjoy speaking, listening, reading and writing in a foreign language
- you are keen to discover and learn about all aspects of Italy: traditions, art, music, food, sport, cinema, geography, history, fashion.....

Judy Lynam
Head of Italian

LATIN

The study of Latin to GCSE level brings a range of benefits. Many English words are derived from Latin so your ability to use a larger range of more sophisticated vocabulary will be enhanced. This applies to other Western European languages to an even greater degree. Therefore, should you wish to learn Spanish, Italian or German for business or pleasure at a later date your knowledge of Latin will accelerate the process immeasurably. An understanding of the logical structure of Latin will develop your problem solving abilities and help you to find solutions in a well-ordered and structured manner.

Latin complements the study of other subjects. Any English author you are likely to study from Shakespeare to the early 20th century will show influences from Latin and Greek authors. Many make deliberate and frequent allusions to Classical authors and stories. Should you go on to study Art History, you will find that the two main sources of subjects in renaissance art are the Bible and the legends of the Greek and Roman world - several of which we read in the original Latin. In History you will find Europe has suffered and benefited from the efforts of men who were inspired by the Romans to recreate a European Empire. Of these, Napoleon and Hitler are prime examples.

The GCSE Latin course gives you the opportunity to study the language and literature of Ancient Rome and to experience first hand elements of Roman language and culture. As well as being exciting and inspiring, this course will help to develop analytical skills and intellectual flexibility which will be useful in a wide range of other courses both at school and University, and even later on in the job market. It is worth noting the perception universities have of Latin. If you are considering doing Latin for GCSE you are amongst the more academically able pupils in your year. British Universities know this. A good GCSE Latin mark says to them like no other GCSE does "This pupil is able, can think for himself / herself, solve problems and has a good work ethic."

You will study:

- The Latin Language; learning to read Latin texts in the original language
- Literature set texts (both Prose and Verse)
- A variety of background topics, both historical, political and social

You will learn:

- How to read, appreciate and analyse Latin Literature in its cultural context and original form
- How to read texts and historical sources in Latin
- How to develop a sensitive and analytical approach to Latin, as well as a strong sense of linguistic structure, and an awareness of the relationship between Latin and the languages of today
- How to appreciate different cultures
- How to communicate clearly and effectively

Should you have any questions about GCSE Latin or other aspects of Classics at Bradfield please speak to any member of the Department.

Rebecca Cann
Head of Classics

MATHEMATICS

Our main aim is to enable each pupil to achieve their maximum potential at the end of the Fifth Form (Y11). In most cases this will be at IGCSE Key Stage 4 in the National Curriculum but some pupils will need the challenge of more advanced work. Pupils are entered for the IGCSE course offered by the Edexcel board. This is composed of two tiers Foundation and Higher, the Higher Tier covers the grades A* to D and the Foundation C to G. This does not have a coursework component and is assessed by two written papers at the end of the Fifth Form (Y11). These papers test the three attainment targets, which are Number and Algebra (55%), Shape, Space and Measures (25%) and Data handling (20%). Calculators are permitted in both of these papers.

We divide the year group into seven or eight sets (depending on numbers) according to past performance in weekly work and exams. We try to place each pupil in the environment in which he/she will do best. The top set taking their IGCSE in the Shell (Y10), then go on to complete the Additional Mathematics course – an extra qualification that bridges the gap between IGCSE and AS-level work.

We will usually enter every pupil for the HIGHER Tier. This policy has proved very successful in the last few years with very few pupils not gaining a C grade or better and a large proportion gaining at least an A grade. However, we are flexible enough to vary this if we think it more beneficial for a particular set or individual.

Sets are constantly reviewed but movement between sets in the Fifth Form (Y11) is usually restricted since continuity with the same classroom teacher is desired. As far as possible the same teacher will take the same set throughout the two years preceding their examination.

Tom Krueger
Head of Mathematics

MUSIC

The GCSE course is divided into three components: Listening, Composing, and Performing.

- **Listening and Appraising Exam** **40%**
 - A listening paper of 1 hour and 30 minutes
 - Questions will consider 4 Areas of Study: Western Classical Music (1600-1899); Music in the 20th Century; Popular Music in Context; and World Music
 - Externally assessed

- **Coursework - Performing** **30%**
 - One **solo** and one **ensemble** piece
 - Internally assessed and moderated by the exam board

- **Coursework – Composing** **30%**
 - Two compositions
 - Internally assessed and moderated by the exam board

Entry requirements:

Candidates must play a musical instrument and should aim to be of approximately grade V standard by the time they take the exam. A natural interest in music is important and candidates should also have an open mind when listening to a broad range of musical styles. Candidates are not expected to have any experience of composing.

Discussion with the Director of Music is advised.

Ann Wright
Director of Music

PHYSICAL EDUCATION

Physical Education (Core)

Every pupil in the Shell (Y10) is timetabled for a double period of physical education each week, this being the second year of a three-year course which finishes at the end of the Fifth Form (Y11). The main aims of the course are to teach and improve many physical and sporting skills in a wide range of activities, and also to monitor and influence positively the physical development of each pupil through a regular, structured sporting programme.

A good understanding and the basic skills of basketball, volleyball, badminton, tennis, water polo, and swimming are covered along with weight-training and fitness exercises.

It is hoped that the course will also stimulate interest and enjoyment, and open up opportunities to enhance the wide range of games offered throughout the College. Please note that those who opt for GCSE Physical Education will not do core PE.

Physical Education (GCSE)

The Physical Education GCSE course (Edexcel board) provides an excellent opportunity to understand how the body works and how exercise affects our bodies and our minds. It gives pupils the opportunity to excel when performing and to develop the attributes of a coach.

The Course

It is divided into two parts: Theory and Practical.

Theory (40%)

A 1 hour 30 minute exam with multiple choice questions, short answer questions and scenarios.

Areas covered:

A. Healthy, active lifestyles.

- How a healthy, active lifestyle benefits you.
- Influences on your healthy, active lifestyle.
- Exercise, fitness and physical activity as part of your healthy, active lifestyle.
- Health and well-being.

B. Your healthy, active body.

- A healthy, active lifestyle and your body systems (cardiovascular, respiratory, muscular and skeletal system).
- Physical Activity and your healthy mind and body.

Practical (60%)

Pupils are assessed in four sports from at least two different areas of study (ranging from games activities to adventurous activities). They can offer practical performances as a player/participant, official or leader. For one sport, a short Personal Exercise Programme (PEP) will be devised and followed for 6 weeks. The percentages for this section of the course are made up as follows:

- Assessment during the course 25%
- Analysis of Performance 10%
- Final Practical Assessment 25%

It is important to note that not all candidates have to be assessed in the same sports and sports participated in outside the curriculum can be used for assessment. Sports participated in outside of College can go towards the GCSE for example: Skiing, Dance, Horse Riding, Karate etc.

Please note that those who opt for GCSE Physical Education will not do core PE

Dan Clark
Head of Physical Education

RELIGIOUS STUDIES

The department follows the AQA Ethics, Philosophy and Religion in Society course and we look at these from a Christian perspective. Your personal view on the existence or non-existence of God is immaterial. The course teaches you to critically assess the views of Christians and society to a variety of topics – how you use this information is up to you! It is assessed by two examinations: there is no coursework or controlled assessment. The content of the course is:

Module 1: Religious Attitudes to.....

Medical Ethics	Is abortion right? Is IVF unnatural? What do Christians say on these matters?
The Elderly and to Death	Should euthanasia be legalised? Why should Christians support charities like Help The Aged?
Drug Abuse	What are religious attitudes to smoking? Should drugs be legalised? Should we pay for medical help for drug addicts?
Crime and Punishment	Is every crime forgivable? Should we have the death penalty? What is the purpose of punishing people?
Wealth and Poverty	How can Christians help those in poverty both at home and abroad? Are all jobs appropriate for a Christian? Is gambling wrong?

Module 2: Religion and.....

Art	What are icons? What is the symbolism behind famous religious paintings? Does Art help a religious believer?
Architecture	What are the different layouts of holy buildings? Does where you worship matter?
Literature	What is religious literature? Do books like The Lion, The Witch and The Wardrobe help or hinder religion?
Media	How are religions portrayed in the media? Do films like The Passion of the Christ promote unrest?
Music	Is all religious music classical? What impacts does great pieces of music like The Messiah, have on believers and non-believers.
Contemporary Society	How do religious people express and show their beliefs? Has extremism ruined the perception of religion?

The aims of this GCSE are to help pupils to:

- Adopt an enquiring, critical and reflective approach to the study of religion
- Explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- Enhance their spiritual and moral development
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to encourage tolerance
- Develop their interest in and enthusiasm for the study of religion
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

Jeremy Ball
Head of Religious Studies

SCIENCE

Science is part of the core curriculum at Bradfield. Since September 2008, pupils in their first year at Bradfield have been following a broad science course that will lead our pupils on to the possibility of GCSEs in Biology, Chemistry, Physics or Single Award science in the summer of their Fifth form year. Currently, the Shell and Fifth form year groups are arranged into an A and a B teaching band, based broadly on academic ability. Pupils in the A band will follow three separate science courses in each of the science subjects, culminating in the award of three GCSEs.

Most pupils placed in the B band will also continue with three separate science subjects. However, pupils in the B band will also have the option of pursuing just two separate science subjects to GCSE. Taking just two sciences is an option appropriate for those pupils who want to study an additional option from the arts or humanities subjects on offer at Bradfield.

Lastly, for those pupils for whom this level of science is less appropriate, there is a Single Award Science course, which is described at the end of this entry.

In summary:

A Band	Three separate sciences
B Band	Three separate sciences
	Choice of two separate sciences + additional non-science subject
	Single Award science + additional non-science subject

We carefully monitor our pupils in their science subjects over the course of their first year at the College. We are able to provide advice to parents and pupils about which of the science options may be best for any individual and our thoughts can be discussed at the second Faulkner's parents meeting held in the Lent term.

The general aims of our science course are for pupils:

1. to acquire a body of scientific knowledge and develop an understanding of the nature of scientific ideas;
2. to develop experimental and investigative abilities - the practical coursework involves several investigations in which the pupil plans his/her strategy, carries out his/her experiment and analyses his/her findings critically;
3. to understand the technological and environmental applications of science and their economic, social and ethical implications.
4. to foster interest and enthusiasm for science in the context of a modern specification;
5. to provide stimulation for pupils for whom GCSE science is a final qualification and also for those who require a sound foundation for further study.

Biology

The GCSE course in biology provides for a study of topics that have traditionally been taught as part of biology courses for this age group as well as the inclusion of a range of contemporary areas of study in biology. The course content is diverse, stimulating and interesting to pupils of all abilities. Plenty of scope is provided for practical experience within the syllabus framework and the department believes strongly in a hands-on experience for our pupils. The course requires pupils to acquire a body of biological knowledge and learn skills necessary for scientific investigation. The course gives an excellent preparation to those pupils who wish to continue with their study of biology into the sixth form.

Chemistry

The Chemistry course is diverse and stimulating and has a particular emphasis on “How Science Works” which provides the framework into which the understanding and factual content of the subject is placed. Pupils will become more questioning of articles they read in the press and elsewhere and think more carefully about the validity of statements made by questioning the methodology of the experiment and considering the possibility of bias. Naturally, much good chemistry is also covered – both practical and theoretical.

The subject is assessed in four sections – three short written papers and a practical investigation. The written papers can be taken at higher or foundation tier levels or as a mixture. The first paper will be taken at the end of the Shell year, the second after Christmas of the Fifth form and the third, along with any re-sits, in the summer of the Fifth form. The practical investigation is covered in lesson time so there is no lengthy coursework component.

Physics

The Physics GCSE is a challenging and stimulating course which allows the Department of specialist teachers to choose relevant and interesting contexts in which to set the theoretical knowledge. A strong emphasis is placed on practical work and interesting demonstrations. Inevitably, there is some mathematical skill expected of candidates, but the Department will vary the amount as appropriate to each set. The course gives an excellent preparation to those pupils who wish to continue with their study of physics into the sixth form.

Single Award Science

This course leads to a single GCSE qualification in science. It is taught in four periods per week by one science teacher throughout the Shell and Fifth form years. We currently follow the AQA syllabus which requires pupils to study units in Biology, Chemistry and Physics. An integral part of the assessment is that of investigative skills which are examined in externally set Individual Skills Assessments (ISAs). Pupils can be entered for Higher or Foundation tier theory papers, and these are currently available to pupils in November, January, March and June.

This course is ideal for pupils who have found significant difficulty with their learning in science to date. It also allows pupils to choose another GCSE course from the arts or humanities subjects on offer at Bradfield. The science department holds meetings at certain times of the year to discuss progress of the Faulkner’s pupils in science. Teacher input along with our records of attainment in unit tests are used to identify those pupils who we feel are best suited to this course. This advice is passed on to parents later in the academic year so that an informed choice can be made.

Rod Dethridge
Head of Science

SPANISH

Spanish is studied *ab initio* in Faulkner's (Y9) which leads to GCSE three years later.

Why study a language?

Our market is increasingly global and world travel is now an indispensable part of our business and personal lives. To take the first step in breaking the linguistic and cultural barriers by learning a language is more important now than it has ever been. Aside from all practical implications, the study of languages also breeds respect for others and their cultures. In terms of employability, it teaches the cross-curricular skills of analysis, research, IT and above all, the highly prized skill of communication.

Why study Spanish?

It is crucial that pupils gain knowledge of a foreign language if they are to be well prepared for the world of work and leisure travel. Spanish is one of the most widely spoken languages in the world and is thus extremely useful in the world of international business. Spain is one of the most popular destinations for UK holidaymakers and knowledge of the language makes the rich artistic and cultural heritage of Spain and Latin America more accessible. Therefore, knowledge of Spanish opens up a new and extraordinarily promising dimension for those pupils who want to learn about other countries and cultures as well as widening their eligibility when it comes to seeking employment.

The Course and the Exam

Listos is used as a textbook, which is a widely used and popular resource in many schools. The teaching is largely communicative in nature and geared to realistic situations in a Spanish speaking country: everyday activities, your personal and social life, tourism, the media and the world of work. We aim to make the teaching as varied as possible and regularly use magazines, videos, the internet, ICT and an interactive Smartboard to deliver the course. The exam tests the four skills of listening, reading, writing and speaking and the board used is OCR.

Is Spanish easy to learn?

All human languages are complex, and there is no reason to think that Spanish is any different, and underestimating the difficulties of Spanish may make people careless about learning its subtleties. However, as Spanish is a largely phonetic language, it is true that the pronunciation and spelling is reasonably simple for English speakers and it doesn't have too many complications of grammar at GCSE level. A good working knowledge of French and Latin certainly does help but is by no means essential – it is more a case of a good attitude and approach to academic work.

Kirstie Parker
Head of Spanish

PERSONAL, SOCIAL AND HEALTH EDUCATION

Pupils begin studying personal, social and health issues in Faulkner's where the following issues are addressed:

- Personal development/ self esteem
- Relationships
- Peer pressure
- Bullying
- Sexual identity; health and relationships
- Drugs & alcohol education and substance abuse
- Healthy lifestyles

This is built on in the Shell with a focus on personal safety. In the Fifth Form they embark on a life skills course called 'The 7 Habits of Highly Effective Teenagers' when pupils start to look at the following areas: self mastery, relationships and team work and self renewal. Topics to be covered throughout the year include:

- Boosting self image
- Building friendships
- Resisting peer pressure
- Identifying and achieving goals
- Improving communication
- Enhancing relationships with parents/ loved ones
- Relaxation and renewal

The purpose of this course is to encourage pupils to consider who they are and to establish their role in the world at large. It is hoped that they will acquire the tools to make informed decisions that will serve them well throughout their life. Pupils are encouraged to give presentations, lead discussions and to respond in a constructive way to the ideas and views of their peers.

Lisa Shortland
Head of PSHE

PUBLIC EXAMINATION PROCEDURES AND POLICIES

Examination Entries

Entries for each candidate will be made by the Examinations Officer before the Awarding Authorities' published deadlines. Amendments to details of entry (e.g. change of tier) will be made, if necessary, after these deadlines. Candidates will be entered for exams considered to be in their best interest by the appropriate Head of Department.

Entry Fees

All entry fees will be paid for by parents. For late entries and amendments to an original entry, penalty charges will also apply, the cost of which will be borne by parents unless it is the Head of Department who has made the request.

Access Arrangements

Where access arrangements may be appropriate for public examinations, SSSD can facilitate an Educational Psychologist's assessment in consultation with parents. To be eligible for such arrangements, the report of an Educational Psychologist must make such recommendations after entry into secondary education. These arrangements may include additional time, word processing, a scribe, a reader, a prompter, rest breaks or a transcriber. The examination boards require that some of these arrangements are reviewed within two years of the examination series. Applications to the examination boards are made in advance by the Head of SSSD in consultation with the Examination Officer where such arrangements are recommended and there is a history of need and provision. In principle the College will not support an application for extra time if the pupil has not received any tuition from the department. A minimum of one/two extra sessions is recommended on revision and examination techniques.

Special Considerations

Applications for special consideration may be requested if the candidate's performance in exams has been disadvantaged by temporary illness, injury or adverse circumstances. Medical evidence is always required if the matter is health related. All requests will be made by the Examinations Officer within one week of the last examination in the series in each subject affected.

Cashing in Grades

GCSE grades are always certified on completion.

Re-marks

Requests for the re-mark of an examination script must be made in writing to the Examinations Officer within the published deadline. All applications for a re-mark must be accompanied by a signed consent form from the candidate (or parent) accepting the charge and acknowledging that the module mark may go up, remain the same or go down. This is important as the final subject award grade may be affected by a decision to re-mark. Occasionally, a subject Head of Department may strongly recommend that a module be re-marked but the approval and signature of the candidate (or parent) is still required. The cost of the re-mark will be borne by the candidate unless the subject Head of Department requested the re-mark.

It is not possible to re-mark all modules. Coursework modules and some practical modules that are internally marked and externally moderated are not available for this service.

Access to Scripts

Original GCSE scripts may be returned if application is made within the published deadline. Once the scripts are released there can be no appeal or request for re-mark. A fee is payable for this service.

Sheila Hirst
Examinations Officer