

ENTERING YEAR 10 For September 2017

INTRODUCTION FROM THE PRINCIPAL

During the Lent Term, pupils in Year 9 have to make decisions about the subjects they want to take at GCSE. You should certainly take time about this and consider your options carefully but you should not feel overly restricted or worry about exact combinations. The aim of this stage of the curriculum is breadth and Monkton gives you a wide range of possibilities which could lead to success; the aim of this booklet is to help you on that path and to give clear information to you and your parents about the options available.

For most of you, it is too early for you to know what career lies ahead, although some of you may have an idea. Even those who are more convinced may find that you change your minds as your aspirations evolve during the coming terms. We strongly recommend therefore that the choices you make are both broad and balanced. This stage of the curriculum is designed with this in mind and contains a combination of compulsory subjects, which are commonly called 'core' subjects, and other courses, called options. You will, of course, continue with PD (Personal Development), games and the activity programme as well as the other extra-curricular activities in which you have already shown an interest.

Since these decisions are important, it is essential that you discuss your ideas with your parents and your tutor. It is wise to check the course content of each course, particularly if it is a subject which you have not studied before, such as Business Studies. In doing this, please check that the subject is what you think it may be: it is much more difficult to change a subject during Year 10 than you might think. In general, young people do much better in the subjects that they enjoy most, and it is a mistake to choose a subject because your friends are doing it. In addition, remember that you cannot guarantee that one particular teacher will teach you for both years, so do not take a subject just because of the teacher who has taught you thus far; focus on *your* interests and *your* ideas.

This is an exciting time in your educational career: the first major choices of subjects you have been able to make. It may be that you find the choice confusing: do ask Heads of Department or teachers of the subjects you are considering for advice. I wish you well in your considerations, and in your reading of this booklet, and above all with your studies in Years 10 and 11.

C J Wheeler

Principal

CONTENTS

	Page Number
A message from the Principal	1
Contents	2
Timetable of Discussion, GCSE Choices, FAQs	3-4
GCSE Subjects	
English Language and Literature	5-7
Mathematics	8
Science	9-10
Theology, Philosophy & Ethics	11
Art and Design (Fine Art)	12
Art and Design (Photography)	13
Business	14
Design and Technology	15
Drama	16
French	17
Geography	18
History	19
Latin	20
Mandarin Chinese	21
Music	22
Physical Education	23
Spanish	24
English as a Second Language	25
Extra English/Extra Maths	26
Learning Support & Study Skills	27
Options Blocks	28
GCSE Choices pro forma	29

Year 9 timetable for discussion

Lent Term

January	Publication of 'Entering Year 10 Booklet'
January	Year 9 tutors hold individual discussions with tutees
January 27th 4.00pm	Year 9 Parents' Meetings
March 6th	Return of options choices

GCSE Choices

All pupils follow GCSE courses in the Core subjects of Mathematics, English and Science. Unless taking the ESL course, or a course in Extra English/Extra Maths, all pupils also choose a Modern Foreign Language GCSE. Pupils then also choose 3 further subjects from the following grid (also on page 28). In addition, pupils take a core course in Personal Development and Religious Studies. In order to develop independent working skills, each pupil also have supervised study periods each week.

Block L	Block A	Block B	Block C
English as a Second Language (ESL)	Art	Geography	Art
Extra Support for Maths and English	Geography	History	History
French	PE	Design Technology	Music
Mandarin	Theology, Philosophy and Ethics	Drama	Design Technology
Spanish	Photography	*French	PE
Latin	Business Studies		Business Studies

Frequently Asked Questions

Q Why can't I have a completely free choice of subjects?

A The Core subjects and the restrictions in choice for the Optional subjects ensure that you gain a broad education and keep your Sixth Form study and career options open.

Q Is there lots of coursework at GCSE?

A Many subjects do not have any coursework in the course: see individual course pages for detail.

Q Can I do Science A Levels if I have done Double Award Science?

A Many of our students will do the Triple Award IGCSE Science anyway. However, the Double Award Science IGCSE course is also academically challenging and is an appropriate base from which to study any of the Sciences at A Level.

Q Are there subjects which I can study in the 6th Form without having studied them at GCSE?

A Yes. Economics, Classics, Politics, Music Technology BTEC, Children's Play, Learning and Development BTEC, and Psychology are offered in the 6th Form but not at GCSE. In addition, some subjects such as Theatre Studies, Business Studies, Design Technology, and Photography may be accessible at A Level without the corresponding GCSE. Other subjects do require a GCSE qualification before embarking upon A-Level study. Please ask for clarification from Heads of Department.

Q What sort of grades are awarded at GCSE or IGCSE?

A All GCSEs and IGCSEs are, from this year, awarded grades on the 9 (highest) to 1 scale. Grades 7, 8 and 9 are equivalent to the old A and A*, but the top grade (9) is higher than an A*. Grade 5 is broadly equivalent to a high C, and the bottom of the 4 grade boundary is equivalent to the bottom of the C grade boundary. Broadly, Ofqual have said that the same number of students will get grades 4 and above in the new system as got C and above in the old system. You can find out more by Searching 'Ofqual new GCSE grades' or following this link: <https://goo.gl/WtCdBG>

Q How will this affect the tariff to automatically move into the Monkton 6th Form [which is currently an average of a B grade]?

A There is no straightforward read across from a B grade to any of the new numbered grades. The current tariff of an average of a B grade across all subjects is based on a lot of experience of what foundations are needed to be successful in our 6th form subjects, and this is the principle we will continue to apply. It is likely, therefore, that we will set an average of 6.5 across all subjects. As before, some subjects will require a particular grade at GCSE to continue with them at A level.

Subject: **ENGLISH iGCSE**
Examining Board **Edexcel**
Head of Department: **Mrs H K Wilkinson - wilkinsonhk@monkton.org.uk**

ENGLISH LANGUAGE

What will I learn?

You will be taught a wide range of language skills and will have the opportunity to express yourself in and respond to a variety of different forms and styles in keeping with the requirements of GCSE and the National Curriculum. As well as modern and pre-1914 prose, poetry and drama, you will be presented with a diverse range of materials such as letters, diaries, articles, reports and descriptions. Throughout the course, you will be expected to display a sensitive awareness of audience and the consequent necessity of selecting appropriate presentation forms and registers of language.

Integral to work in English will be the development of good oral skills in a wide variety of contexts. The aim is not fine speech, although articulation is an important criterion, but rather effective communication that is capable of attracting and holding the attention of the intended audience, while showing tolerance for the opinions of others.

How is the course structured and assessed?

60% written examination paper and 40% internally assessed (and externally moderated) coursework

The Exam - 60% of the final grade for English Language

- The contemporary non-fiction texts from Part 1 of the *Pearson Edexcel International GCSE English Anthology*.
- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Explore links and connections between writers' ideas and perspectives.
- Develop transactional writing skills for a variety of purposes and audiences.
- Use spelling, punctuation and grammar accurately.

Assessment

- Section A: Reading – a mixture of short and long answer questions related to a non-fiction text from Part 1 of the *Pearson Edexcel International GCSE English Anthology* and one previously unseen extract. Total of 45 marks.
- Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.
- The exam duration is **2 hours 15 minutes**.

Coursework - 40% of the total iGCSE marks (30 marks each)

- Reading: One essay in response to two pieces from Section B of the *Edexcel Anthology*
- Writing: One piece of imaginative writing

This course can be taught in tandem with the English Literature Specification. Pupils will be arranged into four sets throughout Years 10 and 11. Sets 2 and 3 are broad mixed ability sets.

What is the nature and timing of coursework?

Term 1 of year 10. See above.

Subject: ENGLISH LITERATURE iGCSE

Examining Board: Edexcel

http://qualifications.pearson.com/content/dam/pdf/International%20GCSE/English%20Literature/2016/Specification%20and%20sample%20assessments/International_GCSE_English_Literature_specification.pdf

What will I learn?

This course aims to promote a knowledge of and, perhaps most importantly, affection for literature. We explore writers' choices and consider language in considerable depth. We also explore the human, spiritual and cultural dimensions of a variety of plays, poetry and prose fiction texts. The course is also designed to lay a foundation for further study of literature at 'A' Level. We aim to help you to read critically, sensitively and in detail.

How is the course structured and assessed?

Exam: Paper 1

External examination = 60% of the total iGCSE marks. 2 hours - 90 marks

- Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.
- Section B: One 30-mark essay question from a choice of two, comparing two poems from Part 3 of the *Pearson Edexcel International GCSE English Anthology*.
- Section C: One 40-mark essay question from a choice of two a modern prose text (usually 'To Kill a Mocking Bird')

Coursework: Paper 2

One coursework assignment, (40% of the total iGCSE marks) internally set and assessed and externally moderated by Edexcel.

- **Assignment A – Modern Drama:** one essay response to a teacher-devised assignment on the studied text (usually 'An Inspector Calls').
- **Assignment B – Literary Heritage Texts:** one essay response to a teacher-devised assignment on the studied text (usually 'Macbeth').
- The total number of marks available is 60 (30 marks for each assignment).

What is the nature and timing of coursework?

We complete the English Literature coursework in the Summer term of year 10. It is in response to Section C of the *Edexcel Anthology*. The total number of marks available is 30.

This course is taught in tandem with the English Language Specification.

Changes to Grading Scale for first teaching 2017 and first assessment 2019.

The Edexcel English iGCSE courses will move to a 9-1 grading scale, instead of the more traditional A*-U scale. Grade 9 will be the grade above the conventional A* and Level 5 will be the mark of an average pass grade, now C grade. These gradings are designed to facilitate more specific 'international' grading across the entire iGCSE ability range.

Subject: **MATHEMATICS IGCSE**

Examining Board: **Edexcel IGCSE**

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-mathematics-a-2016.html>

Head of Department: **Miss V Armand Smith - armandsmithvm@monkton.org.uk**

What will I learn?

The course is broken into units with each unit of the syllabus broken down further into five topics, under the headings of Number, Algebra, Graphs, Shape and Space and Handling Data. At the end of each unit there is a unit test. Enrichment material is provided in the form of Fact Finders and Investigations relating Mathematics to real life scenarios.

How is the course structured and assessed?

Pupils in Year 10 and 11 follow the Edexcel iGCSE Mathematics syllabus. We believe this syllabus is a superior course to GCSE. This is because the syllabus is ideally suited to meet the needs of pupils across the spectrum of abilities. It also provides an excellent foundation on which to do A Level Mathematics and Further Mathematics.

Set 1 will normally be expected to take the Higher Tier papers 3H and 4H in the Lent term of Year 11, following which they will study an advanced mathematics course. Sets 2, 3 and 4 will take the Higher Tier papers in the summer of Year 11. All pupils will be expected to gain the equivalent of a C grade or higher (in the new numerical system this is a 4 or above), with all of Set 1 and most of Set 2 aiming to achieve a 7, 8 or 9 grade (9 is the highest grade).

In general five units of the course are taught in Year 10 and five more taught in Year 11. Pupils work towards two end-of-course examinations. Both examinations are calculator papers, and each paper is 2 hours long.

Provision for gifted pupils takes the form of Maths Challenges competitions, enrichment and accelerated learning and the completion of mentoring scheme problems. Provision for pupils requiring learning support takes the form of a timetabled Extra Maths lesson once a week, coupled with access to a private tutor – at an additional cost, and attendance of the maths voluntaries.

What is the nature and timing of Controlled Assessment?

There is no Controlled Assessment.

Subject: **SCIENCE IGCSEs – Biology, Chemistry and Physics**

Examining Board: **EDEXCEL**

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates.html>

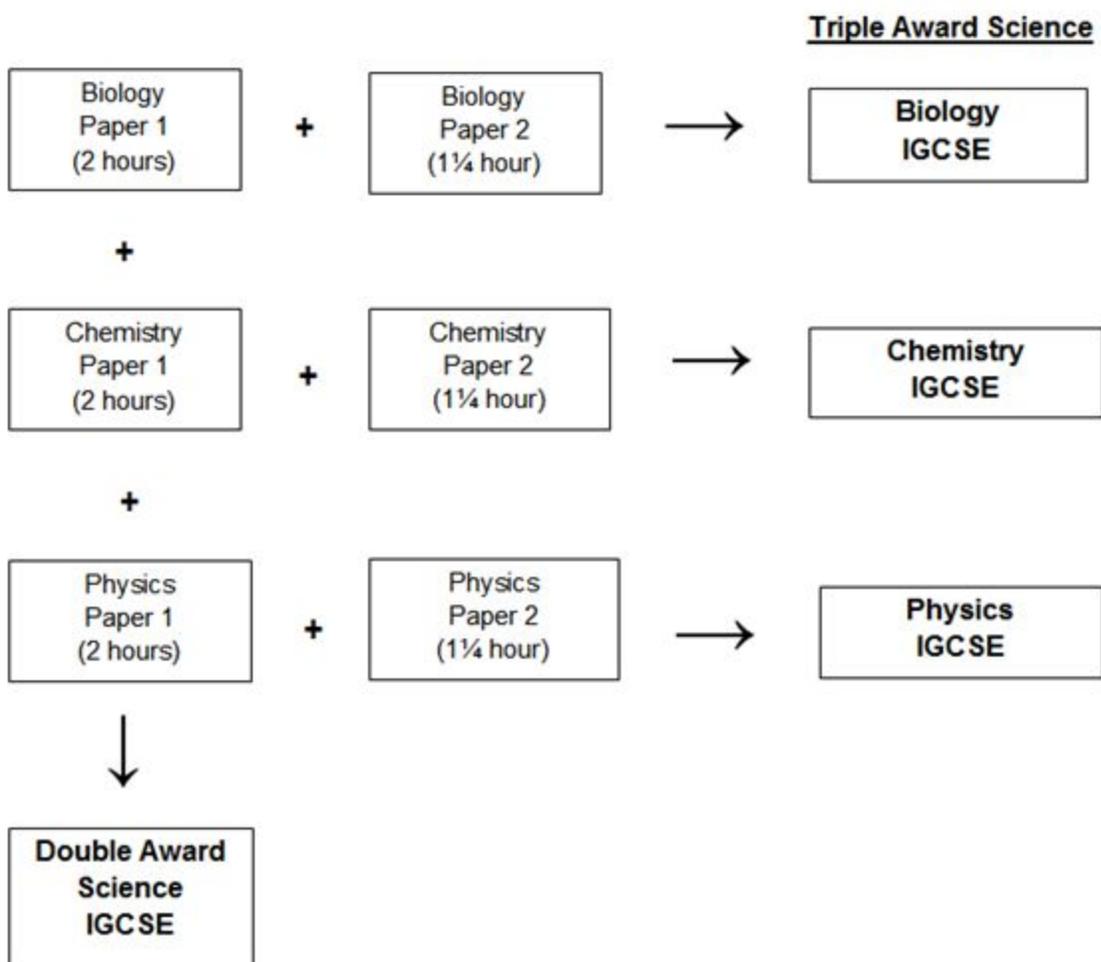
Head of Department: **Mr D J Coulson - coulsond@monkton.org.uk**

What will I learn?

Science and its applications are of daily relevance to us all. There are many exciting, ground-breaking and interesting careers that use Science. The Sciences are taught in the AC Maths & Science Centre, with its outstanding teaching environment.

How is the course structured and assessed?

We offer two IGCSE Edexcel Science routes, either Triple or Double Award Science. Pupils in our higher Science sets are prepared for Triple Award Science and pupils in the other Science sets are prepared for Double Award Science.



Both these routes enable pupils to progress onto A-level Science subjects, provided they obtain high grades in their IGCSE Science exams at the end of Year 11. There is a Year 10 Setting Exam towards the end of the Michaelmas Term and then from January of Year 10, pupils will know which route they are following and hence, from this point on, it is not possible to transfer from Double to Triple Award.

Experimental work is an integral part of the study of the Sciences. It is built into the teaching of each subject throughout the course.

The key aims of these Science courses include:

- Acquire scientific knowledge and understanding.
- Be able to apply one's scientific knowledge and understanding.
- Sustain and develop an enjoyment and interest in the scientific world.
- Appreciate the practical nature of science, acquiring experimental skills based on correct and safe laboratory techniques.
- Appreciate the importance of accurate experimental work and reporting as scientific methods.
- Develop a logical approach to problem solving in a wider context.
- Evaluate the benefits and drawbacks of real-life applications of science.
- Prepare pupils for more advanced course in the three Sciences.

These IGCSE Science qualifications are all linear courses. All pupils sit the same set of 2 hour exams in Biology, Chemistry and Physics (Papers 1B, 1C and 1P). The Triple Award candidates sit a further set of 1 hour 15 minutes exams in Biology, Chemistry and Physics (Papers 2B, 2C and 2P).

This terminal assessment model is designed to ensure that the maximum amount of time is given to the teaching and learning of science, without the frequent interruption of module examinations.

What is the nature and timing of Controlled Assessment?

There is no Controlled Assessment.

Subject: **Theology, Philosophy & Ethics (TPE)**
Examining Board: **OCR - J625**
Head of Department: **Mrs R S Chillcott - chillcottr@monkton.org.uk**

“Teaching students how to think, not what to think!”

What will I learn?

The issues studied in GCSE Theology, Philosophy & Ethics (TPE) are issues that we will all face at some point in our lives. Whether it be questioning the very existence of God or exploring attitudes towards war, the TPE GCSE will prepare students for life in the modern world.

The course is split into two distinct sections: an in-depth study of two religions (in Monkton’s case Christianity and Islam), followed by an exploration of philosophy and ethics in the modern world.

Section 1

Islam is studied alongside Christianity, which is especially relevant given the current situation on the world stage. Through studying the beliefs and practices of both religions, as well as, crucially, the philosophies and ethics behind each, TPE students become enabled to understand both the similarities and differences behind these religions, and to respond appropriately and in an informed way to areas of conflict.

Section 2

The link between religion, philosophy and ethics is explored via a number of contemporary issues. TPE students will explore relational issues as diverse as same-sex marriage, gender discrimination and the ethics of divorce, annulment and remarriage (to name but a few). They will also question and explore different philosophical ideas surrounding the nature, and existence, of God. Perhaps most pertinent to 21st century life, however, is TPE’s in-depth study of war in its various forms (including terrorism), the ethical implications of drones and surgical strikes as well as nuclear warfare. Our responses to such issues are explored, including pacifism and working towards reconciliation.

At all times, TPE students will be encouraged to recognise the dialogue between religious and non-religious beliefs and attitudes. Emphasis is on evaluation and understanding and lessons are never didactic. Our mission statement in TPE is “teaching students how to think, not what to think”, and this underpins all that we do as a department.

How is the course structured and assessed?

The course runs over two years and students are examined at the end of Year 11. There is no coursework option. Students will sit three papers: Christianity (1 hour - worth **25% of marks**), Islam (1 hour - worth **25% of marks**) and Religion Philosophy & Ethics (2 hours - worth **50% of marks**).

Subject: **ART and DESIGN (Fine Art)**
Examining Board: **AQA**
<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>
Head of Department: **Mr T F Hardisty - hardistytf@monkton.org.uk**

What will I learn?

Art GCSE is an exciting and demanding subject that presupposes interest and talent. The Art Department houses a broad range of facilities, all supervised by staff, that have a thorough working knowledge of each specialist area. Students are given every opportunity to learn about numerous technical processes such as mould making, mixed media work, intaglio printing, screen printing, painting, photography, casting, textiles, ceramics and lots of drawing. It must be emphasised that this is a demanding yet extremely rewarding course that is in no way exclusively intended for those students with natural flair and ability towards the subject or exclusively for those intending to pursue art to A Level. The Department aims to provide a course available to any student who demonstrates an enthusiasm and interest towards the subject. Such a course can provide the student with a stronger sense of self-confidence and a greater sense of visual awareness.

How is the course structured and assessed?

The course involves two parts; a portfolio and externally set assignment, which will involve two and three-dimensional work, with mixed media and photography as well. The Portfolio is completed by the end of the Michaelmas term in Year 11. The ESA usually takes place in early May, with the exam starting points given to students at the beginning of January. At the end of the course a student is expected to present a portfolio of project work, which accounts for 60% of their final mark. The remaining 40% is for the ESA project and final piece.

Subject: **ART and DESIGN (Photography)**
Examining Board: **AQA**
<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>
Head of Department: **Mr T F Hardisty - hardistytf@monkton.org.uk**

What will I learn?

Photography GCSE is an exciting and demanding subject that presupposes interest and talent. The Art Department houses a broad range of facilities, all supervised by staff with a thorough working knowledge of each specialist area. Students are given every opportunity to learn about numerous technical processes such as 35mm film, digital image making, Photoshop, Illustrator, black and white darkroom development, pinholes, solargraphy, cyanotypes, cellphones, moving image and lomography. It must be emphasised that this is a demanding yet extremely rewarding course that is in no way exclusively intended for those students with natural flair and ability towards the subject or exclusively for those intending to pursue art to A Level. The Department aims to provide a course available to any student who demonstrates an enthusiasm and interest towards the subject. Such a course can provide the student with a stronger sense of self-confidence and a greater sense of visual awareness. Each student will be expected to provide their own digital and film camera and a digital storage device.

How is the course structured and assessed?

The course involves two parts; a portfolio and externally set assignment, which will involve work from all areas of the Photography curriculum. The Portfolio is completed by the end of the Michaelmas term in Year 11. It will include a variety of these areas: portraiture, studio photography, experimental imagery, installation, documentary, photojournalism and moving image; film, video and animation. The ESA usually takes place in early May, with the exam starting points given to students at the beginning of January. At the end of the course a student is expected to present a portfolio of project work, which accounts for 60% of their final mark. The remaining 40% is for the ESA project and final piece.

Subject: **BUSINESS**
Examining Board: **AQA 8132**
<http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/specification-at-a-glance>
Head of Department: **Mr R C F Campbell (campbellrcf@monkton.org.uk)**

What will I learn?

Students will learn to apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students will learn to develop an understanding of how these contexts impact on business behaviour.

Students will learn to apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

The specification requires students to draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

How is the course structured and assessed?

This GCSE is assessed through two (1 hour 45 mins) papers which are both out of 90 marks and represent 50% each of the final mark. **Paper 1** covers influences of operations and HRM on business activity, and it looks at business in the real world, influences on business, business operations and human resources. **Paper 2** covers influences of marketing and finance on business activity, and it looks at business in the real world, influences on business, marketing and finance.

There is no Controlled Assessment or Coursework.

Subject: **DESIGN AND TECHNOLOGY**
Examining Board: **Edexcel Design and Technology: RMT**
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>
Head of Department: **Mr S R Gent - gents@monkton.org.uk**

What will I Learn?

This course provides opportunities for pupils to develop a wide range of skills and knowledge centred around designing and making high quality 3D products.

Pupils will learn how to communicate their ideas using 3D modelling and graphical techniques including computer imaging (specifically SolidWorks 2012 and Google Sketch-up). Pupils will learn about manufacturing processes used in industry and have first-hand practical experience of a wide range of wood, metal and plastic forming methods. These include welding, turning and vacuum forming.

The EdExcel course also enables students to:

- Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- Develop decision-making skills through individual and collaborative working
- Develop skills of creativity and critical analysis through researching existing products and developing solutions to user's needs.

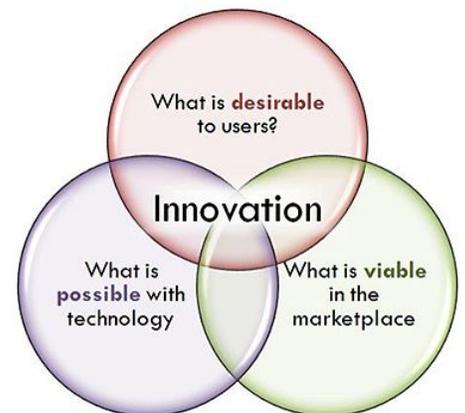
Uniquely, the course requires pupils to become project managers for the design, development and manufacture of their own products.

How is the course structured and assessed from 2017?

50% Coursework (40hrs)

Pupils undertake a single design and make activity which is selected from a range of tasks set by the examining board.

Pupils submit a design folio that evidences work done on the stages of the design process shown (right). They must also produce a high quality 3D product within this time which they finally test and evaluate.



50% Examination (1hr 45mins)

Students apply their knowledge and understanding of resistant materials through structured questions including opportunities to design and analyse products. The new specification has a specific focus on Maths and will account for 15% of the total qualification. Since maths cannot be assessed in the coursework this will mean that the exam will need to include all maths content.

What is the nature and timing of the coursework

Having completed at least one design project and a focused practical task in the workshop, pupils will begin coursework in the Summer Term of Year 10. This will give sufficient time to explore design ideas thoroughly, complete the folio and finish the product to a high quality by the end of the Lent term in Year 11. Under the new controlled assessment guidelines, no part of the coursework may be taken

home for completion.

Subject:

DRAMA

Head of Department: **Mrs R Allsop - allsopr@monkton.org.uk**

Examining Board: **Cambridge IGCSE**

What will I learn?

This is an excellent course for all those with an interest in drama and theatre and wishing to develop their practical skills and understanding of the subject. Drama holds a unique position in the curriculum as it makes demands upon, and draws on, every part of the participants' personalities: their minds, bodies, experiences and emotions.

Specific areas of study include: improvisation, script writing and performing, self-devised drama, mask work, physical theatre, mime, different styles of theatre, directing, lighting, sound, staging and set design. You will perfect the art of writing for drama, and will be reliable and hardworking, as the nature of the practical work will mean that other group members will rely on you.

In addition, there are four significant 'by-products' of the course as it aims to help students to:

- gain in self-confidence,
- develop their own personal creativity
- improve their powers of expression and
- learn better how to work and co-operate with others.

At its best, the course is a rewarding, worthwhile, fulfilling and thoroughly enjoyable. However, it is not an 'easy option'. No-one can be 'forced' to do drama, therefore it is not a good subject to 'drift into'. To succeed at the course you will need to work hard, to be very self-motivated and, most of all, be determined to get the most out of the opportunities the course presents. As part of the course you will go on Theatre Trips, which will enrich your understanding of different Theatrical Forms.

How is the course structured and assessed?

The assessment tests your understanding of the theory of performance as well as your skills in performance.

60% of the assessment will be through performance units. Students will perform one of each of:

An individual Monologue from a Published Play

A Scripted Performance in a group from a Published Play

A Devised Performance in a group - created by that group

Marks are gained from the rehearsal process, a demonstration of understanding the creative elements behind this process, and for the performances themselves. Marks are awarded individually even when working with a group.

40% of the assessment will be by written examination. Students will answer short questions on characterisation, set design, rehearsal techniques and performance skills for a set section of Script. They will also write a longer essay about character work done for a Devising unit.

What is the timing of Performance Assessment?

A number of coursework units will happen through year 10 and year 11, and students will be able to

put forward their best marks for each unit.

FRENCH

Exam Board: **Edexcel International GCSE – French (4FRO)**
Head of Languages **Miss Maryjane Bennett - bennettm@monkton.org.uk**

What will I learn?

At GCSE the emphasis is on practical skills for use in specific circumstances. We aim to enhance understanding and expression in French – increasing vocabulary, and the ability to use it accurately. As students develop linguistically they will be expected to cope with a degree of unpredictability, understand a wide range of vocabulary, discuss issues and give opinions, and give full descriptions and accounts.

We hope to cover each of the four skills every week (listening, reading, writing and speaking). Students are expected to learn vocabulary weekly, and are tested on a regular basis. In lessons they will participate in pair work, group work, individual study, self and peer assessment.

How is the course structured and assessed?

We use the AQA GCSE course book along with Kerboodle (an interactive web site) over the two years leading to GCSE exams.

The following topics are covered:

- a) Home and Abroad
- b) Education and Employment,
- c) House, Home and Daily Routine
- d) The modern world and the environment
- e) Social activities, fitness and health

There are exams at the end of two years of study in Listening, Reading, Writing and Speaking. Each of these is awarded 25% of the total marks.

The French Department believe that the iGCSE is a good foundation for studying French at AS and A level.

French Exchange

This takes place at the end of the Lent term in Year 10. Monkton pupils go to a school in Lille for one week. They stay with host families, attend the Jeanne D’Arc School in Roubaix and go on various trips. It is a valuable language learning experience, and all pupils are encouraged to take part. French pupils return at the beginning of the Summer term for one week.

Subject: **GEOGRAPHY**
Examining Board: **AQA GCSE in Geography**
Head of Department: **Mr A W R Glasgow - glasgowawr@monkton.org.uk**

What will I learn?

- Living with the Physical Environment:

The challenge of natural hazards - including tectonic hazards and weather hazards.
The Living World - a range of ecosystems.
Physical Landscapes in the UK- including rivers and coastlines.

- Challenges in the Human Environment:

Urban issues and challenges - population and urban growth.
The changing Economic world - globalisation.
The challenge of resource management - Food, water and energy management and security.

As well as the core units the students will gain a wide range of cartographic, statistical and graphical skills, while also learning how to interpret and analyse data.

The students will also undertake a range of fieldwork activities.

How is the course structured and assessed?

Students will be asked a range of Questions including multiple-choice, short answer and extended prose.

There are Three externally examined papers:

Paper One - Living in the physical environment - 1 hour 30 minutes - **35%**

Paper Two - Challenges in the human environment - 1 hour 30 minutes - **35%**

Paper Three -Geographical applications: 1 hour 15 minutes - **30%**

Section 1 - issue evaluation - pre-released booklet.

Section 2 - Fieldwork.

Section 3 - Geographical skills .

Subject: **HISTORY**
Examining Board: **Edexcel IGCSE** www.edexcel.com
Head of Department: **Mr D R Bowden - bowdendr@monkton.org.uk**

What will I learn?

The IGCSE concentrates on Twentieth Century world History, examining the emergence of the Superpowers, the rise and fall of Dictatorship in Germany and focusing on other crucial events that have helped to create our world today. Through a range of activities and an investigative approach to learning, pupils will be taught to analyse and interpret information, construct balanced arguments and arrive at informed judgements. In the summer term of Year 10 there is an opportunity to visit Berlin, a city that often found itself at the centre of many of the momentous events during the twentieth century. The syllabus itself is broken down into three parts:

1. **Two depth studies:** Development of Dictatorship in Germany, 1918-45 followed by Superpower Relations and the Cold War, 1943-72
2. **One investigation topic:** East Germany, 1958-90
3. **One breadth study in change:** The Middle East: conflict, crisis and change, 1917–2012

How is the course structured and assessed?

The Course is assessed by two examination papers, each lasting 1 hour 30 minutes. It will be marked using the new 9-1 system.

Subject: **LATIN**
Examining Board: **OCR**
Head of Department: **Mr T J Dewes - dewestj@monkton.org.uk**

Why should I study Latin?

If you have studied Latin to the end of Year 9 and have done so with some success, you are ideally placed to carry on with the subject, thus enabling you to join quite a select group nationally who take Latin at GCSE. The skills you learn will be invaluable in your study of other subjects: in particular, those who go on to study any literature in the future find their grounding in Latin extremely useful. Furthermore, the accuracy you practise in Latin will help with studying Maths.

What will I learn?

The course will teach you to understand Latin; you will learn the grammar and vocabulary of the language so that you can understand how it works. You will also learn how to translate simple English sentences into Latin. Finally, you will study Latin literature, including poetry and prose, and also develop the skill of “unseen translation”. You will take an important step in the study of the larger subject of “Classics” (taught at most British universities) which includes Classical Civilisation and Greek as well as Latin.

How is the course structured and assessed?

During Year 10 you will use a course book which teaches the different parts of speech and constructions which go to make up sentences; in Year 11 you will concentrate on the set books, studying them both as language and as literature. The works chosen are some of the most popular, and by studying them in the original Latin you will be able to appreciate them properly. You will also practise unseen translation. The course is assessed through three papers: Translation and Composition, Verse book, and Prose book.

What is the nature and timing of Controlled Assessment?

There is no Controlled Assessment.

Subject: **MANDARIN CHINESE - Full Course GCSE / IGCSE***
Examining board: **Edexcel**
Head of Department: **Ms S Yuan - yuans@monkton.org.uk**

What will I learn?

You will learn the necessary skills to communicate in Mandarin Chinese, the official language of the People's Republic of China, including spoken Mandarin Chinese and the written 'Simplified' form of Chinese used throughout China. You also have the opportunity to learn aspects of Chinese and Overseas Chinese culture, history and politics.

How is the course structured and assessed?

From September 2017: new specification - first exam in 2019

Pupils are assessed in four different elements: Listening, Reading, Written and Spoken Chinese. At the end of Year 11 pupils will sit externally assessed exams in all four aspects.

In line with the other European languages offered at Monkton, the course is divided into modules and topics:

Identity and culture

Local area, holiday and travel

School

Future aspirations, study and work

International and global dimension (environmental issues for e.g.)

Each module is subdivided into different topics and pupils study the vocabulary and grammar structures relevant to each topic. Depending on ability pupils sit either Foundation or Higher Tier.

Listening, Reading and Written exams are externally assessed, Spoken is internally assessed and externally moderated.

1. Listening & Understanding - Foundation tier 40 minutes; Higher tier 50 minutes (25%)
2. Reading & Understanding : Foundation Tier - 50 minutes; Higher Tier - 1 hour 5 minutes (25%)
3. Writing exam: Foundation tier 1 hour 15 mins; Higher tier 1 hour 25 mins (25%)
4. Speaking exam: internally conducted and externally assessed - Foundation tier 8 - 9 minutes; Higher tier 10-12 minutes (25%)

* IGCSE Chinese (Cantonese or Mandarin) generally offered only to native speakers

Subject: **MUSIC**
Examining Board: **Edexcel GCSE in Music (1MUO)**
Head of Department: **Mr G D Bevan - bevangd@monkton.org.uk**

What will I learn?

GCSE Music gives candidates an opportunity to develop their understanding of a range of different kinds of music through the process of listening and appreciation, performance, and composition or arrangement, and thus lead to a life-long interest in music. Some proficiency in an instrument is advisable, but no minimum standard is required.

How is the course structured and assessed?

1. The Edexcel syllabus is based around a 105 minute listening paper which constitutes 40% of the total marks. It includes in-depth questions related to 8 set works studied during the course by the students, as well as a requirement to appraise unfamiliar music. This paper is externally assessed.
2. Composition forms 30% of the total marks and students may choose between writing 2 compositions - one free composition, and one responding to a given brief. Between them the two compositions should last a minimum of three minutes. All subject matter related to this module is initially internally assessed and then sent off for external moderation.
3. Performing forms 30% of the course and a solo and ensemble performances. Between them the two performances should last a minimum of four minutes. Both performances are initially internally assessed and subsequently sent off for external moderation.

What is the nature and timing of the Controlled Assessment?

All Controlled Assessment material related to compositions and the recitals is required to be completed by the end of the Lent Term. Therefore both compositions (or the equivalent) and all performing should be complete before the main exam session, leaving the listening and appraising paper to be completed in Year 11. Performing can be recorded at any time, and our Informal Concerts are often used for this purpose.

Department Resources

As a GCSE music student, you are encouraged to make use of the Recording Studio and you will be allocated individual one-to-one tutorials with our studio manager Mr Mainwaring who will offer technical guidance throughout the process. This may be of particular interest for those wishing to pursue our BTEC Music Technology course in year 12.

Subject: **PHYSICAL EDUCATION**
 Examining Board: **AQA 8582**
 Head of Department: **Miss N Charania - charanian@monkton.org.uk**

What will I learn?

The theory and practical sections are very much interlinked. In the theory, pupils study applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and wellbeing. The practical sessions focus on the development of skills, analysis of performance and developing sport related fitness.

How is the course structured and assessed?

The course is designed so that pupils can learn about many different aspects of the sports they know in the theory lessons whilst still being able to participate in practical sessions in their own sports and some new ones. It is a requirement of the course that pupils have an interest in sport and can play three sports to a high level.

Part of course	Length	Marks	% of Final Mark	
Exam (Theory)	75 minutes	78	30	Paper 1 - The human body and movement
Exam (Theory)	75 minutes	78	30	Paper 2 -Sociocultural influences and wellbeing
Practical 1	ongoing	100	40	Team activity
Practical 2	ongoing			Individual activity
Practical 3	ongoing			Team or individual
Coursework - player analysis				Analysis and evaluation of performance.

These practical scores are added to the full course marks. For ONE of the practicals, students have to perform a 'player analysis'.

Practicals can be chosen from a number of different categories from invasion games to striking games, fitness activities to athletics, dance and gymnastics to outdoor and adventurous activities.

The qualification will be graded on a nine- point scale: 9 to 1 - where 9 is the best grade.

Subject: **SPANISH**
Examining Board: **AQA GCSE in Spanish**
<http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>
Head of Department: **Ms S Vercher - verchersv@monkton.org.uk**

What will I learn?

At GCSE you will learn the necessary skills to communicate in Spanish in spoken and written form and you will develop an understanding of the grammar of the language. You will also learn about Spanish and Latin-American culture, food, music and customs. You are expected to learn your vocabulary weekly and be ready to take part in pair and group work.

Spanish Exchange: You have the opportunity to spend a week with a Spanish family where you will be able to put into practice what you have learnt in the classroom. You will visit a Spanish school in Tomelloso (Ciudad Real province, located to the South of Madrid - Instituto Eladio Cabanero) and do a range of interesting and fun activities. This trip takes place in the first week of the October half-term and when you are in Y11. The Spanish pupils normally come to Monkton the week before February half-term.

How is the course structured and assessed?

The course is divided into three topics: identity and culture; local, national, international and global areas of interest and current and future education and employment. Each topic is subdivided into four different themes and you will study the vocabulary and grammar structures relevant to each one of these. Emphasis is put on vocabulary learning and on class participation.

The course is assessed through four different exam papers which are taken at the end of Y11 and which are equally weighted:

1. Listening paper: 35 minutes for Foundation Tier and 45 minutes for Higher Tier
2. Reading paper: 45 minutes for Foundation Tier and 60 minutes for Higher Tier.
3. Writing paper: 60 minutes for Foundation Tier and 75 minutes for Higher Tier.
4. Speaking paper: 7-9 minutes for Foundation tier and 10-12 for Higher Tier.

What is the nature and timing of Controlled Assessment?

There is no controlled assessment. The four exam papers are taken at the end of Y11.

Subject : **ENGLISH AS A SECOND LANGUAGE**
Examination board: **Cambridge International Examinations (0510)**
Head of Department: **Mrs C S Morley - morleycs@monkton.org.uk**

Most ESL students take nine English as a Second Language lessons a week, during mainstream English lessons and one option block, following the IGCSE English as a Second Language examination course.

However, if ESL students have advanced English skills and are capable of taking mainstream English, they follow the GCSE English course for native speakers. If needed, these students will be able to receive four lessons of English as a Second Language to provide specialist grammar instruction in an option block.

IGCSE in English as a Second Language

What will I learn?

Through developing your skills in reading, writing, listening and speaking in English, you will learn how to understand and use English effectively in the type of situations you will encounter in daily life. The aim is to achieve a level of communication ideal for everyday use, which can also form the basis for more in-depth language study for academic purposes.

How is the course structured and assessed?

Throughout Year 10, you will develop your general English in all skills, following the integrated English in Mind Level 4 and the Life Courses, alongside a dedicated writing course and a reading programme. In Year 11 there will be more focus on preparation for the examination, using the Success International Course.

The IGCSE is assessed in three examinations: a two-hour reading and writing paper, a forty-five-minute listening paper and a fifteen-minute oral exam. There is no coursework component. At the end of Year 10, you will have the valuable experience of taking past papers in examination conditions, and again in the mocks in December in Year 11, to help you gain familiarity with the exam requirements.

Subject: **EXTRA SUPPORT for ENGLISH and MATHS**
Heads of Department: **Mrs Wilkinson - wilkinsonhk@monkton.org.uk**
Miss Armand-Smith - armandsmithvm@monkton.org.uk

What will I learn?

This option allows pupils to receive support in both English (three periods a week) and Maths (one period a week).

English

The English lessons allow more time for pupils to develop the essential key skills of grammar, punctuation, handwriting and textual organisation. Whilst this is also taught during GCSE English lessons, the pace of is demanding and less time is available to build upon these foundation areas.

Extra English enables pupils to hone writing skills in order to complement their work in all areas of the curriculum. Guidance and advice will also be available for coursework in all subjects.

How is the course structured and assessed?

There are 3 lessons available every week. Each one will be devoted to either reading skills or writing skills or a combination of both. There will be a focus on grammar and pupil's work will be individually assessed so that the right level of help is given. There is no formal assessment because there is no formal exam – but the extra work will help pupils to perform more successfully in all of their subjects.

Maths

The Extra Maths lesson each week allows time for pupils to become more comfortable and confident with the skills they are learning in their normal class, typically set 4. This lesson provides an opportunity for pupils to seek clarification on a particular point, gain help with the assignment that they have been set that week, or seek help with revision of a previous topic. Lessons are steered wholly by the needs of the individuals within the class - at any point each pupil may be undertaking a different task to the other pupils, supported by their teacher.

As the GCSE exam approaches pupils will spend more time in the Extra Maths class working through problems from past papers.

The Extra English/Extra Maths option is in place of studying a modern foreign language at GCSE.

Subject: **LEARNING SUPPORT & STUDY SKILLS**
Head of Department: **Mrs K M Alderson - aldersonk@monkton.org.uk**

What will I learn?

In this year we focus on the skills required to record information in different ways and to produce written assignments across many of the subjects you have chosen for GCSE. These include: active reading skills, making effective notes, summarising, writing and sequencing structured paragraphs and planning essays.

Alongside this we will reinforce your knowledge and understanding of some of the building blocks of English: spelling, grammar and vocabulary. In particular we will work on the more difficult subject specific words that you will be meeting this year. As required, we will also show you to how to use different strategies to help with understanding and learning of new concepts and information and as we approach the end of year exams, we will look at revision. You can also have help with maths.

Lessons are usually individual and are scheduled either at 8am, period 9, extra English or during the study periods. There will be an additional charge for these lessons.

Assessment and Exam Access Arrangements

Following your MidYIS assessment in Year 9 some of you may have been invited to complete a LUCID screening assessment to identify whether there is more we can do to help you to learn. If not, this may happen in Year 10. This also gives us an initial idea as to whether you may be eligible to have Access Arrangements, for example extra time, in your GCSE exams. If this looks likely we will carry out some further assessment and will then trial and monitor the effect of the arrangements during the course of the year. Once we have gathered the required evidence of their effectiveness we can apply for permission in Year 11 before your mock GCSE exams.

ENTERING YEAR 10
GCSE SUBJECT CHOICES FOR 2017 – 2019

The GCSE subject blocks are as follows:

Block L	Block A	Block B	Block C
English as a Second Language (ESL)	Art	Geography	Art
Extra Support for Maths and English	Geography	History	History
French	PE	Design Technology	Music
Mandarin	Theology, Philosophy and Ethics	Drama	Design Technology
Spanish	Photography	*French	PE
Latin	Business Studies		Business Studies

Please note:

All pupils will choose one option from each Block.

*French in Block B is for those who have chosen another language in Block L.

For those pupils who would benefit from getting extra help with English and Maths, The Head of English and the Head of Mathematics will advise parents of those pupils about following these courses in Block L (see page 26).

All pupils for whom English is not their first language must take the ESL course.

All choices must be returned (either by the pro forma on page 30, or the electronic form) by Monday 6th March 2017

Please contact Mr Sidders (siddersj@monkton.org.uk) if you have any queries.

Entering Year 10

GCSE Subject Choices 2016-2018

Please use either this paper form, or the electronic form which will be sent round following publication of this booklet, to indicate GCSE options choices.

Deadline: Monday 6th March 2017

Pupil's Name:

Block L	Block A	Block B	Block C

Parent name:

Parent signature:

Date:

Please return this form to:

dha@monkton.org.uk

or

Deputy Head (Academic), Monkton Senior School, Church Lane, Monkton Combe, BA2 7HG