



BRADFIELD COLLEGE

COEDUCATIONAL BOARDING SCHOOL FOR 13 TO 18 YEAR OLDS

JUNIOR SCHOOL COURSES 2011

**A GUIDE TO THE CORE AND OPTIONAL COURSES
LEADING TO GCSE IN 2013**

January 2011

CONTENTS

1. Introduction
2. Art
3. Classical Civilisation
4. Classical Greek
5. Dance
6. Design and Technology
7. Drama
8. Economics (AS Level)
9. English Language and Literature
10. English as an Additional Language
11. Film Studies
12. Geography
13. History
14. Information and Communication Technology
15. Latin
16. Mathematics
17. Modern Languages – French, German, Italian and Spanish
18. Music
19. Physical Education
20. Religious Studies
21. Science
22. Personal, Social, Health and Economic Education
23. Public Examination Procedures and Policies

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 six 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 PSHEE (Personal, Social, Health and Economic Education).

PSHEE is 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. Pupils can opt to take a short course GCSE in Information Technology.

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		
ICT (Short Course GCSE)		

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.

CONTROLLED ASSESSMENT

You will see from the subject descriptions in the main booklet that a number of GCSEs require the completion of tasks called Controlled Assessment. These are tasks designed to replace coursework. They are planned in lesson time and completed under examination conditions either in the classroom or the Examination Hall proper. Some subjects – for example languages and English might have four or five tasks to complete over the course, where others will have just one or two. It is vitally important that pupils take the tasks seriously as they contribute directly to the GCSE grade.

More details on tasks specific to any particular subject can be found in the subject descriptions.

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: ART, PHOTOGRAPHY AND TEXTILES

Examining Board –AQA

Courses available:

Art: Art and Design

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. Art and Design, 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, where appropriate.

The coursework module work will be done through two 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. All work however, would form 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 AQA 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 colour printing and other materials 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 SLR Camera.

Marc Holmes
Director of Art

CLASSICAL CIVILISATION

Classical Civilisation is open to pupils who have studied it in Faulkner's(Y9) **as well as** to anyone who would like to start it in Shell (Y10).

The subject offers a broad introduction to the ancient world and provides a fascinating insight into the earliest European civilisations. The Romans and Greeks established many of the philosophical, political and artistic ideas which have continued to inspire people through to the modern day. As such, by studying Classical Civilisation you will develop an appreciation of the origins of much of your own culture. You will also have the opportunity to develop analytical skills, broaden your awareness of the myths and historical events which shape the modern world, its art and literature, and draw together your understanding of history, literature art and material culture. The skill of developing a holistic appreciation of society is one which is valued by universities and employers alike and by choosing to study Classical Civilisation you will send a clear message that you are interested in understanding the world in which you live.

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

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

Within the course we aim to study the periods of history through a combination of the art, literature, historical sources, and material culture. We also seek to develop an understanding of and empathy for the people and the historical periods that we are studying. This is achieved by incorporating creative writing, artistic projects and comparison with modern literature, drama, art and film into our courses. Current modules being studied include:

- Homer's Odyssey: The story of Odysseus' return home after the Trojan War.
- Greek Tragedy and Drama Festivals: A study into the role and organisation of theatre within the context of the Athenian democratic system as well as the close study of a Greek Tragedy
- Pompeii and Herculaneum: A study into the dramatic events which destroyed and, paradoxically, preserved these towns as well as an exploration into the lives of their inhabitants at the time of the eruption of Vesuvius.
- The Archaeology and History of Roman Britain: A study into the occupation of Britain by the Romans and the role of the Roman army, Roman leisure and Roman culture in managing this important province.

All the Greek and Latin literature is in translation - there is no requirement of Latin/Greek or that pupils have studied the subject previously.

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 written in exam conditions.
- The exams are mainly comprised of short factual questions and a longer essay on each topic
- Classical Civilisation can be taken at both higher and foundation tiers but we traditionally enter candidates for higher tier.

Rebecca Cann
Head of Classics

CLASSICAL GREEK

Winston Churchill famously said that he would consider the opportunity to ‘learn Latin ... an honour, and Greek ... a treat’. Sadly, there are few people who have the opportunity to study Greek nowadays and having a GCSE in the subject will make you stand out in university and job applications as well as being a treat currently enjoyed only by a fortunate few.

There are two routes to Greek GCSE offered at Bradfield:

Gratin from Faulkner’s (Y9):

Those of you who have studied Classical Greek within Faulkner’s(Y9) are encouraged to pursue this through to GCSE standard.

Fast track Gratin (beginning in Shell):

Pupils who have studied Latin in Faulkner’s (Y9) and would like to do Greek as well are encouraged to do fast track Classical Greek. You will begin the two year GCSE in the Shell (Y10) year and complete a GCSE within two years.

For either route, 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.

Classical Greek utilises and reinforces many of the linguistic skills developed in Latin and helps pupils to strengthen their appreciation of Latin as well as being enjoyable in its own right. Equally, much of the vocabulary covered in Greek is linked to scientific and technological English vocabulary and so your understanding of English is supported by a grounding in Greek in the same way that it is supported by Latin.

You will study:

- Greek Language: you will learn to read Greek texts in the original language and answer questions on grammar, translation and comprehension.
- Literature: you will study both Prose and Verse literature, becoming familiar with those texts and answering questions on their style and content.

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.
- How to recognise and appreciate the relationship between Greek and the languages of today.
- How to appreciate different cultures.
- How to communicate clearly and effectively.

If you have any questions about either of these routes you are encouraged to speak to any member of the department.

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

Michelle Legg and Richard Sanford
GCSE Dance Coordinators

DESIGN 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.

DESIGN 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 LANGUAGE AND ENGLISH LITERATURE

The fundamental aims and requirements of English Language and English Literature are to encourage the use of clear, accurate and appropriate language in response to a wide range of texts and tasks. 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 the course.

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

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 the new GCSE where one of the units, Speaking and Listening, accounts for 20% of the total marks and in another unit where pupils carry out a spoken language study. Both of these are Controlled Assessments. The collaborative learning undertaken in the classroom is vital for the development of the communication skills required in debating, role-play and group discussions but also to increase the pupils' awareness of the power of the spoken word.

The Final Assessment

The final grade in English Language and English Literature will be determined by a pupil's performance in both terminal examinations and a Controlled Assessment folder of their own writing. All pupils are entered for GCSE English Language and, usually, for English Literature. They will receive two separate grades and qualifications at the end of the course.

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. Accuracy and precision are essential for clarity of communication.

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.

Maureen Lenehan
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. 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 Chinese, 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 involves the production 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 at the beginning of the exam and use this extract to answer questions on genre conventions, referencing other films studied on the course.

Paper Two will focus on World Cinema, with pupils writing about elements such as theme, character, narrative, sound and cinematography in one selected film.

The coursework portfolio is made up of one analytical essay and three creative assignments based on the pupil's own, imagined film concept.

Extra-curricular Opportunities

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

Pupils can attend a weekly film making club and regular screenings and cinema trips are offered.

Abigail Hatch
Head of Film Studies

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.

This will involve the investigation of questions such as:

- Can better approaches to river management reduce the future impact of flooding in Boscastle?
- 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?
- How can technology be used to reduce the impact of weather hazards such as 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

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 1890-1918, including the changing role of women and the Home Front in the First World War.
- d. Controlled assessment essay on the Russian Revolution (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 TECHNOLOGY – SHORT COURSE GCSE

All Bradfield pupils have grown up in a world of technology and have already developed a series of essential skills. The short course GCSE in Information technology consolidates and recognises those skills whilst further developing knowledge, moving from simply knowing how things are, to understanding why. At the heart of the ICT GCSE is a project. This is a set of practical tasks which aim to stretch and challenge pupils, encourage the development of mature approaches to problem solving, build experience with working in teams whilst producing a piece of finished work that attests to a student's creativity and skill.

Why study ICT?

ICT is an additional short course GCSE which can be taken in two lessons per week. The work is varied, with a practical, skills-based component and complimentary units of theory which are examined at the end of the course. It is the opportunity to get formal credit for existing skills with ICT applications whilst refining these skills so that they are backed up with rigorous knowledge and practical experience. Everyone needs ICT knowledge and skills to make the most of today's world.

The Course

The Short Course GCSE is equivalent to one half GCSE and can be taken in addition to a full complement of GCSEs. Teaching takes place through an additional single lesson per week in the Shell (Y10) (in addition to the compulsory lesson at this level) and two lessons per week in the Fifth Form (Y11). The the Shell (Y10) course includes a formal project which is completed during 22 hours of Controlled Assessment and is worth 60% of the overall marks. In the Fifth Form (Y11) there is ample time to study for a final examination which carries the remaining 40% of the marks. Those who make good progress during the Shell (Y10) may be given the opportunity to sit a full GCSE in the Fifth Form (Y11).

The Teaching

The school has excellent ICT facilities and this makes possible an approach to ICT teaching which emphasises individual exploration and discovery. Throughout the course there is an emphasis on practical exercises, the encouragement of creativity and the opportunity to investigate areas of ICT which are of particular interest, including programming and computer graphics. Theoretical subjects are taught through practical demonstration to ensure that the content of all modules is clearly linked to the real world of student experience. Combining theory and practice the Short Course GCSE is an ideal way to acquire and develop the ICT skills that everyone needs in order to navigate a complex world.

INFORMATION TECHNOLOGY – SHELL (Y10) CORE

Information and Communications Technology is a Key Skill which is taught in the Shell (Y10) as a dedicated subject for one lesson a week. The objective of the core syllabus is to build on a pupil's existing knowledge and skills, at the same time providing an introduction to new subjects such as computer graphics and programming. At the end of the year students should have the awareness, skills and confidence to use technology effectively in their studies, at home and in their career. The work is varied with a strong practical component. Students are taught the advanced features of common office software, word processors and spreadsheets – with an emphasis on understanding how technology is used collaboratively in the workplace. In the first and third term students complete a practical project, assessed on their ability to create and project manage their own work. Throughout the year there is an emphasis on self-evaluation, students are encouraged to critically assess their work, learning how to drive a process of improvement.

The Teaching

Teaching in school takes advantage of the School's IT infrastructure but also encourages students to use their own laptops, making available a range of software that expands the scope of the machine to include web design and games programming. As with the GCSE course there is an emphasis on individual exploration and discovery, students are encouraged to develop their own skills, gaining an understanding of problem solving techniques and the role that ICT can play in developing their own answers.

James Nalty
Director of ICT

LATIN

The case for Latin is currently being put forward in the media and by a number of politicians. The reasons for this are innumerable and it is nice to see the subject gaining recognition as a valued and integral part of a rigorous academic education. A knowledge of Latin provides a valuable grounding in language. Many English words are derived from Latin and so by engaging with this subject your ability to use a larger range of more sophisticated vocabulary will be enhanced. Many other European languages also have Latin at their root. Therefore, should you wish to learn Spanish, Italian, French or German, at school or at a later date, your knowledge of Latin will greatly accelerate the process. An understanding of the logical structure of Latin will also enhance your problem solving abilities and help you to find solutions in a well-ordered and structured manner – this is why it is recognised as a valuable skill in careers as diverse as law, computer programming, intelligence, and medicine and by employers in big business from the city.

Latin also complements the study of other subjects. Many of the English authors you are likely to study, from Shakespeare through to the writers of the early 20th century are likely to have been influenced by Latin and Greek authors, either directly or indirectly. 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 and stories 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, Garibaldi 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 you to develop the analytical skills and intellectual flexibility which will be useful in the future, whatever your chosen career path.

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 “This pupil is able, can think for himself/herself, solve problems and has a good work ethic.”

The course consists of:

- Two Latin language papers:
 - One of these is more straight forward – the vocabulary and grammar which you have been studying in Faulkner’s (Y9) will be assessed on this paper and you will carry out translation and comprehension exercises on a piece of Latin.
 - The second is slightly more challenging and you will cover the grammar and vocabulary required for this paper in the Shell (Y10) year – spending the Fifth Form (Y11) revising this and practising translating lots of Latin.
- Two literature papers:
 - One will be on a prose author and one on a verse author.
 - By studying these texts you will begin to apply your linguistic knowledge and be able to read literature written by the Romans in their own words.

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

MODERN FOREIGN LANGUAGES

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. There is the possibility for some pupils to sit GCSE early, provided that the capability of achieving an A or and A* is demonstrated well in advance of the examination period.

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

We use the brand new textbook *Expo*, and 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

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: a good qualification in German says a lot about you and your approach to academic work.

The Language

German is not difficult for English speakers to pronounce, but its grammar can be demanding. It requires a serious approach and rewards systematic study, so its full acquisition is a priceless asset, open to all who possess the 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 an annual trip to Berlin, which is highly recommended for pupils following the GCSE course.

Alexandra Acton
Head of German

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

SPANISH

Spanish is studied *ab initio* in Faulkner's (Y9) which leads to GCSE three years later. We are, however, receiving more and more pupils every year who have done some Spanish before, usually at prep school. These pupils we try to place together in a set so that they can follow a non-beginner's course.

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. Virtually all employers complain that employees and applicants have below-par communication skills. Learning a foreign language helps to develop this skill.

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

The textbook *Listos* is used initially but we also use the brand-new book *Mira*, which contains all the essentials for success at GCSE and has some fantastic interactive resources to support it. The new material works well to prepare the pupils for the controlled assessment tasks that they have to perform in the latter part of the GCSE course. 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

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.

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.....

Animal Rights	What distinguishes humans from other animals? Should we experiment on animals? Are zoos or circuses cruel?
Planet Earth	Where did life come from? Why should we care about the environment? Should religious people care more?
Prejudice	Why do people discriminate? Why is there still genocide even after the Holocaust? Can we ever stop racism?
Early Life	When does life begin? Is abortion right? What alternatives are there to abortion? Do women have the right to choose?
War and Peace	Why do people go to war? What is a Holy War? Can religious believers ever go to war? Is terrorism ever acceptable?
Young People	How do religious people bring up their children? How do young people show commitment to a faith? Do children have rights?

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 Core 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 across all subjects. 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. Some pupils may elect to follow a course in science (called Core Science) that leads to a single GCSE in science. Following this course will allow pupils to study an additional option from the arts or humanities subjects on offer at Bradfield. (This option is described in more detail at the end of this entry.)

In summary:

A Band	Three separate sciences
B Band	Three separate sciences
	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 or at any time via email.

The general aims of our science course for pupils are:

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 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 course 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 are some mathematical skills 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.

Core Science

This course leads to a single GCSE qualification in science. It is taught in four periods per week by one or two science teachers 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 will be available to pupils in January and June.

This course is ideal for pupils who wish to reduce the amount of science they study at GCSE. Like any other GCSE, Core Science has areas of complexity and challenge and requires commitment and a conscientious approach from pupils aiming for A* grades. The course also allows pupils to choose another GCSE course from the arts or humanities subjects on offer at Bradfield.

Rod Dethridge
Head of Science

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

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

- personal safety
- bullying
- personal identity
- sex and relationship education
- defining health:
 - physical -smoking as a focus topic,
 - mental and psychological
 - spiritual
 - sharpening the saw – strategies for renewal and recovery

This is built on in the Shell when pupils start to look at the following areas:

- self awareness - using 'debating skills' as a context for communication and teamwork
- Edward de Bono's 'thinking hats'
- listening skills
- stillness (strong silence)
- active listening
- health focus (physical /sexual)
 - testicular cancer – the facts
 - cervical cancer / HPV jab – the facts
 - STIs
 - HIV/Aids
 - sunbathing – risks of skin cancer / prevention
- relationships and sex:
 - types of relationship
 - pre-requisites of a positive relationship
 - contraception
 - parenting
 - dysfunctional relationships
 - ending relationships / separation / divorce
- domestic abuse
- health focus (emotional / psychological)
 - depression
 - self harm
 - eating disorders
 - resilience

In the Fifth Form we continue building on the themes of personal safety, self awareness, decision making, attitudes to others and resilience as pupils cover the following topics:

- alcohol
- drugs
- addictions
- attitudes to self and others:
 - prejudice, bigotry, sexism, racism, homo-phobia
 - stereo-typing
 - pornography

- anti-social behaviour/ personal safety:
 - anger management/ self control
 - violence
 - public sexual display (links to drugs / alcohol)
 - sexual predatory behaviour / date rape
- abortion: the facts / rights and ethics
- decision making / external influences
- personal aspirations:
 - mission statements
 - goal setting and planning
- celebrating diversity
- citizenship & campaign
- leadership in practice
- budgeting
- strategies to alleviate exam stress

The purpose of each 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. Where relevant, pupils will be given full details of available support if they are personally affected or concerned about any of the issues contained within the lessons.

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 PSHEE

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, 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. Word processors may only be used when supported by the recommendation of an examinations arrangements assessment.

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