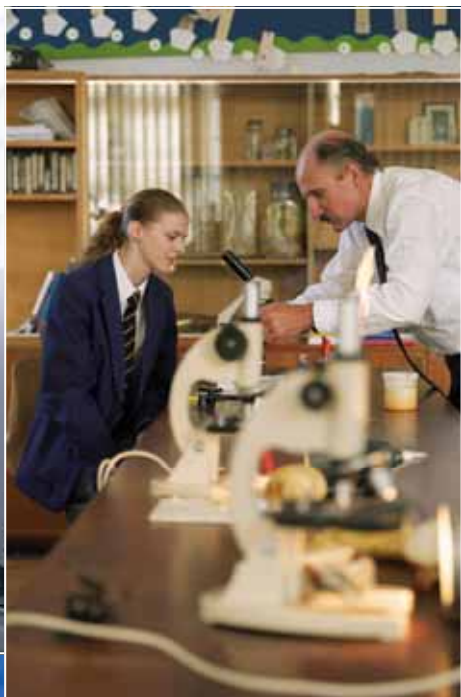




GCSE Information Booklet

2010-2011



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An Introduction To The GCSE Years

Doors tend to close as we get older, and I have come to realise I am never likely now to play for Chelsea: but at your age the world is wide open, and, whatever the present dangers and anxieties, it is a world rich in possibilities. And the trick at this stage is not to shut doors, not to close off possibilities. The choices you make in your education may have a real bearing on the way your life develops, and will certainly reveal some facts about your character: are you ambitious or idle? Are you a risk-taker, or do you prefer to play safe? Are you an explorer or do you want to stick with what you know? Do you already see several years ahead---a future as a doctor or a politician, a pilot or a teacher (yes, Rossallians do become teachers!)---or do you prefer to let your instincts guide you?

Choosing GCSEs is marginally exciting because you have choices. I did six when they were just O levels ; you may do 8 or 9 or even perhaps 10. Numbers matter less than quality, so where you have choice choose some you might enjoy and do well in. Talk to friends in other years: find what goes well.

Good luck with your choices. They will not be cast in stone for some weeks, so keep thinking and talking, and we shall help you to get it right.

Dr Stephen Winkley
Headmaster

Choosing Your GCSE Subjects

Choosing the right subjects and getting the right qualifications will give you a better chance of getting the career of your choice. It is important to think about your subject options carefully to ensure you have the qualifications you need when you finish Year 11.

Over the next two years you will study a range of subjects. Some subjects are compulsory, Mathematics, English, Science and one Modern Foreign Language (French, German or Spanish) but others are for you to decide - your options. There are several choices to be made as you move from the broad Year 9 curriculum and you should discuss your subject choices with your parents, your House Parents, your tutor and your subject teachers.

There are two basic principles behind the curriculum for Years 10 and 11: there should be breadth in the curriculum so that all pupils are brought into contact with a range of areas of learning and experience, and there should be balance so that it allows the adequate development of each area of learning.

When considering your choices perhaps the most important questions to ask yourself are "Am I good at these subjects?" and, "Am I really interested in them?" You must look realistically at your strengths and weaknesses, and match these to your interests.

This booklet contains information from Heads of Departments about their subjects, course content and patterns of assessment. I hope that you will find it useful and informative and that it acts as a starting point for this important process.

Art

Syllabus and Examination Board: OCR

All students at Rossall take the OCR board full course in Art and Design (unendorsed) unless they have specific interest or past experience of one of the endorsed options.

The course consists of a coursework portfolio worth 60% of the final grade, and the examination project worth 40%, which culminates in a ten hour examination taken over two consecutive days.

Over the two years of study, students will be shown, and practice, the skills required to make a record of their observations through drawings, sketches, paintings and photographs. They will be encouraged to explore their **own** personal ideas as visual studies and research into the work of artists, designers and crafts people and show how it has influenced their work. They will learn to use suitable materials and techniques and explore their qualities. Ultimately, they will use all their supporting studies to complete final pieces of work in each project area.

A high degree of self-motivation and hard work is necessary in this subject. It is not an easy option and the level which needs to be reached for a top grade is demanding. Students must be prepared to work in their spare time and have a genuine interest in art to achieve the required standard.

Mrs S Holder-Williams
Head of Art



Business Studies

Syllabus and Examination Board: Edexcel IGCSE 4BS0

The course sets out to match the way that business operates in the real world. In particular, a specific emphasis is placed on enterprise culture, from the viewpoint of the many interested parties involved. The syllabus is broken down into seven main areas:-

- External environment and business – the content of this section includes external factors affecting business; business effects on the community and its environment; an understanding of the role of the entrepreneur and the effects on other stakeholders.
- The ownership and control of business – includes criteria which distinguish between the four main forms of business; the extent and nature of the growth of business.
- The aims and objectives of business – considers the objectives of different types of business organisation in terms of targets and success criteria.
- The management of people within a business – covers methods, organisation and control of business, for example, leadership and motivation of people. Personnel and change management are included.
- Finance – this section comprises sources of finance, business planning and analysis of profitability, liquidity and performance.
- Production – the way organisations use and manage resources to produce goods and services. The section also includes location decisions
- Marketing – this section includes markets; market research; the marketing mix; legal and ethical constraints.

The Edexcel approach to assessing this IGCSE in Business Studies is simple and straightforward.

- There is a single, two hour written examination, which is accessible by all students.
- The examination consists of the two sections based on a scenario (context) that has been carefully selected with international students and centres in mind.
- The structured and progressive nature of the examination questions allows all students to demonstrate what they know, understand and can do.

Cont...

Business Studies cont...

A full range of teaching strategies is used to impart the syllabus to pupils following this course. Textbook theory is related to practice through a variety of means including case study work, role-play, class debate and analysis of up-to-date business video footage. All classes have protected time in the ICT Suite where they learn the basics of PowerPoint, Excel and business internet research.

Whilst GCSE Business Studies is certainly no easy option – it is a challenging but highly worthwhile course. In recent years, over half of the year group have chosen to study this subject and many have continued with it, or Economics, in the Sixth Form. The course provides a different approach to understanding the world that shapes our lives.

Mr S Hoffman
Head of Economics & Business Studies



Design Technology

Syllabus and Examination Board: OCR 1956 Resistant Materials Technology

Product Design at GCSE involves pupils in activities that develop innovation and flair when designing products. Pupils will develop their skills through work in a range of designing media, modelling and production materials and the use of ICT. Pupils will be exposed during their time at Rossall to creative, design-based activities that should encourage them to explore and develop, experience and express their design ideas. The course places emphasis upon flair and imagination.

Pupils will submit their work as in the form of a portfolio, which can be submitted on CD in PowerPoint format, or via e-portfolio with video and sound clips.

Unit A551: Developing and Applying Design Skills

Developing and writing a design brief. Drawing up a specification. Generating design proposals.

Internally assessed, Controlled assessment 20 hours 90 marks (30%)

Unit A552: Designing and Making= Innovation Challenge

'Design and Making' – a practical examination that encourages flair, innovation and working with a range of modelling materials.

Externally assessed 6 hours 60 marks (20%)

Unit A553: Making, Testing and Marketing Products

Prototype manufacture. Testing, evaluating and marketing.

Internally assessed, Controlled assessment 20 hours 90 marks (30%)

Unit A554: Designing Influences

Examination testing knowledge and understanding of the factors that influence designing, iconic products, trendsetters, design eras and design movements.

Externally assessed, Written examination 1 hour 30 minutes 60 marks (20%)

Mr L J Hodgetts

Head of Design Technology



English and English Literature

Syllabus and Examination Board: WJEC

These are new syllabi, teaching for which begins in September 2010. At present, WJEC has published three outline syllabi, the salient details of which are given here. Most pupils will enter for English Language and Literature, though some will enter for English only.

Controlled Assessment replaces coursework though it is still done in school.

English: (some candidates may take only this course)

Unit 1:	English in the daily world (Reading)	
(1 hour)	Non-fiction texts	(40 marks)
Unit 2:	Writing about information and ideas	(40 marks)
(1 hour)		

Controlled Assessment

Unit 3:	English in the world of the imagination	(80 marks)
	Reading literary texts (two assignments)	
	Writing narrative (two assignments)	
Unit 4:	Speaking and Listening	(40 marks)

English Language and English Literature:

Candidates must take these two courses together.

English Language: Written Examinations

Unit 1:	Studying Written Language	(40 marks)
(1 hour)	Non-fiction texts	
Unit 2:	Using Written Language	(40 marks)
	Writing about information and ideas	

Controlled Assessment (80 marks)

Unit 3:	Literary reading and creative writing
Unit 4:	Speaking and Listening
	Studying Spoken Language

Cont...

English and English Literature cont...

English Literature: Written Examination

(75%)

Unit 1:
(2 hours) A prose text from a different culture
 Comparing unseen poems

Unit 2a: Drama and contemporary prose
 A play from the literary heritage and a modern novel

OR

Unit 2b: A modern play and a novel from the literary heritage

Controlled Assessment

(25%)

Unit 3: Poetry and drama from the literary heritage, including a
 Shakespeare play.

Mrs J C Briggs
Head of English and Drama



Shakespeare

Geography

Syllabus and Examination Board: AQA Syllabus A

The aim of the GCSE course is for the student to acquire knowledge and understanding of a variety of places, environments and geographical patterns at a range of scales from local to global, and to gain an appreciation of the physical and human processes which affect their development.

The course is diverse and varied, covering almost every aspect of the environment in which we live. Physical geography units include earthquakes and volcanoes, rivers and coasts. Human geography units include population and development, settlement and tourism and the quality of life.

The course also stresses the role of environmental management with the emphasis on decision making at a practical level using detailed case studies. Many of these have a local theme looking at both river and coastal flooding, land use management in both rural and urban environments, retail change and traffic management schemes. Global issues are not forgotten in this environmental debate.

There are two written examination papers consisting of 75% of the total mark each of 90 minutes duration. The first paper aims to test the student's knowledge and understanding of physical geography, whereas the second paper is based on the application of skills and techniques in human geography.

The remaining 25% of the marks are awarded for a piece of individual coursework. In the past this has been coursework based. This is being replaced by controlled assessment where the students will be set a research piece and they will have to produce a written report from their research piece under examination condition.

Throughout the course the students will develop a wide range of skills and techniques, including those of Ordnance Survey mapwork, fieldwork investigative skills and Information Technology. Full use is made of the Department's IT facilities.

The study of contemporary geography will equip each student with a clear understanding of the complex and diverse world in which we live!

Mr M E Bradley
Head of Geography



History

Syllabus and Examination Board: OCR 1937 Modern World History

History at GCSE follows the OCR examination, Syllabus B, in Modern World History between 1914 and the present day. The syllabus allows scope for study of the factors contributing to our world today as well as developing a range of historical skills. It is both a useful preparation for A-level and a stimulating self-standing study for those not embarking on an A-level History course.

The course is comprised of two examination papers and coursework. This is divided as follows:-

UNIT 1: 37.5% of total mark (1 hour 45 mins)

Conflict in the Modern World: International Relations in the 20th Century

Part 1: The Origins of the First World War

Part 2: Peacemaking 1918—1919 and the League of Nations

Part 3: Hitler's foreign policy and the origins of the Second World War

Part 4: The Origins of the Cold War 1945—1955

UNIT 2: 37.5% of total mark (1 hour 45 mins)

Century Depth Studies

Section A: Weimar German 1919—1929
The Roaring 20s USA, 1929—1941

Section B: Hitler's Germany 1929—1939
Depression and the New Deal: The USA 1919—1941

UNIT 3: 25% of total mark

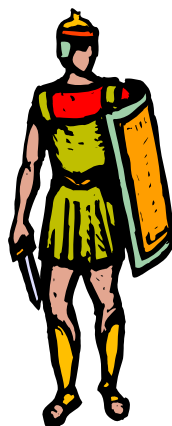
Historical Enquiry—British History Controlled Assessment

Topic 1: The British People in War

Topic 2: Britain at War

The department is developing an extensive GCSE library to help with coursework and also has a large video collection of original footage. If you have any further questions, please do not hesitate to ask either myself or my colleagues.

Mr G Emmett
Head of History



ICT

Syllabus and Examination Board: AQA

Only half a century since its inception, computer technology has undergone a phenomenal evolution. Computers have typically doubled in speed and halved in price every eighteen months.

This extraordinary rate of progress has transformed our world to such an extent that, sometimes for better and sometimes for worse, there is a total reliance upon computer systems. Computer technology is now fully integrated into all aspects of modern life, making ICT skills essential for everyone.

This course looks at computer software and hardware, basic networks, systems analysis, the impact ICT has had on our everyday lives as well as legal issues surrounding the use of computer systems. By the end of the course the students should be familiar with using many of Microsoft Office applications.

The GCSE ICT consists of three main units. The first, worth 40% of the marks, is a written examination, consisting of a mixture of multiple choice, extended answer and essay questions. The second and third units (worth 20% and 40% respectively) are both controlled assessment (coursework) tasks, both of which are set by AQA. With coursework being such a high contributor to the final grade it is important that pupils effectively manage their own time and are prepared to work hard throughout the whole course.

Mrs S Byrne
Head of Information Technology & Computing



Maths

Syllabus and Examination Board: AQA 3301

Mathematics is a continuous progression from Year 7 to Year 11. GCSE courses can therefore be started when appropriate. This is usually towards the end of Year 9 or the start of Year 10. The pupils are put into sets according to ability, in order to encourage them to attain the highest standard they can and to match the difficulty of the work to the ability of the pupil.

Our candidates are examined by AQA. The top sets are entered for Higher Tier GCSE, which gives them the possibility of attaining A* to D grade. The lowest set can be entered for Foundation level GCSE at the end of Year 10, giving these pupils an opportunity to achieve a GCSE grade a year early, as grades are in the range C to G. They may then access some of the Higher Tier work in Year 11. An A*, A or B grade is needed for pupils to consider an A Level in Mathematics.

Currently, the GCSE examination comprises two two-hour papers, the first of which is a non-calculator paper. However, GCSE Mathematics is changing and the Year 10 entry in September 2010 will be the first to be taught to a new specification.

In Year 10 and 11, our brighter pupils are entered for the Intermediate Maths Challenge competition, in which we enjoy a great deal of success.

Mr J McCafferty
Head of Mathematics



Music

Syllabus and Examination Board: OCR 1919

Why study Music?

Music is all around us. It influences our moods and emotions, and stimulates and excites us in many ways. Following this GCSE Music course will develop your understanding of how music is created through four Areas of Study which provides focus and detail of a broad spectrum of styles from classical through to pop and world music. During the course you will learn how to perform, compose and analyse music saying when it was written and identifying techniques that the composer has used. GCSE Music is an interesting course in its own right and may lead to further study at AS/ A2 level and beyond.

Within each Area of Study there are 3 set pieces of music which you will analyse in terms of melody, rhythm, harmony, tonality and texture. These works illustrate the diversity of music within the Area and form the basis of the examination paper. You will then have an opportunity to put what you have learnt into practise through the composition of a piece in that style.

How much coursework will I have to do?

60% of the course is coursework but this is completed throughout the two years, the best two performances and composition being submitted at the end of the course.

Paper	% of GCSE	Requirement	Assessment
1-Performing Music	30%	A recording of 1 solo and 1 ensemble piece	Examined coursework
2- Composing	30%	2 compositions or arrangements based on different Areas of Study	Examined coursework
3-Listening and Appraising	40%	Identify key musical features from set works	1 hour 30 min examination

Miss M Young
Director of Music



Modern Foreign Languages

Syllabus and Examination Board: Exexcel (for all three languages)

All pupils are expected to study a Modern Foreign Language in Years 10 and 11. German, French and Spanish are offered at GCSE level, and all are taught by well-qualified specialist teachers.

It is possible to study more than one language. As the Spanish course leads from beginners to GCSE in two years, it is advisable that only those pupils with some linguistic ability opt for this course.

The examination consists of a Listening test and a reading test set and marked by the exam board; and two controlled assessments in Writing and Speaking on topics chosen by the pupils and their teachers.

There is no coursework. The weightings of the components are

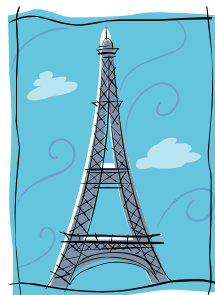
Speaking	40%
Writing	40%
Listening	30%
Reading	30%

Each element may be undertaken at Foundation or Higher level. It is common for students to be stronger in some areas than in others, so being able to combine Foundation and Higher level gives the best possible chance of achieving a good grade. Pupils are expected to show commitment to learning vocabulary and grammar.

Foreign Language Assistants are available to work with examination pupils in small groups.

As well as up-to-date textbooks, students will have access to films, magazines and reading books, also the Internet in the IT Suite. Of course, there is also the German exchange which is open to all students.

Mrs J Nichol
Head of Modern Foreign Languages



Physical Education



Syllabus and Examination Board: Edexcel

Is this the right subject for me?

The GCSE Physical Education course will appeal to you if you:

- have a keen interest in sport and recreation and always look forward to your PE lessons
- take part in sport/recreation outside of class time
- want to follow a course that develops knowledge and understanding through practical involvement
- want to know more about the benefits of sport and exercise
- want to improve your own performance in a range of sports roles
- want to study a course that is active and that you will enjoy
- are considering a sports-related career or an A Level/higher education course.

What will I learn?

You will:

- develop your knowledge and practical skills in a range of physical activities
- examine the effects of exercise and how training can improve performance
- find ways to improve your own performances in a variety of roles
- identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
- appreciate the benefits of promoting 'sport for all'.

How will I be assessed?

The GCSE course is assessed over two units:

Unit 1 (theory) is externally assessed through a written examination paper of 1 hour and 30 minutes. This will contribute a maximum of 40% towards your total marks.

Unit 2 (practical) is assessed in two sections:

Section 1 – four practical performances in the role of either player/participant, leader or official. You can achieve 48% of the marks from your four performances, two of which may be in the role of a leader or official.

Section 2 – analysis of performance in one of the chosen activities. This will be worth 12% of the marks and should include planning, performing and evaluating a Personal Exercise Programme.

Section A: Content guide

What can I do after I've completed the course?

As well as being the ideal preparation for the A Level Physical Education course, the GCSE PE course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the Civil Service.

Religious Studies

Syllabus and Examination Board: OCR

A Popular Choice

Would it surprise you to learn that more students now take Religious Studies at GCSE and A Level than at any other time in the past? Why do you think the subject has become so popular?

Understanding Society

Maybe it's because our society has become so multi-cultural that issues of religion are headline news. What people believe and how they behave has become a fascinating area for study.

What Will I Study?

You will study Philosophy of Religion and Applied Ethics. As we look at each in turn, the topics will include: ethics (marriage, sex, adultery, homosexuality, poverty, abortion, euthanasia, discrimination), philosophy (arguments for God's existence, death and the afterlife, the question of good and evil, peace and Justice, religion versus science) but also have an opportunity to put forward your own point of view.

From your knowledge of both these topics, you will gain a better understanding of world events. You will also develop a tolerance towards others that will be a key skill for the rest of your life.

Relevance

The issues studied are everyday ones that you may encounter in and even when you leave school – how you handle them will be informed positively as a result of your engagement with GCSE RS!

The GCSE Full Course is made up of all **four** units.

Philosophy 1 (Deity, Religious and Spiritual Experience, End of Life)	
• Belief about deity	• The end of life
• Religious and spiritual experience	
Philosophy 2 (Good and Evil, Revelation, Science)	
• Good and evil	• Religion and science
• Religion, reason and revelation	
Ethics 1 (Relationships, Medical Ethics, Poverty and Wealth)	
• Religion and human relationships	• Religion, poverty and wealth
• Religion and medical ethics	
Ethics 2 (Peace and Justice, Equality, Media)	
• Religion, peace and justice	• Religion and the media
• Religion and equality	

Assessment:Written examination

Mr P J Jurczak
Head of Religious Studies and Philosophy



Science



Syllabus and Examination Board: AQA Modular Sciences

Science is compulsory for all students in Years 10 and 11 at Rossall. Students receive 2 lessons each of Biology, Chemistry and Physics per week from subject specialists in specialist laboratories. The majority of students will be entered for 'Separate Sciences' with a smaller number opting for 'Double Award' Science and both courses are good preparation for the Sixth Form. Examinations are taken terminally.

Course aims and objectives:

- acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry and physics.
- recognise the usefulness, and limitations, of scientific method and appreciate its applicability in other disciplines and in everyday life.
- be suitably prepared to embark upon certain post-16 science-dependent vocational courses and studies in any of the pure sciences and applied sciences.
- stimulate curiosity, interest and enjoyment in science and its methods of enquiry
- the applications of science may be both beneficial and detrimental to the individual, the community and the environment.
- science transcends national boundaries and that the language of science is universal.

'Separate Sciences': (AQA Biology 4411, Chemistry 4421 and Physics 4451).

Students will be examined on 3 units of Biology, Chemistry and Physics. The first 2 units are common to 'Double Award' Science, the third being extension material. Students receive GCSE certificates in Biology, Chemistry and Physics. One piece of coursework is required per subject.

'Double Award': (AQA 4462 Core and 4463 Additional Sciences)

Students will be examined on 2 units of Biology, Chemistry and Physics. These units are common to the first 2 units of the 'Separate Sciences'. Students receive GCSE certificates in Core Science and Additional Science. Two pieces of coursework are required.

Why have some species of plants and animals died out?

How do new species of plants and animals develop?

How do humans affect the environment?

Cont...

Science cont...

Course Content summary:-

Biology (Separate Science: B1, B2 and B3, Double Award: B1 and B2)

Biology 1

How do human bodies respond to changes inside them and to their environment?

What can we do to keep our bodies healthy?

How do we use/abuse medical and recreational drugs?

What causes infectious diseases and how can our bodies defend themselves against them?

What determines where particular species live and how many of them there are?

Why are individuals of the same species different from each other?

What new methods do we have for producing plants and animals with the characteristics we prefer?

Biology 2

What are animals and plants built from?

How do dissolved substances get into and out of cells?

How do plants obtain the food they need to live and grow?

What happens to energy and biomass at each stage in a food chain?

What happens to the waste material produced by plants and animals?

What are enzymes and what are some of their functions?

How do our bodies keep internal conditions constant?

Which human characteristics show a simple pattern of inheritance?

Biology 3

How do dissolved substances get into and out of plants and animals?

How are dissolved materials transported around the body?

How does exercise affect the exchanges taking place within the body?

How do exchanges in the kidney help us to maintain the internal environment in mammals and how has

biology helped us to treat kidney disease?

How are microorganisms used to make food and drink?

What other useful substances can we make using microorganisms?

How can we be sure we are using microorganisms safely?

Cont...

Science cont...

Chemistry (Separate Science: C1, C2 and C3, Double Award: C1 and C2)

Chemistry 1

- How do rocks provide building materials?
- How do rocks provide metals and how are metals used?
- How do we get fuels from crude oil?
- How are polymers and ethanol made from oil?
- How can plant oils be used?
- What are the changes in the Earth and its atmosphere?

Chemistry 2

- How do sub-atomic particles help us to understand the structure of substances?
- How do structures influence the properties and uses of substances?
- How much can we make and how much do we need to use?
- How can we control the rates of chemical reactions?
- Do chemical reactions always release energy?
- How can we use ions in solutions?

Chemistry 3

- How was the periodic table developed and how can it help us understand the reactions of elements?
- What are strong and weak acids and alkalis? How can we find the amounts of acids and alkalis in solutions?
- What is in the water we drink?
- How much energy is involved in chemical reactions?
- How do we identify and analyse substances?

Cont...

Science cont...

Physics (Separate Science: P1, P2 and P3, Double Award: P1 and P2)

Physics 1

How is heat (thermal energy) transferred and what factors affect the rate at which heat is transferred?

What is meant by the efficient use of energy?

Why are electrical devices so useful?

How should we generate the electricity we need?

What are the uses and hazards of the waves that form the electromagnetic spectrum?

What are the uses and dangers of emissions from radioactive substances?

What do we know about the origins of the Universe and how it continues to change?

What happens to radioactive substances when they decay?

What are nuclear fission and nuclear fusion?

How can electricity be used to make things move?

How do generators work?

How do transformers work?

What is the life history of stars?

Physics 2

How can we describe the way things move?

How do we make things speed up or slow down?

What happens to the movement energy when things speed up or slow down?

What is momentum?

What is static electricity, how can it be used and what is the connection between static electricity and electric currents?

What does the current through an electrical circuit depend on?

What is mains electricity and how can it be used safely?

Why do we need to know the power of electrical appliances?

What happens to radioactive substances when they decay?

What are nuclear fission and nuclear fusion?

Physics 3

How do forces have a turning effect?

What keeps bodies moving in a circle?

What provides the centripetal force for planets and satellites?

What do mirrors and lenses do to light?

What is sound?

What is ultrasound and how can it be used?

How can electricity be used to make things move?

How do generators work?

How do transformers work?

What is the life history of stars?

Mr M Schofield
Head of Science

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