



# BRADFIELD COLLEGE

GCSE SUBJECT CHOICES

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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 barring the odd exception. Each GCSE course, however, requires at least three lessons per week in the two years of the course and so pupils must choose which subjects they wish to study in Years 10 and 11. Most pupils take between eight and ten subjects. For university entrance the number of GCSEs is less important than the overall grade-point average. 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. Automatic entry into our Sixth Form will require B grades (or numerical equivalents) in a minimum of six subjects and in practice many A Level/IB subjects will require at least a Grade A (or equivalent).

We insist that all pupils follow a core curriculum, which includes the following subjects:

- **Mathematics**
- **Science**
- **English Literature**
- **English Language**
- **A Modern Language**

**(Core PE and Wellbeing are non-examined courses)**

All pupils will opt for either the three Separate Sciences or Combined Science. Those opting for the three Separate Sciences can make a further three choices (if that many is appropriate) whilst those following the Combined Science course can make a further four. Parents should discuss this with the Housemaster/Housemistress and importantly the tutor 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.

The options are:

AESTHETICS	LANGUAGES	HUMANITIES AND OTHERS
<ul style="list-style-type: none"><li>• Design</li><li>• Music</li><li>• Art</li><li>• Photography</li><li>• Drama</li></ul>	<ul style="list-style-type: none"><li>• Spanish</li><li>• German</li><li>• Latin</li><li>• Greek</li><li>• French</li></ul>	<ul style="list-style-type: none"><li>• History</li><li>• Geography</li><li>• Religious Studies</li><li>• Computer Science</li><li>• Physical Education</li></ul>

Please note that a pupil may only study Latin, Greek, French, German 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.

**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.**

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.

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# ART

Examining Board      AQA  
Courses available      Art: Fine Art

## Outline of the course

The courses share the same syllabus and structure and have two components: coursework (60% weighting) and the examination (40%).

Art pupils will be encouraged to work in a way that most suits them. Traditional techniques will be taught but how these are applied will be up to the individual. All approaches, scales and materials can be considered. High quality and ambitious work will be the most rewarding.

The coursework module work will be done through two projects which are designed to give pupils the opportunity to explore a wide range of media and methods. Work in the Shell will tend to be about developing skills, learning how to explore, experiment with materials and techniques, and looking at the work of others. The Fifth Form work will be focused towards individuals developing more resolved and sustained 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:

- Develop ideas through investigations, demonstrating critical understanding of sources;
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes;
- Record ideas, observations and insights relevant to intentions as work progresses;
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.



Projects are set to deal specifically with these areas. However, projects generally look at all assessment objectives together as they are 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 hard, sometimes frustrating work; it can also be very exciting and rewarding!

Although the department will supply all materials and media, required at a small termly cost, sketchbooks, colour printing and extra materials will be recharged, but at a significantly lower cost than if bought elsewhere. Trips to galleries and other destinations will also be recharged as additional costs. While the department has cameras, it would be advantageous for those pupils choosing Photography to own their own Digital SLR Camera and an external hard drive.



# CLASSICAL GREEK

Few get the opportunity to study this language at school, and it is a mark of distinction to have a good grade in Greek at university application. In learning to read Greek, you gain direct access to the literature, history and philosophy which have had perhaps the greatest impact on the cultural life of Europe and the development of Western thought. Having experienced the demands and rewards of studying Classical Greek and some of its literature in the original language, you will be able to develop a really informed personal opinion on the significance and value of what is too often regarded as an intrinsically 'elitist' subject.

Two routes to Greek GCSE are offered at Bradfield:

## **You have studied Greek during Faulkner's (Y9):**

We encourage you to pursue Greek from Year 9 through to GCSE standard.

## **Fast track Greek (beginning in Shell):**

In individual cases, if you have studied Latin in Faulkner's (Y9) you can do "fast track" Classical Greek, beginning in the Shell (Y10) year, to complete a GCSE within two years – you should expect to work hard, but you will get all the support you need to succeed.

Classical Greek helps pupils to develop their appreciation of Classical subjects overall as well as being highly challenging and enjoyable in its own right. Obviously complementing Latin and other languages and literature, Classical Greek offers another dimension to those intending to study Science or Humanities at top universities.

Classical Greek counts as a language GCSE for UK university entrance. There is no oral examination and you do not have to write in Greek.

## **The course consists of preparation for the new OCR GCSE:**

One "Greek language" unseen translation and comprehension paper.



- translation and comprehension questions on a story in Greek from classical mythology or ancient history using the vocabulary and grammar studied from Faulkner's through to the Fifth Form;
- EITHER translation of short simple sentences into Greek from English, OR identification of some grammatical structures.

Two further papers:

- EITHER one "prose texts" and one "verse texts", studied throughout Shell and Fifth Form and focusing on literature in the original Greek; OR one "set texts" paper, plus the new "Literature and Culture" paper on Greek life and culture ("Women in Ancient Greece" and "Athenian Society"), drawing on archaeological evidence, artefacts, and some texts in English translation. There is no requirement to write in Greek;
- you will apply your linguistic knowledge to be able to read literature written by the Greeks in their own words. You will learn to analyse and critically appraise primary sources. You will write "mini-essays" in English explaining your observations on the meaning, style and content of the texts and sources you have prepared.

You will learn:

- to read, appreciate and analyse Greek Literature, texts and historical sources in their cultural context and original form;

- to read, appreciate and analyse Greek Literature, texts and historical sources in their cultural context and original form;
- to develop a sensitive and analytical approach to Greek, as well as a strong sense of linguistic structure;
- to recognise and appreciate the relationships, comparisons and contrasts

between Greek society and the cultures and ideas of today;

- to communicate clearly and effectively in English.

If you have any questions about studying Greek at Bradfield you are encouraged to speak to any member of the department.



# COMPUTER SCIENCE

Bradfield College prepares young men and women for roles of leadership across a wide number of varied and important sectors, including the computer industry. Our new iGCSE Computer Science course provides Bradfield pupils with the foundation they need in order to, not only become confident consumers of computer hardware and software, but also the designers/developers of such products in the future.

The Computer Science iGCSE specification is modern and relevant, and Bradfield College will teach pupils industry standard skills that will both prepare them for the world of work and also for success at IB and A Level, should they decide to take their computing studies further.

## Why study iGCSE Computer Science?

The iGCSE in Computer Science is a full GCSE and prepares pupils for a much smoother transition to IB or A Level Computing, where they can expect to use many of the skills acquired on the GCSE course. The course is excellent preparation for A Level Computing and IB Computer Science, as well as a range of other Sixth Form courses.

The software/hardware engineering industry is keen to recruit and retain talented programmers/developers, therefore there is a great deal of work available for those that wish to develop skills that will lead to employment and leadership opportunities in the future. For those that simply wish to understand more about how software/hardware is developed, the iGCSE Computer Science course will not only challenge, but entertain and fascinate curious minds. The course is not only approved by the British Computer Society, it is also recognised as a valued step towards studying Computer Science as an undergraduate by several Russell Group Universities.

Computer Science is a great way to develop critical thinking, analysis and problem-solving



skills, which can be transferred to further learning and to everyday life. Pupils who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone. Problem solving skills are valued by almost every profession, and Computer Science is one of the few GCSE subjects that formally teaches problem solving skills.

Computer Science is now part of the English Baccalaureate. Any Computing specifications included in the EBacc have to be approved by the BCS (The Chartered Institute for IT) – and our iGCSE Computing has satisfied this requirement.

## The Course

Pupils will:

- develop their understanding of current and emerging technologies and how they work;
- look at the use of algorithms in computer programming;
- become independent and discerning users of computing technology;
- learn to develop and write computer programs for use on static and mobile devices, including the iPhone and iPad;
- evaluate the effectiveness of computer programs/solutions and the impact of computer technology on society;
- learn to remain safe in a world of increasing technology and more publically available data.

## The Teaching

We employ the following teaching methods:

- traditional lessons focused on theory, but supported by practical activities using both hardware and software;
- the use of online learning, using materials developed by Bradfield and OCR;
- problem solving tasks e.g. developing solutions to real world programming problems;
- links with industry and universities, including visiting university Computer Science facilities and meeting with industry specialists to discuss their work and the opportunities that exist for future graduates;
- competitions to encourage pupils to develop key skills.

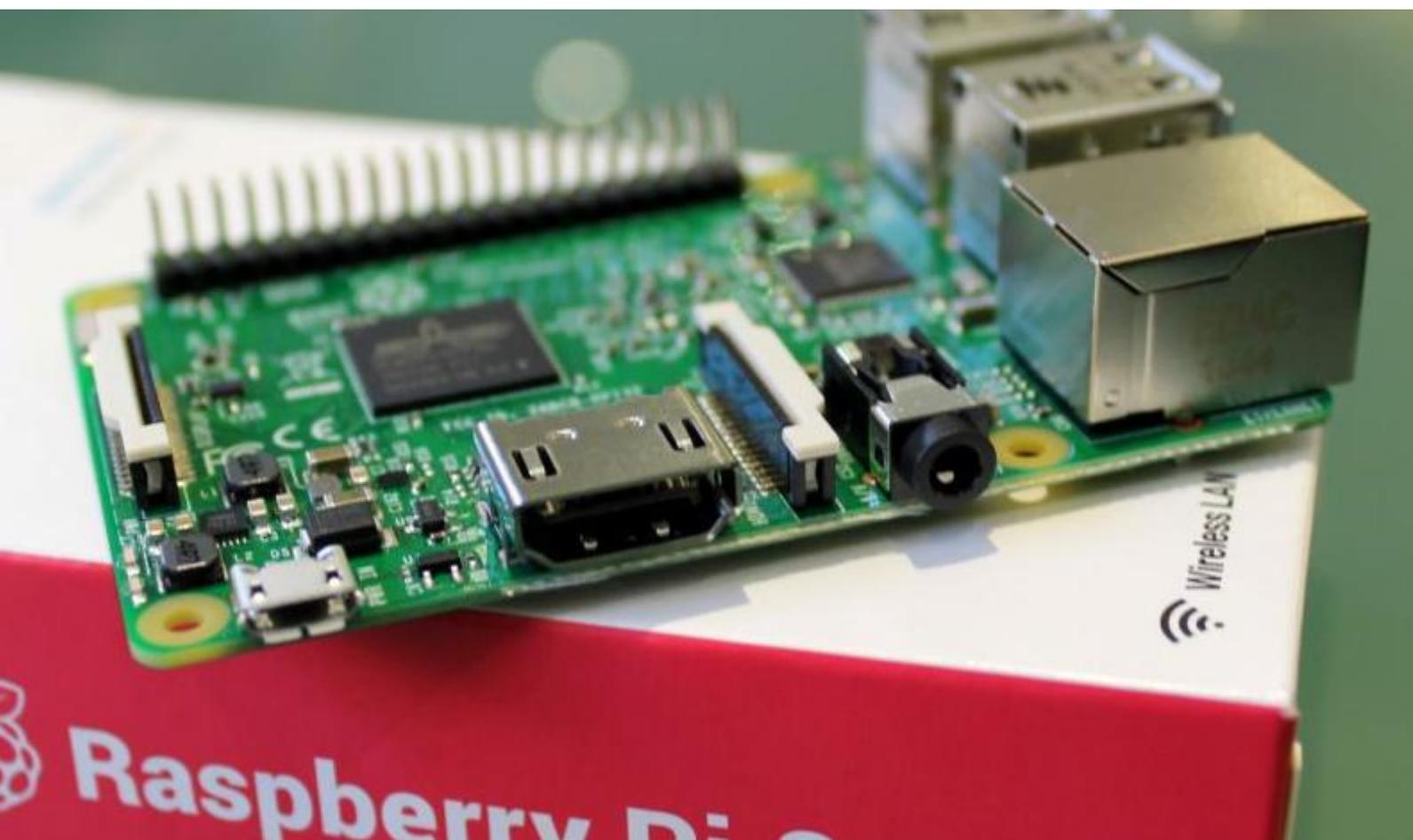
## Assessment

Two examinations at the end of the second year:

- Paper 1 Theory - 1 hour 45 minutes (non-calculator)
- Paper 2 Problem-solving and Programming - 1 hour 45 minutes (non-calculator)

## What is the difference between ICT and Computer Science?

ICT is more about learning to use applications, and understanding some of the basic theory about how computer hardware and software works. Computer Science is concerned with building applications and fostering a deeper understanding behind hardware and software engineering. ICT students learn to use applications for real world purposes, while Computer Science pupils actually build and develop applications for end users.



# DESIGN

Examining Board      AQA  
Courses available      Art and Design: 3-Dimensional Design

The GCSE course is composed of two major components:

## Coursework 60%

- A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions;
- A selection of further work resulting from activities.

## Exam 40%

- The exam board provides a title to which the pupils develop a response in the same format as coursework. The exam itself is where pupils manufacture their final piece under exam conditions.

Within the course, pupils will learn how to analyse products by experimenting with materials and processes to take this understanding into their own design work. The department has a wide range of materials available and machines, tools and equipment to which pupils have access. This ranges from traditional materials such as wood, plastic and metal, but also modern smart materials. Manufacture also uses traditional techniques but combines these with innovative technologies such as prototyping, 3D printing and laser cutting.

For the majority of Shell, the work focuses on developing skills and knowledge, while Fifth 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:

- develop ideas through investigations, demonstrating critical understanding of sources;
- refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes;
- record ideas, observations and insights relevant to intentions as work progresses;
- present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

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 workshops regularly during activity periods. The subject demands independence of thought and organisation, self-discipline, a willingness to experiment, an open and enquiring mind and an ability to communicate both on paper and verbally, amongst other things for the candidate to achieve their highest potential.

# DRAMA

Drama is one of the most dynamic and exciting subjects you could study at GCSE.

The College follows the AQA GCSE examination specification.

The course is a combination of both practical work and theory.

## Component One - Understanding Drama (Written)

- Knowledge and understanding of drama terminology and those who work in the subject. The study of one Set Text – this year it is “Noughts and Crosses” by Dominic Cooke. Analysis and evaluation of live theatre;
- Examined through a written exam lasting 1 hour 45 minutes;
- Worth 40% of the final mark.

## Component Two - Devising Drama (Practical)

- Creating an original piece of theatre and performing it to an audience. Accompanied by a Devising Log Book;
- Worth 40% of the final mark.

## Component Three - Text in Practice (Practical)

- Performance of two extracts from a published play;



- Worth 20% of the final mark;
- 60% of the final grade is from Practical Work and 40% from a Written Exam.

Pupils will experience professional theatre through a range of theatre visits and have workshops with visiting professionals.

The course is demanding academically and pupils will need to have good personal organisation skills and be able to manage their time well.

The course expects those studying it to contribute with energy and enthusiasm.

## Transferable skills

Studying Drama will increase pupils' knowledge and skills in Drama, but also provide a whole host of transferable skills that are invaluable to help with other subject areas and future careers.

Examples of these transferable skills include teamwork, creative collaboration, problem solving and research skills. Pupils will develop their self-confidence and ability to think independently. Studying Drama provides an opportunity to be creative and to develop your imaginative skills.



# ENGLISH LITERATURE AND LANGUAGE



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

We teach the Edexcel International GCSEs in English Language (Specification A) and English Literature. These qualifications offer a flexible approach to the subject and have a focus on independent learning, which will benefit pupils taking the IB or going on to study English at A Level. Assessment of English Language is by final examination and English Literature involves a coursework element, enabling pupils to 'bank' marks before the final examination. Pupils will receive two separate grades and qualifications at the end of the course.

## English Language

The Language course is split into several sections. Pupils will take two exams, one testing non-fiction reading and writing and the other testing their appreciation of fiction and creative writing skills.

While not formally assessed pupils will have opportunities to develop their speaking and listening skills through individual and group presentations in class.

## English Literature

The Literature course involves an examination on poetry and modern prose texts, including an unseen poetry question. The examination is closed text and worth 60% of the course.

The coursework folder is worth 40% of this qualification. Pupils will read one modern drama text and one 'literary heritage' text, completing two separate essays.

## Outside the classroom

The English Department is a busy one, and pupils are encouraged to involve themselves in the activities on offer. This involvement might include attendance on theatre trips, entering competitions such as the Bullen and Blackie prizes, or being a part of our Junior English Society.

## 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 qualifications.





# 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, weather and climate, our changing coastline, changing populations, globalisation, rural and urban links, and development.

This will involve the investigation of questions such as:

- Can better approaches to river management reduce the future impact of flooding in the UK?
- What are the impacts of the HIV/AIDS pandemic in sub-Saharan Africa?
- How might we change our lifestyles to deal with extreme weather events?
- To what extent has the UK benefited from the inflow of migrants from Poland?
- Is aid or fair trade more important in helping low income countries achieve the Sustainable Development Goals?
- What is the best way to redevelop and regenerate shanty towns?
- 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?
- How has Tata, an Indian family business, become a multinational corporation of global importance?

## Assessment

Written papers (100% of total marks)

## Junior Geography Society

This seeks to broaden pupils' interest in the subject with visits, lectures, film screenings, 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)*

# HISTORY



**How did World War 1 change the world forever?**

**Was the League of Nations destined to fail from the beginning?**

**How did Hitler and the Nazis come to power?**

**Could you have opposed Nazi persecution?**

**How was Chamberlain able to claim that there would be 'peace in our time'?**

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 Cambridge iGCSE course.

You may have had some acquaintance with 20th Century History as part of the Faulkner's Divisions programme in Year 9. We have found that the skills that the Divisions programme fosters are hugely valuable to a successful study of History at GCSE and beyond. DVDs and a growing range of online sources 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:

- **Recall and arrangement.** How good are you at remembering information and how well can you use the information to answer comprehension and essay questions?

- **Description, analysis and explanation.** Can you describe precisely the events and issues you are studying? Can you identify the most important features of them?
- **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

- The world in tatters after the destruction of WW1 and the bungled attempts at diplomacy, mainly focused on the League of Nations and border conflicts of the 1920s
- A core content of International Relations (1919-1939). The growth of suspicion between nations and the inevitable slide towards further conflict: World War Two and the Cold War.
- An in-depth Study on Germany (1918-45) The ideological differences between right and left wing politics and the Nazis' rise to absolute power: opportunistic or orchestrated? The changes to the lives of the German people, living under chilling totalitarianism.

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

# LATIN



## Why study Latin?

The Latin course to GCSE level gives you the opportunity to study the language and literature, with the culture and history of Ancient Rome. Challenging and inspirational, this course will help you to develop analytical and linguistic skills and intellectual flexibility which will be useful in the future, whatever your chosen career path. Having experienced the demands and rewards of studying Latin and reading some of its literature in the original language, you will be able to develop a really informed personal opinion on the significance and value of what is too often regarded as an intrinsically 'elitist' subject.

## Why study Latin?

Doing well at Latin at GCSE is seen as a distinguishing feature on university applications and is a valued qualification for careers as diverse as law, medicine, government, accountancy, media, creative occupations, computer programming, the theatre and intelligence.

Many modern languages developed from Latin. Whether you study other languages at school or later on, your knowledge of the way Latin works can support and accelerate your learning. In English, much scientific and technological terminology draws heavily on Latin and Greek ideas and words, and your ability to understand and use a wider range of specialised and sophisticated vocabulary will allow you to analyse, evaluate and express more complex ideas clearly.

The literature we study in the Shell and Fifth Form, highly interesting and valuable in its own right, gives you deeper understanding for future reading not only in Latin but in other languages. English writers from Chaucer to Shakespeare, to the writers of the 20th century were directly or indirectly influenced by the Latin and Greek authors. The legends and stories of the Greek and Roman world and their sculptures and buildings have inspired artists, sculptors, musicians and architects

throughout Europe since the Renaissance, as you will find in studying History of Art. Your interest in History, the Law, Politics, and what it means to be a citizen will get a new perspective from studying the Romans whose administrative and legal system formed the basis for many of our modern assumptions about how democracies work.

## What do you do in Latin?

We prepare for the new OCR GCSE and/or the WJEC Level 2 Certificate in Latin Language (with the possibility of controlled assessment in Roman Civilisation and Latin Literature), allowing individual interests and aptitudes to develop. Latin counts as a language GCSE for university entrance. There is no "oral" examination and you do not have to write in Latin.

## Our GCSE

One "Latin language" unseen translation and comprehension papers:

- translation and comprehension exercises on a story in Latin from classical mythology or ancient history, using the vocabulary and grammar you have studied in Faulkner's through to the Fifth Form;
- EITHER translation of short simple sentences into Latin from English, OR identification of some grammatical structures.

Two further papers:

- EITHER one “prose texts” and one “verse texts”, studied throughout Shell and Fifth Form and focusing on literature in the original Latin; OR one “set texts” paper, plus the new “Literature and Culture” paper on Roman life and culture drawing on archaeological evidence, artefacts, and some texts in English translation. There is no requirement to write in Latin;
  - you will apply your linguistic knowledge to be able to read literature written by the Romans in their own words. You will learn to analyse and critically appraise primary sources. You will write “mini-essays” in English explaining your observations on the meaning, style and content of the texts and sources you have prepared.
- OR one unseen translation paper plus a piece of “Controlled Assessment” coursework (one essay of 1500-1750 words on an aspect of Roman civilisation and culture).

You will learn:

- to read texts and analyse sources in Latin;
- to appreciate Latin Literature in its cultural context and original form;
- to develop a strong sense of linguistic structure, and an awareness of the relationship between Latin and the languages of today;
- to analyse the comparisons and contrasts between different cultures;
- to communicate clearly and effectively in English.

## WJEC Level 2 Certificate in Latin Language

- EITHER two unseen translation and comprehension papers, using the vocabulary and grammar you have studied from Faulkner’s through to the Fifth Form;



# MATHEMATICS

The Mathematics Department has two primary aims in the Shell and Fifth Form: to provide a broad and well-rounded Mathematical education, based on developing key skills and problem-solving techniques, and to enable each pupil to achieve the best possible result in examinations at the end of the Fifth Form.

Pupils are entered for the IGCSE course offered by the Edexcel board, which offers two-tier entry. The Higher Tier covers the grades 9 to 4 and the Foundation 5 to 1. The course does not have a formal coursework component and is assessed by two written papers at the end of the Fifth Form (Y11). These papers test the three main topic areas, which are Number and Algebra (60%), Shape, Space and Measures (25%) and Data handling (15%). Calculators are permitted in both of these papers.

We divide the year group into nine sets 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.

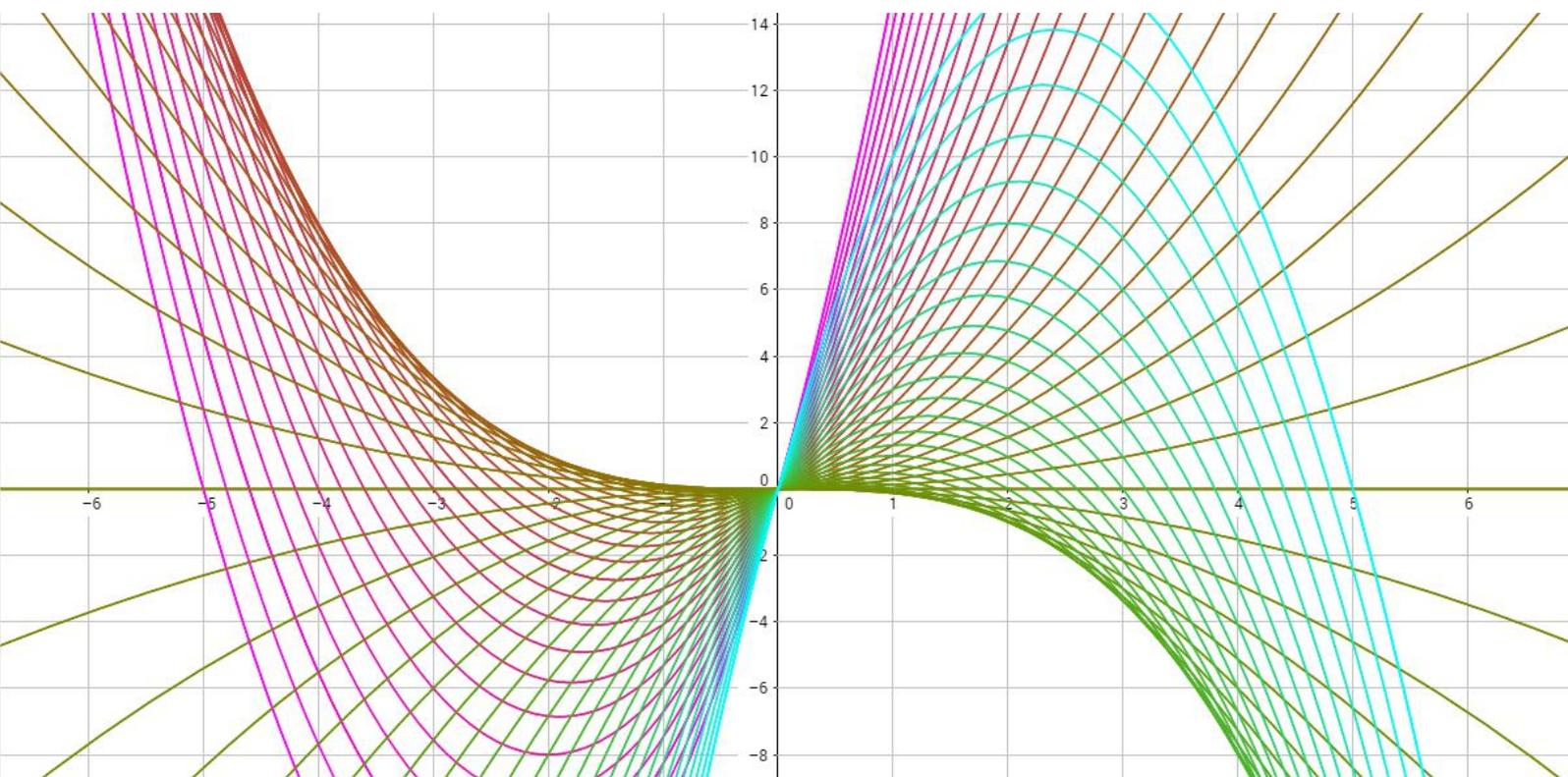
We will usually enter every pupil for the Higher Tier. This policy has proved very successful in the last few years with



very few pupils not gaining the equivalent of 4 or better and the majority gaining at least a grade 7 equivalent. However, we are flexible enough to vary this if we think the Foundation Tier would be more beneficial for a particular individual or class.

Sets are regularly reviewed but movement between sets in the Fifth Form (Y11) is usually restricted, as 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.

As preparation for challenging mathematics courses in the Sixth Form, one set studies OCR Additional Maths alongside their IGCSE course. This will introduce pupils to advanced techniques and use of technology such as graphical calculators.





# MODERN FOREIGN LANGUAGES

## The Modern Languages Department at Bradfield offers GCSE French, German and Spanish

The study of a Foreign Language at GCSE at Bradfield College is compulsory for all pupils, and is considered as a core subject, one which will help pupils prepare for either A-level or the International Baccalaureate Diploma Programme. Aside from this, however, there are endless reasons why modern, forward-thinking pupils need to have proficiency in a foreign language. The job market is now truly global and will become more so. World travel is an integral part of our business and personal lives. To take the first step in breaking 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, team work and above all, the highly prized skill of communication. In the shorter term, universities consider foreign languages to be an essential part of education, with some insisting on a foreign language at GCSE as a pre-requisite for all undergraduate courses. So the learning of a foreign language is as important these days as it has ever been!

## Studying a Modern Foreign Language at Bradfield - what are the requirements and what is it like?

- To study a language at GCSE, pupils must have at least one year's learning completed. In many cases, pupils may have considerably more than this (certainly in French) but it is perfectly acceptable for pupils to start with a new language in Faulkner's and to carry on with it for GCSE;
- We encourage pupils to choose more than one language if they feel able to and have a proven track record in terms of achieving well. However, if in doubt, it is better for pupils to concentrate on one and do it well, rather than spread themselves too thinly;



- We follow the Edexcel International GCSE (IGCSE) course for French, German and Spanish;
- All languages follow integrated courses; we use a variety of other sources too, such as websites that are tailored to the GCSE learner and for which every pupil has a personal login. Full ICT facilities are standard in all classrooms and pupils are encouraged to bring their laptop or tablet to lessons. ICT should now be an integral part of all subjects, and in MFL we embrace this philosophy. That said, we have not forgotten about the value of 'old school' learning, and you will be expected to learn verbs and vocabulary off by heart!;
- Visits and Trips: we encourage all pupils to visit the relevant countries during their GCSE course, and we offer several trips. In recent years, there have been GCSE trips to our partner school in Munich, to the Gredos centre near Salamanca and to Nice. We can also put you in touch with partner companies who can organise homestays and work experience abroad;
- We place great value not only on the language and its vocabulary and grammar, but also on the culture associated with the language. We therefore run co-curricular events and societies, such as Food Clubs, Film Clubs and so on, and all GCSE pupils are welcome to attend these.

### **What approach is needed for the successful study of a language at GCSE?**

All human languages are complex, but contrary to popular belief, foreign languages are not inherently difficult – certainly no more difficult than any other subject. There are some specific requirements, chief among which is being able and willing to learn and

practise vocabulary regularly. We also encourage pupils to reflect on their own language(s), emphasise similarities and differences between languages and develop a critical eye and ear to spot patterns and thereby equip pupils with essential communication skills for life.



# MUSIC

Music follows the Eduqas specification and the course is divided into three modules: Listening, Composing and Performing.



## Listening and Appraising Exam 40%

- A listening paper of 1 hour and 15 minutes;
- Pupils will consider four Areas of Study: Musical Forms and Devices; Music for Ensemble; Film Music and Popular Music. Through the study of a wide range of musical styles and genres and in depth study of two set works.
- Externally assessed.

## Coursework - Performing 30%

- One **solo** and one **ensemble** piece;
- Internally assessed and moderated by the exam board.

## Coursework - Composing 30%

- Two compositions. One of these may be produced using music technology.
- Internally assessed and moderated by the exam board;
- Both compositions are part of the controlled assessment for this course and must be completed in College.

## Entry requirements

Candidates must play a musical instrument or sing and should aim to be of approximately grade IV

standard by the time they take the exam. The ability to read music is a requirement and candidates need to be enrolled in instrumental or singing lessons. 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 Head of Academic Music is advised.

## Why choose GCSE music?

If you already play an instrument or sing then you should consider taking GCSE Music because you are already working towards 30% of the qualification (performing).

Music is academically rigorous and well respected by top universities.

- Analysis and appraisal
- Creativity
- Communication
- Self-expression
- Fulfilling and challenging
- Varied and interesting





# PHOTOGRAPHY

Examining Board      AQA  
Courses available      Photography

## Outline of the course

The course has two components: coursework (60% weighting) and the examination (40%). The examination itself is very much like a timed coursework project.

The approach to Photography is wide-ranging and all encompassing. Traditional ways of working such as darkroom work, to the very latest methods are all valid and encouraged. This includes all light and lens based media including film-making and animation.

The final portfolio submission will be presented and formatted as a website. Creation of the website will make up part of your course.

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, learning how to explore, experiment with materials and techniques, and looking at the work of others. The Fifth Form work will be focused towards individuals developing more resolved and sustained coursework projects with greater independence. All work however, would form the assessed portfolio. The portfolio of work will be presented in a website format. It is important that this folio shows a balance between the four assessment objectives in the syllabus - these are:

- Develop ideas through investigations, demonstrating critical understanding of sources;
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes;
- Record ideas, observations and insights relevant to intentions as work progresses;



- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Projects are set to deal specifically with these areas. However, projects generally look at all assessment objectives together as they are 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 hard, sometimes frustrating work; it can also be very exciting and rewarding!

Although the department will supply all materials and media, required at a small termly cost, sketchbooks, colour printing and extra materials will be recharged, but at a significantly lower cost than if bought elsewhere. Trips to galleries and other destinations will also be recharged as additional costs. While the department has cameras, it would be advantageous for those pupils choosing Photography to own their own Digital SLR Camera and an external hard drive.

# PHYSICAL EDUCATION



The Physical Education GCSE course (AQA board) provides an excellent opportunity to understand how the body works and how exercise affects our bodies and our minds.

## The course

It is divided into two parts: Theory and Practical.

### Theory 60%

There are two written exams to be sat at the end of the course each lasting 1 hour 15 minutes.

#### **Paper 1: The human body and movement in physical activity**

What is assessed?

- Applied anatomy and physiology;
- Movement analysis;
- Physical training;
- Use of data.

How is it assessed?

- Written exam: 1 hour 15 minutes;
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions;
- 30% of GCSE.

#### **Paper 2: Socio-cultural influences and wellbeing in physical activity and sport**

What is assessed?

- Sports psychology;
- Socio-cultural influences;
- Health, fitness and wellbeing;
- Use of data.

How is it assessed?

- Written exam: 1 hour 15 minutes;
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions;
- 30% of GCSE.

There are two written exams to be sat at the end of the course each lasting 1 hour 15 minutes.

### Practical 40%

What is assessed?

- Practical performance in three different physical activities in the role of player/performer - one in a team activity, one in an individual activity and a third in either a team or in an individual activity;
- Analysis and evaluation of performance to bring about improvement in one activity.

How is it assessed?

- Assessed internally by teachers;
- Moderated by AQA;
- 40% of GCSE.

For each of their three activities, pupils will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Pupils will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

# PHYSICAL EDUCATION CORE

Every pupil in Year 10 who does not choose GCSE PE is timetabled for a lesson of Core Physical Education each week. 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, rounders 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.



# RELIGIOUS STUDIES



## Why should I choose GCSE Religious Studies?

- What do Muslims actually believe?
- What does a Christian think about the nature of God?
- What actually does Jihad involve? (Did you know that its primary meaning is a spiritual struggle to be a good Muslim?)
- Why do some people think abortion is wrong?
- Can 'religious' people ever go to war?

If these sort of questions interest you - and I hope they do because they are issues you read about every day in the news – then you should consider R.S. as one of your GCSE options.

This GCSE covers the study of two religions (Christianity and Islam), and four contemporary moral and ethical themes. You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop your own attitudes towards religious and non-religious issues in the 21st century. You will also gain an appreciation of how religion, philosophy and ethics form an important basis of our culture in British society today.

## Skills you will develop

- Critical Thinking;
- Analytical and Evaluative;
- Reasoning;
- Debating and Discussion;
- Working with others (Leadership & Responsibility);
- Developing personal attitudes, values and opinions;
- Research.

## Subject content

You will take the following two components:

### Component 1: The study of Religions: Beliefs, Teachings and Practices

You will be assessed on the Beliefs, Teachings and Practices of two major world religions:

- Christianity
- Islam

This is examined through one written exam of 1 hour 45 minutes that is worth 50% of your GCSE.

### Component 2: Thematic Studies

You will study religious teachings and non-religious beliefs about ethical issues found in contemporary British society.

**Religion and Life** (The origins and value of the universe and the origins and value of human life - Big Bang Theory, Planet Earth, Global & Environmental Issues, Animal Rights, Sanctity and Quality of Life, Abortion, Euthanasia, Death and the Afterlife)

**Religion, Peace and Conflict** (Religion, Violence, Terrorism e.g. ISIS, War, Pacifism, Nuclear Weapons, Weapons of mass destruction)

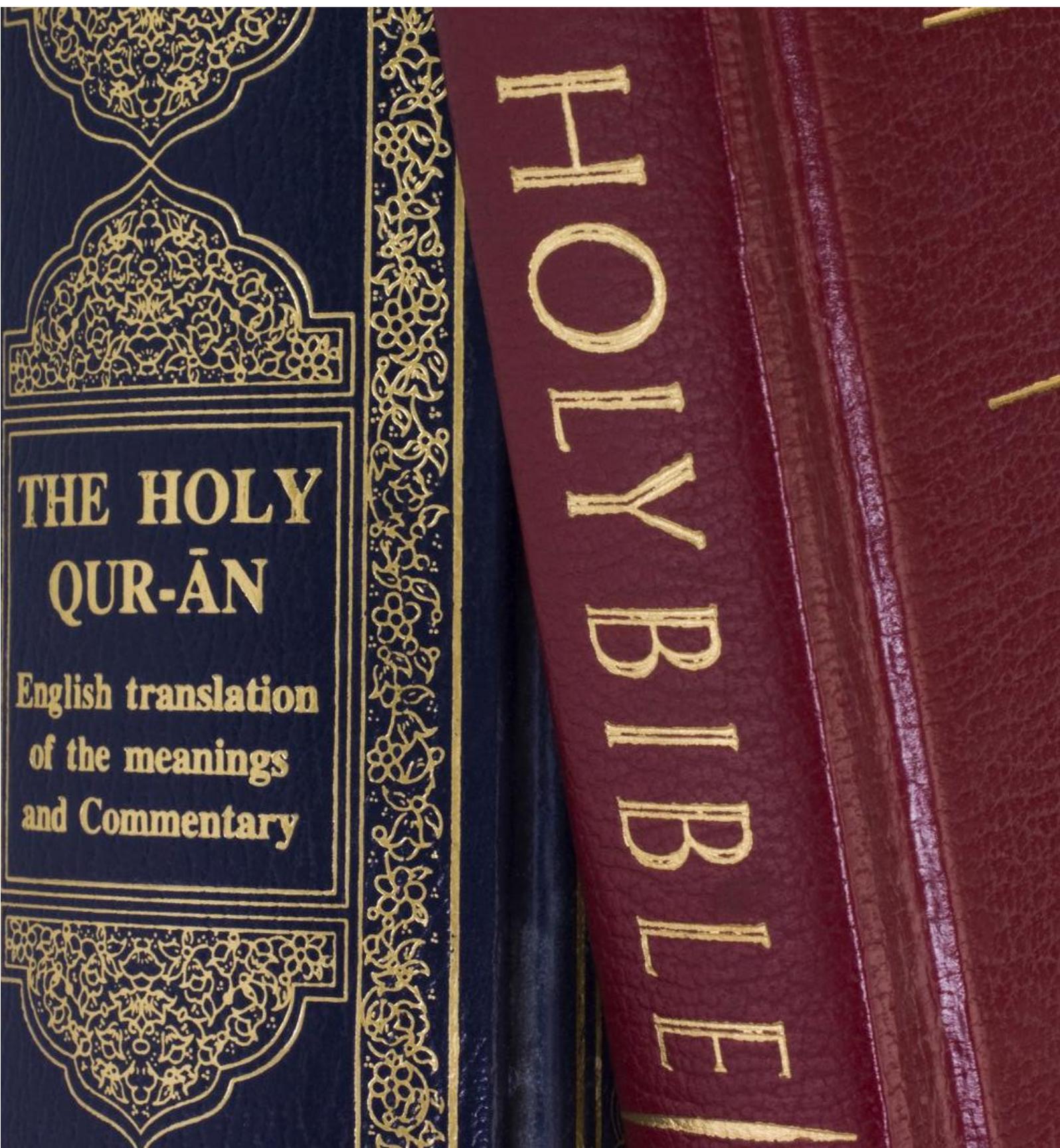
**Religion, Crime and Punishment** (Causes of Crime, Aims of Punishment, Community Service, Prison, Corporal Punishment, Capital Punishment, Forgiveness, Good and Evil)

**Sex, Marriage and Divorce** (Heterosexual and homosexual relationships, Sex before and outside marriage, Contraception, Purpose of marriage, Same-sex marriage and cohabitation, Divorce and remarriage, Nature of families, Same-sex parents, Polygamy, Gender equality)

This component is also examined through one written exam of 1 hour 45 minutes that is worth 50% of your GCSE.

Each section, for both components, has a common structure of questions worth 1, 2, 4, 5 and 12 marks. There are also marks awarded for spelling, punctuation and grammar.

GCSE Religious Studies is an interesting, relevant and contemporary subject that will help you to understand the world in which you live and start you thinking about important moral issues, many of which you will actually encounter in your own life.



# SCIENCE



Science is taught in the recently built, multimillion pound Blackburn Science Centre. There are two routes to Science in the GCSE programme - Separate Sciences and Combined Science. Irrespective of which option is chosen pupils will have lessons in all three sciences. The difference lies in the number of lessons of each science, the number of topics and also the depth of study of some of the topics. If a pupil is considering taking at least one Science in the Sixth Form, then Separate Science gives a greater foundation of knowledge, although Combined Science provides adequate preparation for Sixth Form study.

## Separate Sciences

Separate Science yields a separate GCSE grade for each science subject at the end of each of the three courses. Choosing this option allows pupils to study all three sciences to a greater extent than in the Combined Science route as some additional topics are covered as well as going into more depth in other topics. All three sciences complete the AQA GCSE syllabus. The practical component of the course is examined in the written papers at the end of the course. This route is mainly for those who are considering taking a Science in the Sixth Form.

## Combined Science

Combined Science yields two GCSE grades at the end of the course. Choosing this option means pupils study slightly fewer topics and cover some in less detail than Separate Science pupils. The AQA Combined Science (Trilogy) specification is followed. The attainment on all of the Science papers is averaged to produce two Science grades overall. The practical component is examined in the written papers at the end of the course.

The Combined Science route allows pupils to take an extra subject from the option pool compared to those taking Separate Sciences, or indeed it is for those who would just prefer a more diluted offering. Completing Combined Science does not preclude a pupil from taking a science in the Sixth Form. There are still many challenging and testing topics.

Irrespective of which route pupils choose they will be required to think logically and express themselves in a clear and concise way.

The aims of the science course are for pupils:

- to acquire a body of scientific knowledge and develop an understanding of the nature of scientific ideas;
- to develop experimental and investigative abilities;
- to understand the technological and environmental applications of science and their economic, social and ethical implications;
- to foster interest and enthusiasm for science in the context of a modern specification;
- 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.



# WELLBEING



The Wellbeing programme has been developed to ensure the spiritual, moral, social and cultural development of our pupils, not only for themselves, but also within the world around them. With a sense of wellbeing in life, we are far better able to take in new information, and take risks in, and responsibility for, our learning. In essence the Wellbeing Programme enables our pupils to thrive.

The College values of integrity, compassion, resilience, tolerance and enthusiasm, are integral to the Wellbeing programme. Our scheme of work is based around six pillars, in which we explore age appropriate material (whether religious, philosophical or other), to enable our pupils to develop moral and ethical values, be self-aware and appreciate all aspects of life, faith and culture.

Six Pillars:

- **Resilience:** stress management, adaptability, ambition;
- **Health:** physical, emotional, mental, sexual;
- **Equality:** acceptance, values, belonging;
- **Community:** respect, love, friendship;
- **Communication:** e-communication, verbal, non-verbal;
- **Reflection:** self, peer, frame of reference.

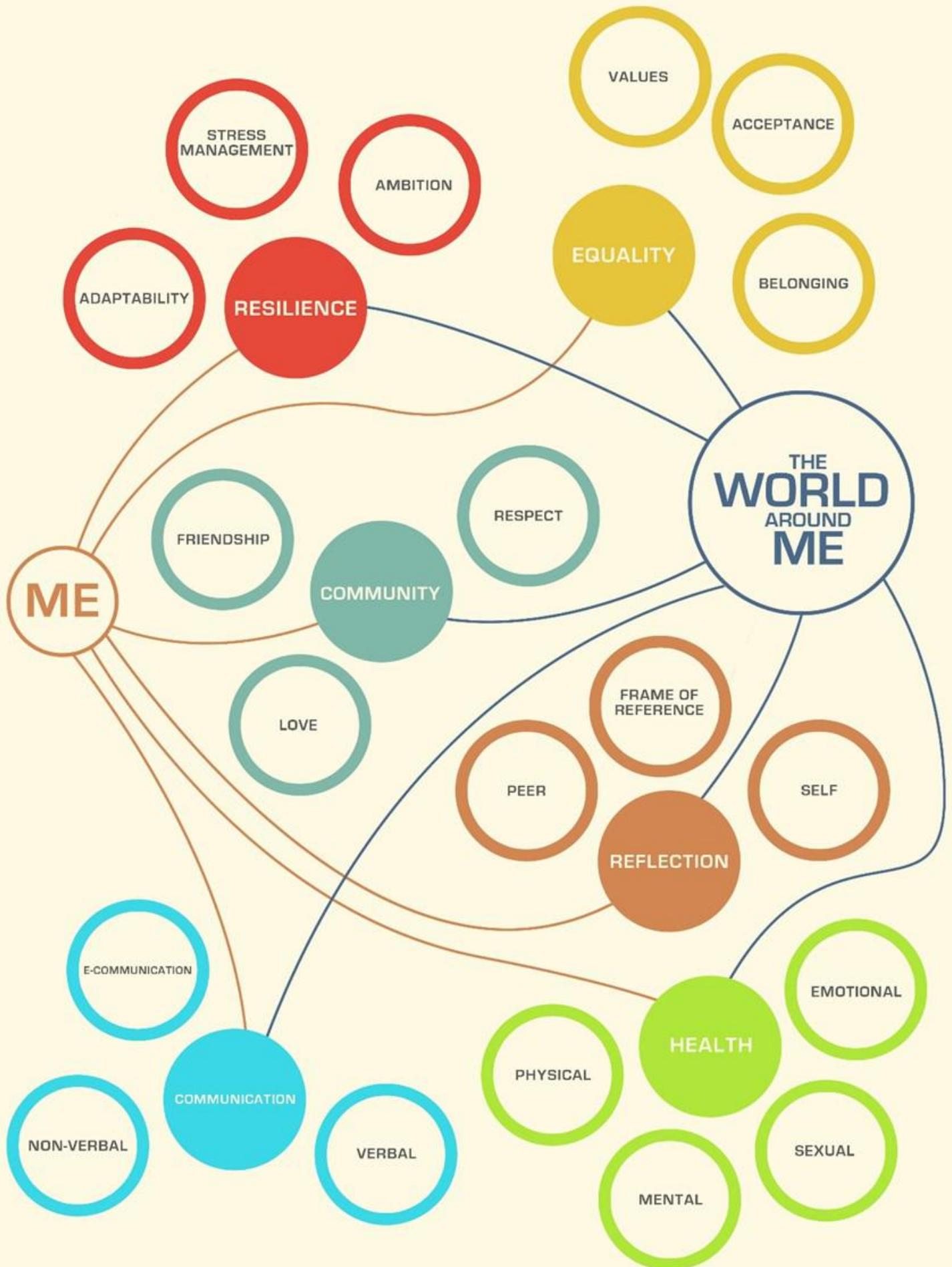
The Wellbeing Programme aims to support individual personal development, both within the school environment and the wider community. It is essential that our lessons recognise the College policy for equal opportunities and respect for diversity. We must be mindful of this in the language we allow and the teaching materials we utilise.

The lesson content will at times be sensitive. Some of these issues may personally affect individual pupils, for example, homophobia, racism and sexism. Whilst we must encourage open expression and healthy debate, we must take every step to avoid individuals feeling discredited or marginalised by such a discussion. If any group have a notable imbalance (for example in terms of male: female ratio), it is essential that we encourage inclusion and a balance of views without drawing attention to the minority group.

It is important that we strive to stretch all pupils whilst identifying the gifted and talented. Differentiation of tasks will allow them to express a heightened level of understanding which can be very useful for the whole group and if managed well, will give a voice to those who are less comfortable speaking out. Pair or small group work, written evaluations and visual aids will also help the more introverted who perhaps are more self-aware and emotionally intelligent.

The Wellbeing provision our pupils receive is delivered formally through 1 x 40-minute lesson per week in years 9-11 and supplemented with a programme of enrichment talks and workshops. Parent workshops are also offered throughout the year.

# WELLBEING



# HORIZONS

Choosing the best options for your future ambitions - career guidance from Bradfield Horizons

Y9 pupils may find it hard to look as far ahead as Sixth Form and beyond to Higher Education, but the GCSE subjects a pupil studies may inform their future career path. For those who already have a clear idea of what they would like to study at university, it is advisable to check what A Level and IB subjects are needed for their chosen course. Many subjects cannot be taken at A Level or IB unless previously studied at GCSE and pupils would be frustrated to discover that they had inadvertently closed some doors by failing to choose the appropriate GCSE(s).

Given that they have only recently arrived here and are enjoying a wide range of subjects and activities, it is unsurprising that the vast majority of Y9 pupils have little idea of what they want to do once they leave Bradfield.



Until a pupil develops a keen interest in a particular area, the key is to keep the options open. A mix of subjects in sciences, humanities, language, performance and creative arts will not only allow the pupil to determine over time which most appeal, but will also leave scope for more choice in the Sixth Form.

Any pupils or parents with questions about specific subjects are most welcome to speak with the Bradfield Horizons team, who can be contacted by emailing [sleijten@bradfieldcollege.org.uk](mailto:sleijten@bradfieldcollege.org.uk) or [ascott@bradfieldcollege.org.uk](mailto:ascott@bradfieldcollege.org.uk)



# PUBLIC EXAMINATION PROCEDURES AND POLICY

## Examination Entries

Entries for each candidate will be made by the Examinations Officer before the Awarding Bodies' 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 examination access arrangements may be appropriate for public examinations, the Support and Study Skills Department facilitates an Educational Psychologist's assessment in consultation with parents. To be eligible for such arrangements the report of a chartered Educational Psychologist, who Bradfield College has an established relationship with, must be conducted no earlier than Year 9 in accordance with the specific regulations set by the Joint Council for Qualifications which are subject to change every year. These arrangements may include additional time, word processing, a scribe, a reader, a prompter or rest breaks. The examination board regulations require that some of these arrangements are reviewed within two years of the examination series. Applications to the examination boards are made by the Head of SSSD in consultation with the Examination Officer where there is a history of need and provision. Word processing 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.

## 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 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 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 and practical modules that are internally marked and externally moderated are not eligible 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.



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