



Shrewsbury School

# **THE FOURTH FORM CURRICULUM**

**2021 – 2022**

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## THE FOURTH FORM CURRICULUM

### Introduction

In September, pupils in the Fourth Form will embark on a two-year programme that will lead to GCSE or IGCSE examinations in the summer of 2023. They will continue to study English, Mathematics, and at least one Modern Foreign Language (from French, German and Spanish) together with the three science subjects (Biology, Chemistry, and Physics). They will also choose three other subjects from a range that includes humanities, additional languages, creative subjects, Astronomy, Computer Science and Physical Education.

In addition, all pupils will study a non-examined course in PSD (Personal and Social Development).

Fourth Form Curriculum
English
Mathematics
Core Modern Language (Option L)
Biology
Chemistry
Physics
Option A
Option B
Option C

### What decisions do the pupils have to make?

Two decisions have to be made:

- Which Modern Foreign Language to choose as the Core Language (Option L)
- Which other subjects to follow in the Option Blocks

Further information on Modern Foreign Languages can be found on Page 3, with an overview of the available options on Pages 5 to 19. (Pages 20 to 24 give an overview of the English, Mathematics and Science courses.)

### When do these decisions have to be made?

Pupils will be asked to indicate a provisional set of choices to their tutor after Exeat in the Lent Term. This is in order that the school can make initial projections of numbers and assess the consequent staffing requirements. There may be some small changes made to the block structure at this stage to accommodate as many combinations of choices as possible.

It is worth pointing out at this stage that it will not be possible to accommodate absolutely every combination and it is possible that one or two pupils may not be able to study precisely the selection of subjects they would wish to. Nonetheless, we do our very best.

We do realise that this is a very early stage for pupils to make their choices, and that their preferences may change through the remainder of the Lent Term. Pupils will be asked for a firm set of choices directly after the Parents' Meeting in March. At this stage the school timetable will be compiled. Pupils will be permitted to change their choices after this, but only

provided that the change can be accommodated within the timetable structure. Late changes to choices at GCSE are hard to accommodate, so pupils should be wary of leaving it too long to communicate with the Deputy Head (Academic).

### How to reach a decision

When deciding on which subjects to take, a pupil should consider a number of different issues. First and foremost, pupils should look to pursue subjects that interest them, that they enjoy, and that they feel they could do well in. However, pupils also need to be aware of the implications of their GCSE choices on their future studies and they should give some thought to the grouping of subjects that they select. In some cases a pupil may decide to concentrate on a particular area of study, for example by selecting three humanities subjects. In other cases, a pupil may decide to follow a more blended course that might include a language, a humanities subject, and a creative subject.

### National developments in GCSE

You will be aware that there have been a series of developments in GCSE during the past decade. Fortunately, that process of change has now been completed. From September 2020, GCSE courses receive results in the 9-1 grading format (which replaces the old A\*-G system). The new grades equate to the old in the manner set out below:

New GCSE Grading Structure	Current GCSE Grading Structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
U	G
	U

## **MODERN FOREIGN LANGUAGES**

Pupils are required to study at least one Modern Foreign Language (out of French, German and Spanish). Historically, a significant proportion of the year-group has chosen to study two (or even three).

### **FRENCH, GERMAN, SPANISH**

**French: Edexcel IGCSE**  
**German: Cambridge IGCSE**  
**Spanish: Edexcel IGCSE**

In each of the modern languages, the courses continue the work begun in the Third Form. French and Spanish prepare for the Edexcel IGCSE qualification and German for CAIE IGCSE.

Speaking, Listening, Writing and Reading are all assessed towards the final grade. The emphasis is on practical communication in the language, alongside the preparation of a solid grammatical foundation especially for those who continue to Sixth Form level and beyond. We hope, too, to stimulate pupils' interest through the use of challenging cultural material and to provide enjoyable and interesting courses.

We believe the cultural and vocational benefits of studying modern foreign languages to be considerable; in many E.U. countries, indeed, such a course of study is compulsory. Employers world-wide increasingly specify foreign language competence in job advertisements.

In each language, pupils receive specialist conversation classes with native speakers and are encouraged to enrol for the regular school study visits, for example, to Montpellier, Berlin and Spain.

## THE BLOCK SYSTEM (PROVISIONAL)

Block L	Block A	Block B	Block C
French	Geography	Ancient History	Art
German	German	Design	Astronomy
Spanish	Greek	Geography	Design
Computer Science	History	History	Drama
	Philosophy and Theology (RS)	Latin	Geography
	Spanish	Music	History
		Philosophy and Theology (RS)	Music
			Physical Education
			Spanish

The block structure above is **provisional**. In late February, Housemasters/ mistresses will ask pupils for their initial choices, based on the blocks given above. Pupils will also be asked to indicate if there is a combination of subjects that they would like to study, but which is not possible under the given block structure.

The Deputy Head (Academic) will review the choices submitted, and may make small alterations to the block structure if these will provide a greater number of pupils with their favoured combinations of subjects.

It is worth reiterating that it may not be possible to design the blocks in such a way as to accommodate all possible combinations of subjects, and so some pupils may not be able to study precisely the group of subjects that they might wish.

On occasions when uptake for a subject is very low, we may take the decision not to run the course. In such a circumstance, pupils would be required to make another choice.

## OPTION SUBJECTS

### ANCIENT HISTORY

#### OCR GCSE

This is an exciting course which aims to explore the history of the ancient empires of Persia, Greece, and Rome through the written and archaeological sources available to us. **All texts are studied in translation and no knowledge of Latin or Greek is required.** There are two written exam papers.

The course covers a range of periods, locations and personalities; from the founding father of the Persian Empire, Cyrus the Great, to the charismatic and sometimes controversial Athenian politician Pericles, to Romulus, the legendary founder of Rome, and that most remarkable woman of her time Cleopatra, this is a subject for those fascinated by the ancient world.

The subject is a humanities option which combines well both with languages and also History, Geography and Philosophy and Theology.

The two examined papers comprise the following:

<b>Content Overview</b>	<b>Assessment Overview</b>	<b>(9-1)</b>
<b><i>The Persian Empire, 559–465 BC</i></b> This is a compulsory period study focusing on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I.	J198/01: <b>Greece and Persia</b>	27.5% of GCSE
<b>Depth study:</b> Athens in the Age of Pericles, 462–429 BC	1 hr 45 mins	22.5% of GCSE
<b><i>The Foundations of Rome: from kingship to republic, 753–440 BC</i></b> This is a compulsory longer period study focusing on the kings of Rome and the early Roman Republic, with an emphasis on the most exciting and interesting events and characters.	J198/02: <b>Rome and its neighbours</b>	27.5% of GCSE
<b>Depth study:</b> Cleopatra: Rome and Egypt, 69–30 BC	1 hr 45 mins	22.5% of GCSE

The ability to analyse historical evidence (both textual and archaeological), evaluate, come to a conclusion and communicate this fluently in writing is an essential skill in this course.

# ART

## OCR GCSE

The commercial world of the 21st Century is highly visual. In media, marketing and advertising, employers are constantly seeking the visually literate: those who have the ability to assess images critically and perceptively, and to communicate through visual rather than verbal means. This combination of visual sensitivity and intellectual rigour is also valuable in areas such as journalism, publishing, law, architecture and urban planning. Art has a language of its own – a visual language – which is truly international.

The aim of the GCSE course is to establish a skills base which will help pupils to develop their own visual language, through drawing, painting, print-making, photography and ceramics/sculpture. It also aims to introduce pupils to some of their heritage in the Visual Arts by studying a range of work, including architecture, from all periods.

A real commitment to the subject, a facility for drawing and an open-minded enjoyment in doing it are the only pre-requisites. The core discipline at this level is the development of a high degree of observational skill through analytical drawing. The AQA course involves the creation of a portfolio of work and an extensively developed sketchbook, which will include an introduction to some aspects of the History of Art. All candidates will be required, as part of the course, to visit galleries and museums. We usually organise these trips on Sundays.

The creative industry is the UK's largest employer outside of the banking and financial sector. Pupils who wish to continue Art into the Sixth Form go on to work in fields as diverse as fashion, theatre-design, landscape architecture, curating, product design, animation, interior design, furniture design, art restoration, video and film, graphic design, textiles and arts administration. Work in the Sixth Form will build on earlier achievements, and, whilst pupils are welcome to join the Art course at that stage, we usually prefer them to have taken the GCSE course first as this gives them the best grounding for the A level.

# **ASTRONOMY**

## ***Edexcel GCSE***

Astronomy is one of the oldest of the sciences. It has had a significant influence on cultural development throughout the world, and astronomical ideas permeate everyday life.

Recent advances made in astronomical discovery through the application of science and the use of new technology, especially in the realm of space exploration, further illustrate the relevance and value of studying GCSE Edexcel Astronomy. This course will enhance and extend your work in the sciences, and the coursework involves aspects of observational astronomy that can be pursued using simple, home-made equipment, the School's binoculars and telescopes (including the observatory) and remote links to research grade equipment (e.g. the Faulkes telescope in Hawaii).

You will be expected to recall key facts about astronomical objects and theories including the historical development of the subject, and you will learn how to carry out and interpret your own observations. Some aspects of the course involve the application of mathematical ideas (e.g. Newton's law of gravitation, stellar magnitudes etc.) and these skills will be reinforced and practised in class.

The course involves units on both naked-eye and telescopic astronomy. Under the former, the main focus is on the Earth-Moon-Sun system (phase, time, tides, eclipses etc), but the mechanics of planetary motion and the basic astronomy of coordinate calculations are applied farther afield. In the latter unit, the optics of telescopes opens the way to deeper study of planetary systems, astrophysics, active galaxies and cosmology. Both units have observational tasks.

# COMPUTER SCIENCE

## OCR GCSE

We offer the latest GCSE Computer Science specification incorporating new improvements to the specification. This course builds on the Third Form curriculum, where computer programming and robotics were introduced, alongside ICT skills.

The aims of this course are to:

- Give a real, in-depth understanding of how computer technology works
- Provide excellent preparation for higher study and employment in Computer Science
- Develop critical thinking, analysis and practical problem-solving skills

This course is not about using Microsoft Office; it is about understanding the principles of Computer Science. It is a challenging, engaging and focused course.

## OCR Computer Science course structure:

### Unit 1: Computer systems

You will learn about the important components that make up a computer system. You will discover how these parts work together under software control. You will study how computers deal with different types of data including an understanding of binary numbers. You will learn about different types of computer networks and how the Internet works. You will look at threats to computer security and how to guard against those threats. We will discuss the ethical and legal issues that arise from the use of computers.

- Written paper - 1 hour 30 minutes
- 80 marks (50% of the final grade)

### Unit 2: Computational thinking, algorithms and programming

You will learn how to define and solve problems using computational methods. You will learn techniques to write your own algorithms and you will study a variety of standard algorithms. You will study the way programming languages work and you will turn your algorithms into working code. You will learn how to test and refine your code. This unit also includes the study of Boolean logic and the logic circuits that are fundamental to the operation of digital computers.

- Written paper - 1 hour 30 minutes
- 80 marks (50% of the final grade)

### Practical Programming

You will develop practical skills to design, write, test and refine programs using a high-level programming language. Programming is a creative process where there are many solutions to a given problem. Once you have a basic 'toolkit' of techniques you will have the power to create all sorts of possibilities.

If you are fascinated by how computers work and want to learn how to program, then this course is for you.

# DESIGN & TECHNOLOGY: PRODUCT DESIGN

*Eduqas / WJEC GCSE*

## What is Design & Technology: Product Design?

The subject is fundamentally an enquiry into the man-made world. Pupils investigate products, design methods, materials science, manufacture and marketing by solving real-world design problems. Design & Technology study allows pupils to demonstrate and develop their creative ability and a capacity to research, analyse and present objective solutions to such problems, while demonstrating their knowledge and understanding of product engineering.

The subject differs in nature from most other academic disciplines, both in the manner in which the subject is taught and how pupils learn subject content. The theoretical design process and practical activities allow pupils to develop a capacity for engineering products, and communicate understanding using a range of techniques.

Teaching and learning is dynamic; alongside traditional methods, pupils will disassemble and analyse real products, model and evaluate their own ideas on paper, in 3 dimensions and by computer modelling and testing.

Design problems are solved through conducting projects that follow a structured design process. Research and investigation is used to develop design criteria on which design idea development and evaluation is based. Project outcomes can differ greatly, including the design of electronic products, furniture, graphic design, packaging, and interior and architectural models and simulations. Pupils will have the opportunity to try to solve problems for a range of project contexts and design disciplines throughout the GCSE course.

## Why Study Design & Technology?

Pupils with a real interest and commitment to learning more about products, architecture and systems of design would gain value from the course. Design & Technology is of particular value to pupils wishing to continue with Design & Technology study in the Sixth Form, and those who have an interest in pursuing careers in engineering, architecture, industrial and product design, ergonomics and other design led disciplines.

### Subject Content:

#### Design and Market Influences:

- Evolution of product design;
- Design in practice;
- Product Development;
- Communication and representation of ideas;
- Design Methodology;
- Packaging;
- Product Marketing;
- Human factors.

#### Materials and Components:

- Classification and working properties of materials;
- Manipulating and combining materials;
- New and smart materials;
- Environmental and sustainable issues.

#### Processes and Manufacture:

- Product manufacture;
- Industrial and commercial practice;
- Methods of production;
- Manufacturing systems;
- Use of ICT in Product Design and Manufacture.
- Health and Safety;
- Quality control.

## **EDUQAS / WJEC Design & Technology: Assessment Components:**

### **Component 1: Design & Technology in the 21<sup>st</sup> century**

**Written Examination: 2 Hours**

**50% of the Qualification**

A mix of short answer, structured and extended writing questions assessing a candidates' knowledge and understanding of:

- Core Design & Technology technical principles;
- Designing and making principles.

Along with their ability to:

- Analyse and evaluate design decisions and wider issues in Design & Technology.

### **Component 2: Design & Make task**

**Non-examined assessment: approximately 35 hours**

**50% of the Qualification**

A sustained design and make task, based on a contextual challenge set by the examination board, assessing a candidates' ability to:

- Identify, investigate and outline design possibilities;
- Design and make prototypes;
- Analyse and evaluate design decisions and wider issues in Design & Technology.

## DRAMA

### *Eduqas / WJEC GCSE*

#### **Is this the right subject for me?**

If you enjoy:

- Watching and discussing theatre performances;
- Expressing yourself in an active and exciting way;
- Working in a group;
- Contributing your ideas and taking on board those of others;
- Exploring ideas by putting yourself in other people's shoes;
- Playing many parts in different imaginary situations;
- Learning new practical skills such as design, lighting and sound;

then GCSE Drama is the ideal subject for you.

#### **What do I need to know, or be able to do, before taking this course?**

You will have had experience of practical drama from your drama module this year, as well as your study of dramatic literature in English. You may have taken part in Monday afternoon Junior Drama Society, your House play or external drama groups such as L.A.M.D.A. or *Stagecoach*. Any of these experiences can help if you choose Drama as a GCSE subject. You will develop your improvisation, technical, design and acting skills to a higher level. You will also look at plays in more detail and at different ways of bringing a script and characters to life on stage.

#### **What will I learn?**

You will learn:

- How drama is created, including all the acting and staging skills that are needed to put a piece of drama onto the stage;
- How to create a character from a script and play this character in a performance;
- Many skills that are highly valued in any walk of life including teamwork and confidently presenting yourself in public.

#### **How will I be assessed?**

There are **three** assessed components with this WJEC specification – **two** practical units and **one** written examination. The weighting of the assessment is towards practical work (60%) with the other taking the form of controlled assessments (20%) and a final examination paper (20%). In the first practical unit you will devise, in small groups, an original piece of drama based on a stimulus and a style/practitioner, and in the second practical unit you will perform an extract from an existing script, in pairs, directed by your teacher. There are also opportunities to be assessed on design and technical theatre skills. The final examination paper requires you to answer questions about your set text from an actor's, director's and designer's perspective. You will also have opportunities to watch and discuss professional productions and evaluate the development of your skills, understanding and knowledge.

# GEOGRAPHY

## **Edexcel IGCSE**

The Edexcel IGCSE in Geography provides an outstanding qualification that is both rigorous and fair, in term of assessment. IGCSEs are by their very nature international in outlook, but retain a local relevance. The Geography IGCSE is broad, and has a large skills base making it very a sought-after subject and course. It provides an excellent grounding in Geography for those wishing to study the subject at A-Level.

The Edexcel International GCSE (9–1) Geography qualification aims to extend students' knowledge by broadening and deepening skills. For example, students will:

1. develop and apply a holistic range of knowledge and understanding of geographical concepts and skills, including fieldwork
2. present and analyse data, draw conclusions and evaluate information from different sources
3. develop awareness of global issues and challenges and that, in moving towards a sustainable future, people have different views and attitudes to the environment.

## **Fieldwork**

We undertake three fieldtrips throughout the course, and the skills for this are assessed through examinations. There is no coursework. We undertake a Rivers fieldtrip examining the course of the River Severn, an Urban fieldtrip to investigate change in Liverpool and visit a local university to discuss contemporary changes in UK Energy supply.

In addition, there is an optional residential fieldtrip to Iceland for those students who take the course. This involves a trip of real geographical awe and wonder. We take students to the South West of Iceland where they travel in SuperJeeps up Eyjafjallajokull volcano, cave in a lava tube, visit the Soleheimajokull glacier, snorkel between two tectonics plates, visit the Blue Lagoon spa and travel to the Westman Islands, climbing Eldfell volcano.

Students are invited to lectures at the School, where we host the Shropshire Branch of the Geographical Association bringing high-level academics to the Faculty.

## **Structure**

There are 2 papers to the IGCSE course. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

### **Paper 1 (40%) – Physical Geography – 1hr10mins**

- River Environments
- Natural Hazards

### **Paper 2 (60%) – Human Geography – 1hr45mins**

- Urban Environments
- Economic Activity and Energy
- Fragile Environments

## CLASSICAL GREEK

### OCR GCSE

This course is intended solely for those who opted for the subject in the Third Form. It comprises a Language element, complemented by a Literature element. The two components make for a stimulating insight into an ancient civilisation whose legacies we still see today.

Language and Literature combine to complement each other work aims to equip the pupils to translate an unseen passage of Classical Greek and answer grammatical questions about its syntax and accidence. The Literature component allows pupils to read two set texts, one prose and once verse, and comment on the stylistic and linguistic nuances of authors as diverse as Homer, Euripides, Xenophon, Herodotus and Plato. In all, candidates take three papers:

- **Language (50%): 1 hour 30 minutes:** this component requires pupils to translate a passage of Classical Greek, answer comprehension questions and either answer questions on specific points of grammar within the context of a narrative passage or translate three short English sentences into Classical Greek.
- **Prose Literature (25%): 1 hour:** this component requires pupils to study between 110 and 120 lines of Classical Greek from ancient historians such as Herodotus, Thucydides or Plutarch.
- **Verse Literature (25%): 1 hour:** this component requires pupils to study between 110 and 120 lines of Classical Greek from either The Iliad or The Odyssey, the great epic poems of the blind bard Homer, or a section of lines from one of the plays of the ancient tragedian Euripides.

Shrewsbury School as a whole provides something different; this course gives pupils the opportunity to read Classical Greek in the original, and gives them a glimpse into the minds of authors whose works have shaped the whole canon of modern Western Literature.

### Outside the classroom:

Dependent on attracting sufficient numbers, the Classics Faculty organise a classics trip to either Greece or Rome every three years. Pupils are given the opportunity to see for themselves the glory of Rome, or the ancient sites of Mycenae, Epidaurus and its breathtaking hillside theatre, and Tiryns' fabled walls.

# HISTORY

## Cambridge IGCSE

### Why study IGCSE History?

History is not merely the study of past events, but the analysis of how historic moments continue to shape the world we live in today. The study of History generates satisfying enjoyment through persistent inquiry. For those who are curious about the past, seek to understand their present and future, and enjoy stories laced with human triumph and tragedy, then History is for you! Being trained as a historian will allow you to think clearly and boldly, equip you with the tools to debate, and allow your opinion to be heard.

### What will I study?

By studying Cambridge IGCSE History, you will focus particularly on the key events of the 20<sup>th</sup> Century. This will include studying international political developments, the role of ideology, the impact of individuals, and the impact of both peace and conflict on nations and societies. The course is divided between two broad themes: International Relations since 1919 and Germany, 1918-45.

#### International Relations since 1919

1. Were the post-war peace treaties fair, 1919-23?
2. To what extent was the League of Nations a success?
3. Why had international peace collapsed by 1939?
4. Who was to blame for the Cold War?
5. How effectively did the USA contain the spread of Communism?
6. How secure was the USSR's control over Eastern Europe, 1948-89?

#### Germany, 1918-45 (Depth Study)

1. Was the Weimar Republic doomed from the start?
2. Why was Hitler able to dominate Germany by 1934?
3. How effectively did the Nazis control Germany?
4. What was it like to live in Nazi Germany?

### How will I be assessed?

Cambridge IGCSE History is assessed via three examinations – there is no coursework component.

- Paper 1 requires you to demonstrate their ability to organise, deploy and communicate historical knowledge and arguments through structured essays. The paper is 2 hours and constitutes 40% of the IGCSE qualification. Both key themes will be examined in this exam.
- Paper 2 requires you to answer six questions prescribing to one subtopic within your study of International Relations since 1919. The paper is source based and challenges you to demonstrate an understanding, analysis and evaluation of varying historical perspectives. The paper is 2 hours and constitutes 33% of the IGCSE qualification.
- Paper 4 (replacement for coursework) is a 1-hour examination requiring you to answer one essay question on the German depth study. The paper is worth 27% of the qualification.

### Are there any extra-curricular opportunities?

There are numerous opportunities to enrich your learning of History beyond the classroom – from the school's lecture series in the Bastille Society to study trips to Europe. Recent visits have included Krakow (2017) and Berlin (2018). History is superbly complemented by experience beyond the classroom and you will emerge from the two-year study of History with a set of academic skills unrivalled and enthusiasm for the topics duly covered.

# LATIN

## OCR GCSE

The study of Latin at GCSE level is enjoyable, fascinating and challenging in itself, but is also of use to other subjects – notably modern languages. Like Greek, this course builds on the foundations laid in the Third Form and leads to OCR GCSE after two further years of study. Students will continue to study both prose and verse literature in the original (from authors such as the great Roman historian Tacitus and the poet Virgil), and will be asked to comment on the stylistic and linguistic nuances of the texts. The language element of the course includes the option of translating three simple English sentences into Latin, in addition to the usual unseen translation and comprehension passages.

There is no coursework. In all, candidates take three papers:

- **Language (50%): 1 hour 30 minutes:** this component requires pupils to translate a passage of Latin, answer comprehension questions and either answer questions on specific points of grammar within the context of a narrative passage or translate short English sentences into Latin.
- **Prose Literature (25%): 1 hour:** this component requires pupils to study between 110 and 120 lines of Latin from ancient writers such as Julius Caesar and Tacitus.
- **Verse Literature (25%): 1 hour:** this component requires pupils to study between 110 and 120 lines of Latin from the great Roman epic poet Virgil.

### Outside the classroom:

Dependent on attracting sufficient numbers, the Classics Faculty organise a classics trip to either Greece or Rome every three years. Pupils are given the opportunity to see for themselves the glory of Rome, or the sites of Mycenae, Epidaurus and Tiryns.

# MUSIC

## AQA GCSE

We offer the AQA revised GCSE music syllabus. It consists of three Components that are appealing, and reflect recent developments in music, whilst also retaining traditional core subject content. The new syllabus allows for much general contextual listening and learning about many musical styles and repertoire, as well as the more detailed study of specified works. Composing is now a less constrained part of the course, giving far more creative freedom to the student, and the performing element of the course combines both solo and ensemble possibilities for candidates. The course is wonderfully diverse, and there really is something for everybody within it, whatever their musical interests.

- Component 1 is a one and a half hour written paper consisting of two sections marked by AQA examiners. Section A is centered around listening questions pertaining to more unfamiliar music (68 marks), and Section B concerns questions on set Study Pieces (28 marks). This component is worth 40% of the total GCSE marks.
- Component 2 is Performing, where the pupils offer one individual performance (36 marks) and one ensemble performance (36 marks). These performances are recorded and can be made at any time during the course. This unit is internally assessed and externally moderated and worth 30% of the total GCSE marks. A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.
- Component 3 is Composing Music. Candidates compose two pieces over the two year course. Composition 1 is to a brief supplied by the Board (36 marks) and Composition 2 is a free composition (36 marks). Both compositions are internally assessed and externally moderated and worth 30% of the marks. Each composition is accompanied by a minimum 150 word written Programme Note. Any style of musical composition is allowed, and students are encouraged to compose to their strengths and particular interests.

Any pupil already learning a musical instrument, or studying singing, with a keen interest in music-making, will be able to derive much pleasure from studying the AQA GCSE course. The two-year course aims to stimulate and develop an appreciation and enjoyment of music through active involvement, and the flexibility inherent within the course should make it appealing to all musicians. The creative and practical strands within the course make it particularly appropriate to anyone studying an instrument or singing, and can give further structure to their studies in addition to exams taken with boards such as Trinity or ABRSM.

## PHILOSOPHY AND THEOLOGY (RS)

### Edexcel IGCSE

“The unexamined life is not worth living”

Socrates

Why do bad things happen to good people?  
Should people be helped to die?  
Why do some people believe in miracles – and others do not?  
Can we ever justify going to war?  
What makes for a good life?  
How can different believers and cultures live together?  
What makes good relationships?  
Are some places more holy than others?  
Does God ever show what he is like? When? How?

This is a small selection of the intriguing philosophical, theological and ethical issues that we consider on this stimulating Edexcel IGCSE course. Over the two years you will think about many intellectual questions and dilemmas, and not only learn about the ideas of philosophers such as Plato, Aristotle, Aquinas, and Hume, but also formulate your own thoughts on these matters. You will often find yourself pondering, ‘*What do others think? Why do they think that? Are they right? Am I wrong? How can we decide?*’

In the past, students who have followed university courses such as Law, PPE, English, History, Psychology, and History of Art, have found that this IGCSE course gave them the ability to

- Understand important cultural and philosophical content
- Handle abstract concepts
- Create convincing arguments
- Write with compelling fluency
- Recognise philosophical assumptions

The major, more philosophical, part of the course, **Beliefs and Values**, covers four areas;

- **The Universe, Creation and the Place of Human Beings**  
(*The universe and Human Beings; Human nature, Ultimate Reality; Free will, Determinism and Predestination; Belief, Uncertainty and Unbelief; The Problem of Evil and Suffering*)
- **Life and Death**  
(*Death and Life after Death; Meaning and Purpose; Sanctity of life, Abortion and Euthanasia; Human Relationships; Marriage and Partnership; Divorce and Remarriage; Families; Childlessness and Celibacy*)
- **Peace and Conflict**  
(*Conflict and War; Reconciliation and Forgiveness; Bullying; Sin and Crime; Punishment; Capital Punishment*)
- **Rights, Equality and Social Justice**  
(*Human Rights; Equal Rights and Equal Opportunities; Multi-Ethnic Society and Racial Harmony; Multi-Faith Society and Interfaith Relationships; Rich and Poor*).

The other more theological paper, considers three key areas in a **Religious Community**;

- **Origins and Impact**  
(Texts and Sources of Authority, Founders and Leaders)
- **Celebration & Pilgrimage**  
(Festivals, and Places of Pilgrimage)
- **Worship and Practice**  
(Places of worship, Forms of worship)

**Assessment**; at the end of the course there are two exam papers;

<b>Beliefs and Values;</b>	1 hr 45 mins (100 marks)
Religious Community;	1 hr 30 mins (60 marks)

You will answer a range of structured questions from a wide choice. A typical example follows;

### **The Universe, Creation and the Place of Human Beings**

- (a) What is a **cyclical** view of human life? (3)
- (b) Choose **one** religion. Outline its teachings about human responsibility for injustice. (4)
- (c) Explain why some people believe that human beings should not be held responsible for their actions. (6)
- (d) “Animals have no rights” Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to at least **one** named religion. (12)

As Philosophy & Theology teachers, we firmly believe that our students must learn to **think for themselves**; it is not only a significant part of the assessment (as in ‘d’ above), but also an essential life skill. Students will certainly learn and understand important views and ideas, but they will also need to **formulate their own thoughts and reasons**. As such, a wide variety of students choose the subject, and the most successful ones have qualities such as

- an inquiring mind
- a readiness to think carefully
- a willingness to listen to the views of others
- an ability to express their ideas fluently and concisely on paper

The expectations are considerable, but so are the intellectual rewards.

## PHYSICAL EDUCATION

### AQA GCSE

GCSE Physical Education is an exciting combination of the study of Sport and Physical Education in a theoretical and practical setting. On many occasions practice and theory are combined in some truly interactive and action-packed lessons! New and contemporary topics will help students develop a well-rounded skillset and prepare them for progression to further studies.

The PE department will follow the AQA specification, and it can be summarised as follows:

#### **Content/Topic areas:**

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

#### **Assessment:**

##### **Paper 1 – “The human body and movement in physical activity and sport”**

- 30% of the total GCSE
- 1 hour 15 minutes
- 78 marks

##### **Paper 2 – “Socio-cultural influences and well-being in physical activity and sport”**

- 30% of the total GCSE
- 1 hour 15 minutes
- 78 marks

##### **Non-exam assessment (NEA) – “Practical performance in physical activity and sport”**

- 40% of the total GCSE
- Practical performance in 3 different physical activities in the role of player/performer, including analysis and evaluation of performance to bring about improvement in one activity
- Assessed by teacher and moderated by AQA
- 100 marks

GCSE Physical Education is an outstanding opportunity for students across the academic spectrum to learn about their, and each other's performance, in a theoretical and practical setting. GCSE Physical Education supports a number of other subjects and the GCSE syllabus leads well in to our linear A Level. Students will find the subject content exciting and be able to apply it to their sporting life at Shrewsbury.

## INFORMATION ON ENGLISH, MATHEMATICS, AND SCIENCE

### ENGLISH

#### **Cambridge IGCSE**

Immediately the Fourth Form commences, pupils will embark upon their IGCSE courses.

The separate qualifications of CAIE IGCSE English and English Literature are taught together, then examined separately at the end of the Fifth Form. The combination of these courses offers the chance to study a wide-ranging and challenging variety of literature, as well as developing the skills that enable students to communicate clearly, accurately and effectively when speaking and writing.

#### **IGCSE English:**

<p><u>Paper One: Reading</u></p> <ul style="list-style-type: none"> <li>• 2 hours</li> <li>• 80 marks – 50%</li> <li>• Reading</li> </ul>	<p><u>Component Three</u></p> <ul style="list-style-type: none"> <li>• Non Examined Assessment</li> <li>• 80 marks – 50%</li> <li>• 3 pieces of writing (500-800 words each):             <ul style="list-style-type: none"> <li>○ Assignment 1: writing to discuss/argue and/or persuade in response to a text or texts</li> <li>○ Assignment 2: writing to describe</li> <li>○ — Assignment 3: writing to narrate.</li> </ul> </li> </ul>
<p>Three compulsory questions on three texts on a similar topic to include:</p> <ol style="list-style-type: none"> <li>1. Comprehension task</li> <li>2. Summary task</li> <li>3. Response to reading</li> </ol>	

#### **IGCSE English Literature:**

<p><u>Paper One: Poetry and Prose</u></p> <ul style="list-style-type: none"> <li>• 90 minutes</li> <li>• 50 marks – 50%</li> <li>• Closed Book</li> </ul>	<p><u>Paper Three: Drama</u></p> <ul style="list-style-type: none"> <li>• 45 minutes</li> <li>• 25 marks – 25%</li> <li>• Open Book</li> </ul>	<p><u>Component Five</u></p> <ul style="list-style-type: none"> <li>• Non Examined Assessment</li> <li>• 25 marks – 25%</li> </ul>
<p>Two essays – one on poetry and one on prose.</p> <p>Choice of two questions on each set text One passage based, one essay</p>	<p>One essay on drama text.</p> <p>Choice of two questions on each set text One passage based, one essay</p>	<p>2 pieces of writing (600-800 words each). One may be on an examined text.</p>

Pupils should enjoy the courses and find the work stimulating and thoughtful, as well as sound preparation for A Level study.

## **MATHEMATICS**

### ***Edexcel IGCSE***

All pupils continue with Mathematics through to the Fifth Form, following the Edexcel IGCSE course. They will all initially be prepared for the higher of two tiers; the vast majority will ultimately be entered for this, although a very small number may switch to the foundation tier towards the end of the Fifth Form if they are finding the material exceptionally difficult. In addition the top two sets will be prepared for the OCR Additional Maths course which is sat, with their IGCSE, at the end of the Fifth form.

There is no coursework, and grades will be awarded solely on candidates' performance in two papers taken in May/ June of the Fifth Form. Both papers are two hours long and allow the use of a calculator.

The course is broadly broken down into numerical work, algebra, shape and space, geometry and probability. The grade 9 material is predominantly concerned with problem-solving and algebra, containing an introduction to topics such as functions and calculus in order to ease the transition to A' Level.

The most able and enthusiastic pupils in each year-group will be able to take part in the Intermediate Mathematics Challenge, a national competition which takes place annually in February. There are also several mathematical competitions within the school (the Powell Prize, the Hagger Prize and the Harrison Prize) which are open to all students and pupils are actively encouraged to participate in these.

## **AN OVERVIEW OF THE SCIENCE GCSEs**

The Edexcel IGCSE science courses are linear, all examinations are taken at the end of the Fifth Form, and there is no separate coursework component. Practical skills are assessed within the theory papers.

It is anticipated that there will be seven science sets in the Fourth Form and that the top five sets will be prepared for examinations in the three separate sciences, resulting in three separate grades.

It is likely that pupils in the lower two sets will prepare for the Double Award Science qualification, resulting in two grades, e.g. Double Science 77.

The Double Award course is at the same academic level but covers only two thirds of the content (the 'core') of the three separate science courses (see summaries that follow) and each science within the Double Award is taught by a subject specialist.

A pupil following the Double Award course will still attend separate classes in Biology, Physics and Chemistry, and will receive the same total contact time as a pupil studying for separate sciences, thus allowing time for review and consolidation of the material.

Pupils who gain high grades on the double award course will still be able to consider science subjects at A' Level although the vast majority of our sixth form scientists will come from the separate science sets.

## **BIOLOGY**

### ***Edexcel IGCSE***

The Biology IGCSE qualification is a linear course comprised of two papers taken at the end of the Fifth Form.

- Paper 1 is assessed through a two hour externally assessed examination and the total number of marks available is 110 (roughly 61.1% of the total IGCSE marks).
- Paper 2 is assessed through a one hour and 15 minute externally assessed examination and the total number of marks available is 70 (roughly 38.9% of the total IGCSE marks).

Paper 1 will only assess the core material of the syllabus, whereas Paper 2 will assess all the syllabus content including the supplementary material. There is no separate coursework component because practical skills are assessed within the theory papers.

The Biology IGCSE course has five sections:

- The nature and variety of living organisms – a survey of biodiversity
- Structures and functions in living organisms – physiology of animals and plants
- Reproduction and inheritance – reproduction in plants and humans, and genetics
- Ecology and the environment – ecological principles and human influences
- Use of biological resources – crops, fermenters, genetic modification and cloning

# CHEMISTRY

## Edexcel IGCSE

The Chemistry IGCSE qualification is a linear course comprised of two papers taken at the end of the Fifth Form.

- Paper 1 is assessed through a two hour externally assessed examination and the total number of marks available is 110 (roughly 61.1% of the total IGCSE marks).
- Paper 2 is assessed through a one hour and 15 minute externally assessed examination and the total number of marks available is 70 (roughly 38.9 % of the total IGCSE marks).

Paper 1 will only assess the core material of the syllabus, whereas Paper 2 will assess all the syllabus content including the supplementary material. There is no separate coursework component because practical skills are assessed within the theory papers. The syllabus content is split into four sections:

- Section 1: Principles of chemistry
  - States of matter
  - Elements, compounds and mixtures
  - Atomic structure
  - The Periodic Table
  - Chemical formulae, equations and calculations
  - Ionic bonding
  - Covalent bonding
  - Metallic bonding
  - Electrolysis
- Section 2: Inorganic chemistry
  - The Group 1 elements – lithium, sodium and potassium
  - The Group 7 elements – chlorine, bromine and iodine
  - Gases in the atmosphere
  - Reactivity series
  - Extraction and uses of metals
  - Acids, alkalis and titrations
  - Acids, bases and salt preparations
  - Chemical tests
- Section 3: Physical chemistry
  - Energetics
  - Rates of reaction
  - Reversible reactions and equilibria
- Section 4: Organic chemistry
  - Introduction
  - Crude oil
  - Alkanes and alkenes
  - Alcohols and carboxylic acids
  - Esters and synthetic polymers

## PHYSICS

### Edexcel IGCSE

The Physics IGCSE qualification is a linear course comprised of two papers taken at the end of the Fifth Form.

- Paper 1 is assessed through a two hour externally assessed examination and the total number of marks available is 110 (roughly 61.1% of the total IGCSE marks).
- Paper 2 is assessed through a one hour and 15 minute externally assessed examination and the total number of marks available is 70 (roughly 38.9% of the total IGCSE marks).

Paper 1 will only assess the core material of the syllabus, whereas Paper 2 will assess all the syllabus content including the supplementary material. There is no separate coursework component because practical skills are assessed within the theory papers. The syllabus content is split into seven sections:

- Section 1: Forces and motion
  - Movement and position
  - Forces, movement, shape and momentum
- Section 2: Electricity
  - Mains electricity
  - Energy and voltage in circuits
  - Electric charge
- Section 3: Waves
  - Properties of waves
  - The electromagnetic spectrum
  - Light and sound
- Section 4: Energy resources and transfers
  - Energy transfer
  - Work and power
  - Energy resources and electricity generation
- Section 5: Solids, liquids and gases
  - Density and pressure
  - Change of state
  - Ideal gas molecules
- Section 6: Magnetism and electromagnetism
  - Magnetism
  - Electromagnetism
  - Electromagnetic induction
- Section 7: Radioactivity and particles
  - Radioactivity
  - Fission and Fusion
- Section 8: Astrophysics
  - Motion in the universe
  - Stellar evolution
  - Cosmology

## **The Futures Department**

Formerly known as the Careers Service, the Futures Department is based centrally within the school and is on hand to offer information, advice and guidance to all year groups regarding future planning. By the end of the Third form, all pupils will have visited this faculty, and taken part in PSD lessons and tutorials around the topics of career choices and key skill development.

There are a range of both internal and external publications that are useful for pupils to have access to, many of which are available through the school intranet, under 'Careers' and 'Higher Education'. These include advice and information on CVs, preparing for interviews, University applications, and a number of videos from Old Salopians who share their current industry experiences.

As detailed in this booklet, the most important aspect of choosing GCSE options is playing to one's strengths and interest levels. It is much easier to be motivated to engage in subjects both inside and outside of the classroom when the topics being studied are reflective of individuals' passions and abilities. From a careers' perspective, the main subjects that employees insist on at GCSE level are covered by the core choices (e.g. Maths, English, Science), so it is vital to consider what combination of subjects is going to give the best possibility of fulfilling academic potential at this level. Though the subjects studied at Sixth Form are primary a requirement for Higher Education applications, competitive universities and employers will look very closely at GCSE performance, so choosing a combination of subjects that will put you onto a pathway to success is vital.

During the Fourth form, there are a number of events and initiatives organised by the Futures Department which are aimed at increasing careers' knowledge. These include, but are not limited to:

- Enterprise day in Lent Term as part of National Careers Week.
- Work Briefs – the opportunity to take on a project set by an employer from a range of different professions.
- Employer and University talks and workshops.
- Tutorial and PSD activities around the topics of careers and future planning.

In addition to these activities, the school encourages all fourth formers to take part in some type of work placement by the start of the Summer Term, during one of the holiday periods. With recruitment processes changing, and increasing emphasis being placed on employability skills and appropriate experience, we are keen that pupils engage in the world of work at a sensible time to help increase industry knowledge and develop contacts in areas of interest. We request parental support in arranging these placements in the first instance, but can offer assistance where this is proving problematic.

Parents and pupils are encouraged to make appointments with the Futures Department if they have any queries about subject choices. Please email [futures@shrewsbury.org.uk](mailto:futures@shrewsbury.org.uk) so this can be arranged at a convenient time.