



GCSE Studies

2024 ~ 2026



DEAN CLOSE
SCHOOL
CHELTENHAM

GCSE Studies

GCSE CHOICES AVAILABLE FOR STUDY

Art & Design
Biology
Business
Chemistry
Computer Science
Classical Civilisation
Drama
English
Food Preparation and Nutrition
French
Geography
Gratin
History
Latin
Mathematics
Music
Physical Education
Physics
Product Design Technology
Theology, Philosophy & Ethics
Science
Spanish





Foreword from the Headmaster

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Next September will see you embark upon the next stage of your academic career and, for the first time, you will be left with grades that stick. We understand the importance of making the best decisions as well as the need to make the transition to GCSE courses as smooth as possible.

The programme that we have put together seeks to provide a range of choices that are right for you.

Over the years I have had many conversations with pupils and parents about combinations of subjects and I suggest that the following questions are useful when making that final decision:

1. **Have I closed any future career or university pathways with this combination?**
2. **Is it a balanced portfolio of subjects?**
3. **Are these choices my own?**
4. **Do I enjoy thinking about these subjects?**

I urge you to make use of the experts available as you make these choices. Heads of Department, subject teachers, Housemasters and Housemistresses, tutors, Directors of Studies and Sixth Formers are all very happy to share their knowledge with you. Ultimately it is down to you to make the choice and commit to making it work, but having early conversations will not only give you confidence in the decision that you make, but enable you to gain from the experiences of those who have gone through this before.

The next two years will see you grow both in character and intellect and I look forward to watching you respond to all the successes and challenges that you will enjoy along the way.

Mr Salisbury





Choosing your GCSEs

We ask pupils to start considering their GCSE options in the Lent term of the Year 9 (Fourth Form), with the process completed usually early in the Trinity term. Most pupils will study nine subjects, leading to ten GCSEs.

The core curriculum studied by nearly all pupils is:

- **English** (leading to two GCSEs, in Literature & Language)
- **Mathematics**
- **PSHE** (not assessed)
- **A modern language** (French or Spanish) or **English language Training**
- **Double Science*** (studying all three sciences leading to two GCSEs)

*Typically about 40% of pupils choose to do Triple Science, leading to three GCSEs. This is one of their four options.

Pupils choose four more subjects, plus a reserve choice, from the following:

- **Art**
- **Business**
- **Classical Civilisation**
- **Computer Science**
- **Design Technology**
- **Drama**
- **Food Preparation and Nutrition**
- **Geography**
- **Gratin****
- **History**
- **Latin****
- **Music**
- **Physical Education**
- **Religious Studies**
- **Triple Science**
- **Two Modern Languages (French and Spanish)**

**these choices are only available to those who have studied them in Year 9.



Tutors spend time in the Lent term tutorials helping pupils with their choices.

The deadline for choices is the Monday after the Lent half term holiday. It can happen that a particular combination of subjects proves not possible, which is why we ask pupils to give a reserve choice, which they must be prepared to study.

Alastair George & Mrs Rhona Donaldson
Directors of Studies



Art & Design

Why study Art

The two year course provides pupils with a wide range of “creative, exciting and stimulating opportunities to explore their interests in art and design in ways that are personally relevant and truly developmental in nature”. The Fine Art orientated approach presents broad opportunities to acquire knowledge and skills through practice in two and three-dimensional media including drawing, painting, printmaking, digital photography, ceramics and sculpture.

Exam Board: AQA

GCSE Art & Design (Fine Art)

Component 1:
Portfolio of Work (60%)

Component 2:
Externally Set Task (40%)

WHAT'S IT LIKE?

Remove (Year 10)

Pupils will experience a variety of activities and tasks throughout the year which will introduce them to a wide range of Fine Art orientated approaches, techniques and disciplines within Art & Design. The

emphasis is on learning through experience and experimentation and should encourage independent thinking as well as developing skills and confidence. Pupils can select the best work produced throughout this year to be submitted as part of their final assessment portfolio for Component 1.

Fifth Form (Year 11)

In the second year increasing autonomy is given, encouraging more personal and individual responses to a set theme. The main portfolio project for Unit 1 is undertaken during the Michaelmas Term. Unit 2 is undertaken in its entirety during the Lent Term.

Throughout the course the use of work journals (sketchbooks) is essential and these become the key record of visual research; observation; experimentation; the documentation and development of ideas; critical appraisal and contextual study. The work journals encourage personal involvement from the pupils helping to promote a sense of ownership.

The course concludes at the end of the second week of the Trinity Term when all the work is internally assessed and externally moderated.

ASSESSMENT

(AQA GCSE Art & Design Specification)

Component 1: Portfolio

“Candidates should submit a selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study and evidences coverage of all of the assessment objectives. This should include more than one extended collection of work that demonstrates an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/cultural sources”.

Component 2: Externally Set Task

“Candidates are required to elicit a personal response from one starting point or project brief from the exam paper. They are expected to develop their own work informed by their preparatory studies and evidence coverage of all the assessment objectives”.

The allocated preparatory period (usually 7 weeks) is followed by “a 10 hour period of sustained, focused study in which candidates are expected to develop their own unaided work informed by their preparatory studies”.

Ella Davidson, Head of Art



Business

The Edexcel Business GCSE course is an engaging and inspiring qualification, which reflects the demands of a truly modern and evolving business environment. The aim is to enable pupils to develop as commercially minded and enterprising individuals and help them succeed in their

chosen pathway. The course begins with an exploration of how and why businesses start, moving through to issues businesses face and decisions they make as they grow.

Teaching is almost entirely conducted through real life examples and case studies.

Business GCSE Course Content

Theme 1 Investigating a Small Business

1. Enterprise and entrepreneurship
2. Spotting a business opportunity
3. Putting a business idea into practice
4. Making the business effective
5. Understanding the external influences on business

Theme 2 Building a Business

1. Growing the business
2. Making marketing decisions
3. Making operational decisions
4. Making financial decisions
5. Making human resource decisions

Examination

There are two final examinations, with each half of the course examined in a separate paper, lasting 1 hour and 30 minutes each. The questions will be a mix of some introductory multiple choice questions, followed by calculations then short and extended response questions. Written answers and calculations will be based on two case studies given in the paper. There is no coursework.

Jonathan Hardaker
Head of Business





understanding of Classical Greek vocabulary, accidence and syntax is examined. This component is worth 50% of the total GCSE. OCR produces a defined vocabulary list for this examination.

Papers 2 and 3 are set text papers in which candidates are expected to answer questions on prescribed literary works, one verse, one prose. Candidates are expected to be able to answer questions on the content of the texts that they have studied as well as to be able to analyse, and evaluate prescribed sections of the works that they are reading. Each literature component is worth 25% of the total GCSE. Authors studied at GCSE include Herodotus, Plutarch, Lucian, Plato, Homer and Euripides.

One of the Literature papers can be substituted for a Greek Civilisation and Culture paper in which candidates answer questions in English on aspects of the culture and social practices and values of the Ancient Greeks. Two of the following three topics are covered on rotation: **Athenian Society, the Olympic Games and Women in Ancient Greece.**

(3) Classical Civilisation GCSE

A two-year course with the OCR syllabus (J199) leads to an examination of some of the major cultural features of the Graeco-Roman world. Through the study and evaluation of primary source material, the legacies of 5th Century Athens and Imperial Rome are assessed. There are two written examination papers, both of which are worth 50% of the total GCSE. Paper 1 enables candidates to compare and contrast the cultures of Ancient Greece and Rome through a study of **Myth and Religion**. Paper 2 allows candidates to concentrate solely on Greek or Roman material. Options include **the Homeric World, Roman City Life or War and Warfare**.

There is no controlled assessment in this specification and OCR provides a list of prescribed **visual material** and literary culture for each of the components

Assessment: Latin, Classical Greek and Classical Civilisation GCSE qualifications are graded on the scale of 9-1. Learners who fail to reach the minimum standard of 1 will be unclassified (U).

Francesca Stewart, Head of Classics

Latin and Classical Greek

Pupils have the option to study **either** Latin as a single subject or to study both Latin and Classical Greek as discrete subjects but within an accelerated course, that is to say, on a reduced timetable (Gratin). Latin and Greek are no longer just the study of language as an end in itself. New courses abound in which continuous stories or interesting passages that focus on the history of classical Greece and Rome form entertaining and instructive narratives. Whilst learning the language, pupils are introduced to various aspects of Roman/Greek civilisation. Naturally the skills of fluent reading and accurate translation are a major part of the GCSE as is an appreciation of literary style and historical background.

(1) Latin GCSE

Candidates for the OCR syllabus (J282) in Latin are required to sit three papers:-

Paper 1 is a compulsory language paper which takes the form of unseen translation and comprehension. In this way understanding of Latin vocabulary, accidence and syntax is examined. This component is worth 50% of the total GCSE. OCR produces a defined vocabulary list for this examination.

Traditionally Papers 2 and 3 are set text papers in which candidates are expected to answer questions on prescribed literary works, one verse, one prose. Candidates are expected to be able to answer questions on the content of the texts that they have studied as well as to be able to analyse and evaluate prescribed sections of the works that they are reading. Each literature component is worth 25% of the total GCSE. Authors studied at GCSE include Pliny the Younger, Livy, Caesar, Tacitus, Virgil, Ovid and Horace.

One of the Literature papers can be substituted for a Roman Civilisation and Culture paper in which candidates answer questions in English on aspects of the culture and social practices and values of the Romans. Two of the following three topics are covered on rotation: **Roman Myths and Beliefs, the Romans in Britain and Roman Entertainment**.

(2) Classical Greek GCSE

Candidates for the OCR syllabus (J292) in **Classical Greek** are required to sit three papers:-

Paper 1 is a compulsory language paper which takes the form of unseen translation and comprehension. In this way



Computer Science

Why study Computing at GCSE?

The Cambridge CIE in Computer Science is a fascinating but challenging introduction to the world of Computer Science. The syllabus provides pupils with an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. The course will help pupils learn about critical thinking, analysis and problem solving, which can be transferred to other subjects and even applied in day-to-day life. A CIE qualification in Computing enables pupils to proceed to further qualifications including A level Computer Science and future careers in Science, Technology, Engineering or Mathematics.

What's it like?

This course is suitable for pupils who are interested in learning how computers work, as well as for those interested in programming and creating applications rather than just using them. During the course they will gain experience of using a variety of different platforms including Raspberry pi, desktop and mobile devices. Pupils will have the opportunity to create their own programs, mobile apps and control real world systems. Computing is a practical subject and pupils are expected to complete a substantial amount of both



practical and theory work outside the classroom.

A blend of traditional textbooks as well as access to online resources will be provided to support studies. Pupils will be based in computer suites which are especially equipped to facilitate the delivery of the course. Pupils will be able to access their files using Dean Close School networked PCs and remote access via the Internet is also available. A selection of microcontrollers and associated kits will be made available for possible use in GCSE projects or co-curricular activities.

Assessment

The Cambridge CIE Computer Science specification is formally assessed by means of public examination. The specification content is split between two papers.

Exam Board:
CIE Computer Science 0984
2 units

Computer Systems Theory
(50%) 1 hour 45 minutes

Algorithms, Programming and Logic (50%) 1 hour 45 minutes

Paper 1: Computer Systems

In this written exam you can expect a range of questions covering theory topics such as, types and functions of hardware & software, how computers represent and process data, networking as well as automated and emerging technologies.

Paper 2: Algorithms, Programming and Logic

In this written exam you can expect a range of questions covering applied topics such as Databases, Boolean logic, algorithm design, problem-solving and programming.

Darren Fitzgerald, Head of Computer Science



Drama

The IGCSE Drama course (Cambridge) is designed to introduce and develop a wide range of dramatic skills, an understanding of theatre and genres and acting techniques and subsequently to explore and test dramatic skills through textual analysis, workshop and performance. The grander ambition is that candidates will enhance self-confidence, imagination, teamwork and life-skills in a wider forum as pupils go into higher education, the workplace and the world - and to foster a life-long love of theatre.

The course will involve seeing live productions, and we aim to offer as wide a variety of theatrical experience as we can by seeing internal productions at School, along with visits to professional theatre: for example, the RSC, the National Theatre, and excellent local theatres in Cheltenham, Bath, Malvern, depending on repertoire and availability. We are able to make increasing use of live streaming of RSC and NT productions at the school's Bacon Theatre.

The examination specifically encourages:

- developing their performance skills, both individually and in groups
- understanding the role of actor, director and designer in creating a piece of theatre

- considering ways in which ideas and feelings can be communicated to an audience
- discovering the performance possibilities of plays and other dramatic stimuli
- devising dramatic material of their own.

Component 1 (40%) Written paper: 2 hours 30 minutes

The questions on the paper will require candidates to have engaged with pre-released material from the perspective of actor, director and designer.

Section A (30 marks) Candidates answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the drama devised from their chosen stimulus (10 marks).

Section B (25 marks) Candidates answer one longer-answer question from a choice of three on the extract from the play.

Section C (25 marks) Candidates answer one longer-answer question from a choice of three on the drama devised from their chosen stimulus. Externally assessed.

Component 2 (60%) Coursework

Candidates submit three pieces of practical work.

- **One individual piece (3–5 minutes):** one performance of an extract from a play.
- **Two group pieces (maximum 15 minutes each):** one performance of an extract from a play and one original devised piece.

This component tests the practical acting skills of the candidates. They will perform three pieces – one monologue and two group pieces, in which they will be expected to show a high degree of performance skills, and they will be marked on their ability to show a range of these; for example, appropriate voice and accent, physicality, characterisation and interpretation appropriate to the author's intentions and genre of the play. Their ability to show stage truth is above all the main aim.

Expectations

Pupils will be expected to demonstrate a strong acting ability and a proven interest in and capacity for drama. For those who enjoy performance, are prepared to risk in rehearsal and on stage, are adept in learning lines and can organise themselves and others to rehearse as a team outside normal lesson times, this is an exciting opportunity to shine in a subject which we hope will give them confidence and a passion for theatre.

Many pupils have extensive experience in school plays, at the Cheltenham Festival of Performing Arts, and in Speech and Drama lessons, and this stands them in good stead for the very specific discipline of drama at this level. Those with limited dramatic experience who show the necessary dramatic potential are equally welcomed – but are expected to throw themselves fully into the dramatic life of School in order both to reflect and enhance their new-found passion for the subject.

Anyone considering IGCSE Drama as an option is advised to discuss their potential for success with the Director of Drama at the earliest opportunity. This will involve being auditioned for the subject.

Andrew Shakeshaft, Director of Drama

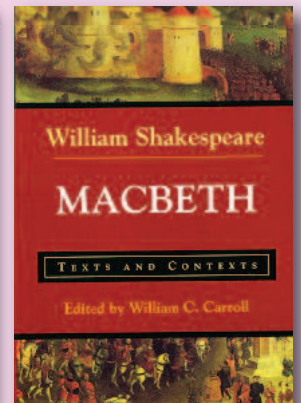


English

All pupils undertake both IGCSE English Language and English Literature.

The English course develops both language and literature skills in tandem. Paper 1 of the IGCSE English Language tests the ability to interpret meaning from unseen texts using skills including summarising, comprehension, inference and analysis of writers' technique. Paper 2 tests writing and composition through an evaluative response to an opinion piece and descriptive writing, with a strong focus on controlled writing and technical accuracy.

Skills of inference, close literary analysis and the opportunity to practise descriptive and directed writing are also fostered by the IGCSE English Literature course. Our selection of texts is challenging and enjoyable; as a Department, we seek to share our own love of reading and we select and teach texts with this in mind. The set texts for English Literature are *A Midsummer Night's Dream*, *Great Expectations* and the poetry of Ted Hughes. These texts are explored through close analysis, class discussion, group work and drama activities. Where possible, pupils are given the opportunity to see productions of our set plays.



IGCSE Cambridge Exam Board outline:

First Language English 9-1 (0990)

EXAM	- Paper 1 (Reading Passages Extended)	50%
EXAM	- Paper 2 (Directed Writing and Composition)	50%

Literature in English 9-1 (0992)

EXAM	- Component 1: Poetry and Prose (closed book)	50%
EXAM	- Component 3: Drama	25%
EXAM	- Component 4: Unseen	25%

Emma Gillet, Head of English



Food Preparation and Nutrition

This is a new GCSE designed to equip students with the knowledge, understanding and skills required to feed themselves and others affordably and nutritiously. Pupils will learn a wide range of cooking and presentation skills alongside the principles of food science, nutrition and healthy eating enabling them to make informed decisions about food and nutrition throughout their lives.

The core syllabus will be taught via a combination of hands on practical food science investigations, practical cookery sessions and classroom based theory lessons, covering the following six topics:

The core syllabus includes six topics:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

The GCSE is taught in our new state-of-the-art Cookery School where pupils will work in a commercial kitchen environment with first class equipment and facilities. All ingredients are provided enabling pupils to

create a wide range of dishes which they can take home to enjoy with family and friends.

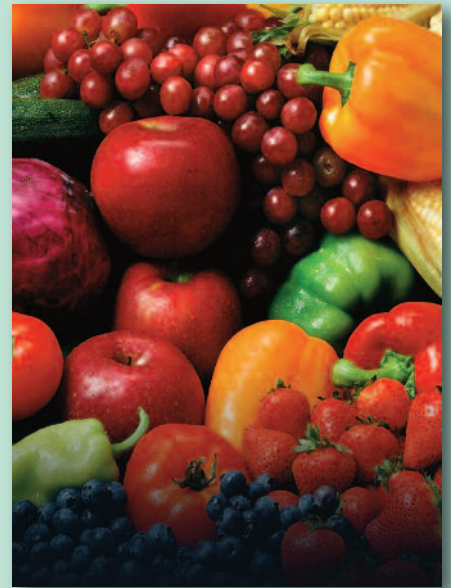
Year 1 (Remove) will include a combination of theory, practical cookery and food science investigation lessons designed to understand the core syllabus and master a wide range of practical cookery skills.

Year 2 (Fifth Form) will focus on completion of two 'non-examined assessment' tasks worth 50% of the final marks.

Assessment 1: The Food Investigation Assessment (15% total marks) is a scientific food investigation which will assess knowledge, skills and understanding of the scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment (35% total marks) will require you to prepare, cook and present a menu to assess your skills in planning, preparation, cooking and presentation of food.

A **final written examination** (1 hour 45 minutes) worth 50% of the final marks is sat at the end of fifth form to examine the candidates understanding of the core principles of food preparation and nutrition. This course would suit pupils who have a



genuine interest in food, cookery and the nutritional properties of what we eat. You must be prepared to cook and try a variety of recipes and foods, and have a desire to find out more about our food and the impact that diet has on good health. It will also suit pupils who enjoy hands on practical learning and who would benefit from a GCSE which has 50% of the marks examined by Controlled Assessment rather than final examination.

Gemma Larkin - Lawton, Head of Cookery School



In 2022, pupils face the ever increasing challenge of making sense of the rapidly changing world in which they live. We cannot open a newspaper or watch the news without being confronted daily with issues of local, national and global concern.

Geography, more than any other subject, considers the inter-relationship between a range of issues including: economic, social, environmental, political and cultural. As a result geographers tend to be informed and aware. They have developed a knowledge and understanding that enriches their lives and enables them to confidently play their part in shaping the world.

The aim of this course therefore is to develop pupils' understanding and interest in the environmental issues of the modern world, stressing how Geography has a major role to play in explaining contemporary global issues such as famine, flooding, pollution, over population, migration and socio-economic disparities. Pupils also gain a thorough understanding of the evolution of the physical environment and how people interact with it.

The field is the geographic laboratory where young people experience at first hand landscapes, places, people and issues and where they can above all learn and

practise geographical skills in a real environment. In addition, at the beginning of the 21st century fieldwork appears to be even more crucial in the school curriculum, especially with its contribution to sustainability and citizenship. Fieldwork visits to the Forest of Dean and Bristol are therefore an integral part of this course to allow pupils to observe in detail and try to measure and quantify the real world rather than study it from the isolation of the classroom.

Sarah Rath, Head of Geography



At GCSE, the IGCSE Edexcel syllabus is followed:

Paper 1 - 40%

Physical Geography topics including:

- Hazardous environments
- River environments
- Physical fieldwork

Paper 2 - 60%

Human Geography topics including:

- Urban environments
- Economic activity and energy
- Human fieldwork
- Fragile environments and climate change

This curriculum will follow the new 9-1 grading system

Why Study History?

“To be ignorant of what occurred before you were born is to remain always a child”

Cicero

What Will I Learn?

GCSEs fall at such a formative period in pupils' "growing up". In the History Department, we believe that the study of History for IGCSE will not just provide pupils with knowledge and academic skills, but that it will help them to become informed, intelligent, empathetic adults and citizens.

History is an eternally valuable subject. The academic rigour and value placed on a history qualification is highly regarded by employers and educational establishments alike. They appreciate the range of transferable skills provided through the study of the subject, chiefly the ability to understand and analyse issues and events to a high degree of competence. Success in History provides pupils with the ability to express their views with clarity and confidence, to analyse and evaluate evidence in a sophisticated manner, and to construct and communicate arguments in an organised, concise, logical and persuasive fashion.

History helps you to understand the world and to see how and why it has developed in the way that it has. It provides you with the context to understand the world around you and the society that we live in, and helps you to see how other people might



view the world differently. A number of the topics that we study at IGCSE have a clear influence on contemporary affairs or provide us with the opportunity to see similar scenarios from the past, whether that is the methods of authoritarian rule in Stalin's Russia, the impact of racial tension and economic crises in America, the rivalry between superpowers in the Cold War or the turbulent relationship between Israel and the Palestinians. History helps you to develop the skills to look beyond the headlines, to ask effective questions and to express your own opinions. But, most importantly, the pursuit of historical knowledge of people and events is extremely interesting and fun! Lessons will involve a range of activities, from source work to discussion, from structured written answers to game play. We encourage pupils

to fully participate in lessons and to express their own opinions on historical and contemporary issues.

What Is Required of Pupils?

Our primary requirement is an interest in History, along with motivation and hard work. We value these attributes as much as the ability to communicate clearly in written form.

Once every two years the history department runs a residential trip for GCSE and A level pupils in the October half term. For example, the recent trip to Berlin, exploring its history during the Nazi period and the Cold War.

Alison McShane, Head of History

Exam Board: Edexcel IGCSE

Year 10

Dictatorship and conflict in the USSR under Stalin, 1924-1953

- Why Stalin comes to power
- Stalin's economic policies – Five Year Plans and Collectivisation
- The Red Terror – purges, show trials, the cult of Stalin and the manipulation of history
- Life in the Soviet Union 1924-41
- The Second World War and its Aftermath, 1941-53

The USA 1918-1941

- The roaring Twenties – consumerism, leisure, flappers
- Increased social tension in the 20s – the Red Scare, the Ku Klux Klan, prohibition and the gangsters
- The USA in Depression, 1929-33
- Roosevelt and the New Deal, 1933-41
- Opposition to the New Deal

Year 11

A World Divided: Superpower Relations 1943-72

- Reasons for the Cold War
- Early Developments in the Cold War 1945-49 – The Iron Curtain, the Berlin Airlift and the Division of Germany
- The Cold War in the 50s – Korea, Hungary, nuclear tension
- Three Crises – The Berlin Wall, Cuba and Czechoslovakia
- The Thaw and moves towards Détente, 1963-72

The Middle East: Conflict, Crisis and Change 1917-2012

- The build-up of tension in Palestine, 1917-46
- The creation of Israel, the war of 1948-49 and the Suez Crisis of 1956
- Tension and Conflict 1956-73
- Diplomacy, Peace, then wider war 1973-83
- The attempts to find a lasting peace, 1987-2012



Mathematics

All pupils take the IGCSE in Mathematics. The Edexcel IGCSE is now a well-established qualification that embraces the best practice of O level and GCSE. It is particularly popular in the independent sector as it is stable and free of political interference and is a better preparation for Sixth Form study. Since Dean Close adopted it, the percentage of our pupils studying Mathematics in the Sixth Form has significantly increased.

What will you gain by studying Mathematics?

Mathematics gives you the mental tools necessary to make sense of the modern world. Just as languages provide the building blocks and rules we need to communicate, Maths uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems. Maths helps us find patterns and structure in our lives. Practically, Maths helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions.

Edexcel IGCSEs are graded in the same way as GCSEs. Pupils will be entered either at Higher tier, where the grades available are

from 9 to 4 or at Foundation tier, where the grades are from 5 to 1. Pupils will all follow a common syllabus and a final decision on which tier individual pupils can take can theoretically be delayed until after the January Trials in the Fifth Form. It must be pointed out that the Higher Tier has twice as much to study and a lot of this is far more challenging maths.

The syllabus is broadly the same as the GCSE, however there is less focus on number work like ratio and proportion and more focus on algebra. This, we strongly believe, provides a better preparation for Sixth Form A Level study. Also both IGCSE papers allow the use of a calculator which is in line with the new A Levels where calculators are also fully permitted.

Note for Set 1

Set 1 have the opportunity to concurrently take an additional qualification in Maths at the end of their GCSE studies. The AQA Level 2 certificate in Further Maths provides an extra challenge and extends topics learnt in the IGCSE course, as well as introducing new concepts such as matrices.

Exam Board: IGCSE Edexcel

Two equally weighted written exams - No coursework



Richard Sayers, Head of Maths



Modern Foreign Languages

At GCSE all pupils study French or Spanish as a compulsory language. Many choose to take both languages. Languages are a challenging yet worthwhile subject for study at GCSE and a highly respected qualification. At a time when we are at a crossroads in Europe, a command of foreign languages remains a skill which is highly valued by UK and overseas employers as well as a satisfying personal achievement and life skill.

GCSE French and Spanish pupils follow the AQA syllabus. The examination tests four skills: listening, speaking, reading and writing. There is a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four papers at the same tier. Assessment is set in the context of these three themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

The course places emphasis on the use of languages in the real world and includes role plays in the speaking exam, translation, and exposes students to a range of text types. The course textbook used is Oxford University Press AQA GCSE French/Spanish.



There is a wide range of online tools to support the course.

It is strongly recommended to spend some time in France or Spain if you are studying languages to GCSE. Study trips to Montpellier, France and Salamanca, Spain run in alternate years. Both are available to all Fourth, Remove and Fifth Formers.

Exam Board: AQA GCSE

Listening-25%	Speaking-25%
Reading-25%	Writing-25%

Sophie Prian,
Head of Modern Foreign Languages



Music

Music combines academic rigour with practical and creative skills like no other subject.

Why study Music at GCSE?

- Explore your creative side in composition
- Get academic credit for your existing performing skills
- Develop your listening awareness
- This course will make you listen to music in a completely different way and enhance your appreciation of all styles
- Prepare to have your existing musical tastes challenged and converted as you are introduced to a huge variety of musical styles and cultures
- Broaden your horizons!

This GCSE is graded and Certified on a nine grade scale from 9 to 1, where 9 is the highest grade. The two-year course with Edexcel aims to develop an understanding and appreciation of music through performing, composing and appraising. Such is the breadth of the course that pupils of differing musical experiences and abilities can enjoy the practical and theoretical aspects of the course.

Performance accounts for 30% of the GCSE. Therefore candidates will need to study at least one instrument/voice and will be required to perform one solo piece and one ensemble piece. These performances can take place at any stage during the GCSE year.



Composition also accounts for 30% of the GCSE and two compositions are presented for assessment at the end of the course. Candidates must write one composition to a brief set by the board and one free composition. The brief accommodates all tastes from classical through to pop and ethnic music.

Listening and appraising accounts for 40% of the GCSE and is assessed through a 1¾ hour written paper which involves listening and responding to extracts from eight set works in addition to questions on unfamiliar pieces of music. The set works fall into four areas of study.

- **Instrumental Music**
- **Vocal Music**
- **Music for Stage and Screen**
- **Fusions**

Pupils taking GCSE Music should be prepared to be involved in appropriate musical activities and attend concerts to enhance their musical awareness.

Pupil comments.

"You get to study a lot of different styles of music so there's something for everyone"

"The structure of the course with its three separate components of listening, composition and performance makes each lesson really varied"

"Class size is really small so you get lots of individual attention"

Dom Franks, Director of Music



Physical Education

Have you ever wondered...

- Why some people are good at sports and others not?
- Why you are a great swimmer but hate running?
- How you could go from being a good athlete to being in the Olympics?
- Why people take drugs?
- Why violence is often seen in sport?

Studying GCSE PE will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-examined assessment component, you will also develop wide ranging knowledge into the how and why of Physical activity and sport. The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study learn how to improve your performance through application of the theory. Physical Education is learned about through a range of different contexts and the impact it has on both ours and other's everyday lives. You will learn the reasons why we do things, why some people out perform others, mentally and physically. You will

also delve into ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

How will you be assessed?

- Non-examined Assessment (NEA): Three practical performances
- NEA: One written Performance Analysis task.
- A total of two hours assessment split over two examination papers (2x1 hour) taken at the end of the two year course.
- A wide range of Question types including: multiple choice, single mark, short answer and extended response questions.

What are the benefits?

This is an interesting and challenging learning experience. In it we introduce key sporting ideas and show how these interact with practical performance, you will gain insights into the relationships they have with each other throughout the course.

The development of transferable skills including: decision making, psychological understanding of people, independent



Exam Board: OCR

Written examination: Two x 1 hour papers (worth 60%)

Coursework: Three practical activities (30%)

Analysis and evaluation of performance written task (10%)

thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.

The study of GCSE PE opens up a range of possibilities for further study and also careers associated with the subject.

Rhona Donaldson, Head of PE



overall grade. They consist of a common designing paper and then a specialist materials examination and consist of questions on knowledge and understanding of designing, materials, processes. The other 50% of the grade will be based on the coursework project produced during the Fifth Form.

What skills will you develop?

Pupils will review and develop skills from all your previous design technology experiences. The course places emphasis on the design and manufacture of quality products. We will look at commercial products and form opinions as to their ability to satisfy consumer needs. They will also be asked to consider how those needs relate to social, ethical and environmental issues. Above all the course will encourage them to be imaginative and experimental in combining materials, skills and techniques as well as developing a good understanding of industrial process of designing and making products. They will build confidence in your ability to work with materials to produce quality products and solve practical problems produced during the Fifth Form.

What can you do with an IGCSE in Product Design Technology?

It will provide a good base for careers in graphic design, computer graphics and art and design, as well as careers in product design, industrial design, engineering of all types as well as architecture.

Dom Evans, Head of Product Design Technology



What is IGCSE Product Design Technology?

It is product design technology with a specialist focus on the use of tools and techniques to produce 3D working prototype products. Pupils will be involved in the study of materials and components, production processes, industrial application, social, moral, ethical and environmental issues of product design, product analysis, designing and making processes.

They will then apply this knowledge and understanding when designing and making a 3D product and an A3 portfolio of design work. Resistant Materials projects are often a high quality, working product supported by a portfolio of ideas and designs.



Will you enjoy the course?

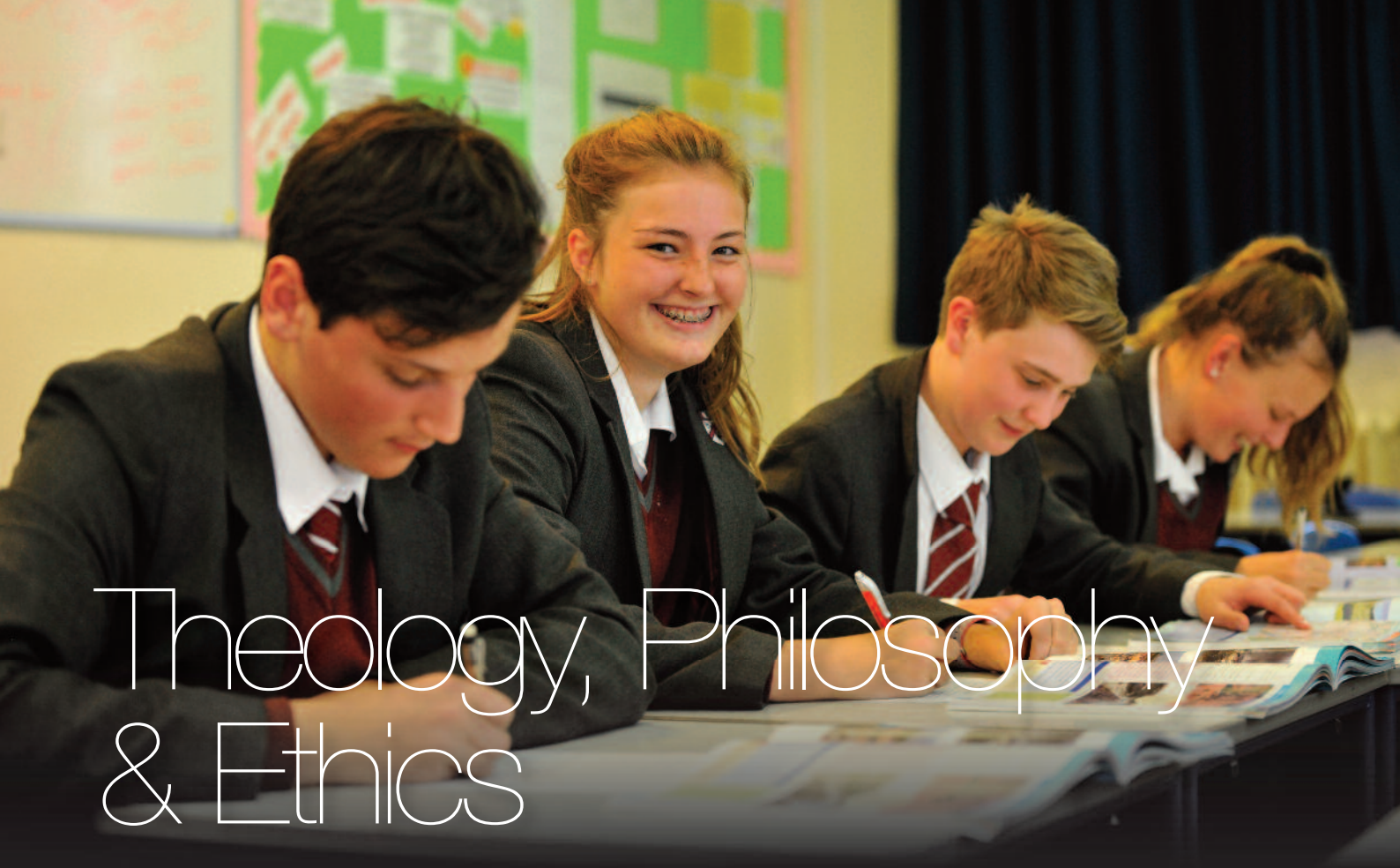
Yes if you want to study a subject that is both technical and creative; is relevant to the consumer society you live in; encourages you to be a discerning consumer; enables you to design and make products; places an emphasis on practical work; develops a full range of skills that will be useful in other subjects you study and in later employment.

How does it follow on from what we have studied previously in the Fourth Form?

So far pupils have had a wide experience of materials. They have produced small-scale products and design folders using these materials. The course follows on directly from the work done throughout their time at Dean Close. Pupils will produce products and design folders and be examined on their knowledge and understanding. However the products and folders will be larger and more sophisticated than those produced previously. There will be a lot more time to design and develop products and at the same time develop an in-depth understanding of the materials and processes involved.

What about exams?

There are two exams at the end of the course, worth a combined 50% of the



Theology, Philosophy & Ethics

“The good life is one inspired by love and guided by knowledge”. Bertrand Russell

Why Study Theology, Philosophy & Ethics?

Theology, Philosophy & Ethics engages with the great questions of meaning, purpose and justice that have intrigued humans in all civilizations; it does so by exploring, critiquing and learning from the diverse religious and philosophical traditions that have emerged in response to these questions. It is believed that through learning about a wide range of perspectives, we can better understand others, hold our own beliefs up to scrutiny and confidently apply those views to the burning issues of our day. GCSE Theology, Philosophy & Ethics, greatly enhances pupils' ability to think critically about an issue and be able to express an informed point of view both verbally and on paper.

The main advantage of GCSE Theology, Philosophy & Ethics is that it prepares you for life with the tools for thinking critically about the big questions raised by religious and philosophical claims and ethical decision making. It is also excellent preparation for: A level Social Sciences (Law, Sociology and Psychology), A level

Theology, Philosophy & Ethics, History and English. Jobs that value the skills fostered by GCSE Theology, Philosophy & Ethics Studies include medicine, the legal profession and the Civil Service.

What will I learn?

Pupils will follow the Eduqas route A Full Course GCSE.

Part One: Pupils are required to study two of the largest and most important major world religions, Christianity and Islam. The focus of study for each religion is on 'Beliefs and teachings' and 'Practices'.

Part Two: Pupils are required to study ethical, theological and philosophical questions on a range of topics.

The four topic areas to be studied are:

- Relationships and families
- Issue of life and death (including abortion and euthanasia)
- Issues of Good and Evil (including the death penalty)
- Issues of Human Rights



Eduqas Full Course

One 2 Hour Paper (Religion, Philosophy & Ethics paper)

Two 1 hour papers on separate days (Christianity and Islam)

The course is assessed by two 2 hour exams. There is no coursework.

Claire Barley
Head of Theology, Philosophy & Ethics



Science

When moving from the Fourth Form into Remove every student will learn aspects of all 3 sciences Biology, Chemistry and Physics. The choice each individual student will have going into the Remove is as follows:

Option 1:

The combined science qualification is where all three of the sciences are taught on a slightly reduced timetable compared to the separate sciences, leading to two GCSE Science grades at the end of the 5th Form.

There are two tiers to the combined qualification, higher – which enables the pupil to access all grades from 1 – 9 and foundation – which only enables access to grades 1 – 5, but is noticeably easier than the higher level. Any decisions regarding which tier entered will be made during the 5th Form.

Please note that it is not possible to enter higher in one science and foundation in the other two. All three subjects will either be higher or foundation, there cannot be a mixture of higher and foundations tiers.

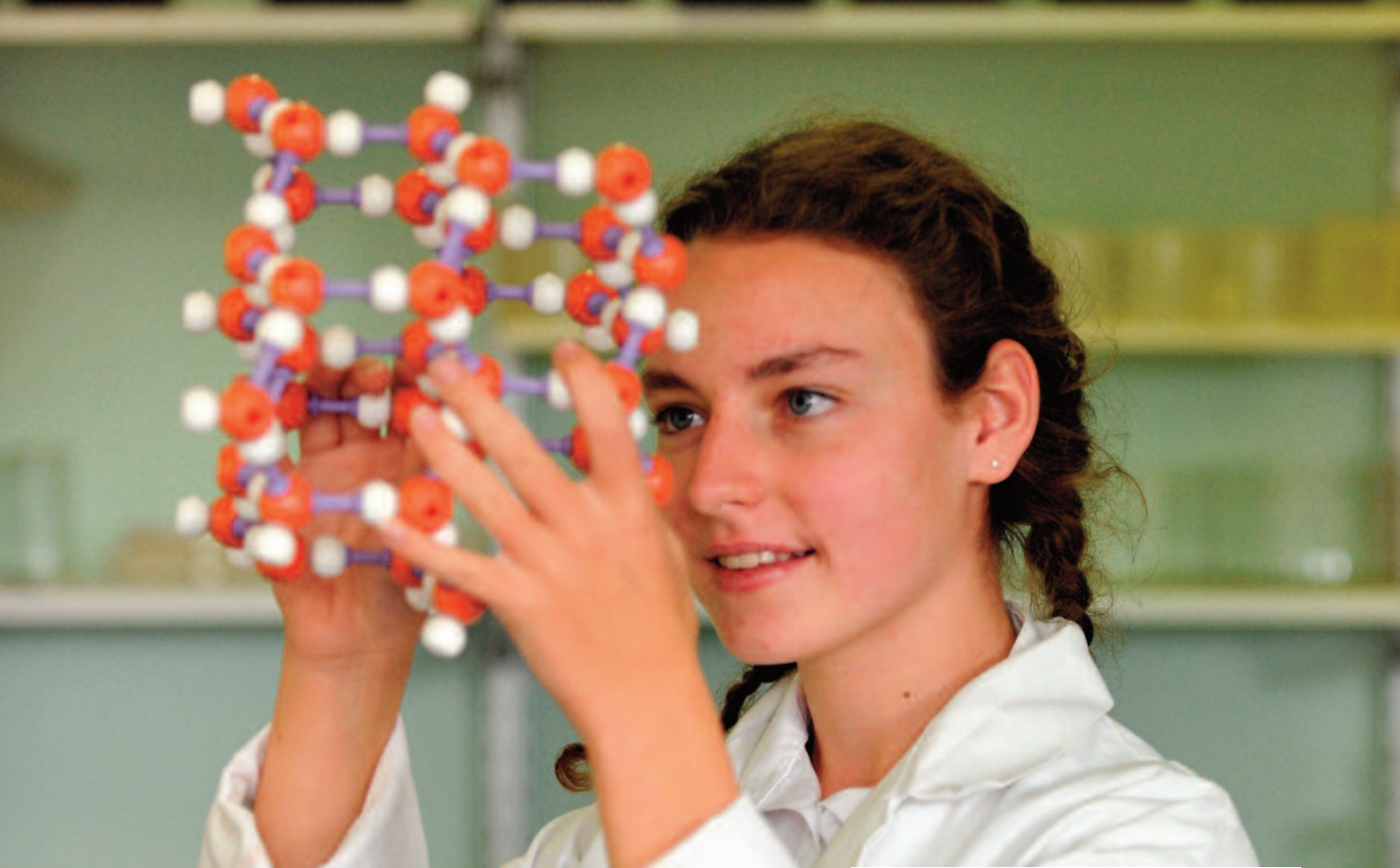
Aron Needs, Head of Science



Examinations:

In combined science each science will have two papers (Paper 1 and Paper 2) at the end of the 5th form, which will take the following form:

- **How it's assessed**
- **Written exam: 1 hour 15 minutes**
- **Foundation and Higher Tier**
- **70 marks**
- **16.7% of GCSE**
- **Questions: Multiple choice, structured, closed short answer, and open response**



Option 2:

This is the 3 separate sciences, leading to 3 GCSE qualifications at the end of the 5th Form. Please note that this option must include all three sciences, it is not possible to do two of the sciences and drop one.

As with the Combined Science, there are two tiers to each science qualification, higher – which enables the pupil to access all grades from 1 – 9 and foundation – which only enables access to grades 1 – 5, but is noticeably easier

than the higher level. Any decisions regarding which tier entered will be made during the 5th Form.

How it's assessed?

Each science will have two papers, paper 1 and paper 2, with each paper exactly the same format. · Each written exam: 1 hour 45 minutes · Foundation and Higher Tier · 100 marks · 50% of GCSE

Questions

· Multiple choice, structured, closed short answer and open response.

The topics taught by each science in both the combined and separate sciences will be as follows:

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

Aron Needs, Head of Science





English as an Additional Language

Dean Close School welcomes international pupils to all year groups, many of whom arrive in Remove (Year 10) to begin the GCSE programme. We recognise that pupils arrive with different levels of English and the English as an Additional Language (EAL) team works closely with subject teachers to provide appropriate language support for pupils to achieve good grades at GCSE level.

Academic support

The EAL department prides itself on its flexibility and dedication to individual needs. Students for whom English is a second language are assessed during the first couple of weeks after arrival to identify particular language strengths and weaknesses. Each pupil has an individual programme of EAL and we monitor progress to ensure they are on track and able to access the curriculum fully. We are able to offer a high level of flexibility and offer support in a range of ways:

- **Small group / individual lessons***
- **Subject-specific EAL study sessions**
- **A minimum of three GCSE Extra English EAL lessons per week timetabled to replace Modern Foreign Language lessons**
- **Additional individual EAL sessions arranged at any point during the school year**

- **A drop-in EAL Study Centre open at lunchtimes and after lessons for exam preparation, vocabulary / grammar exercises, academic support and wider reading**
- **Cambridge First Certificate, Cambridge Advanced English, IELTS Skills and Trinity ISE I & II exam preparation**

NB* Some courses may incur an additional fee

In Remove and Fifth Form, pupils attend GCSE Extra English EAL lessons where they develop skills to pass GCSE English Language. Please note that achieving a pass in English Language ("C" grade) is a minimum requirement for university in the UK and increasingly many universities require a higher grade.

Pastoral Support in our International Community

The EAL International office also provides advice and mentoring for our international pupils. One of our main aims is to facilitate integration into the school community and help pupils achieve an all-round education. Working with subject teachers and boarding houses, we develop pupils' self-confidence and competence in English, so they settle quickly and enjoy all aspects of school life.

The Overseas Induction Weekend

All new pupils are encouraged to attend the International Induction Weekend prior to the

start of the academic year in order to familiarise themselves with the school and to meet key members of staff. This opportunity provides pupils with a positive and confident start. For details of current additional charges for language support outside timetabled EAL sessions, parents and guardians of international pupils are invited to visit the school website.

*(*Please note: whilst we endeavour to accommodate individual preferences, due to timetable constraints it is not always possible for parents/guardians to choose teaching group sizes. Depending on level of English, some courses may form a compulsory part of an offer or a place).*

Rachael Vest, Assistant Head of International Pupils and Head of ELT





Flecker Library & Futures Service

The Flecker Library is Dean Close School's central nexus of discovery, exploration and development, and the base for our careers provision. Our purpose: to support learning, to cultivate advanced academic & professional development, and to champion the unmatched potency of reading. Our dedicated goal: to empower pupils through a wide-ranging, specialist information and careers service.

Within its warm, wooden boughs, the Flecker Library offers both a haven for imagination, study and research, and a professional environment facilitated by technology and modern innovation. Our up to date catalogue of academic non-fiction, biographies, young adult novels, contemporary fiction, graphic novels and literary classics, readily supports reading and research for both learning and leisure.

The Library catalogue can be accessed both on and off site, providing users with the ability to search for and reserve resources they wish to borrow. As well as being home to over 14,000 books, pupils also have access to journals, magazines and a regularly updated DVD and digital media library. From the latest blockbusters to the classics of French Cinema, there is a vast range of films and documentaries with which pupils can supplement their learning. The ground floor of the Library affords

ample space for individual learning underneath the vaulted ark of the Flecker Hall, while the first floor hosts a full IT suite for independent work and research. Our second floor is designated for Library teaching and Upper School group work, offering further presentation facilities and additional computers. Dedicated Wi-Fi enables pupils to work on their own devices. Extending our physical limits, pupils have access to a comprehensive selection of online academic journals, digital periodicals, subject-specific study centres, encyclopaedias, careers resources, and a streaming portal for feature films and documentaries. Staffed by three dedicated Librarians, we are available all day to assist in learning, resource discovery and research.



Career Skills & Exam Success

Success at GCSE requires range of knowledge, key skills and application of understanding. Success beyond requires the opportunities, power and mind-set to develop and choose effectively. Working closely with their subject teachers and personal tutors, we provide pupils with the prospects and assistance to extend awareness, challenge thinking and develop key skills, vital for both successful study at GCSE level and as a firm foundation for the academic and professional demands that follow. Over the course of their studies, pupils participate in a range of workshops and seminars, including essentials regarding learning, revision & exam strategies and career exploration and employability development. Added to this are a varying range of optional initiatives and entrepreneurial opportunities, such as the national Student Investor Challenge that extend and inspire pupils' thinking, global awareness, and skill development outside the classroom and into the worlds that await them.

We are an ever-changing library for an ever-changing world. Visit us now at dcslibrary.com.

**Zach Suckle, Head of Library & Futures
The Flecker Library**



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