



BOOTHAM
BOOTHAM SCHOOL YORK

GCSE CURRICULUM

ENTRY
2012

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Please note that whilst the information contained in this prospectus was correct at the time of going to press, changes to either subjects on offer, or the subject course content, may change due to unforeseen circumstances.

COURSES OF STUDY

Our aim is to provide a challenging, rewarding and useful course which will prepare our pupils for A and AS-levels and Higher Education, for vocational and other courses and for the demands of the working world in the twenty-first century.

Our underlying principle is that a Bootham pupil at the age of sixteen should be confidently literate and numerate, should have a knowledge of the principles of scientific and humanitarian studies and of at least one modern foreign language, and should be aware of his or her skills in the creative disciplines.

We feel that the Bootham curriculum in Lower and Upper Senior (Years 10 and 11) will provide that broad programme of study which gives a pupil both understanding and flexibility of mind - qualities which will be in increasing demand in the years ahead and which provide the soundest basis for a full and stimulating education.

We place a great emphasis on meeting the needs of the individual. To help in this we intend that pupils shall have the freest possible choice of options, so that their academic programme can be closely tailored to their needs, interests and abilities. However, we must recognise that it may be impossible to achieve the programme that everyone would ideally like. We ask you to make your choices freely but also to accept that we may have to recommend an alteration in some programmes when the choices and their implications for the balance of the timetable are computed.

THE NATIONAL CURRICULUM

The National Curriculum for children from the age of five through to sixteen is divided into five Key Stages. Bootham covers Key Stage 3,4 and 5. At the end of a Key Stage most children in state schools are assessed. At Bootham we have decided not to participate in Key Stage 3 assessments, preferring our own school generated tests. Bootham's curriculum has for many years incorporated nearly all the developments which have been introduced in the National Curriculum. Independent schools are free from many of the restraints, however, and we ensure that we keep abreast of all the changes as they happen.

The National Curriculum requires that pupils should study all three sciences at Key Stage 4 (GCSE). Bootham agrees with the educational basis for this but would also like to reduce the impact in lesson time for some pupils. We therefore offer two alternatives. The first allows a student to take all three sciences as individual subjects obtaining a GCSE in each. This will enable seven other subjects (including English Language, English Literature, Maths and a Modern Language) to be taken. In the second, a student may take two GCSEs, Science and Additional Science with lessons in Biology, Chemistry and Physics, but only two grades at GCSE will be awarded, one in Science and the other in Additional Science: unlike the previous Dual Award course these will not necessarily be of the same grade. This will enable eight other subjects to be taken. It is hoped that where needed, the advice of science teachers will be sought on which is the best choice for each individual. Whilst the Science and Additional Science course can still provide entry for A-level it is *strongly* recommended that students wishing to pursue any of the sciences at A-level would be best served by following the three separate sciences, leaving the Science and Additional Science courses for those less inclined towards the sciences.

Whilst many students opt for the three single sciences there are two main reasons for choosing to study the two GCSEs of Science and Additional Science:

- ◆ for a very small minority of students this is the only way of fitting in an unusually wide range of subjects which they wish to study at GCSE.
- ◆ for some students this is an opportunity to minimise the amount of science they do when it is not their strongest area.

There are some caveats. Although it is possible to take A-level sciences having come from the Science and Additional Science, the pupil who does so will be at a disadvantage compared to those who have followed the three separate sciences. If an A-level in one of the sciences is a possible option in the future it is recommended that three separate sciences option is chosen. Pupils who wish to minimise the amount of science they study should be under no illusion that they are getting out of a difficult subject. Science will continue to be a significant part of their curriculum and the intellectual difficulty of Science and Additional Science is identical to that of the three separate sciences: there is just a reduction in the content.

THE WIDER CURRICULUM

PHYSICAL EDUCATION

Physical Education is a compulsory part of the timetable throughout the GCSE years. In Lower Senior (Year 10) all pupils have five periods per week and in Upper Senior three periods per week. During Lower Senior we hope to refine and consolidate the work covered in the foundation years and then give youngsters the opportunity to study activities in greater depth. Much of our work in Lower Senior is based on team games and we organise a full and varied fixture list in a wide variety of team games including: Basketball; Cricket; Football; Hockey; Netball; Rounders; Tennis - as well as Swimming, Athletics, and Cross Country. We also include a fitness element to the programme where pupils are tested on different aspects of their fitness and then work on improving them.

We hope that our pupils will empathise with and have an understanding of the spirit and the rules of the games we play.

In Upper Senior (Year 11) pupils choose from a list of options which include team games, badminton, swimming, climbing and going to a gym to do a supervised programme to improve fitness. In the first term it is hoped that those who already represent the school in a team game will continue to do so and then enter the options in the second and third terms, where they will be given priority, as some options have limited numbers. Whatever the choice, we expect all pupils will continue to show a determination to fulfil potential, an enthusiasm to work hard and a commitment to support their chosen activity. All our activities are well staffed and our teams competitive and highly motivated.

CAREERS

The careers programme is an on-going process from Upper Schoolroom in which we try to develop the life skills and research skills required for entry into the world of work. We seek to raise self awareness, identifying strengths, limitations, temperament and personal interests in relation to plans for the future. We also deal with decision making, problem solving, coping with anxieties, communication, assertion and presentation skills as well as study skills, revision and examination techniques.

In Upper Senior all pupils become members of ISCO (the Independent Schools Careers Organisation) and all take the Morrisby 'Futurewise' tests, which result in a personal profile detailing aptitudes and interests and possible career fields to consider. This report is individually discussed with a member of the ISCO team, with the interview notes added to their profile. There is a separate fee for this with membership until the age of 18, with an option of a top up fee until the age of 23. It is extremely useful for discussing A - level choices and University planning.

Students discuss work roles, paid and voluntary work, health and safety issues, gathering and handling information using written resources and computer programmes and writing a Curriculum Vitae. Students may also find paid or voluntary work or work shadowing with local companies.

THE WIDER CURRICULUMcontinued

PERSONAL, SOCIAL & HEALTH EDUCATION

P.S.H.E. takes place weekly involving about twenty students in each group. We hope to help our maturing students to make considered choices so that they can respond to the opportunities of today's society while avoiding some of the risks. We try to help them to become more insightful about themselves and their relationships with others and also to consider some of the issues with which society is likely to confront them. Our goal is a student who takes increasing responsibility for his or her own life and who makes informed and considered choices which will lead to personal happiness and fulfilment.

The course builds upon previous work in biology and health education and is led by our Health Centre. The pupils follow half a year of Health Education and half of Careers/Citizenship in Lower Senior, and Careers/Citizenship for the whole of Upper Senior. Some of the topics we explore include growth and maturation, growing up and the family, the development of autonomy, risk-taking (alcohol, drugs, tobacco), stress, sexual decision making and citizenship. The subject is non-examinable.

GENERAL RELIGIOUS EDUCATION

Pupils follow a course entitled "Thinking about God and Morality", which has the two sections "The Existence and Nature of God" and "Ways of Making Moral Decisions and other Morality issues". The topics covered include human rights, abortion, marriage, relationships, prejudice, poverty, war and peace.

The course is designed to 'encourage students to reflect upon the common human experiences that raise questions about the meaning and purpose of life and to develop their own reasoned responses to these questions'. The aims include studying the different religious responses to moral issues and to acquire knowledge and understanding of the approaches that different religions have to fundamental questions of life.

Students who choose the full GCSE Religious Studies option in Lower Senior do not need to take this course. Instead they have this timetabled lesson to do either prep in the Library or a study period in a classroom.

VOLUNTEERING

We are keen to extend volunteering opportunities to students within Lower and Upper Senior, and work closely with York Youth Community Action to support their city wide volunteering initiative targeting students between the ages of 14 and 16. Students from these years can opt to carry out voluntary work with the York Wildlife Trust and the Friends of St Nicholas Fields as an activity hour option. In addition to this, there are a number of school based initiatives available that could count as voluntary service such as helping to run an activity or supporting a charity.

THE GCSE OPTION SCHEME

Compulsory Subjects

P.E. P.S.H.E./Careers R.E. English Language and Literature Mathematics Modern Language ¹ . Science Humanity (either Classical Civilisation, Geography, History or Religious Studies)	These subjects are compulsory for all students.
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Optional Subjects

Art Classical Civilisation Design & Technology Drama French * German * Geography History Latin Music Physical Education Religious Studies Spanish *	Students choose 3 or 4 from these optional subjects. * All students, except those who opt for Curriculum Support, have to take one of French, German or Spanish as their compulsory modern language. They may take a second as an option. Students should be encouraged to take two humanities and at least one creative subject.
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ALTERNATIVE A

Science and Additional Science	2
English Language & Literature	2
Mathematics	1
Modern Language	1
Options (including at least one humanity)	4

ALTERNATIVE B

Three single sciences	3
English Language & Literature	2
Mathematics	1
Modern Language	1
Options (including at least one humanity)	3

This programme will lead to possible qualification in **ten** GCSEs.

¹ Some students will have Curriculum Support lessons in place of a MFL.

HOW TO CHOOSE

There are some important factors to consider. The pupils should ask themselves:-

- Which subjects do I enjoy?
- Which subjects am I interested in?
- Which subjects am I good at?
- What do I need to take for A-levels?
- What do I need for my career?
- Am I choosing a balanced programme?
- What is possible on the timetable?

Pupils are the best judges of some of the questions. Subject teachers will expect to be asked about GCSE prospects but they will not exert any pressure for a pupil to take a particular subject.

Form teachers, the Assistant Head (Curriculum Logistics) and the Head of Careers should be asked for advice concerning A-levels, career entry and constructing a balanced programme. Once started on their chosen GCSE subjects pupils are expected to complete the course through to the GCSE examination.

In general, to qualify for entry to Science A-level courses, cover is provided by the Science and Additional Science award or the three single sciences at GCSE. Arts A-levels require a range of GCSEs. If A-level subjects can be anticipated, it is wise to choose them at GCSE. A-level linguists may benefit from taking two GCSE languages but only reasonably strong linguists should consider taking more than one.

Over the two years at GCSE interests can change. It is especially important not to choose a subject simply because of the teacher. Staffing will not be known until after the options are chosen. Forms will be provided with this document which explain exactly how option choices should be made.

DECISION TIMETABLE

The timetable for making decisions concerning GCSE options involves meetings, discussions and interviews from January.

- **Monday 16 Jan:** Designated week for all subjects to discuss what is involved at GCSE.
- **Friday 27 Jan:** Meeting with Upper Schoolroom: GCSE prospectus and options system explained.
- Further information sent home at half term.
- Parents' Evening: Discussion of option choices. **Thursday 23 February.**
- Option forms returned by **Monday 27 February.**
- Choices put into option groups.
- (It may be possible to make a later change. But this depends on option group structure and size of classes.)

CORE SUBJECTS

ENGLISH LANGUAGE / ENGLISH LITERATURE

Bootham follows the AQA Specifications. Students can be entered for Foundation or Higher Tier in each subject depending on their potential performance.

Their final marks will be achieved through a combination of controlled assessment and examination.

GCSE English Language allows students to demonstrate their ability to use English in real life contexts and uses an investigative and analytical approach to language topics drawing on personal experience.

Students study three units:

- Unit 1: Understanding and Producing Non-fiction Texts (examined unit)
- Unit 2: Speaking and Listening (controlled assessment)
- Unit 3: Understanding Spoken and Written Texts and Writing Creatively (controlled assessment)

GCSE English Literature requires students to explore texts from a personal perspective and offers an experience of modern literature, global literature and the literary heritage.

Students will study a variety of texts which will include:

- A Shakespeare play
- Modern prose or drama
- Prose from the English Literary Heritage
- Poetry from the new Anthology comprising four thematic clusters:
Characters and voices, Place, Conflict, Relationships

Students study three units:

- Unit 1: Exploring Modern Texts (examined unit)
- Unit 2: Poetry Across Time (examined unit)
- Unit 3: The Significance of Shakespeare and the English Literary Heritage (controlled assessment)

Mathematics is part of the core curriculum and is therefore studied by every pupil until the end of Upper Senior (Year 11). The maths GCSE gives every student the opportunity to experience maths as both a tool and as a stimulating and worthwhile discipline in it's own right

At Bootham we use AQA's syllabus which divides the subject into three areas. Throughout each module, problem solving is used including selecting the appropriate mathematical technique and applying it to real life problems.

TIERS OF ENTRY

Each module is available at Higher (A* to D) and Foundation (C to G). We envisage entering the majority of pupils for the Higher Tier but there is scope to sit some topics at Foundation level if this would allow the pupil to feel more confident about securing his or her grade. The final decision will be made by their class teacher after discussion with the pupils.

EXAMINATION

The exams are broken down either by topic or into calculator and non-calculator. In Upper Senior, their maths teacher will decide on the best approach for the students. There is no controlled assessment in GCSE Maths.

As well as the standard GCSE course, our top set also study additional maths that prepares them for A level. This will allow our pupils to confidently access the further maths course at A level and allows a deeper understanding of the higher concepts in GCSE.

FRENCH, GERMAN AND SPANISH

French, German and Spanish are taught at Bootham. All pupils **must** choose at least one of these at GCSE; some pupils will wish to take two. If pupils are uncertain, they should discuss their choice with their language teachers and the Head of Modern Languages.

Each language will only run if there is a viable class size, so please be aware of this. A second choice might then need to be made. Pupils have a weekly supplementary oral session with the French “Assistante” and/or the German “Assistent/Assistentin” and/or the Spanish “Lectora” in the final GCSE year.

The four Language skills are weighted differently:

- Unit 1** Listening 20%
- Unit 2** Reading 20%
- Unit 3** Speaking 30%
- Unit 4** Writing 30%

The specification requires the study of contexts and purposes:

Lifestyle	Leisure	Home and Environment	Work and Education
Health Relationships and choices	Free time and the media Holidays	Home and local area Environment	School/College and future plans Current and future jobs

EXAMINATIONS

The four skills are examined separately. Candidates can be entered for higher or foundation tier in listening and reading. With speaking and writing, the differentiation is by outcome. The speaking and writing elements are to be produced under controlled conditions in school, with the speaking marked by the teacher and externally moderated and the writing externally marked. The listening and reading papers are taken under examination conditions and marked externally.

Able students can expect to be extended beyond GCSE requirements to prepare them for further language study. In recent years Modern Languages have been combined successfully with a variety of subjects at A-level.

LANGUAGE LEARNING

A foreign language is perceived as being needed for a few specific careers such as teaching, translating and interpreting. However, the developing relationship between Britain and the other European countries is making the acquisition of a European language both essential and desirable. The advantages of having one or more foreign languages, even if your chosen career lies in commerce, industry, technology or science, should not be underrated.

A growth area is the combination of a Modern Language with Business Studies and it can also form part of courses in Law, Computer Science and Accountancy at university, often with the option of studying abroad for a year. Scholars who do not proceed to university find Modern Languages helpful in banking, retailing and the hotel trade, to give but three examples. Students wishing to become interpreters, translators or to join the Diplomatic Service could take a European language combined with Arabic, Chinese, Japanese or Russian.

Since science is a key part of the culture and economy of our society all students are required to study it but are given a choice between TRIPLE SCIENCE and DOUBLE SCIENCE.

The following table summarises the specifications followed for those opting for TRIPLE SCIENCE

	Triple Science	
BIOLOGY IGCSE (EDEXCEL)	4 periods / week	taught separately
CHEMISTRY GCSE (AQA)	4 periods / week	
PHYSICS IGCSE (EDEXCEL)	4 periods / week	
Qualifications	3 GCSEs in each of: Biology Chemistry Physics	
Examined Components	Biology 2 papers Chemistry 3 papers Physics 2 papers	
ISA (Investigative Skills Assignment) completed in class time under	1 ISA in Chemistry Worth 25% of the Chemistry GCSE	
Content	Core material in Biology, Chemistry & Physics	
	Additional Units in Biology, Chemistry and Physics	
Target audience	All students, especially those intending to study a science at A-level* or whose strengths or interests lie in the sciences	

*We recommend that students intending to take any science at A level follow the three separate sciences option of **Biology**, **Chemistry** and **Physics** for a more thorough preparation.

It is important to realise that progression to A level science from the two GCSEs of **Science** and **Additional Science** is feasible but will not provide as thorough a grounding.

The following table summarises the specifications followed for those opting for DOUBLE SCIENCE.

	Science and Additional Science	
BIOLOGY GCSE (AQA)	3 periods / week	taught separately
CHEMISTRY GCSE (AQA)	3 periods / week	
PHYSICS GCSE (AQA)	3 periods / week	
Qualifications	2 GCSEs: one in Science and one in Additional Science	
Examined Components	Biology 2 papers Chemistry 2 papers Physics 2 papers Each paper is worth 25% of the GCSE	
ISA (Investigative Skills Assignment) completed in class time under	2 ISA's selected from the 3 sciences Worth 25% of each GCSE	
Content	Core material in Biology, Chemistry & Physics	
Target audience	Students not currently intending to study science beyond GCSE and whose strengths or interests lie in other areas	

It is important to realise that progression to A level science from the two GCSEs of **Science** and **Additional Science** described in the table above is feasible, though we would strongly recommend that students intending to take any science at A level follow the three separate sciences option of **Biology**, **Chemistry** and **Physics** for a more thorough preparation.

OPTION SUBJECTS

ART AND DESIGN

EDEXCEL

[60% Controlled Assessment]
[40% Externally Set Assignment]

The aim of the course is to encourage creativity, expand awareness of visual art and develop a language which deals with inner thoughts, feelings and the environment around us.

The students will work on three projects over the first four terms, one of which will be expanded and developed to form the Controlled Assessment element of the GCSE submission. Each project will be partially led by the teachers exploring different techniques and media as well as looking at the evolution of contemporary ideas in art.

Projects in the Lower Senior year will concentrate on enabling an understanding of the range of media available and the basic techniques needed to use them.

The Upper Senior project will be initiated largely by the student's personal ideas and observations and executed in whichever medium they have come to favour: painting, drawing, print-making, digital imagery, film, animation and photography are amongst the wide range of forms available.

The Externally Set Assignment occurs at the end of the course. Pupils have eight weeks to research and prepare their ideas via a range of experiments in response to a theme given by the exam board. They then have ten hours of supervised time to produce a final outcome to the project.

Whilst we feel the course is a perfect preparation for A-level, we also hope that we are encouraging creative, artistic thinking and communication for those who may go on to follow quite different subjects post 16.

As the name suggests, this course involves study of the Classical Civilisations of Greece and Rome, which form the common basis of our modern European culture.

A good selection of topics is available to us, from which candidates must take four, one of which is completed as controlled assessment to replace the previous coursework option. Each topic counts for 25%. The skills needed are similar to those used in English and History, as pupils will be reading ancient sources in English and also studying photographs and other visual material. A liking for the past and an imagination are a help.

EXAMINATION

The examinations involve comprehension and comment on ancient material, most of which the pupils have studied carefully in detail.

In addition to the controlled assessment topic, pupils will be studying three further topics, and candidates will have to answer context and guided essay questions in three separate one hour examinations.

The three topics we will be studying are as follows:

Unit 1 Greece and Rome: Stories and Histories

We will be reading some of the stories from Homer's *Odyssey*.

Unit 2 Greece and Rome: Drama and Life

For this we will be learning about a topic on social Life in Rome in the first century AD.

Unit 3 Greece and Rome: Conflict and Carnage

We shall be looking at the town and way of life in Pompeii before the eruption of Vesuvius in AD79.

CONTROLLED ASSESSMENT

This will consist of a topic to be studied and researched in lesson and homework time for a few weeks. The assessment will be the writing of an extended essay to answer a question specified by the examination board. The essay will be written in school time under examination conditions but candidates will be allowed to use some of their research notes for this. Topics for the controlled assessment might be Archaeology of Roman Britain, Nero, selections from Ovid's *Metamorphosis* or Homer's *Iliad*.

Some of the work has already been seen by pupils in Upper Schoolroom (Year 9) and employs techniques and themes used earlier in Classics and Latin. However, it is quite possible for a pupil to start this course with no previous knowledge of the subject. The only change in style for GCSE is that there is thorough practice in examination technique, with use of questions of a similar style.

Although this subject is not required for any other careers or unrelated courses, it does provide extra practice in English skills using interesting material and contributes to an understanding of our cultural background. We have a long-standing and successful A-level in this subject. The literary topics are helpful for students of modern literature, while others provide some introduction to Ancient History, Archaeology and Anthropology. Classical Civilisation has recently been a marked growth area at A-level in this country and classical subjects retain high status with employers. Graduates in Classical subjects are some of the most readily employable in the arts - beating a surprising number of science specialists.

[60% Controlled Assessment; 40% Written paper]

Design and Technology is a multifaceted subject and covers a wide, if not inexhaustible, variety of disciplines. It is an exciting field of study which has a great deal to offer students as manufacturers, consumers and citizens.

This course involves designing and making, using wood, metal and plastics. Other materials are not excluded and are dependent on the solution to the set problem.

This course aims to:

- encourage students to consider the effects and implications of technological activity
- give students the opportunity to apply skills from other subjects such as Art, ICT, Mathematics and Science
- give students opportunities to develop practical abilities, and confidence to design, make and modify quality products
- encourage students' critical and aesthetic abilities, enabling them to evaluate design and technology activities

CONTROLLED ASSESSMENT

During Lower Senior students will be involved in a minor project which will develop their designing and making skills. Students will also look at topics such as health and safety, market research, product analysis, mechanisms, ergonomics, quality assurance, new materials and methods of production.

In Upper Senior students will undertake a major design and make project which usually involves about 45 hours of supervised time. They will design and make a usable product from a task set by the Examination Board. This project will be assessed by the subject tutor and the Examination Board. The finished artefact will be accompanied by a design folio.

Students must be prepared to develop their skills in **Computer Aided design** to reach the higher grades.

EXAMINATION

The examination will consist of one written paper (2 hours). Students will be tested on their knowledge and understanding of design and making along with the three main materials, wood, metal and plastics.

Students should have some previous experience of this subject before embarking on the GCSE course.

THE COURSE

This course is designed to inform, instruct and encourage students in the use of drama as a medium for communication and artistic expression. It is also aimed at developing in students both the ability to appreciate drama and to talk and write intelligently about their appreciation.

The emphasis in Drama is on practical work (used as a process in the exploration of themes, issues and ideas found in both the students' own work and in the work of dramatists). Students develop a range of performance skills and insights (including ensemble and solo acting, improvisation, working from script and masked acting); they are also introduced to writing for performance and a range of playwrights and productions. All students are introduced to the technical aspects of production (sound, lighting, costume, make up and set design); for those with the aptitude and interest, there is the opportunity to develop their technical and production skills and to offer these for assessment. There is an on-going and significant written element in the form of diaries, working notebooks and written exercises relating to the practical work done in class and any live theatre performances seen.

Drama as a subject is intended not only for aspiring actors, directors and designers but for anyone interested in theatre and performance who has imagination, intelligence and a sense of humour. The subject demands self-discipline, as it involves working independently of others and working as part of a team – students should be prepared for anything.

Students are required to take advantage of the opportunities provided by the department to see theatrical productions and these visits form the basis of discussion, written evaluations and exercises. Experiencing live theatre is also important for its capacity to influence and shape the students' own work.

The course (AQA) consists of two Units:

Unit 1 Written Paper

This is a 1 hour 30 minute paper and makes up 40% of the marks. It is taken in the summer term at the end of the course.

The written paper comprises three sections – candidates must answer Question 1 from Section A and choose one further question from either Section B or C.

Section A – Practical work completed during the course.

Section B – Study and performance of a scripted play.

Section C – Study of a live theatre production seen.

The exam is externally set and marked.

Unit 2 Practical Work

The practical element of the course is carried out under controlled conditions and makes up 60% of the marks.

Candidates have to present practical work for two of the following options (each worth up to 30% of the total marks available):

Acting	Make-up	Set Design
Costume	Masks	Sound
Devised theatre	Physical Theatre	Stage Management
Improvisation	Props	Theatre in Education
Lighting	Puppets	

This unit is internally assessed and externally moderated.

[25% Controlled Assessment]

The study of geography promotes better understanding of not only how the earth has evolved, but also the way in which people interact with their environment so that you will develop more fully "a sense of place". It helps you form a view of the world, and gives you the information to understand what is happening in other countries around the globe.

Geography also gives insights into other ways of life. As people effect change on their surroundings - through pollution caused by over-use of the car, for example - geography can foster an awareness of and respect for the environment. Also the course has a moral element, as it promotes a better understanding of how social injustice occurs and the policies needed to improve matters.

Geography requires an even balance between literacy and numeracy and should also make the connections which help you to better understand other subjects. Information Communication Technology (ICT), map work and field-work are all needed to carry out your controlled assessments. All these skills are transferable and will serve you well in the world of employment way beyond your school life at Bootham.

The Geography specification outlined below relates to Geography B (GCSE 4035 – AQA)

Unit 1: **Managing places in the 21st Century**, with a focus on The Coastal Environment.
Assessed by a 1 hour examination worth 25% of the total GCSE

Unit 2: **Hostile world**, looking at tectonic hazards, tropical storms and wild fires.
Assessed by a 1 hour examination worth 25% of the total GCSE

Unit 3: **Investigating the shrinking world**, focusing on the global tourism industry.
Assessed by a 1 hour examination worth 25% of the total GCSE

Unit 4: **Local investigation including fieldwork and the Geographical Issue investigation**
These will be assessed by controlled assessments which together will be worth the final 25% of the total GCSE

Unit 4 will allow us the opportunity of a fieldwork trip which will be undertaken either in the Lake District at the Blencathra Field Studies Centre, or another suitable location in the north of England, during the summer term of Lower Senior.

RELEVANCE FOR YOUR FUTURE

Interests of those following Geography courses remain many and varied. Recent career paths of Bootham Old Scholars with a geographical training include:

Key roles in charities like Oxfam	Careers in IT/Business Analysts
Journalism	Agriculture
Travel Writing/Reportage/Photography	Tourism/Financial Services
Estate Agency/Surveying/Housing and Planning	Management Consultancy

History is both an enjoyable and exciting option for GCSE. Students will develop critical skills which are recognised and valued in the world of work; these include analysing different types of sources, distinguishing between fact and opinion, debating and developing coherent arguments based on evidence. History is interesting in its own right but it also allows pupils to develop a more balanced sense of their place in the wider world. Studying different cultures and individuals encourages pupils to think critically, to be more tolerant and thoughtful. An ability to write fluent English is a definite asset; however, anyone with an interest in History should find the course fulfilling and rewarding.

CONTENTS OF THE COURSE

International Relations, 1929 – 1969: The course of the twentieth century was shaped by the Second World War, the Cold War and attempts to avoid conflict. Students will look at the key issues which influenced international relations. Why did the actions of Hitler and Mussolini lead to war in 1939? Why did relations break down between the wartime allies and lead to a Cold War that was to last fifty years? Events such as the Berlin Blockade and the Cuban Missiles Crisis give students an insight into why the world feared a Third World War.

Russia, 1917 - 1939: In 1917 tsarist Russia was engulfed in revolution and the ruling Romanov family was replaced by a committed group of revolutionaries who then set out to transform Russia into a communist utopia. This course looks at how and why Tsarist Russia collapsed, the nature of the Bolshevik takeover and how Stalin transformed the country through his rule of terror, following his Machiavellian rise to power.

War and the transformation of British society, c.1903 – 1928: Students look at the key issues which transformed Britain at the start of the twentieth century. Why did women gain the vote and why was this such a heated issue? How and why did the Liberal government begin to create the Britain we know today? What part did Britain play in World War 1 and what impact did this have on Britain? Why was the period following the war such a turbulent era in British History?

Controlled Assessment - Vietnam, 1960 – 1975: This course provides students with an opportunity to explore one of the most notorious episodes of the Cold War. They will look at why the USA became involved in Vietnam, the nature of the conflict and its impact on both Vietnam and the USA. The conflict in Vietnam has long haunted the USA and this course will help shape students' understanding of the world we live in. Students produce a piece of work on how this era has been represented in History.

ASSESSMENT

Unit 1: Outline Study (25%) : International Relations

Unit 2: Depth Study (25%) : Russia

Unit 3: Source Enquiry (25%): War and the transformation of British society

Controlled Assessment: Representations of History (25%): Vietnam

We continue with Latin course books until Book 3, so that pupils will have covered all the essential grammar and all vocabulary by then. There are four components to the course each with equal weight.

Latin Language 1 (Mythology and domestic life)

This unit tests understanding of unseen Latin: the passages will recount a story or stories drawn from mythology or Roman domestic life. Higher Tier candidates translate a short extract of approx. 45–55 Latin words into English.

Latin Language 2 (History)

This unit tests understanding of unseen Latin: the passages will recount a story or stories drawn from history. Higher Tier candidates translate a passage of approx. 80–90 Latin words into English.

Sources for Latin:

This unit will introduce candidates to primary source material as evidence for aspects of Roman life. The emphasis of this unit is on the skills required in analysing, evaluating and responding to primary sources: questions will be set on **both** the core prescribed items of primary source material listed below **and** other items of primary source material with related subject matter. Topics include, Roman sport and entertainment, women, occupations and housing.

Latin Verse Literature:

This unit tests understanding and appreciation of a prepared set text of approximately 135 lines. Students will study a section of the epic Aeneid by Vergil.

There is a defined vocabulary list for the language papers which students will receive in Lower Senior (Year 10). This is currently 450 words and very manageable. Any words on the paper not on this list will be glossed on the paper.

We study the set texts thoroughly and make sure students have accurate translations. They are then examined using passages from each selection, with comprehension questions and a small amount of translation. Knowledge of the style of the language will also be tested.

Classical subjects in general and Latin in particular still have a high status with employers. Latin may serve as a language qualification for entry into university courses and is especially welcomed for English, History, Law and Anatomy. GCSE entries for Latin remain at a significant level in independent schools. Classics courses at university are increasingly concerned with civilisation and most recent Ministry figures available show that Classics graduates are readily employable arts graduates. The skills developed are complex, but Latin is widely held to promote logical thought and a high level of language and social understanding. A government document refers to classicists as "clever and open-minded".

[80% Controlled Assessment]

The course comprises four sections:

1. LISTENING AND APPRAISING (20%) : a one hour exam in May of Upper Senior.

Awareness of different musical styles - classical, pop, jazz, folk, techniques of composition, recognition of instruments, composers and genres.

2. COMPOSING AND APPRAISING MUSIC (20%)

The composition will be submitted in the form of a score and it must be accompanied by a recorded realisation of the piece. An evaluation of its success is done in the form of a two hour controlled assessment.

3. PERFORMANCE (40%): assessed internally and then moderated in May in the year of the exam.

(a) Instrumental or vocal solo and

(b) Performing in an ensemble

Solo playing is mostly developed in pupils' individual instrumental lessons. Ensemble playing is fostered by membership of a band, orchestra or group.

4. COMPOSING MUSIC (20%) : assessed internally and then moderated in May in the year of the exam.

All candidates will submit one composition. This represents the coursework component, the necessary skills for which are developed during class time. The work is done as a controlled assessment in twenty five hours. The student must submit a score and a recording of their composition.

Music is suitable for someone with practical ability as an instrumentalist or singer. As a creative subject it helps to achieve balance in the curriculum. Students are required to be at Grade 3 Theory and Practical standard to be able to cope with the demands of the course. It is preferable, but not essential to have done GCSE in order to take Music at A-level.

(60% Controlled Assessment)

Are you passionate about sport?

Do you want to lead a healthy and active lifestyle by choosing a variety of roles?

Do you want to improve your own performance?

Well this could be the subject for you! This dynamic course combines theory and practical P.E. and its aims are to encourage pupils to develop and apply their knowledge of physical education through taking part in selected practical activities. Factors that affect participation and performance will also be investigated as well as understanding the rules and conventions in selected activities. Pupils will choose to participate in the following ways: player/performer; organiser, leader /coach, choreographer or official.

The Written Paper

Knowledge and Understanding for the Active Participant

80 marks – 40% - 1 hour 30 minutes

This aspect of the course encourages students to make informed choices about getting involved in healthy physical activities that meet their needs, and develop knowledge and understanding of the roles that an active participant can adopt and what constitutes effective performance in these different roles.

Topics covered include:

- Individual needs according to factors such as age, disability, gender, physique etc.
- The demands of performance such tension, stress, motivation, injury, rules and codes of conduct.
- The difference between aerobic and anaerobic exercise, the function and role of the blood and the recovery process from vigorous exercise.
- How leisure and recreation contribute to a balanced healthy lifestyle and as a non-competitive alternative option leading to lifetime sport.
- The concepts of health and fitness.
- The training principles
- The importance of diet for the performer.
- How school, society, social groupings, leisure time and availability of facilities are all important in promoting physical education and how these factors interrelate to health and Fitness.
- International factors such as the role of the media, sponsorship and the Olympics

The Controlled Assessment

The Active Participant

90 marks – 60%

Students choose four assessments. In at least two of these, the candidate must be a player or performer, and the assessment must include activities from at least two groups (known as “ways of thinking”). Students will be expected to develop their skills in the physical activity, be creative and make decisions, and evaluate performance in one of their activities.

Why Choose GCSE P.E?

This is an exhilarating course aimed at pupils with a high interest in sport as a participant and observer. The course is useful to those hoping to pursue a career in the ever expanding sports leisure industry, as a coach or as a participant at any level.

[No controlled assessment]

If you like putting forward your opinions on religious topics, questioning the meaning of life and responding to moral issues – both personal and social – then by choosing religious studies you can do this.

AIMS INCLUDE:

- The development of pupils' knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, practices, ways of life and forms of expressing meaning.
- The expression of pupils' personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

COURSE OUTLINE:**UNITS ONE AND TWO:** Religious Philosophy

Religious and Spiritual Experience
The End of Life
Good and Evil
Religion and Science

UNITS THREE AND FOUR: Applied Ethics

Religion and Medical Ethics
Religion, Poverty and Wealth
Religion and Equality
Religion, Peace and Justice.

ASSESSMENT

Two of these units will be examined at the end of the Lower Senior year in two examinations of one hour each. This counts for 50% of the GCSE.

The other two units will be examined at the end of the Upper Senior year in two further examinations of one hour each. This will count for the other 50% of a full GCSE qualification in RS.

All GCSE pupils are also timetabled for an extra period of general RE which they may use for private study.