

GCSE YEARS

COURSE INFORMATION 2020-2021



Our Mission

Woldingham is a happy and successful school developing confident, compassionate and courageous young women.

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Welcome to Upper School

In the first three years at Woldingham, you have followed a programme of studies that has largely been decided for you. As you move up the school, you will have to take several important decisions. The first of these requires you to select the optional GCSE subjects which you will take in Years 10 and 11. We have prepared this booklet for your guidance; in addition you will receive advice from your teachers and your parents in making your decisions. Whatever your preferred course of study, you should aim for the highest standards and the best GCSE grades of which you are capable. The grades are important in themselves, and also help when you are planning your A Level choices. The GCSE results are crucial for your university application. At this stage in your school career, you also need to consider the wide range of extra-curricular activities available to you outside the classroom. Woldingham offers Music, Drama, Sport, The Duke of Edinburgh’s Award and many others. These provide opportunities for working in teams and taking responsibility, as well as being fun and a broadening experience.

You will be given strong academic and pastoral support. You will have the Heads of Years 10 and 11, the Housemistresses and Assistant Housemistresses for support, as well as your Form Tutor. During Year 10 you may also choose a Personal Tutor in addition to your Form Tutor.

We hope that all of you will enjoy and make the most of the next four years at Woldingham, preparing for your GCSE and then your A Level examinations. It should be a period of sustained effort and personal development of which you can be proud.

It is our aim that you will each achieve your own personal best, both academically and in your development overall.

Nicole Weatherston
Deputy Head Academic

Year 10

Year 10 represents the start of the GCSE course and where you will take more responsibility for your learning. These GCSEs will be important in setting you on the correct path for your future. It is important to recognise that the GCSEs are a two-year course, with three of the five teaching terms coming in Year 10. Each term is building towards the overall GCSE, so you must make the most of lesson and study time to ensure success, as well as consolidating knowledge at key points throughout the year. You must also be patient and remember that it can take time to get to the level you desire. You cannot expect to get Grade 9s or As right from the start! Trust your teachers, follow the WOLD learning method and take responsibility for your learning to ensure success.

Away from the classroom, it is important to make the most of all the opportunities that surround you. Try different clubs and activities and get involved in House and whole school events. These are important to provide a good balance with GCSEs, to give you other chances to shine and to enjoy the full benefit of a Woldingham education.

Finally, if you ever need help, there is a plethora of support around, be it your Tutor, Head of Year, House Staff or any member of staff, or a fellow student. In addition to this, in Year 10 you can select a Personal Tutor who will be there to provide you with any additional support you may require. Everyone is here to ensure that you are happy and able to achieve the best results possible.

Mr Chris Kellaway
Head of Year 10



Year 11

During Year 11 we will support and prepare you for the increased expectations of the final stages of GCSE. You will face some of your biggest challenges to date, but you will face these challenges supported by an experienced and empathetic Year Team. Although there will be testing times academically, it will also be important for you to engage in some of the many activities and opportunities outside the classroom, so that you maintain a balance of academic work and personal growth and enrichment. Throughout the GCSE period, you will be encouraged to work smartly, to use time restraints and to drip-feed revision into your daily working practice; this will mould your way of working to that which is needed to be successful in the summer examinations.

Mock examinations will soon arrive towards the middle of November and you will be well equipped for them. Through the THRIVE programme, we will be focussing on growth mindset, revision techniques, presentation skills and also many holistic topics that are so applicable during this stage of your school life. We are successful when you have achieved your own personal best, both academically and holistically, in your development as a young adult.

Mrs Sarah Norman
Head of Year 11



Introduction

Aims of the Curriculum

- 1 A curriculum that is broad and balanced
- 2 A curriculum that offers flexibility for girls to develop their individual interests and abilities
- 3 A curriculum that provides the opportunity to keep several possible career pathways open

Core subjects

The following subjects are taken by all girls to GCSE/IGCSE level

- English Language
- English Literature
- Mathematics
- Theology

Students are also expected to study at least one foreign language and Science to GCSE/IGCSE level. However, there are rare circumstances in which we allow a student not to take any language to GCSE/IGCSE level.

Students have the choice of taking either double award IGCSE Science, which leads to two IGCSEs, or triple award IGCSE Science, which leads to three IGCSEs. Double award IGCSE still involves the study of Biology, Chemistry and Physics and does not preclude students from selecting science subjects for A Level, as long as their IGCSE grades are good enough.

Options

The remainder of the curriculum offered allows students to select two or three options from a broad range of subjects – most of which they will already have studied in Years 7-9.

The majority of students will choose three optional subjects. When choosing GCSE/IGCSE options it is advisable to maintain a broad and balanced curriculum. In addition to their GCSE/IGCSE subjects, all students will attend Physical Education classes and follow a PSHEE programme during Tutor periods and through occasional talks.

A full list of all GCSE/IGCSE options is available on the Options Form.

Parents – please bear the following points in mind when discussing your daughter's choices with her:

- Is the choice appropriate in terms of her ability? Will she still be able to sustain a balanced programme of extra-curricular activities? While ambition and interests deserve encouragement, there is a need to be realistic. Your daughter should not overload herself. As far as the total number of subjects taken is concerned, she needs to balance breadth against quality of results. Ten GCSE/IGCSEs, covering a range of subjects with good grades, is more than sufficient for university entrance.
- Is the choice appropriate in terms of possible career pathways? The breadth of our programme up to GCSE/IGCSE ensures a firm foundation for most career paths.

Do not base decisions on:

- Is it an 'easy' or 'not so easy' subject?
- Are my friends taking it?
- Do I like or dislike the teacher?

This last question needs a further comment. The girls must be advised that they cannot choose their teachers: the constraints of timetabling in any school make such freedom of choice impractical.

The options process: guidance and deadlines

Students often need considerable help in choosing their subjects. They will have received advice and information from their subject teachers, Tutors, the Head of Year, Heads of Department and Senior Staff, including the Deputy Head Academic. Parents will have the opportunity to talk to staff at the Parent/Teacher Meeting in January.

The Options Form, which will be provided electronically, should be completed and returned by mid-February of Year 9. We will design our option blocks on the basis of the choices we receive from all students in February. Blocks are designed with the aim of meeting everyone's choices. Once designed, they cannot be altered as they are the basis of the timetable. This means that we can only accommodate a change of options after February if it fits into the blocks we have designed.

We reserve the right to withdraw a subject if the numbers of students opting to study it are so small that it becomes unviable.

Core Subjects

English

EXAMINATION BOARD

English Language Edexcel (IGCSE)

English Literature Edexcel (GCSE)

COURSE DETAILS

English is examined under two headings: English Language and English Literature, for which you will be awarded two grades.

English Language will test your ability to analyse a variety of texts, and express your ideas in a clear and coherent manner. As well as one terminal examination, you will also be examined through two pieces of coursework. English Literature will include a wide-ranging study of literary works, including a Shakespeare play and a selection of poetry.

TEACHING APPROACHES

Although your work will become more demanding, you will not feel there is any particular change in teaching style from Years 7-9. This is because the Department believes in relating language to literature and teaches both in a unified way. You will be encouraged to listen and to discuss your opinions, so that you develop your ability to articulate your ideas effectively. At the start of the course you will be issued with an English reading list that will encourage you to read independently beyond the confines of the syllabus.

EXAMINATION DETAILS

All components except English Language Component 3 are terminally examined.

English Language (IGCSE)

Component 1: Non-fiction Texts and Transactional Writing
60% of the final mark

Component 3: Poetry and Prose Texts and Imaginative Writing
40% of the final mark (coursework)

EXAMINATION DETAILS

IGCSE Science Double Award

The Edexcel IGCSE in Science (Double Award) comprises three externally assessed papers: Biology, Chemistry and Physics.

IGCSE Separate Sciences

Each of the three separate sciences has the same first paper as above. In addition there is a second, covering the extension material.

All the examinations are taken at the end of Year 11.

AFTER GCSE

Both Science programmes at Woldingham will give you the background you need to study any of the separate sciences further at A Level.

There are many careers where knowledge and understanding of Science is important. In addition, there are many careers where you will be able to use the skills you have acquired.

‘Students are beginning to cotton on to the fact that the sciences give them the best start in the job market. Training to be a scientist doesn’t mean you have to make a career in the sciences: lots of people end up in the City or even in the arts. There are few scientists who don’t have some artistic talents, but there are almost no arts students with a grounding in science.’

Sir Harry Kroto (Nobel Laureate), The Guardian 30 September 2004

Please speak to the Science Department if you need further information on the courses available.

Modern Foreign Languages

On the following pages you will find details of the French, German and Spanish GCSE courses. Your choice of language needs careful consideration of interest, motivation and ability.

It is important to choose a language in which you have a genuine interest and thus the motivation to work hard and achieve at GCSE level. This may arise from links with a particular country through family or friends, or your personal interest in the culture and history of the country.

Your interest and motivation must be balanced with ability. You must be realistic about your ability.

Unfortunately, due to the pace and demands of the curriculum, we are not able to offer GCSE languages to students who have not studied the subject at Key Stage 3, or the equivalent level, previously.

EXAMINATION BOARD

AQA

EXAMINATION DETAILS

GCSE in Modern Languages has a Foundation Tier (Grades 1–5) and a Higher Tier (Grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

LISTENING: 25% of GCSE

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

READING: 25% of GCSE

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

SPEAKING: 25% of GCSE

- Non-exam assessment
- Role play / Photo card / Conversation sections

WRITING: 25% of GCSE

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

Foundation Tier Writing

- Message (student produces four sentences in response to a photo)
- Short passage (student writes a text in response to four bullet points – 40 words)
- Translation of sentences from English into a foreign language (minimum 35 words)
- Structured writing task (student responds to four compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions

Higher Tier Writing

- Structured writing task (student responds to four compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions
- Open-ended writing task (two compulsory bullet points, producing approximately 150 words in total) – choice from two questions
- Translation of a paragraph from English into a foreign language (minimum 50 words)

Bilingual or particularly outstanding girls may have the opportunity to take their GCSE a year early. They will only be considered for this if they are capable of undertaking independent learning and are likely to achieve the top grade.

French

WHY CHOOSE FRENCH?

- A world language
- A language for the job market
- The language of culture
- A language for travel
- A language for higher education
- The other language of international relations
- A language that opens up the world
- A language that is fun to learn
- A language for learning other languages
- The language of love and reason

COURSE DETAILS

Emphasis is placed upon the use of language for the purpose of practical communication. Our aim is to use French as much as possible in and beyond the classroom. The course aims to foster an awareness of French-speaking countries, their people and their way of life. It seeks to form a sound basis of language skills and attitudes required for further work, study and leisure and also to offer insights into the nature of language and language learning. The syllabus aims to offer enjoyment, a sense of achievement and intellectual stimulation and to encourage positive attitudes to foreign language learning and foreign cultures.

The course itself will pay equal attention to the skills of listening, reading, speaking and writing, thus helping the students to communicate in, and understand, the language. Topics and settings will assume greater importance as the girls strive to combine the learning of grammar with acquiring the necessary vocabulary to cope with realistic, everyday situations.

TEACHING APPROACHES

All groups will use the AQA textbook, together with supporting materials. Whatever your preferred learning style, we hope to have an approach that appeals to you: games, presentations, songs, activities on iPads.

As well as participating in whole-class activities, you will be introduced to a variety of independent study materials, such as computer programmes, individual listening activities and language magazines. Both in the classroom and for study, you will be expected to undertake a wide range of tasks, from grammar exercises, where quite specific responses are required, to more open-ended creative writing. You will have opportunities to practise speaking French with our native speaker assistants, together with extensive practice of past examination papers. In addition, there are regular opportunities to develop your knowledge of French culture by watching video clips, films or the news.

AFTER GCSE

You may want to continue studying French in the Sixth Form, if you gain a high grade at GCSE and have a passion for the language.

If you continue French at university, literary and language-based courses are available. Alternatively you may choose a more practical degree course linked with journalism, interpreting or translating. French can be combined with other subjects in higher education courses, leading to a great number of careers in many fields. France has a population of about 66 million.

French is spoken not only in Europe but also in North America (Quebec), South America (French Guyana), Asia (Vietnam) and countries in Africa too numerous to mention, as well as in the exotic island destinations of Guadeloupe, Martinique, Madagascar and Réunion.

Whatever your chosen career, a knowledge of French will certainly help you.

German

WHY CHOOSE GERMAN?

German is spoken as a first language by approximately 100 million people and is widely used as a second language, especially in Eastern Europe. Germany is the UK’s most important trading partner and remains the powerhouse of the European Union; contacts with Germany are of ever-increasing importance for the governments, businesses and citizens of the new Europe.

Anyone considering a career in banking, commerce, science or music would find a knowledge of German a great advantage. GCSE German offers an exciting challenge to the keen linguist, and the syllabus seeks to ensure that the process of language learning is enjoyable. By the end of Key Stage 3, girls have been introduced to everyday situations using role play and conversation, and many of the basic elements of grammar have been learned. In Years 10 and 11, a greater variety of topics and situations is explored, and girls aim to develop greater proficiency in grammar and greater depth in communication.

COURSE DETAILS

Emphasis is placed on the use of language for the purpose of practical communication. The course aims to foster an awareness of Germany and German-speaking countries, their people and their way of life. It seeks to form a sound basis of language skills and attitudes required for further work, study and leisure and also to offer insights into the nature of language and language learning. The syllabus aims to offer enjoyment, a sense of achievement and intellectual stimulation and to encourage positive attitudes to foreign language learning and foreign cultures. The course itself will pay equal attention to the skills of listening, reading, speaking and writing, thus helping girls to communicate in and understand the language. Topics and settings will assume greater importance as girls strive to combine the learning of grammatical structures with the learning of the vocabulary necessary to cope with realistic, everyday situations.

We focus on Foundation material in Year 10 then move on to Higher material in Year 11. This allows a greater sense of progression and also means that we revisit themes and grammar points over the two years.

TEACHING APPROACHES

All groups will use the AQA textbook, together with supporting material. As well as participating in whole-class activities, girls will be introduced to a variety of independent study methods using various media.

Both in the classroom and for study, girls will be expected to undertake a wide range of tasks, from grammar exercises, where quite specific responses are required, to more open-ended creative writing. Girls in Years 10 and 11 will also have the opportunity to attend a 30-minute weekly conversation class with the German assistant. Pair and group work will also be an important feature of classwork.

AFTER GCSE

Girls who gain a good grade at GCSE may want to continue studying German in the Sixth Form. We strongly encourage girls who choose German beyond GCSE to spend time in a German-speaking country in the summer holidays, as this will help them to gain more confidence in the language.

In recent years, many girls have continued with German at university; a variety of courses are available, including traditional literature-based courses and more language-orientated courses. It is, of course, possible to combine German with another language and with multiple subjects.

There is no doubt that a knowledge of German will be useful, no matter what your chosen career.

Spanish

WHY CHOOSE SPANISH?

For too long Spanish has been considered as a useful ‘holiday language’ and little more. Things have changed, however, and now it is one of the three most widely spoken languages in the world.

Spain has been a full member of the EU for many years now, and the nation’s role in the world of business, commerce and industry continues to grow in importance.

The usefulness of Spanish extends far beyond Europe. Apart from Spain, Spanish is the official language in 23 other countries around the world.

There are more than 350 million native speakers of Spanish – more than any other language except Chinese. In total, there are over 420 million people who speak Spanish throughout the world. Each year over 16 million Britons visit Spain, more than any other country. In fact, Spain is the second most visited country in the world. With more than 37 million speakers, Spanish is by far the most spoken non-English language in the US today and is also one of the fastest growing.

GCSE Spanish offers an enjoyable and exciting challenge.

COURSE DETAILS

Emphasis is placed on using Spanish as a means of practical communication and on developing confidence with the language. In Years 10 and 11, girls build on their background knowledge. They learn about some of the cultural aspects of Spain and other Spanish-speaking countries, as well as discussing contemporary issues in Spanish, such as identity and culture, local, national, international and global areas of interest and current and future study and employment. Through this, they develop greater grammatical understanding and command of the language in preparation for the demands of the Higher Tier GCSE, which most girls are expected to reach.

The course itself will pay close attention to all four skills – listening, reading, speaking and writing – and aims to offer enjoyment, a sense of achievement and intellectual stimulation, and to encourage positive attitudes to foreign language learning and foreign cultures.

TEACHING APPROACHES

Much emphasis is placed on using Spanish in the classroom and the importance of acquiring a high level of accuracy. The teaching materials, which we carefully choose and prepare from a wide variety of resources, are reviewed and updated every year by the Department. Beyond the classroom, we encourage the students to become independent in their learning by using magazines, easy readers, software, and films in Spanish. In addition, to further develop confidence with spoken Spanish, every week all students have half-hour conversation classes, in small groups, with a Spanish assistant.

Year 10 students also get the chance to spend a week in the beautiful city of Salamanca during the summer half term. Students stay with host families and, as part of the experience, they have four hours of Spanish lessons every morning and enjoy a range of cultural activities every afternoon, ranging from flamenco and Spanish cookery lessons to a tapas tour of the city, and a guided tour of the neighbouring historic city of Segovia.

AFTER GCSE

Beyond GCSE, successful girls may embark upon the A Level course, with an emphasis upon Spain in the 21st Century.

In recent years, many girls have chosen to study Spanish at university, where a wide variety of literary and language-based courses are available. In some cases, girls have combined Spanish with a business course. Other popular combinations link Spanish to journalism, interpreting or translating and art history. What is clear is that, due to the important role that Spanish now plays in the world of business, a degree in Spanish will open up countless career options.

Options

Art

EXAMINATION BOARD

Edexcel GCSE Art & Design, Fine Art

WHY CHOOSE ART?

GCSE Art is about having an adventurous and enquiring approach to art and design and developing the skills necessary to express this. You will acquire an understanding of past and contemporary art and design and be able to produce a personal response, embracing a range of ideas. The course will provide you with a wide range of exciting experiences relevant to everyday life, and will prove enjoyable and worthwhile.

COURSE DETAILS

The GCSE in Art & Design follows on from what you have been doing at Key Stage 3. The emphasis in this GCSE is on the process of developing both ideas and work. Central to this is the sketchbook.

The skills you will accumulate doing GCSE Art will be varied. Among them, you will develop a working knowledge of the materials, practices and processes of art and design. You will investigate, analyse and experiment using art, craft and design. You will expand your imaginative powers and the skills to express your ideas, feelings and meanings. You will also develop an understanding of the language and conventions of art and design and an understanding of the place of art and design in history and in society.

During the course you will build up a folder of work to include drawing, painting, sculpture, printing and mixed media work. There will be a strong emphasis on research and experimentation and you will be encouraged to visit galleries and museums regularly. In Year 11, you will visit St Ives before the school year begins. This is often considered to be the highlight of the course, and is enjoyed by all.

The course is very flexible and you will have a great deal of choice about the medium in which you choose to express your ideas. Although drawing is important, you will be able to work in the way you feel happiest and that demonstrates your strengths.

Therefore, the specific skills you will hone will vary depending on you, although you will be expected to try everything at the beginning of the course. However, whether you see yourself as a painter, fashion designer, film-maker or sculptor, the same basic rules of art, craft and design apply.

WHAT SKILLS MIGHT I DEVELOP?

In this course, you will develop practical and analytical skills, enabling you to express ideas and understand visual language. You will also have the opportunity to write expressively, use ICT, work with others and problem-solve.

TEACHING APPROACHES

You will find a variety of teaching approaches are used. You will be set tasks and assignments, giving scope for individual interpretation in whatever medium you wish to use.

Of course, you will have to do extensive research and experimentation using your sketchbooks. You will also study other artists' work and incorporate their ideas into your own work. You will be encouraged to write notes and ideas in your sketchbook about what you observe in other artists' work. This will not be biographical or historical, but instead show your opinions, understanding and personal response. You will also look at other artists' / designers' work.

EXAMINATION DETAILS

The GCSE in Art & Design contains two components: Component 1 is Coursework and Component 2 is the Externally Set Assignment – The Timed Test. You will need to take both papers to gain your qualification.

Coursework 60% of final mark

Portfolio of coursework. The projects will be set by your teachers and will each consist of a body of work and a work journal.

Your coursework, in your work journals and elsewhere, should include research, supporting studies and work showing the development of your ideas, leading to one or more outcomes – usually finished pieces of work. Your teacher will set you assignments and tasks.

Externally Set Assignment 40% of final mark

To complete your GCSE you will have to undertake the Externally Set Assignment (ESA). This will take the form of a broad theme – for example, it could be something like 'Journeys' or 'Surfaces'. The ESA will also contain some suggestions of possible starting points and directions or areas of study, to help you develop your response and to give you ideas. You will receive the ESA paper in January and you will then have eight weeks in which to prepare for the timed test. During this time, you should explore the theme in your sketchbook and in preparatory studies – you can discuss it with your teacher – and prepare your response in your chosen specialism.

At the end of this period, you will sit a ten-hour timed examination, during which you will produce your final piece of work. Your preparatory and developmental work, along with your final piece, will then be submitted for assessment.

At the end of the course, the work for both components will be mounted in a final exhibition at school; this will be assessed by your art teacher and then moderated by a visiting examiner.

Computer Science

EXAMINATION BOARD

Cambridge IGCSE 0984

WHY CHOOSE COMPUTER SCIENCE?

Cambridge IGCSE Computer Science learners study the principles and practices of computing and gain confidence in computational thinking and programming. They learn to program by writing computer code and they develop their understanding of the main principles of problem-solving using computers.

Learners apply their understanding to develop computer-based solutions to problems, using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions.

This qualification helps learners appreciate current and emerging computing technologies and the benefits of their use. They learn to recognise the ethical issues and potential risks when using computers.

Cambridge IGCSE Computer Science is an ideal foundation for further study in Computer Science. Understanding the principles of Computer Science provides learners with the underpinning knowledge required for many other subjects in science and engineering, and the skills learnt can also be used in everyday life.

COURSE DETAILS

The course is divided into two components:

Section 1 – Theory of computer science

This unit covers the body of knowledge about computer systems:

- Data representation (binary, hexadecimal, data storage)
- Communication (data transmission, security, the Internet)
- Hardware and software (logic gates, processors, input and output devices, operating systems)
- Security (anti-virus, firewalls, threats to data)
- Ethics (copyright, environmental impact, cyberbullying)

Section 2 – Practical problem-solving and programming

This unit is mostly taught through programming, and covers the following:

- Algorithm design and problem-solving (pseudocode, flowcharts, design)
- Programming (data structures, iteration, selection)
- Databases

Students receive a Section 2 'pre-release' document in the year they are due to take their IGCSE exam. This document presents a problem which requires a programmable solution and the students can work through this with help from the teacher.

TEACHING APPROACHES

Section 1 is delivered through worksheets, discussion and teacher-led lessons. Knowledge and skills for Section 2 are developed through practical work, which is guided by the teacher.

EXAMINATION DETAILS

Section 1 – 60% of final mark

Theory: A written exam consisting of short-answer and structured questions. This will be examined at the end of Year 11.

Section 2 – 40% of final mark

Problem-solving and programming: A written exam consisting of short-answer and structured questions. Part A of this paper will contain questions relating to the pre-release document and the student's solution. This will be examined at the end of Year 11.

AFTER GCSE

The principles of programming and the advanced understanding of computing hardware, software and logic will enable the learner to excel in Level 3 qualifications. The A Level course in Computer Science is an excellent qualification for higher education courses involving mathematics, engineering and, indeed, computing software and hardware design. Aside from the new course in Computer Science, this IGCSE will prepare students for a range of subjects with a requirement of problem-solving skills and logic application, such as Maths and the sciences.

Design and Technology

EXAMINATION BOARD

OCR

WHY CHOOSE DESIGN AND TECHNOLOGY?

This option is concerned with designing and making products with a clear purpose, using a range of different materials. It is a ‘hands-on’ course for girls who like to bring together aspects of Science, Maths, Art and Computer Science to experiment, develop and solve real design problems. The two-year course allows you to explore a wide range of materials and the processes associated with them. The knowledge and understanding will develop your practical abilities, give you an awareness of changing technology in society, and an insight into the use of ICT which includes CAD/CAM as a design tool.

COURSE DETAILS

During the course, you will develop your design skills through a range of design briefs and detailed specifications. You will learn to demonstrate graphic techniques and use CAD in design and modelling to present your ideas. You will look at the work of other designers and objectively analyse their products.

Making skills and problem-solving will be developed through a range of exciting projects, which include a great deal of team work. The ability to problem-solve will be fundamental in achieving a solution to the design briefs.

The course is flexible: you have a choice of materials that you may work in, so that you can work to your own interests and strengths.

TEACHING APPROACHES

The following outlines the type of work you will do in Design and Technology:

- Structured skills and theory lessons to consolidate knowledge and understanding
- Problem-solving activities to consider the effects and implications of technology
- Individual and team activities
- Evaluation of other designers’ work
- Individual project work to allow experimentation with media

EXAMINATION DETAILS

Coursework 50% of final mark

One piece of coursework will be submitted. This must demonstrate the use of resistant materials to design and make a usable and useful product of your choice. You will submit a 3D artefact, supported by a design e-portfolio. Your coursework will be completed during lesson and study time and is usually undertaken in Year 11.

Final examination 50% of final mark

The final written examination paper will examine your knowledge of designing and making; the new course includes elements of Maths and Science to reflect the changes nationally to the Design and Technology curriculum.

AFTER GCSE

Design and Technology is a useful stepping stone into any design-related career: product design, advertising, computer graphics, architecture and interior design, to name but a few!

It can also be a useful tool for other business careers because of the problem-solving skills acquired, presentation of ideas and the opportunity to work with real clients.

Drama

EXAMINATION BOARD

AQA Specification 8261

WHY CHOOSE DRAMA?

Drama is an exciting, creative and challenging course, with a balance between practical tasks and a written examination. GCSE Drama is for girls who have enjoyed doing improvised and scripted Drama at Key Stage 3 and wish to learn more about Drama as a medium of communication. Drama also develops your ability to work as part of a team, your creativity and your self-confidence. By taking Drama you will be involved in a rich and diverse range of study and skills that constitute a great preparation for the challenges of adult life.

COURSE DETAILS

During the course, you will gain knowledge and understanding of drama and theatre through a range of practical activities which may include:

- Exploring plays and texts through improvisation and performance.
- Developing skills in acting and performance.
- Devising thematic work for performance to an audience.
- Attending and evaluating a range of professional live theatre.
- Design and production skills, which could include sound, lighting, set design, costume and puppetry.

TEACHING APPROACHES

Practical Drama Sessions

The course offers a wide range of options for practical work. You will study specific plays and use various stimuli for improvisation, through which you will develop your skills and learn new techniques in improvisation and acting. These will help to deepen your understanding of the roles you play, and how you use these and other new rehearsal methods to create improvised theatre or interpret written texts. You will also learn how to evaluate your work and that of others.

Written Work

You will engage in research of the historical and social context of your texts. You will be asked to record your responses to the practical work you have done. This may take various forms, for example, in-role writing, evaluations, character notes, plans and scenarios, diagrams and set plans.

Theatre Visits

You will attend school theatre visits as part of the course and should also try to go to the theatre during the holidays.

SUBJECT CONTENT

Component 1: Understanding Drama

What is assessed?

- Knowledge and understanding of drama and theatre
- Study of one set play
- Analysis and evaluation of the work of live theatre makers

How is it assessed?

- Written exam: 1 hour 45 minutes
- Open book
- 80 marks
- 40% of GCSE

Questions

- Section A: multiple choice
- Section B: four questions on a given extract from the chosen set play
- Section C: one (two-part) question on the work of theatre makers in a single live theatre production

Component 2: Devising Drama (practical)

What is assessed?

- Process of creating devised drama
- Performance of devised drama
- Analysis and evaluation of own work

How is it assessed?

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

This component is marked by teachers and moderated by examination board.

Component 3: Texts in Practice (practical)

What is assessed?

- Performance of two extracts from the free choice of one play which must contrast with the set play chosen for Component 1

How is it assessed?

- Performance of Extract 1 (25 marks) and Extract 2 (25 marks)
- 50 marks in total
- 20% of GCSE

AFTER GCSE

AQA GCSE Drama provides a firm foundation for the AQA Drama and Theatre Studies course offered in the Sixth Form. In the future you may consider courses in the Arts, Media, Humanities and Social Sciences. The skills learned in Drama GCSE are skills for life and would be useful in any of these courses. However, many girls choose Drama without the intention of taking the subject further; by doing Drama you will develop self-confidence and important personal and group skills which are highly valued in every university course or career.

Geography

EXAMINATION BOARD

Edexcel IGCSE in Geography (4GE1)

WHY CHOOSE GEOGRAPHY?

If you are thinking about studying Geography you will doubtless have an interest in the world around you. Society needs people like you, students who are informed and know about current issues. It may be that you wish to understand the reasons for the location of some human activities in your local area, such as a new shopping mall. You may wonder about the processes that are responsible for the natural disasters that we read about in the papers. You may have an interest in the contrasting levels of health and education that exist from country to country. Geography at GCSE level is an exciting and popular subject which continues to both provoke and answer questions about the world around us, as it did in Years 7-9. At this level, it begins to explore the relationship between the Earth and its people, acknowledging the complexities that exist on our dynamic planet.

Geography offers a sound basis of knowledge upon which to build a rational understanding of the world in which you live. It helps you to develop opinions on the world issues we read about in the papers, to understand that there are no easy answers, and to suggest possible solutions for the several major problems caused by humans. In time, you will be able to make informed judgements on a variety of economic, environmental, political, and social issues which have a geographical dimension, and appreciate that Geography is a dynamic subject, concerned with change.

Geography is not ‘just a succession of maps’. It is a rapidly-developing subject that teaches important skills like data analysis, decision-making, problem-solving, and hypotheses-testing. You will learn to work on your own and as a member of a group, carrying out fieldwork, analysing the results, and drawing conclusions from your first-hand observations.

COURSE DETAILS

Paper 1: Physical geography

- River environments
- Coastal environments

includes fieldwork on the Rivers topic

Paper 2: Human geography

- Economic activity and energy
- Urban environments

includes fieldwork on the Urban topic

- Global issues – one topic from: (Fragile Environments and Climate Change, Globalisation and Migration, Development and Human Welfare)

For both fieldwork options, students will attend **a three-day residential course based in Swanage, Dorset**

TEACHING APPROACHES

- Group work and discussion to develop oral, reasoning, and listening skills
- Formal classwork, using the interactive whiteboard and textbooks, to explain processes and patterns
- Creating structured and detailed notes for later revision and recall
- DVDs, videos and computer programmes to explore issues and develop new skills
- Use of past papers and data response exercises to test and develop powers of analysis
- Fieldwork to put theoretical ideas into practice and to learn skills of data collection, interpretation, and analysis in preparation for coursework
- Study tasks – past questions, map work exercises, data analysis, and research into various topics
- Resources available include several GCSE textbooks, plus supplementary texts, videos, newspaper articles, library books, revision sheets, and past papers
- Unit tests are given at the end of each topic studied

EXAMINATION DETAILS

1. Physical Geography

Examination of 1 hour and 10 minutes, consisting of two sections. The questions are a mixture of multiple choice, short answer, data response and open-ended.
Total for paper: 70 marks

2. Human Geography

Examination of 1 hour and 45 minutes, consisting of three sections. The questions are a mixture of multiple choice, short answer, data response and open-ended.
Total for paper: 105 marks

AFTER GCSE

Geography is a unique subject, as it can be regarded as a science or as an arts subject, and therefore it links and complements many other aspects of the curriculum. Geography is also multi-disciplinary, allowing girls to improve key skills required by universities and future employers. Statistics show that, compared with other subjects, geographers are among the most employable. Certainly the study of Geography will equip you with an understanding of the rapidly-changing world in which you live and the contemporary nature of the issues it tackles.

History

EXAMINATION BOARD

AQA Specification 8145

WHY CHOOSE HISTORY?

The course will teach you important skills, for example, how to communicate your ideas verbally and on paper; all historians need to explain the causes and results of events, and to look at historical sources (e.g. documents, pictures, cartoons) and assess their usefulness and reliability in building up a picture of the past. GCSE History is a valuable tool that will help you to understand what is going on in the world and will equip you with the skills essential for a successful career in the 21st Century.

The course we offer includes the history of the last century as well as a focus on British history. History is a popular option with girls in Years 10 and 11. They study and discuss problems that have affected ordinary people as well as important leaders.

They look at events that may have affected the lives of their grandparents, and even some of their parents, such as the Cuban Missile Crisis of 1962, or the Vietnam War. Woldingham girls always find the course interesting and challenging, as many in the Upper School will tell you.

COURSE DETAILS

The course is divided as follows:

Year 10 PAPER 1 Understanding the Modern World

Period Study – Germany 1890-1945

- Germany and the growth of democracy
- Germany and the Depression
- The life of Germans under the Nazis

Wider World Depth Study – Conflict and Tension between East and West 1945-1972

- Origin of the Cold War
- Development of the Cold War
- Transformation of the Cold War

Year 11 PAPER 2 Shaping the Nation

Thematic Study – Britain: Power and the People c. 1170-2000

- Challenging authority and feudalism
- Challenging royal authority
- Reform and reformers
- Equality and rights

Depth Study – Elizabethan England 1558-1603

- Elizabeth’s court and Parliament
- Life in Elizabethan times
- Troubles at home and abroad
- The historic environment of Elizabethan England

TEACHING APPROACHES

The teaching will not only provide you with the necessary knowledge, but also with the skills you will need to be successful at GCSE. You will be encouraged to do this by investigating historical problems and drawing your own conclusions. Lessons will encourage discussion of historical issues such as ‘Why did Hitler come to power in Germany in 1933?’ You will be expected to keep your class notes and written work in a file for easy reference and later revision.

EXAMINATION DETAILS

There will be **two** equally-weighted examination papers of 2 hours each, one testing the work covered in Year 10 and the other, the work covered in Year 11.

AFTER GCSE

The skills and awareness of world issues that GCSE History will teach you will be useful when you have to convince a university admissions tutor or a prospective employer that you are a well-educated, knowledgeable person – just the kind of person they might be looking for! The skills of a historian – for example, arguing a case and analysing evidence – will be a great asset to those intending to be lawyers, journalists, publishers, or teachers, and in a variety of other professions. The subject provides useful background knowledge and thus combines well with many other GCSE subjects. It also provides a good basis for taking the subject at A Level and beyond.

Latin

EXAMINATION BOARD

Eduqas

WHY CHOOSE LATIN?

Latin is a popular choice at Woldingham. If you are interested in the classical world, and want to choose a subject which is both intellectually stimulating and highly regarded by universities, then you should consider Latin.

The course in Years 10 and 11 builds on the foundations established by the Cambridge Latin Course used in Years 7, 8 and 9. Books 3 and 4 of the Cambridge Latin Course will be used, supplemented by the excellent material provided by the Cambridge School Classics Project website.

The specification offers candidates the opportunity to study elements of the language, literature and culture of the Roman world. They assess candidates’ linguistic knowledge, their understanding and appreciation of literature in the original language, and their analysis, evaluation and response to evidence of Roman civilisation.

EXAMINATION DETAILS

Three units will be completed for this GCSE qualification.

Component 1: Latin Language (50% of total marks)

Component 1 is divided into two sections:

- Unseen translation and comprehension (90%)
- English into Latin translation or grammar questions (10%)

The first section presents a continuous Latin story, previously unseen. The story is divided into three parts. Girls answer questions, which test their understanding of the Latin, on the first and third parts whilst the second part is to be translated into fluent English. The passage will be prefaced by a brief introduction in English to set the scene.

Students are given a list of prescribed vocabulary at the beginning of the course which they will gradually commit to memory. All words on the examination paper which are not on the list will be glossed.

The second section offers a choice between translating simple sentences into Latin or answering questions which test recognition, analysis and explanation of grammar.

Component 2: Latin Literature Themes (30% of total marks)

A selection of poetry and prose from Latin authors on a particular theme will be studied in detail alongside a selection of ancient source materials (e.g. paintings, mosaics, sculptures, buildings and graffiti).

The focus will be on reaching understanding of the Latin, appreciating the author’s technique and seeing the author’s work in its broader cultural and social context. Students will also learn to select and evaluate evidence in forming their responses to the text.

Candidates are provided with a clean copy of the whole text and prescribed sources in the exam.

Component 3: Roman Civilisation (20% of total marks)

Component 3 tests girls’ knowledge of an aspect of Roman civilisation and their ability to analyse and respond to ancient source material. Girls will also need to answer one extended evaluative question, using material from across the topic.

Girls study one topic for the exam. Topics include Roman entertainment and leisure, religion in the Roman world, daily life in a Roman town and Roman Britain.

AFTER GCSE

You may decide to study Latin in the Sixth Form, where you have the opportunity to further your expertise in Latin and read more classical literature. You may also choose to study Classical Civilisation, which involves the study of Greek and Roman literature in translation and aspects of the culture and societies of the ancient world.

If you wish to continue with Classics, degree courses are offered by most major universities. It is also possible to study Classics in combination with other subjects. Graduates in Classics have gone on to succeed in a variety of careers such as the Civil Service, law, journalism, publishing, politics and finance. Well known classicists include Boris Johnson, JK Rowling and BBC news presenter Martha Kearney.

Latin A Level is also extremely well regarded by admissions tutors for academic subjects, such as Law, History and Medicine.

Music

EXAMINATION BOARD

Edexcel

INTRODUCTION

The GCSE is structured through the combined disciplines of performing, composing and listening. It is a course designed to encourage students to be creative and work and think like a musician. The areas of study are wide-ranging and introduce the student to a variety of musical traditions and techniques – in performing and composing – and allow her to focus on her own musical interests.

The study of music encourages and develops the following desired and transferable life skills:

- Creativity and adaptability (performing, composing)
- Critical, contextual and abstract thinking (performing, composing, listening)
- Higher-level listening skills (listening, performing)
- Self-discipline, time management and commitment (performing, composing, aural training)
- Teamwork, as an individual in a group (performing)
- Resilience, confidence and well-being (the process of developing the skills to listen, compose and perform involves constant ‘failure’ and learning and improving from this)
- Concentration and the ability to analyse (listening, composing, performing)
- Emotional development (performing, listening, composing)
- High expectations of achievement

COURSE DETAILS

1. Exam – Listening and Analytical Skills (40%)

A wide variety of music is studied – Western Classical Tradition; Popular Music of 20th/21st Century (including Film Music and Musical Theatre); World Music – through which the different areas of music are explored (rhythm, melody, harmony, tonality, texture, structure, timbre, context). Students develop their aural skills – dictation, cadences, chord recognition, timbre, texture – learning how to perceive and analyse music.

2. Performing Music (30%)

One solo and one ensemble performance, at about Grade 5+ standard by the end of Year 11.

3. Composing Music (30%)

Two compositions: free choice and one set to a brief.

BACKGROUND KNOWLEDGE

In order to take Music at GCSE level, you need to be a keen instrumentalist or singer on at least one instrument, aiming to be around Grade 5 level or above by the summer term of your exam year. Prior knowledge of Music Theory would be an advantage, but we develop theoretical knowledge alongside aural perception. More important, however, is a genuine love of music and a desire to learn.

You will be asked to perform at least once a term – either in an informal concert, performance class or in Assembly or Mass. If you do not already play in an ensemble or sing in a choir, you will be expected to do so. Many students form their own small groups together with friends.

Regular practice is absolutely vital for any instrumentalist and this is expected. Your instrumental teacher will be able to help you prepare for performances. You will find that much of what you are studying in class links with your own instrumental study.

AFTER GCSE

After having studied Music at GCSE, many students go on to study Music at A Level. From here it is possible to progress to further study at music college or university, and/or to follow a music-related career.

Whether one decides to continue with Music after GCSE or not, important skills of listening, analytical and creative thinking, self-discipline and confidence will have been built over this period of time, which will stay with you for life.

Physical Education

EXAMINATION BOARD

Edexcel

WHY CHOOSE PHYSICAL EDUCATION?

If you are a talented and enthusiastic sportsperson and want to improve your performance in a sport, as well as learn more about the anatomical and social aspects of sport and performance, then you will find this course interesting. The contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.

Physical Education encourages learners to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. It will help students develop important transferable skills for progression to the next level, including numeracy, communication and an understanding of practical performances. The theoretical blend of scientific, physiological and social knowledge positions students to access a range of qualifications in the future.

COURSE DETAILS

60% theory, 40% practical

Fitness and Body Systems

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

Assessment: Written exam: 1 hour 45 minutes

90 marks

36% of GCSE

Questions

Answer all questions.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Health and Performance

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Assessment: Written exam: 1 hour 15 minutes

70 marks

24% of GCSE

Questions

Answer all questions.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Practical Performance

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 an individual activity).

Assessment:

Assessed by PE teachers at Woldingham

Moderated by Edexcel

105 marks

30% of GCSE

For each of their three activities, students will be assessed against set criteria. Students will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a formal/competitive situation while under pressure.

Team activity list:

In school – badminton (doubles), hockey, lacrosse, netball, tennis (doubles).

Can be done outside school – football, basketball, dance, rowing, squash (doubles), table tennis (doubles), volleyball.

Individual activity list:

In school – athletics, badminton (singles), tennis (singles), swimming.

Can be done outside school – canoeing/kayaking (slalom), canoeing/kayaking (sprint), cycling track or road cycling, dance, diving (platform only), golf, gymnastics (artistic) floor routines and apparatus only, cannot be rhythmic gymnastics, equestrian, rock climbing (indoor or outdoor climbing), sculling, skiing or snowboarding, squash (singles), table tennis (singles), trampoline.

Personal Exercise Programme (PEP)

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment:

Assessed by PE teachers at Woldingham

Moderated by Edexcel

20 marks

10% of GCSE

TEACHING APPROACHES

Two members of staff will teach the varied aspects of the course. Girls will participate in a variety of the curriculum sports above, in lessons and in extra-curricular team training and matches. Attendance at extra-curricular clubs specific to their assessed sports/physical activities is therefore expected and essential.

AFTER GCSE

GCSE PE is a useful course for those who are interested in careers in sports medicine and rehabilitation, leisure and recreation, sports management, administration and marketing, sports psychology, sports and exercise science, teaching, personal training, sports coaching, health and fitness consultancy etc.

Additional Core Curriculum

Physical Education

The aims of the Physical Education programme are to encourage your physical fitness and develop your skills, while also instilling principles of leadership, teamwork, communication and interdependence. These aims will be achieved through team games and individual activities which will encourage you to excel at a level which is challenging, but realistic.

Squad members in netball and hockey will continue to devote time to their training during lesson times.

Girls taking tennis coaching may choose to use one of their PE lessons as long as it does not ‘clash’ with team training.

YEAR 10

In Year 10, you will be extending your knowledge and skills in some familiar and not so familiar sports. It is important that you have the opportunity to experience new activities as well as developing existing talents.

In Year 10 fitness lessons, all girls will receive an induction so that they can optimise the ‘unsupervised’ use of our fitness facility.

Example of activities available in Year 10: netball, hockey, fitness room, aerobics, basketball, badminton, cricket, handball and lacrosse.

YEAR 11

When you reach Year 11, you will be able to choose from a selection of activities in one of your lessons. We understand that everyone enjoys different sports and it is hoped that through choosing your sports you will continue to enjoy physical activity into adulthood.

In Year 11 you will have the opportunity to select your preferred sports – either to sample or to specialise. Our approach to your work is more individualised and girls are welcome to ask for assistance with their fitness planning.

Example of activities available in Year 11: circuits, badminton, fitness room, hockey, netball, lacrosse, yoga, touch rugby, football, volleyball, fitness swim, basketball, table tennis and squash.

EXTRA-CURRICULAR

In addition to your Physical Education lessons, there will continue to be an extensive extra-curricular programme, giving you the opportunity to participate further in team games and individual sports. There will be squad training sessions and regular fixtures in the main sports. We will encourage you, as part of our ‘Sport for Life’ philosophy, to attend sports clubs and to take advantage of the excellent facilities in the sports centre, as well as the astro turf. We have an extensive range of extra-curricular activities: gym, dance, Taekwondo, kick-boxing, football, badminton and fencing. You will be able to use the fitness studio after attending an instructional fitness course.

Sports Zone will keep you fully informed of all the opportunities that will be available to you.

THRIVE – Personal, Social, Health & Economic Education (PSHEE)

As you prepare to consider GSCE options, it is clear that you have reached a time for making important decisions about your academic studies. However, this is only a part of the responsibility you have for making decisions about your future.

At this important stage, as you grow into young adults, we are guiding you and helping you to prepare for the decisions you will have to make, not just about what you will do but also the way you live your life.

At Woldingham we call this THRIVE. Whilst every subject lesson contributes to your own personal development and preparation for adult life, you will also gain from the many other opportunities available to you – for example, taking part in the very full programme of extra-curricular activities on offer, including The Duke of Edinburgh’s Award and Community Service, which become major features of the programme in Years 10 and 11. All of the activities on offer encourage you to develop individual talents and give you practice in managing a healthy balance between work and leisure.

TUTORIAL LESSONS

Key elements of the THRIVE programme are covered in the Tuesday Tutorial Period. Topics presently covered include:

- Self-review and action planning
- Target setting
- Personal standards and self-esteem
- Time management, study and revision skills
- School as a community and care in the community

- Health issues – drug awareness, relationships and sex education, stress management and mental health issues.
- Visiting speakers and organisations are invited into school to conduct talks and workshops.
- Citizenship – including current affairs, charity awareness, global concerns, human rights, legal rights and responsibilities and financial awareness.

Careers guidance is an important element of the ongoing THRIVE development programme and further details are described later in this booklet. It is not only the process by which knowledge is obtained, but it is also the process by which values and attitudes are explored. The emphasis in THRIVE is on encouraging awareness, individual responsibility and informed decision-making, alongside personal well-being.

Personal Tutors

Personal Tutors are a significant feature of the pastoral care provided for girls in Years 10, 11 and the Sixth Form. This system is intended to provide extra support for you during your final four years at Woldingham. You choose your Personal Tutor in Year 10; your Tutor is there to support, encourage, motivate and advise you.

GCSE Futures

The Futures programme in Years 9-11 is designed to help students understand the world of work, to encourage them to think widely about career and higher education options and to help them make informed educational choices. We run a wide variety of careers events, including sector-specific panels, workplace and Careers Fairs visits. All students are kept up to date with external opportunities, such as workshops, work experience or university taster programmes. Career learning and development also takes place through the school's THRIVE programme.

In Year 9, each student will have completed a Morrisby Aspirations Questionnaire, to give her an initial insight into where her career and study interests may lie. In Year 11, she completes a comprehensive Morrisby profile and benefits from a one-to-one discussion with a qualified career development professional to analyse the results of the profile and consider her next steps. We encourage students to arrange work experience, and we provide a helping hand on where to look and how to apply.

Year 11s are invited to attend Higher Education events, including our Higher Education Evening in January, which encourages them to start thinking about, and making plans for, their path beyond Woldingham.

The Duke of Edinburgh's Award

This prestigious Award flourishes at Woldingham and you are now able to take up the challenges offered by the Bronze level through to Gold level Award in the Sixth Form. The Duke of Edinburgh's Award is a programme of non-competitive leisure time activities; participants may join at a level without

having completed the previous level of award. At Bronze level it comprises four sections: skill, volunteering, physical and expedition; you will be expected to serve others, acquire new practical skills, develop physical recreation interests and experience the adventure of expeditions. You are encouraged to choose activities which suit your particular interests and which are appropriate to the environment in which you live or spend holiday time.

Many activities are suitable for the Bronze Award. Skills and physical recreation are available within the school extra-curricular and Saturday Active programmes, but you are strongly encouraged to find new opportunities in your local environment.

For the Bronze Award, the expedition section comprises training and two weekends navigating, walking and camping within Surrey and the surrounding counties. Silver Award involves training, followed by two three-day camping and walking expeditions completed further afield, such as in the Cotswolds or the New Forest. The Gold Award comprises training and three weekends navigating, walking and camping in Surrey, Wales and the Lake District. Training for these, and supervision and assessment of the expeditions, will be provided by an external expedition specialist.

Although we try to keep costs to a minimum, expenses are incurred for the expedition section and possibly for other sections of the award when outside instructors are used.

Learning Enhancement

Learning Enhancement support is offered to those students who have a reduced GCSE Curriculum, following discussions with the Head of Year and Deputy Head Academic, due to specific learning difficulties they may experience. This space on the timetable allows the Learning Enhancement Department to schedule either a fortnightly or weekly session with the student. These sessions will be either small group or individual sessions. Their focus will be to address the student's specific needs and may include support for consolidation of classwork, literacy, numeracy, organisation, revision strategies and/or exam technique. The overall aim of these sessions is to build the capacity of the students to become confident, resilient and independent learners who realise their full potential.

For most students at GCSE level, no additional support is required apart from access arrangements for their exams. In order to qualify for access arrangements for public exams, a professional assessment will need to be completed and students will need to use the access arrangement/s in school tests and exams as their normal way of working. Students are asked to fill in an exam monitoring form for their end of year and mock school exams, so that the use of the access arrangements can be evaluated by the Learning Enhancement Department.

For students who come in with their needs known to the school and a professional assessment report, an Individual Education Profile (IEP) is drafted, based largely on that report, and sent home for parents to discuss with their daughter and make amendments.

Once feedback from parents is received, the final copy of the IEP is put on a centralized information system at the start of the school year for staff to access.

The IEP outlines important information on the student's areas of strength, as well as areas for development. More importantly, it suggests strategies that both the student and staff can use in the classroom to accommodate the student's individual need/s.

The Learning Enhancement Department has an open door policy and we do encourage students to see us if they have any concerns about their learning.

For more information, please contact Ms Rose Moorvan, Head of Learning Enhancement.

English as an Additional Language (EAL)

Many students for whom English is not their first language who join us in Year 7 or Year 9 find that by Year 10, their English has developed to the point where they no longer require EAL lessons. However, for some students EAL lessons remain a vital tool in developing their English language skills. Acquiring useful qualifications in English as an Additional Language is the best way to access our curriculum in a way that does full justice to their potential.

For some students whose English skills are not yet sufficiently developed in Year 10, we offer *IGCSE English as a Second Language* as an alternative qualification to the English Literature and English Language IGCSEs. The *IGCSE English as a Second Language* is a two-year course aimed at students who do not have English as their first language and who are studying in English to enhance their future educational or employment prospects. Students will learn the reading, writing, listening and speaking skills necessary for further study or employment in English-speaking countries. The *IGCSE in English as a Second Language* is assessed through two examination papers at the end of Year 11, as with regular GCSEs.

Students who require EAL support in Year 10 will usually have *IGCSE English as a Second Language* lessons on their timetable and, therefore, will study nine GCSEs/IGCSEs. The EAL Department also offers *GCSE Additional Support* classes, totaling three lessons a fortnight, for students who may need a little more help to improve their English promptly in order to do well in their GCSEs.



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