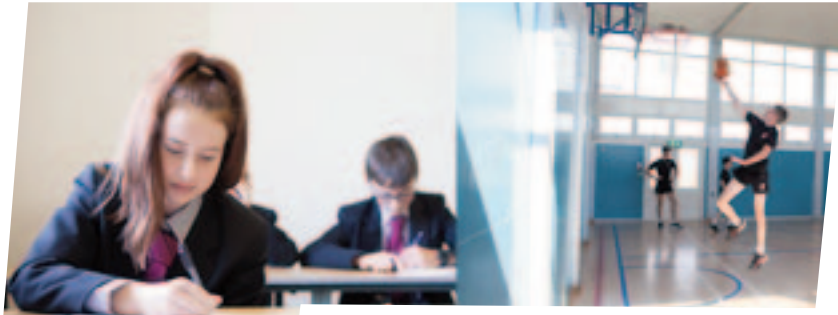




KING WILLIAM'S COLLEGE



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A Guide to the (I)GCSE Programme
for Pre-IB Students

2021 -2022

Fifth Form Team



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Guide to the (I)GCSE Courses of Pre-IB Students

If you are joining the Pre-IB you will need to make a decision on courses. Some courses are compulsory, others can be chosen from the option blocks below.

The compulsory subjects are:

English, Mathematics, Sciences (Biology, Chemistry & Physics).

Pupils then choose **one** foreign language: **ESOL, French, Spanish or Latin**

And **three** additional subjects, one from **each** of the following blocks:

BLOCK A	BLOCK B	BLOCK C
Art	Business Studies	Businesses Studies
Business Studies	Computer Science	Drama
Design Technology	Design Technology	Geography
French	Photography	History
Geography	German (Native speakers only)	Music
PE		Photography

Please note that the students may not select both Art and Photography. To take PE you must be able to play four sports to a good level.

GERMAN PRE-IB STUDENTS

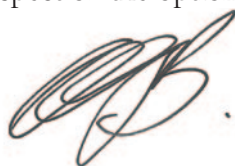
For native German Pre-IB students the following subjects are compulsory to be eligible for the 'Mittlere Reife' equivalency:

German First Language

French or Spanish or Latin (their continued foreign language)

History or Geography from one of the option blocks

The following pages give an outline of the (I)GCSE courses. It is important that pupils make the right decisions. They are encouraged to discuss their choices with both their subject teachers and their tutors. Contact details for each Head of Subject are contained within this guide. Parents should feel free to consult myself, Sonja Ellson (Head of Overseas Pupils), or any member of staff if they would like further details about any aspect of the options process.



Mrs Amy Beesley
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English

EXAMINATION BOARD : EDEXCEL

All pupils have the opportunity to study two separate subjects, IGCSE English Language (Specification A) and IGCSE English Literature.

IGCSE IN ENGLISH LANGUAGE (SPECIFICATION A) (4EA1)

The aims and objectives of this qualification are to enable pupils to:

- read a wide range of texts fluently and with good understanding;
- read critically and use knowledge gained from wide reading to inform and improve their own writing;
- write effectively and coherently using Standard English appropriately;
- use grammar correctly, punctuate and spell accurately;
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language;
- listen to and understand spoken language, and use spoken Standard English effectively.

Pupils are encouraged to read a variety of high-quality, challenging non-fiction texts, in preparation to respond to unseen non-fiction texts in the examination, as well as challenging poetry or prose fiction in preparation for an assignment based on their selected poetry and prose texts. They should also be able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, pupils are assisted in developing the skills of interpretation, analysis and inference. Pupils will be expected use what they have learnt about the writer's craft in their reading of fiction to inspire and influence their own imaginative writing. They are encouraged to develop a range of creative writing techniques, planning and proofreading skills.

Text types studied include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types also include literary non-fiction texts, such as selections from autobiography, letters, obituaries and travel writing. Pupils will be asked to use what they have learnt about different text types to develop their transactional writing. They are introduced to, and given the opportunity to practise, a range of non-fiction writing techniques, planning and proofreading skills.

IGCSE IN ENGLISH LITERATURE (4ET1)

The aims and objectives of this qualification are to enable pupils to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world;
- develop an appreciation of the ways in which authors achieve their literary effects;
- to develop the skills needed for literary study;
- explore, through literature, the cultures of their own and other societies;
- find enjoyment in reading literature and understand its influence on individuals and societies.

The teaching of this course focuses on the study of whole texts, developing pupils' comprehension, critical reading and comparison skills, where relevant, as well as their ability to produce clear and coherent writing using accurate Standard English. Wider reading of literary texts is also encouraged to help pupils develop these skills.

Pupils will be expected to demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. They will learn how to analyse the language, form and structure used by a writer to create meanings and effects, as well as exploring the links and connections between texts. Furthermore, pupils will need to demonstrate an understanding of the relationships between texts and the contexts in which they were written.

There are different kinds, or categories, of context which affect authors' work and the reader's response to it. Teaching includes explorations of:

- the author's own life and individual situation, including the place and time of writing, only where these relate to the text;
- the historical setting, time and location of the text;
- social and cultural contexts (for example, attitudes in society; expectations of different cultural groups);
- the literary context of the text, for example, literary movements or genres;
- the way in which texts are received and engaged with by different audiences, at different times (for example, how a text may be read differently in the 21st century from when it was written).

EXPECTATIONS:

The course emphasises the importance of learning through discussion: pupils should be prepared to listen carefully and responsibly to others and then express their own views thoughtfully and coherently. Throughout our work in the areas of speaking, listening, reading and writing we hope that pupils will be encouraged to enjoy language and literature while developing their creative and critical skills. We review the progress of students during the Middle Fifth and, for those who struggle with Language skills, we may consider dropping Literature at the end of the Middle Fifth to focus on securing the compulsory English Language qualification.

Mathematics

EXAMINATION BOARD : EDEXCEL

Syllabus: IGCSE Mathematics (Specification A) (9 -1)

This course enables pupils to:

- develop their knowledge and understanding of mathematical concepts and techniques;
- acquire a foundation of mathematical skills for further study in the subjects or related areas;
- enjoy using and applying mathematical techniques and concepts, and become confident to use mathematics to solve problems;
- appreciate the importance of mathematics in society, employment and study.

It provides:

- tiers of entry that allow students to be entered for the appropriate level;
- questions designed to be accessible to students of all abilities within that tier;
- papers that are balanced for topics and difficulty;
- a solid basis for students wishing to progress to Sixth Form study.

SCHEME OF ASSESSMENT

The qualification is comprised of two externally assessed papers, each of two hours duration. Calculators may be used in both exam papers.

Pupils are entered at either Foundation Tier or Higher Tier.

Questions in the Foundation Tier papers are targeted at grades in the range 5 - 1.

Questions in the Higher Tier paper are targeted at grades in the range 9 - 4.

It is expected that the majority of pupils will be entered for the Higher Tier.

COURSEWORK

There is no coursework requirement with this specification.

The Sciences

At King William's College, Science is seen as a practical subject and laboratory skills and techniques are developed within a framework which pays due regard to health and safety and promotes an awareness of their uses and limitations. It is hoped to develop positive pupil attitudes through success and enjoyment of the subject.

The three sciences: **BIOLOGY, CHEMISTRY and PHYSICS** are studied independently throughout the Fifth Form and each subject is taught by a specialist in that field. The courses provide a strong basis for the study of science as part of the IB in the Sixth Form.

EXAMINATION OUTLINE

Exam board: Edexcel IGCSE (9-1)

In the Lower Fifth, pupils are placed in sets and begin studying for their IGCSEs in Science; all pupils study the same Separate Science curriculum. During the Upper Fifth, if students choose to do so, they may opt to enter for fewer exams and will receive 'Dual Award Science' which is worth two IGCSEs rather than a separate IGCSE grade in each of Biology, Chemistry and Physics. In this case they would sit just Paper 1 in each of Biology, Chemistry and Physics. It is anticipated that the majority of students at King William's College will enter for Separate Sciences.

	Biology	Chemistry	Physics	
Dual Award:	Paper 1	Paper 1	Paper 1	2 IGCSEs
	Paper 2	Paper 2	Paper 2	
	1 IGCSE	1 IGCSE	1 IGCSE	

Biology

Biology is the study of living organisms and their interactions with their environment. We look at both the positive and negative results of these interactions as this helps the pupils to understand that how they live can affect the whole planet as well as the local environment in which they live. IGCSE Biology places considerable emphasis on the understanding and use of scientific ideas and principles in a variety of situations. The course features a range of learning experiences and these are designed to develop the pupils' skills and their comprehension of the key principles. Pupils will acquire transferable life-long skills relevant to the increasingly technological environment in which people find themselves. The course will also prepare the pupils for an assessment that will, within familiar and unfamiliar contexts, test expertise, understanding and insight.

The Biology syllabus is split into five sections:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

Students will be using the following textbook: **Edexcel International GCSE (9-1) Biology; Clegg, Kearsley, Price and Smith; Collins.**

Chemistry

Chemistry - the science of atoms and molecules - is the key to the world about us. Chemistry is the study of substances, what they are made of, how they interact and what role they play in our lives. It is the study of all materials. Every aspect of our lives - food, medicine, agriculture, electronics and communications - is dependent on the skill of the chemist to devise and produce the compounds and materials which sustain its existence and promote its development.

Chemistry is a practical subject and laboratory skills and techniques are developed within a framework, which pays due regard to health and safety and promotes an awareness of their uses and limitations. It is hoped to develop positive pupil attitudes through success and enjoyment of the subject.

The IGCSE syllabus is a linear course and is studied over three years.

The Chemistry syllabus is split into four sections:

- Principles of Chemistry
- Physical Chemistry
- Inorganic Chemistry
- Organic Chemistry

Each one is divided into a core and extended curriculum.

At the end of the U5 all candidates will be entered at the appropriate level and sit the relevant papers. Those doing the extended curriculum will sit both papers 1 & 2. Each paper is weighted differently and their value towards the final mark can be seen below.

- Paper 1 - 61.1% weighting
- Paper 2 - 38.9% weighting

Students will be using the following textbook: **Edexcel International GCSE (9-1) Chemistry Goodman and Sunley, Collins publisher.**

Physics

Physics is the study of the very big (the Universe) to the very small (atoms and nuclei). Physics permeates every part of our lives and we believe that everyone should have a familiarity with the fundamental concepts which affect our daily lives. Physicists are good at solving problems and need to be logical, numerate and inquisitive.

The Physics syllabus is split into eight sections:

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfers
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

Students will be using the following textbook: **Physics for Edexcel International GCSE; Nick England; Hodder.**

Option Subjects

Art

Business Studies

Computer Science

Design & Technology

French

Geography

German (Native speakers only)

History

Music

Photography

Physical Education

Art

COURSE DESCRIPTION

The GCSE Art course takes place over a two year period during Middle Fifth & Upper Fifth and leads to an award from the AQA examination board. The course is an interesting and stimulating one. It covers a wide variety of media, techniques and creative processes. It includes painting, drawing, printing, ceramics and multi-media work. There is also the opportunity for some pupils to attend activity groups after school and add work in photography to their portfolio of coursework.

The first year of the course covers a variety of techniques and media. The second year gives pupils a chance to specialise in areas they enjoy. A portfolio and at least two sketchbooks are compiled during the two years of the course. These items, along with the pupil's best work, is formed into an exhibition in May of the second year of the course. An external examiner will visit the school to mark this work along with an examination piece of ten hours' duration.

COURSE AIMS

The broad aims of the course are to:

- Provide an experience where candidates discover where their strengths and talents lie.
- Enable candidates to relate their own work to that of other artists, craftspeople and designers in both a contemporary and a historical context.
- Develop an understanding of the process of research, development and artistic outcome and the holistic nature of this activity.
- Develop an awareness of the links between art, society and culture and the important role of art in the evaluation of experience in a multi-cultural society.
- Develop in candidates an understanding of the nature of visual thinking and its appropriate language in visual and annotated descriptions.

SCHEME OF ASSESSMENT

The Scheme of Assessment comprises two components:

Coursework: 60% of the marks

Two or three units of coursework.

A coursework unit should include preparatory work and sketch books related to the final piece(s) in the chosen area(s) of study.

All assessment objectives must be met in the Coursework as a whole.

Centre-assessed and moderated by AQA

Controlled Test (10 hours): 40% of the marks

Candidates will be required to respond to one starting point in their chosen option. A response to all assessment objectives is required. Starting points will be set by AQA. There will be a preparatory period of 8 weeks, followed by 10 hours of supervised time. Candidates will be expected to develop their own work to resolve their investigations, producing a final piece or pieces based upon preparatory studies and research.

The Controlled Test will be centre-assessed and moderated by AQA.

To conclude, Art offers an enormously enriching and interesting two years of study. It really tests the initiative and motivation of pupils. It offers wide scope for the talented and an opportunity for the less able artists to work to their strengths. Above all it is enjoyable and often provides a much needed contrast with a range of subjects requiring extensive written work. A pupil wishing to proceed to the IB Visual Arts course in the Sixth Form is strongly advised to obtain an examination pass at GCSE level Art.

Business Studies

IGCSE Business Studies introduces students to the ways business operates in the public and private sectors and the importance of organising planning and change.

Students learn how the major types of business organization are established, financed and managed. Factors influencing business decision-making are also studied as well as the core functional areas of Finance, Marketing, Human Resources and Operations.

Through their studies, students not only learn about business concepts and techniques but also enhance related skills such as numeracy, analysis and evaluation.

The IGCSE gives students an international perspective on business, and as such, the course provides both a foundation for further study at IB Level in Business Management and Economics, and an ideal preparation for the world of work.

At a glance: the course comprises of the following key sections:

- The purpose and types of business activity, government and economic influences.
- Business costs, revenue, accounting, cash flow planning and financial analysis.
- Organizational structure, management, motivation at work, recruitment and training.
- The market and marketing, research, and the marketing mix.
- Factors and methods of production, and location of business.
- Business in the International community, the impact of globalization, exchange rates and multi-national business.

Using case studies, IGCSE Business Studies ensures that students have knowledge, and understanding of real world business organizations and issues. Students will learn to use business tools and methods to analyze and evaluate evidence and make judgments.

ASSESSMENT

Students take two externally assessed examinations at the end of the course.

Paper 1 is based on a series of short case studies. **50% marks**

Paper 2 is an extended case study involving analysis of previously unseen data. **50% marks**

Computer Science

CIE SPECIFICATION 0984

Studying Cambridge IGCSE Computer Science will help students appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. During the course students develop their understanding of the main principles of problem solving using computers. They learn to develop computer-based solutions to problems using algorithms and a high-level programming language (Python). They also develop a range of technical skills and learn to effectively test and evaluate computing solutions. These skills will be useful whether or not they choose to continue studying this subject beyond IGCSE. Overall the course helps students to develop an interest in computing and gain confidence in computational thinking.

These skills will be useful whether or not they choose to continue studying this subject beyond IGCSE.

The course comprises two components which are taught in tandem.

Part 1 : Theory of computer science

- Data representation (binary systems, hexadecimal and data storage).
- Communication and Internet technologies (data transmission, security aspects and Internet principles of operation).
- Hardware and software (logic gates, computer architecture and the fetch execute cycle, input and output devices, memory, storage devices and media, operating systems, high- and low-level languages and their translators).
- Security.
- Ethics.

Part 2 : Practical problem-solving and programming

- Design (algorithm design and problem-solving, pseudocode and flowcharts).
- Programming (programming concepts, data structures and arrays).
- Databases.

There are two examination papers at the end of the course. The use of calculators is not permitted during the examinations.

Paper 1 (Theory paper) 1 hour 45 minutes **60%**

Short answers and structured questions based on Theory of the Subject content. All questions are compulsory.

Paper 2 (Problem-solving) 1 hour 45 minutes **40%**

Short answer and structured questions All questions are compulsory and a number of the questions are set on pre-release material.

HEAD OF COMPUTER SCIENCE - Karen Brew - email: karen.brew@kwc.im

Design & Technology

Design & Technology “does what it says on the tin” – it is the study and use of both design and technology. Pupils study the history of design, the principals of electronics, textiles, mechanics, design psychology, engineering, marketing and manufacture.

Any of these can be incorporated in any creative direction and anyone with an interest in textiles, architecture, industrial design or engineering should consider this course and ask for further details from either Mrs Shimmin or Mr Parry.

- The use of computer aided design (CAD) and computer aided manufacture (CAM) is integral to the syllabus with laser cutting and 3D printing featuring from the very start of the course.
- Design-and-make tasks in the first year ensure pupils experience and understand a wide variety of materials and processes so that they can make informed decisions when embarking upon their individual design project.
- The course is designed to develop creative skills and the critical analysis of existing designs.

At the end of the course pupils sit a single exam paper and submit a working prototype, supported by an A3 portfolio of around twenty pages.

The allocation of marks is a 50/50 split between coursework and the exam.

French

EXAMINATION BOARD : WJEC

The GCSE course starts in Lower Fifth and lasts three years.

There are two tiers of entry available for this GCSE qualification in French: Higher Tier (Grades A* - D) and Foundation Tier (Grades C - G).

This WJEC GCSE specification in French will enable learners to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy;
- express and develop thoughts and ideas spontaneously and fluently;
- listen to and understand clearly articulated, standard speech at near normal speed;
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts;
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts;
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken;
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge;
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment;
- develop language strategies, including repair strategies.

GCSE MFL is organised into **three broad themes**:

Identity and culture

Youth Culture

- Self and relationships
- Technology and social media

Lifestyle

- Health and fitness
- Entertainment and leisure

Customs and Traditions

- Food and drink
- Festivals and celebrations

Where I live and the World - areas of interest

Home and Locality

- Local areas of interest
- Travel and Transport

The Wider World

- Local and regional features and characteristics of France and French-speaking countries
- Holidays and tourism

Global Sustainability

- Environment
- Social issues

Current and future study and employment

Current Study

- School/college life
- School/college studies

Enterprise, Employability and Future Plans

- Skills and personal qualities
- Post-16 study
- Career plans
- Employment

SPECIFICATION AT A GLANCE

WJEC in French Qualification

Unit 1: Speaking 25% of the Certificate Qualification

Oral test: 12 minutes preparation time
 7-9 minutes (Foundation tier)
 10-12 minutes (Higher tier)

- 1 role-play
- Photo and card description
- Conversation

Unit 2 : Listening 25% of the Certificate Qualification

Listening comprehension tasks with non-verbal and written responses.

35 minutes (Foundation tier) including 5 minutes reading time
 45 minutes (Higher tier) including 5 minutes reading time

Unit 3 : Reading 25% of the Certificate Qualification

Reading tasks with non-verbal and written responses, including one translation task from French into English.

1 hour (Foundation tier)
 1 hour 15 minutes (Higher tier)

Unit 4 : Writing 25% of the Certificate Qualification

Writing tasks including one translation from English into French.

1 hour 15 minutes (Foundation tier)
 1 hour 30 minutes (Higher tier)

Learners are not permitted to use dictionaries in any part of the assessment.

Geography

The **EDEXCEL IGCSE** in Geography enables students to:

- actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world;
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from a local to global;
- appreciate the differences and similarities between people's views of the world, its environments, societies and cultures;
- understand the significance of values and attitudes to the development and resolution of issues;
- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive;
- develop and apply their learning to the real world through fieldwork and other out-of-classroom learning;
- use geographical skills, appropriate technologies, enquiry and analysis.

THE SYLLABUS IS DIVIDED INTO 2 SECTIONS:

Section A - Physical Geography

1. Coastal environments
2. Hazardous environments

Section B - Human Geography

3. Economic activity and energy
4. Urban environments
5. Globalisation and migration

EXAMINATION STRUCTURE

Paper 1 : Physical Geography

1 hour and 10 minutes and consists of two sections. The questions are a mix of multiple-choice, short-answer, data-response and open-ended questions.

Section A - Candidates choose Two out of three questions on | : river environments, coastal environments, hazardous environments.

Section B - Candidates choose one out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments.

Paper 2 : Human Geography

1 hour and 45 minutes and consists of three sections. The questions are a mix of multiple-choice, short-answer, data-response and open-ended questions.

Section A - Candidates choose two out of three questions on: economic activity and energy, rural environments, urban environments.

Section B - Candidates choose one out of three questions on: economic activity and energy, rural environments, urban environments.

Section C - Candidates choose one out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare.

FIELDWORK EXPERIENCES

Two opportunities are normally created to undertake fieldwork in Douglas and on Castletown Bay to experience Hypothesis creation, Methodology, Data Presentation, Analysis, Conclusions and Evaluation involved in Coastal and Urban fieldwork. This along with virtual fieldwork in class will enable students to successfully answer the Section B questions on each paper.

HEAD OF GEOGRAPHY - Steve Cope - email: steve.cope@kwc.im

History

IGCSE History is fascinating, engaging and will help you to develop a range of really useful skills which you can use across the curriculum: how to analyse and interpret information; to identify key features, themes and patterns; to evaluate the significance of key characters, events, causes and consequences; and, most importantly, how to develop and support your own arguments. As well as developing skills, you'll explore three key areas of the 20th Century which have shaped the world we live in today. Anyone seeking to understand the origins of the turbulent times in which we live should opt for this course.

We study Edexcel's IGCSE History syllabus which allows us the time and space to really get to grips with the syllabus content in depth, rather than simply skimming the surface. As a Department we have proud tradition of taking our pupils on amazing visits so that they can see where the History they've studied happened and explore for themselves its lasting consequences. Educationally, socially and personally these trips are invaluable. They really do help to develop a love of the subject and help to consolidate and expand the learning of our pupils. Destinations have included China, Berlin, Russia, Washington, Cuba and, of course, North Korea! With your support we would very much intend to maintain the tradition.

The Russian Revolution, Dictatorship and Conflict, 1905-53

Two examined topics combine to produce an exciting investigation into the causes and consequences of, arguably, the most significant event of the 20th Century. Not only does it teach us much about revolutionary change and disappointed idealism, but by studying Lenin and Stalin we are also able to assess the role of the individual in History and the extent to which one person can change the world and shape the future. For the first time, we will also be able to explore the terrible impact of the Second World War (Great Patriotic War) on the USSR and her peoples.

Development of dictatorship: Germany, 1918-45

Next we explore the rise and fall of the 20th Century's most notorious regime. The challenge here is to evaluate whether democracy ever really had a chance of survival in post-First World War Germany. Was Germany doomed to dictatorship thanks to her treatment at the hands of the Allies? How did Hitler convince more than 40% of the German people to vote for him? Why were people driven to support extreme political parties across Europe in the 1930s? We'll try to find answers to all of these questions as well as exploring what Nazi control meant for the people of Germany before and during the Second World War.

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

Our final topic is probably the most controversial, complicated and compelling. It would be unusual for a day to pass in the lives of our pupils without the Middle East being mentioned in the news. If not the seemingly perpetual violence in Israel and Palestine, then it's the on-going events in Syria or the inevitable links between the region and global terrorism and Islamic fundamentalism. But why is this region of the world so divided and explosive? This course aims to give some answers by exploring the pre-war Palestine and the problems arising from the creation of Israel in 1948. Periods of tension and armed conflict, such as the Arab-Israeli wars of 1967 and 1973, will be explored as will the increasing involvement of the superpowers in the region. A lot to get through, but fascinating.

The course is assessed through two 1 1/2 hour written examinations, each of which is worth 50% of the IGCSE.

Latin

EXAMINATION BOARD: OCR

The GCSE course lasts for two years with the Lower Fifth acting as a preparatory year.

The aim of Latin GCSE is to encourage candidates to:

- develop an appropriate level of competence in the Latin language;
- develop a sensitive and analytical approach to language generally;
- develop and apply analytical and evaluative skills at an appropriate level;
- make an informed, personal response to the material studied;
- actively engage in the process of enquiry into the classical world so that they develop as effective and independent learners and as critical and reflective thinkers;
- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of the classical world;
- develop an awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times;
- understand and use a wide range of vocabulary.

Through the study of Latin literature and Roman civilisation candidates learn about the social and cultural values of the Romans. This provides candidates, through comparison of Roman values with their own values and those of society today, with opportunities to experience, appreciate and relate to a different culture removed from their own and to consider how cultural issues are portrayed through literature.

THE COURSE IS ASSESSED THROUGH 3 EXAMS:

Unit J282/01: Latin Language

This unit tests understanding of unseen Latin: the passages will recount a story or stories drawn from history or mythology. Candidates need to answer comprehension questions and translate short passages of Latin into English. There will also be a short section with questions about different aspects of the grammar.

Unit J282/02-05: Latin Literature

This unit tests understanding and appreciation of a prepared set text. The set text will be either Prose or Verse Literature. In the exam, questions will be a combination of short answers, tick box responses or extended responses in English (with marks awarded for the quality of written communication). There will also be literary appreciation questions (10 marks) on an extract of Latin

Unit J282/06: Prescribed Sources

Learners study two topics on Roman Civilisation and Culture using the sources in the Prescribed Sources Booklet. In the exam, there will be questions in English on aspects of content, culture, social practices and values.

Music

The IGCSE is a genuinely exciting course administered by Cambridge University it enhances practical and general musicianship to a higher degree than the GCSE exam boards. The skills obtained during the course will fundamentally change the way in which you hear, create and practice music.

Participation in the College's ensembles is a requirement of the course – so if you are in one of these anyway or would like to be in future, you could get credit for your participation from next year.

Although pupils with good performing, listening and notation skills are inevitably find themselves at an advantage, there are no formal requirements for embarking on the course. The Music Department offers a very great deal of support (IGCSE clinic and Theory Class as well as the ensembles) so everyone has an opportunity to be very successful at IGCSE.

ASSESSMENT:

PERFORMING

30% of the total marks

One solo and one ensemble performance, recorded at any time during the course. Internal assessment, external moderation.

COMPOSING

30% of the total marks

You get to create two pieces of your own and it may be possible for College ensembles to perform these for you.

LISTENING

40% of the total marks

Exam of 1 hour 15 minutes. Pupils answer questions on music from a wide range of styles as they listen on CD. There will be some questions on a set work – one piece that is studied in more depth.

An exceptionally rewarding and valuable course in its own right, the IGCSE in Music is an ideal preparation for IB Music or for anyone who wants to develop their talents to a high level.

Photography

COURSE DESCRIPTION

The GCSE Photography course takes place over a two year period during Middle 5 and Upper 5 and leads to an award from the AQA examination board. The Photography course is an interesting and stimulating one. You will learn how to take photographs, develop black and white films and print your own photographs.

The first year of the course covers set themes and dark room skills, including health and safety. A work journal will be kept that shows development of your ideas and understanding of the dark room processes. A portfolio of photographs and at least two work journals are compiled during the two year course. These items are formed into a display in May of the second year of the course. An external examiner will visit the school to mark this work along with a timed test of ten hours' duration.

COURSE AIMS

Candidates are required to work in one or more area(s) of Photography such as those listed below. They may explore overlapping areas and combinations of areas:

- portraiture, documentary and/or photo-journalism;
- environmental photography;
- experimental photography;
- working from objects, still life and/or from the natural world;
- film making and animation.

Candidates may use digital and/or chemical (silver halide) techniques to produce images.

ASSESSMENT

Candidates will be expected to demonstrate skills in the context of their chosen area(s) or study:

- making appropriate use of colour, line, tone, shape, texture, pattern and form;
- showing in their work appreciation of viewpoint, composition, depth of field and movement;
- responding to an idea, issue, concept, theme or brief;
- making appropriate use of the camera, lenses, filters and lighting, film and/or digital techniques;
- using appropriate techniques related to developing and/or downloading, image manipulation, printing, presentation, layout and mounting;
- providing evidence of the use of safe working practices.

Coursework **60% of marks**

Two or three sets of photographs that illustrate themes set. At least two work journals showing research and process. Centre assessed and moderated by AQA.

Controlled test **40% of marks**

Develop a set of photographs and related research to illustrate one of set starting points. There will be a preparatory period of 8 weeks, followed by 10 hours of supervised time.

To conclude, Photography offers an enormously enriching and interesting two years of study. It really tests the initiative and motivation of pupils. Above all it is enjoyable and often provides a much needed contrast with a range of subjects requiring extensive written work. Photography can be continued into the Sixth Form IB Visual Arts course.

HEAD OF ART - Stephen Kelly - email: stephen.kelly@kwc.im

Physical Education

IGCSE PHYSICAL EDUCATION:

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

ALL CANDIDATES TAKE:

Component 1 - 50% of total marks Paper 1 - 1 hour 45 min

Candidates will study all of the following topics:

- | | |
|-------------------------------------|--|
| 1. Anatomy and Physiology | 2. Health, fitness and training |
| 3. Skill acquisition and psychology | 4. Social, cultural and ethical influences |

In the examination students are required to:

- Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity.
- Apply this knowledge to a variety of physical activities/sports, including the analysis and evaluation of performance.

Each of these points has equal weighting in the examination paper. 50% of the questions examine the knowledge and understanding of the topics covered, and, 50% of the paper will assess their understanding and how it can be applied to sport.

Component 2 - 50% of total marks

Coursework Centre-based assessment

Candidates choose to undertake four practical activities from at least two of the seven categories listed.

SYLLABUS AIMS:

Candidates should, through the knowledge they gain, develop an understanding of effective and safe physical performance.

Candidates should be encouraged to improve:

- Their ability to plan, perform, analyse and improve, and evaluate physical activities.
- Their knowledge, skills and understanding of a range of relevant physical activities.

COMPONENT 1: PAPER 1 (1 HOUR 45 MINUTES, 100 MARKS)

The examination assesses candidates' knowledge and understanding in relation to the syllabus content. Candidates are required to demonstrate skills of description, interpretation and evaluation. The question paper has a weighting of 50% of the total marks and is divided into two sections.

COMPONENT 2: COURSEWORK

The Coursework component requires candidates to offer a minimum of four practical activities from at least two of the seven categories. Each activity is marked out of 25 marks.

Coursework assesses candidates' physical performance, including an ability to interrelate planning, performing and evaluating whilst undertaking activity in four practical activities worth 50% of the syllabus total.

DIRECTOR OF SPORT - Bernadette Dunn - email: bernadette.dunn@kwc.im

Spanish

EXAMINATION BOARD : WJEC

The GCSE course starts in Lower Fifth and lasts three years.

There are two tiers of entry available for this GCSE qualification in Spanish: Higher Tier (Grades A* - D) and Foundation Tier (Grades C - G).

This WJEC GCSE specification in Spanish will enable learners to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy;
- express and develop thoughts and ideas spontaneously and fluently;
- listen to and understand clearly articulated, standard speech at near normal speed;
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts;
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts;
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken;
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge;
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment;
- develop language strategies, including repair strategies.

GCSE MFL is organised into **three broad themes:**

Identity and culture

Youth Culture

- Self and relationships
- Technology and social media

Lifestyle

- Health and fitness
- Entertainment and leisure

Customs and Traditions

- Food and drink
- Festivals and celebrations

Where I live and the World - areas of interest

Home and Locality

- Local areas of interest
- Travel and Transport

The Wider World

- Local and regional features and characteristics of Spain and Spanish-speaking countries
- Holidays and tourism

Global Sustainability

- Environment
- Social issues

Current and future study and employment

Current Study

- School/college life
- School/college studies

Enterprise, Employability and Future Plans

- Skills and personal qualities
- Post-16 study
- Career plans
- Employment

SPECIFICATION AT A GLANCE

WJEC in Spanish Qualification

Unit 1: Speaking 25% of the Certificate Qualification

Oral test: 12 minutes preparation time
7-9 minutes (Foundation tier)
10-12 minutes (Higher tier)

- 1 role-play
- Photo and card description
- Conversation

Unit 2 : Listening 25% of the Certificate Qualification

Listening comprehension tasks with non-verbal and written responses.

35 minutes (Foundation tier) including 5 minutes reading time
45 minutes (Higher tier) including 5 minutes reading time

Unit 3 : Reading 25% of the Certificate Qualification

Reading tasks with non-verbal and written responses, including one translation task from Spanish into English.

1 hour (Foundation tier)
1 hour 15 minutes (Higher tier)

Unit 4 : Writing 25% of the Certificate Qualification

Writing tasks including one translation from English into Spanish.

1 hour 15 minutes (Foundation tier)
1 hour 30 minutes (Higher tier)

Learners are not permitted to use dictionaries in any part of the assessment.



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