

PARK SCHOOL FOR GIRLS

YEAR 10 CURRICULUM

SEPTEMBER 2007

This booklet gives information on the courses available for Year 10 pupils from September 2007. Advice on subject choices from the point of view of possible careers and information on each subject is also given.

Choosing subjects

Provisional choice of subjects should be made only after:

1. Guidance from subject teachers on the pupil's aptitude for a particular subject.
2. Consideration of preference for certain subjects by the pupil
3. Relevance to possible career choice (See Mrs Gallagher if in doubt).
4. Discussion between pupils, parents and teachers.

G.C.S.E. - ENTRY FEES

The Examination Boards make a current charge of approximately £20 per subject for G.C.S.E. entries. These charges are not included in the normal school fees, as they are individual to each candidate. You will be invoiced separately for these examination entry fees.

CURRICULUM AND CAREER ADVICE

Choosing the subjects you decide to study for GCSE will be the first step in an important series of decisions you will have to make regarding your future career. I hope you will find these notes helpful. Please do not hesitate to ask for help if you feel that guidance from staff would be useful.

On studying the curriculum, you will see that some subjects are compulsory: English, English Literature, Mathematics, a modern European language, Information Technology and Science. Here, the choice is between Double Award Science or Biology, Chemistry and Physics as separate subjects. All universities and medical schools are equally happy to take students with either separate GCSEs in Physics, Chemistry and Biology, or the Double Award Combined Science, which leads to two GCSE grades in Science. Double Award Science is a mix of Physics, Chemistry and Biology. It is a matter for personal preference and aptitude which option you choose. Separate sciences means spending twelve periods a week doing science. Double Award Science means spending nine periods a week on science, leaving time for another option choice.

We consider that an overall programme of eleven subjects is sufficient in number for breadth of study, yet is not too many for sufficient depth of study to attain the highest possible grades. For those pupils who plan to stay into the Sixth Form to study 'A' levels, it is essential that they gain an A grade at GCSE in the subjects they plan to take at 'A' level.

We offer Economics as a new subject in Year 10. The course has been designed to run from scratch over the two-year period and results are generally excellent. Economics requires basic Mathematical and logic skills.

For Geography and Biology fieldwork is a compulsory part of the course and therefore field trips will have to be paid for by the individual pupil.

Obviously, at this stage, you will not all know what you want to do and indeed; we as teachers cannot be absolutely sure what your potential is. Your aim must be to achieve the greatest number of high grades at GCSE, in order to maximise your opportunities. Choose those subjects for which you have an aptitude. Take the advice of the subject teachers; they have the knowledge and experience to guide you, and can tell whether you are likely to succeed in their subject. **THEN** you can look at your overall choice of subjects and see which career area your subject choices are leading towards.

Looking to the Future.

Results are graded from A to G for which you get a certificate. A 'Fail' will be ungraded and you will not receive a certificate. Employers and colleges are only interested in passes at Grades A, B and C, and most Sixth Forms require an A grade if you want to do that subject at A level. Being a success in the world of work is not just about academic qualifications; personal traits are just as important and the qualities of perseverance, confidence, co-operation, integrity, equanimity, punctuality, initiative, reliability and honesty cannot be stressed too highly. These are the qualities upon which the School has to comment in recommending you for university or college courses, and for employment, and they are the personal qualities which will ensure you succeed in life. So while you are studying hard for your GCSE examinations, never lose sight of these vitally important attributes.

Career Choices

With **four** GCSE passes at Grade C or above, you can study for a G.N.V.Q. Diploma (2 years) at one of the local Further Education Colleges (Redbridge, Epping Forest, Barking, Havering, Waltham Forest etc.). There are BTEC/GNVQ courses in a wide range of subjects e.g. Business Studies, Computing, Secretarial, the Media, Sciences.

With **six** or more GCSE passes (at Grade C or above), with an A grade in four subjects, you can consider yourself capable of going on to do three or four 'A' levels. With 'A' levels, you open up to yourself a wide choice of university courses and rewarding careers in the professions. Today, most good jobs are open only to those with the appropriate qualifications, and the level demanded is rising all the time.

Mrs E Gallagher

CAREERS INFORMATION SHEET

1. Subjects can be divided into the following groups for easy identification.

ARTS/HUMANITIES	SCIENCES	PRACTICAL
ENGLISH	MATHEMATICS	ART
ENG. LITERATURE	PHYSICS	TEXTILES
FRENCH	CHEMISTRY	INFORMATION TECHNOLOGY
SPANISH	BIOLOGY	DRAMA) according
HISTORY	SCIENCE Dble Award	SPORT) to
RELIGIOUS STUDIES		MUSIC) demand
ECONOMICS		
GEOGRAPHY		

2. GCSE GRADES

A)	
B)	Accepted by all employers, Colleges and Universities
C)	
D)	
E)	
F)	Certificate accepted in certain cases
G)	
U	Ungraded (No certificate)

3. CHOICES AVAILABLE TO YOU FROM THE AGE OF 16+

(i) 4 GCSE's	Local Further Education (G.N.V.Q.) Work at clerical level.
(ii) 6+ GCSE's	3 /4 'A' levels in the 6th Form
(iii) 3 or 4 'A' Levels	Management Training Diploma or University Degree The Professions

QUALIFICATIONS REQUIRED FOR CAREERS

Here is a small selection, to give you some idea of the variety of choice and openings available. Further information is available from Mrs Gallagher, who has a wide variety of books and leaflets. You will see that it is possible to go into various fields at different levels:-

Chartered Accountant

5 GCSE + 3 'A' levels in academic subjects followed by a University course.
(Certified Accountant - day release course after 'A' levels).

Architect

5 GCSE + 3 'A' levels (Mathematics or Physics. Art not required) followed by a University course.

Art & Design

- (a) 4 GCSE for GNVQ course at local Technical College
- (b) 5 GCSE + 3 'A' levels for a Degree course at Art College

Banking

- (a) 5 GCSE (including English and Mathematics) followed by day release leading to banking examinations
- (b) 5 GCSE + 2 'A' levels for Management Course
- (c) Degree (any subject) for Higher Management

Beautician

4 GCSE (including English and Science) followed by a Technical College Course

Bio-Chemist

5 GCSE + 3 'A' levels. Degree in relevant subject.

Building Society

- (a) 5 GCSE (including English and Mathematics) followed by BTEC/GNVQ course at a local College
- (b) 5 GCSE = 2 'A' levels, followed by a management course.
- (c) Degree (any subject) for Higher Management

Civil Service

- (a) 5 GCSE Clerical Officer
- (b) 5 GCSE + 3 'A' levels (not Art) Executive Officer
- (c) Degree Administrative Service

Computer Staff

- (a) 4 GCSE (including English and Mathematics): BTEC/GNVQ course at college for programmers
- (b) 5 GCSE + 2 'A' levels (Mathematics preferred): Higher National Diploma in Programming
- (c) Degree (in any subject) + 'on the job' training for Systems Analysis

Hotel Management

- (a) 5 GCSE + BTEC/GNVC course at a local college
- (b) 5 GCSE + 3 'A' levels; followed by a University Course

You will see that I have listed these professions alphabetically; further information is available from Mrs Gallagher.

DETAILS OF SUBJECT CONTENT

The School uses **THREE** Examining Boards at GCSE level:-

1.	LONDON EDEXCEL
2.	OCR
3.	AQA

ENGLISH AND ENGLISH LITERATURE

The subjects of English and English Literature are regarded as a unified course. However, for assessment purposes, they are treated as separate examination subjects.

In English the specification, as a whole, is subdivided into units each of which assesses a particular area of content (reading, writing, speaking and listening.) Assessment leading to a final GCSE grade is achieved by written examination and course-work. The written examination consists of two papers:

Unit 1 Non Fiction and Media and Information

Candidates will be assessed on their ability to respond to non fiction and media texts.

Unit 2 Different Cultures, Analysis and Argument

Candidates will be assessed on their response to distinctive aspects of texts from different cultures and traditions.

Unit 3 Written Coursework

3 items of coursework must be submitted

Unit 4 Speaking and Listening

Speaking and Listening requires work to be done in three assessment contexts:

- **Extended individual contribution;**
- **Group discussion and interaction;**
- **Drama-focused activity.**

Speaking and Listening is an important element of the English course and must be approached seriously.

In English Literature, a selection of Drama, Poetry and Prose will be studied. The prose will include non-fiction as well as fiction.

The texts will be chosen from work written both pre – and post – 1914. Assessment leading to a final GCSE grade is achieved, as in English, by examination and course-work

It is most important that course-work deadlines are met. A deficit in the number of pieces submitted will decrease significantly the marks available for this section of the course.

(OCR)

MATHEMATICS A

GCSE is the main means of assessment at the end of Key Stage 4 of the National Curriculum.

As two-tiers are available in this subject, all pupils have the opportunity to achieve at least a grade C.

The specification requires pupils to demonstrate their knowledge, understanding and skills in the following assessment objectives:

AO1 Using and applying mathematics

Problem solving
Communicating
Reasoning

AO2 Number and Algebra

Numbers and the number system
Calculations
Solving numerical problems
Equations, formulae and identities
Sequences, functions and graphs

AO3 Shape, space and measures

Geometrical reasoning
Transformation and co-ordinates
Measures and construction

AO4 Handling Data

Specifying the problem and planning
Collecting data
Processing and representing data
Interpreting and discussing results

The weighting for each attainment target is shown below.

	Assessment Objective	Weighting
Two parallel examination papers, one non-calculator	AO1	10%
	AO2	40%
	AO3	20%
	AO4	10%
Coursework	AO1	10%
	AO4	10%

The two pieces of coursework will each be allocated 2 weeks of class work and homework time. Much of the work must be conducted in the classroom under direct supervision of the teacher. Although some work will inevitably take place outside the classroom, pupils must be able to discuss their findings and justify their written work in order that the subject teacher is able to authenticate each pupil's work with confidence

It is imperative that all deadlines are met regarding coursework.

The entry tiers are as follows: -

FOUNDATION TIER	GRADES C, D, E, F, G	may be awarded
HIGHER TIER	GRADES A*, A, B, C, D	may be awarded

Failure to achieve a grade D on the Higher Tier will result in unclassification.

The specification provides opportunities for pupils to apply mathematical knowledge and understanding to solve problems in real life and in other areas of study.

In addition to the obvious application to Science and Technology, the study of Mathematics develops the abilities to reason logically and to organise, interpret and present information accurately in tabular, graphical and diagrammatic forms.

(OCR)

SCIENCE

From September 2007 Park School will begin to offer Cambridge International GCSE Science Double and Triple Awards.

The Cambridge International Syllabuses are recognised as excellent preparation for both A level and International Baccalaureate Diploma studies. Pupils aspiring to science based degrees such as medicine or pharmacy might favour the Triple Award leading to three separate science GCSEs. The IGCSE coordinated Science is the Double Award option, and is an equally sound basis for advanced study.

The syllabuses break down into three assessment objectives: -

- A. Knowledge with understanding
- B. Handling information and solving problems
- C. Experimental skills and investigations

“Knowledge and understanding” sets out the factual material that candidates need to be able to recall and explain. Typically, pupils are asked to “state”, “explain” or “outline” questions.

“Handling information and solving problems” assesses the skills needed to interpret and handle data, leading to questions requiring students to draw inferences using the deductive methods that scientists employ. Typically “discuss”, “predict”, “suggest”, “calculate”, “give reasoned explanations” and “explain the processes of using information and solving problems” or “determine”.

“Experimental skills and investigations” sets assessment objectives A and B in the context of the techniques, apparatus and methods applied to practical scientific processes and can be examined either as coursework, a practical exam or a written paper. The method of assessment will be determined by the Science Department.

The weighting of the IGCSE gives 50% to ‘knowledge and understanding’ 30% to ‘handling information and solving problems’ and 20% to ‘experimental skills and investigations’.

Candidates will be entered for three papers: -

- Paper 1 multiple choice. A* to G available.
- Either Paper 2 (Foundation) or Paper 3 (Higher).
- Either Paper 4 (school based coursework practical assessment), or Paper 5 (practical test with assessment of experimental and observational skills), or Paper 6 (written paper testing familiarity with laboratory based procedures).

It is intended that students will sit Papers 1,3 and 4.

The Co-ordinated or Double Award shares the same assessment criteria and general structure which will test all three subject disciplines but awards two IGCSEs rather than three.

Our choice of the IGCSE reflects the need to provide the level of academic rigour that allows students to be confident scientific practitioners for whom the transition to A level will be an easy one.

INFORMATION TECHNOLOGY - ICT

GCSE in Applied Information and Communication Technology (Double Award)

Aims of the Course:

Students should be able to choose, use and design information systems to carry out a range of tasks and to solve problems. Pupils should be able to make use of a wide range of ICT applications effectively and confidently. Pupils should also be able to describe the impact of new technologies on methods of working in the outside world.

What will I study?

Unit 1 Module A: ICT tools and application
 Module B: ICT in organisations
 Module C: ICT and Society

Unit 2 Business Systems portfolio

Unit 3 ICT survey portfolio

How will I be taught?

The course will be taught using ICT equipment working through a variety of projects/case studies. Pupils will be expected to take responsibility for their work. Ideally, they will have access to a computer and a printer at home (with the basic wordprocessing/ spreadsheet/ database application packages available for use), although this is not essential.

How will I be assessed?

	Year 10			Year 11		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Teaching and learning	Content of Module A	Content of Module B		Content of Module C		Revise for Unit 1
Assessment			Prepare portfolio for Unit 2		Prepare portfolio for Unit 3	Take Unit 1 Examination (May/June)
Weight			33%		33%	33%

Future education/employment:

This course has great benefits for both GNVQ and 'A' level Information and Communication Technology based courses. It will be very useful for future employment due to the IT skills and knowledge acquired. This will be of benefit in all jobs.

How can I do well in this subject?

You must adopt a committed approach in this subject and stick to deadlines set for project work. It will be expected that work will be continued in your own time.

(OCR)

FRENCH AND SPANISH

The techniques of language learning are of wide application and will be useful in any career area, as well as for business, holidays and travelling abroad generally. Modern Languages combine well with Arts or Science subjects.

By the end of Year 9 our pupils have already achieved a good foundation in all four skills: Listening Reading, Speaking and Writing. All candidates will be trained for the appropriate level of entry and the target language will be used as much as possible.

SUMMARY OF SCHEME OF ASSESSMENT

Two tiers of examination (Foundation and Higher) will be offered in each attainment target with papers targeted at the following grades:

FOUNDATION	G	F	E	D	C			
HIGHER				D	C	B	A	A*

Candidates may be entered for either the Foundation or the Higher tier paper in each attainment target.

The grid below shows the relationship between assessment objectives and examination components.

PAPER/AT	TIER	WEIGHTING	METHOD OF ASSESSMENT	DURATION OF EXAMINATION
1 LISTENING	FOUNDATION	25%	TERMINAL EXAMINATION	25 MINUTES
	HIGHER			35 MINUTES + 5 MINUTES Reading Time
2 SPEAKING	FOUNDATION	25%	TERMINAL EXAMINATION OR COURSEWORK *1	8-10 MINUTES
	HIGHER			10-12 MINUTES
3 READING	FOUNDATION	25%	TERMINAL EXAMINATION	30 MINUTES
	HIGHER			45 MINUTES
4 WRITING	FOUNDATION	25%	TERMINAL EXAMINATION OR COURSEWORK	40 MINUTES
	HIGHER			60 MINUTES

*Coursework may only be offered for ONE paper, i.e. either Paper 2 Speaking or Paper 4 Writing. Speaking tests marked by the teacher-examiner will not be regarded as coursework and candidates entered for this option may also offer coursework for Paper 4 Writing.

By the time students arrive in Year 10, they have spent three years laying the foundations for their French GCSE.

Years 10 and 11 are all about reinforcing, extending and reaping the rewards of the knowledge acquired in previous years. Our aim is to enable all students to enjoy communicating confidently in a foreign language.

AIMS

The specification is designed to enable students to:

- ◆ Develop understanding of the spoken and written form of the modern foreign language in a range of contexts.
- ◆ Develop the ability to communicate effectively in the modern foreign language, through both the spoken and written word using a range of vocabulary and structures.
- ◆ Develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it.
- ◆ Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.
- ◆ Develop knowledge and understanding of countries and communities where the modern foreign language is spoken.
- ◆ Develop positive attitudes to modern foreign language learning.
- ◆ Provide a suitable foundation for further study/and or practical use of the modern foreign language.

(EDEXCEL)

Art & Design is both a form of communication and an expression of ideas and feelings. It encourages, through personal expression, imagination, sensitivity, analytical and practical skills. Application rather than mere natural talent will bring success.

PART 1 – Coursework

A display of coursework provides the opportunity to demonstrate the ability to research, develop and realise ideas in a variety of ways. Candidates are expected to make a display consisting of 3 groups of work for final assessment. This should include

- 1 Drawing and painting from observation
- 2 A variety of techniques such as printing, collage, 3D work etc.
- 3 The development of an idea from a starting point to a conclusion.
- 4 A good variety of media such as different kinds of paint, pastel and ink, also wood, metal, clay, plaster, fabric etc.

This part is worth 60% of the total marks.

PART 2 – The Examination

An externally set starting point allows the candidate to work unaided, to conceive, design, organise and complete a piece of work over a timed period. Six weeks before the examination candidates are asked to choose one title from a list of twelve. Preparation is carried out during this six-week period. It is marked alongside the final piece or pieces of work produced in the examination. The time allowed is 10hrs in 4 blocks of 2½ hours and is worth 40% of the final mark.

The practice of skills and theoretical studies leads to an awareness of the part played by the visual arts in the civilisation of mankind. It widens cultural horizons and is subject to be enjoyed.

(OCR)

DRAMA

The drama course, whilst being enjoyable, is hard work. It requires concentration, commitment, dedication and teamwork. Prospective candidates will be expected to have shown interest in the subject during earlier years and have some proven dramatic ability.

Candidates follow an almost 100% practical course

Coursework	Paper 1	60%
Externally assessed performance	Paper 2	40%

Paper 1.

Paper 1 introduces candidates to the following elements:-

- a) **Explorative strategies**
- b) **The Drama Medium**
- c) **The Elements of Drama**
- d) **Drama Texts**

Candidates are asked to respond to, develop and evaluate ideas and to demonstrate their knowledge and understanding of Drama. Paper 1 includes two written portfolios of documentary evidence, following two six-hour, videoed sessions of practical Drama

Paper 2

Candidates perform either a scripted or devised work to an external examiner.

During the course, candidates are expected to make at least one visit to the professional or amateur theatre and class work may be videoed.

This course can only be run with a minimum of six students

(EDEXCEL)

ECONOMICS

The study of Economics gives a stimulating insight into the world of business and finance. It is an extremely topical subject and looks into the major problems facing the government, businesses, and even each one of us, as we strive to make the best use of money and resources available to us. Good economic and business management will improve our standard of living, firms' profits, and the world status of Britain.

Girls taking this subject will very soon be able to offer answers to some of the issues raised in our daily newspapers and put to politicians in television interviews. For example, How can small one man businesses/shops survive alongside multinational companies such as Fords, ICI? Why does it matter if inflation keeps rising? Do we benefit from belonging to the EU? Who decided how much to charge for a McDonalds Cheeseburger? Why do we have to pay taxes?

Economics fits well with all GCSE subject combinations and any chosen career path. This subject provides a very good basis for further study of Economics A level in the Sixth Form.

The Course consists of just **ONE** final examination paper (accounting for **80%** of the total marks) and **ONE OPTIONAL** piece of coursework (**20%**). The coursework consists of an investigative study into a real world business/economic scenario selected from any part of the syllabus.

Girls opting for this subject should have a lively interest in current events, law and how the country functions, and be prepared to watch the news and read the newspapers.

(AQA)

GEOGRAPHY

This subject spans our planet from its intensely hot centre to its cool surface. The great forces of plate movements, oceans and rivers are studied, as is human physical and economic survival. Any pupil with a sense of wonder and curiosity about their surroundings would benefit from this varied course.

SYLLABUS COMPONENTS

COMPONENT	NAME	DURATION	WEIGHTING
1	PAPER 1	2 HOURS	50%
2	PAPER 2	1 HOUR	25%
3	COURSEWORK	-	25%

Candidates are entered for either Foundation Tier or Higher Tier.

There are four units, each concentrating on the interaction between people and environments.

People and the Physical World	People and their Needs
Plate Tectonics	Quality of Life
Rivers	Economic Activities
Coasts	Energy
People and Places	People and the Environment
Population	Resource Development and the Local Environment
Settlement	Management of Environments
	Global Environment

Fieldwork costs leading to Coursework must be borne by parents.

(OCR)

HISTORY

OCR SYLLABUS B: THE MODERN WORLD

The GCSE course in history provides an interesting, lively and relevant background to issues that are still central to our lives today. Students will be examined on their ability to describe, understand and interpret some of the major themes and events of the twentieth century. Apart from traditional textbooks, full use is made of contemporary sources such as cartoons, photographs and video material. Developing communication skills plays a major part in the course through informed discussion, question and answer sessions and writing with confidence. The knowledge and skills developed in the study of history mean it combines well with other subjects. If you have enjoyed history so far and are prepared to work hard then you are likely to do well in this subject.

There are three components to the examination:

Paper 1 (2 hours)

The **Core Content** focuses on aspects of **International Relations** in the twentieth century. Topics will include: the rise of dictators like Hitler, Mussolini and Stalin; the economic problems of countries like the USA and Japan in the 1930s; and the causes of World War II

The **Depth Study** is based on **Germany 1919-45**. Topics will include how Hitler gained power in Germany; life under the Nazis for groups such as women and young people; and what was happening inside Germany during World War II.

Paper 2 (1 hour 30 minutes)

This paper is based on a detailed investigation of **Britain 1906-18**.

We consider how society changed in this crucial period in British history. Topics will include the Suffragettes and how ordinary people coped with World War I in Britain.

Paper 3 (Coursework)

This will be based on the **USA 1919-41**

The study will consider the 'Boom and Bust' years: the prosperity of the 1920s, with topics like the beginnings of Hollywood, and the Great Depression of the 1930s, with topics like the New Deal. The coursework will be undertaken during Year 11 and will be based on a mixture of short essays and source work. It is worth 25% of the total marks.

By the end of the course students will have had opportunities to acquire important skills: the ability to research and organise material; the ability to analyse and think independently; and the ability to draw on relevant evidence to support their arguments. These are valuable skills for everyone, whatever their future career plans.

(OCR)

MUSIC

The GCSE syllabus builds on the skills developed over years seven to nine – composing, listening, appraising and performing.

The performance element involves performing one solo piece and one piece together with others. Any orchestral instrument can be used, or singing or keyboard. This course aims to develop a life long interest in music and to encourage understanding and appreciation of a wide range of musical styles.

There are 4 areas of assessment

- i) Performing 25% of the total marks (Course work)
- ii) Composing 25% of the total marks (Course work)
- iii) ‘Integrated assignment’ in the Spring term of Year 11 (based on one of the areas for special study) 25% of the total marks (Course work)
- iv) Listening and appraising 25% of the total marks (1 ¼ hours listening and written examination)

The areas for special study over the two years are:-

Music for special occasions

Music for film

Music for dance from the eighteenth century to today

Popular song since 1950

Orchestral landmarks over the past three centuries

This course can only be run with a minimum of three students.

(AQA)

PHYSICAL EDUCATION

Practical sporting ability is an obvious requirement for this option and participation in external clubs is strongly expected.

Candidates follow both a theoretical and practical based GCSE course.

Theory (40% of final examination)

There is one examination at the end of the course, which will test the candidate's knowledge and understanding of the theoretical elements. These include exercise and training, safety aspects/risk assessments and applied anatomy and physiology. It will involve short questions that enable the students to apply their understanding of the factors affecting performance.

Practical (60% of final examination)

Throughout the course the girls will be learning and developing new skills and techniques through a range of different activities. Candidates have to choose **FOUR** activities for assessment. The course is also designed to develop their ability to observe and analyse different performances. Employment opportunities where these skills will be particularly valued would be in the sport and leisure industry, travel, tourism and teaching. This course can only run with a minimum of three people.

(EDEXCEL).

RELIGIOUS STUDIES

The school offers a course entitled 'Religious Studies: World Religions.' It provides an opportunity for candidates to study key aspects of TWO of the following religions: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Each candidate chooses the two religions they wish to study and teaching is tailored to these choices.

The syllabus aims to encourage candidates to acquire knowledge of the beliefs, values and traditions of two religions. Candidates must also consider the influences of the beliefs, values and traditions associated with those religions. They must also consider religious and other responses to moral issues, and identify and respond to fundamental questions of life raised by human experience, including questions about the meaning and purpose of life. They should also develop skills relevant to the study of religion and be ready to investigate the subject at deeper level than is apparent in the outline of the syllabus. They are expected to work independently both within the lessons and outside the classroom.

Within each religion, the focus is on the common ground within each tradition, and the awareness of diversity also. There is a study of the practices within each tradition, and an examination of beliefs and sources of authority. The syllabus also aims to consider how religious principles are applied to personal and community life, and family relationships. There are also the wider considerations of justice and equality, and matters of life and death. Environmental issues are also examined.

Assessment:

There are **TWO** written papers, one in each religion studied. They account for 80% of the final marks. The style of question varies from short statements to essay-style responses, but these are always divided into sections. This helps students to organise their ideas. Both papers are taken at the end of Year 11.

Each student must also produce TWO pieces of coursework, one in each of the religions studied. Each piece is worth 10% of the final assessment and limited to 1500 words. Students are encouraged to choose their own areas of study for coursework as long as they fall within the syllabus. A wide variety of material is readily available in the department to support coursework in all religions. Coursework is internally marked and externally moderated.

This is a subject where the views of the student count. One quarter of the marks available in the examination are awarded for the ability to discuss difficult issues, and there are no right or wrong answers. In coursework, the expression of a personal view on an issue is essential to get top marks. Students learn how to support their views with logical arguments by listening to others in class discussions, and through an academic study of the major faith communities that they encounter today.

(AQA)

TEXTILES

The information on the format of the examination for Art and Design also applies to Textiles.

Textiles covers a wide range of craft and design techniques such as screen printing, block printing, tie-dye, batik, collage, embroidery (hand and machine), macrame, lace-making, weaving and knitting.

Skills involved include the handling of fabric and thread, the use of printing and weaving equipment and the sewing machine.

Application may include textile design, tapestry, soft sculpture, fashion and dress design.

Art and Design (textiles) can be taken as well as Art and Design (drawing and painting), giving the candidate two separate GCSE passes. Separate Coursework and examinations would be required for this option.

(OCR)