



Year 10 GCSE Curriculum 2009/2010

The Church of England - Faith Education
Immanuel College
Academy of Excellence • Jewish Tradition • Contemporary Society

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HEAD MASTER'S INTRODUCTION

From the beginning of Year 10 until the end of Year 11, preparation for GCSE dominates our pupils' studies. To succeed in their GCSE courses pupils need to work systematically and conscientiously and ensure that they meet deadlines by developing good organisational skills. The great majority of pupils in our current Year 9 either possess these qualities or are well on their way to acquiring them. The remainder, as experience and the results achieved in previous years suggest, will follow suit - the sooner the better! As a result, the school enjoys an excellent record of success at GCSE.

Important as this record is - and we are rightly proud of it - the extent of the individual pupil's interest and involvement in her or his studies is arguably a truer indicator of future achievement than results alone, for it is possible for a pupil to "succeed" at GCSE without experiencing the fulfilment that comes from genuine enthusiasm about the subjects he or she studies and recognition of the way they contribute to her or his understanding of the world. This kind of "success", whilst undoubtedly useful and much to be preferred to failure, is not a secure base for further study. It follows that in deciding which option subjects to study, pupils should choose those subjects which they are genuinely interested in and enjoy.

As they move onto GCSE, the pupils in Year 9 should be encouraged to explore the full significance of each topic they learn and consider their connection with it as individual Jews living in the modern world. This level of involvement in their studies will ensure that they find the next two years fulfilling and enriching and develop into truly successful students.

As in previous years, modern languages, French, Modern Hebrew and Spanish, are optional; this is because there are pupils in each of our year groups for whom the study of a second language is a very negative experience. These pupils are better served studying alternative courses which they find more fulfilling and which do not cause them to lose confidence in their abilities. We recommend that pupils who do not encounter these difficulties include at least one modern language among their GCSE options.

Once again a non-examined course in Jewish textual learning, taught by either Jewish Studies teachers or members of the Immanuel College Kollel, is included among the options. Although it does not lead to a GCSE certificate, as a preparation for leading a loyal and informed Jewish life the course has a great deal to recommend it. Those pupils who choose it will not be disadvantaged in any way when they apply for University courses in the future. Rather the analytical and linguistic training the course offers will further their academic development.



Philip Skelker

HEAD OF DEPARTMENT:	Mrs Alison Ardeman
TYPE OF COURSE:	GCSE
EXAMINATION BOARD:	EDEXCEL

Aims

To develop the student's visual observation skills, practical ability, use of different media, knowledge and understanding of great art, ability to take risks and to work creatively and independently.

Course Details

Coursework must comprise two units of work. A unit contains everything from the conception to the completion of the final piece of work. Supporting studies, sketchbooks etc. must accompany the work.

Examination Details

The externally set examination requires preparation at home and in school over a set period of weeks. The Controlled Test lasts ten hours (taken over a period of two days) and is taken under examination conditions. **Examination work, which amounts to one Unit, makes up 40% of the final marks.**

Coursework Details

Candidates' work should show evidence of study from more than one of the following areas:

Drawing/Painting/Print making/Textiles
Mixed Media/3D Design/Photography

The Art logbook is a compulsory requirement of the course and should contain independent work, personal investigation, visual research and art historical studies.

Coursework, which amounts to two Units, makes up 60% of the final marks.

BIBLICAL HEBREW

HEAD OF DEPARTMENT	Mr Michael Gillis
TYPE OF COURSE	GCSE A201/A202
EXAMINATION BOARD	OCR

Aims

1. To provide students with a working knowledge of Biblical texts and the confidence to tackle them on their own.
2. To foster a life-long interest in the Bible and its literary study.

Course Details

This course familiarises our pupils with the structure and form of Biblical Hebrew. Pupils who take this course will be able to analyse and translate Biblical texts by gaining a thorough knowledge of language and style, as well as explain the historical context of selected passages. The set texts for this syllabus are from the Books of Joshua and 1 Kings.

Examination Details

This examination consists of two papers:

Paper 1 – unseen Biblical Hebrew Language Paper	2 hours (50%)
Paper 2 – set texts in Biblical Hebrew	2 hours 15 minutes (50%)

Coursework Details

There is no coursework requirement for this course.

DESIGN & TECHNOLOGY (Resistant Materials)

HEAD OF DEPARTMENT	Mr Roger Hazell
TYPE OF COURSE	GCSE
EXAMINATION BOARD	EDEXCEL

Aims

1. To gain experience of the factors that influence the design and realisation of a product.
2. To draw upon and develop students' creativity and their practical and design skills.
3. To become more knowledgeable and more expert in working in the area of resistant materials.

Course Details

This is a full 2-year course, commencing in Year 10 with the start of a major design-and-make task and the presentation of a portfolio.

Examination Details

One written examination of 1½ hour's duration taken in May/June of the final year of the course represents 40% of the GCSE grade.

Coursework

One coursework of separate or linked Design and Make tasks and portfolio are internally and externally assessed under controlled conditions by 1st May of the final year of study. The Coursework portfolio represents 60% of the GCSE grade.

DRAMA & THEATRE STUDIES

HEAD OF DEPARTMENT	Mrs Joanna Fleet
TYPE OF COURSE	GCSE
EXAMINATION BOARD	AQA

Aims

1. To stimulate students' imagination and creativity.
2. To introduce them to all aspects of the theatre and foster a lifelong interest in it.
3. To give them experience of creating live theatre themselves.

Course Details

The AQA Drama course is designed for students who have demonstrated both a real interest and proficiency in Drama in Years 7 to 9. The course requires the students to learn independently, to visit the theatre regularly and to work co-operatively with others.

The course is divided as follows:

Unit 1 – Written Paper (40%) of one and half hour's duration, which is marked externally.

Unit 2 – Practical Work (60%), which is internally assessed and externally moderated.

Examination Details

Over the two years **one** play text is studied in depth in a very practical manner by learning how to present the play as a live performance. The text is essentially treated as a potential performance work in class; the examination tests students' knowledge of how to portray the characters and how the play can be presented technically.

The students also visit the theatre on a regular basis and make detailed analyses of **live productions** in order to respond to specific acting or technical questions in the examination. Parents are advised to encourage the theatre-going habit by arranging their own visits.

DRAMA & THEATRE STUDIES (cont.)

Coursework Details

In addition students have to produce **two practical assessment pieces** for the coursework element of the GCSE.

They work in small groups to produce short pieces of theatre (scripted, devised, improvised etc.) for presentation.

They offer one nominated skill for examination per assessment. A great deal of independent research is required in the preparation stages and this part of the assessment is examined within the Unit 1 paper.

Students should be confident performers **or** have reasonable technical experience before deciding to embark on this course.

HEAD OF DEPARTMENT

Mr Gordon Spitz

TYPE OF COURSE

GCSE

EXAMINATION BOARD

AQA

Aims

Listening and Speaking

To encourage candidates to communicate clearly and imaginatively and to engage in informed discussions. Candidates need to demonstrate their ability to listen attentively and adopt roles when necessary.

Reading

To develop candidates' ability to read with insight.

Writing

To enable candidates to demonstrate their ability to communicate clearly and imaginatively, using effective structure and accurate punctuation and spelling.

Course Details

1. *Speaking and Listening*
Pupils must show their competence and confidence in speaking and listening through a range of situations.
2. *Reading*
Pupils will need to read literary and media texts, demonstrating an informed engagement with them. The range will include contemporary and pre-20th-century literature, including Shakespeare.
3. *Writing*
Pupils will need to show an ability to write in a wide variety of styles and forms, including critical and imaginative responses to literary and factual material. They must demonstrate an ability to write and re-draft work showing an awareness of audience.
4. *Presentation*
Pupils should be able to write fluently and legibly and present finished work clearly and attractively.

Examination Details

Examination - 60%

Paper 1: 1¾ hours: Section A: Reading response to non-fiction/media texts – 15%

Section B: Writing to Persuade, Argue or Advise – 15%

Paper 2: 1¾ hours: Section A: Reading response to Poetry from Different Cultures – 15%

Section B: Writing to Inform, Explain or Describe – 15%

Coursework - 40%

Speaking and listening (20%)

Reading responses (10%)

Writing responses (10%)

ENGLISH LITERATURE

HEAD OF DEPARTMENT	Mr Gordon Spitz
TYPE OF COURSE	GCSE
EXAMINATION BOARD	AQA

Aims

To enable candidates to respond to texts critically, sensitively and in detail, whilst relating them to their cultural, social and historical contexts and literary traditions.

Course Details

Students will be encouraged to develop critical and analytical responses by studying prose, poetry and drama from diverse literary periods.

Examination Details

Examination - 70%

One paper (1¾ hours) on two prescribed set texts: one post-1914 prose, the other pre- and post-1914 poetry.

Coursework - 30%

This will include three substantial units comprised of the following:

- | | | |
|----|-----------------|-----|
| 1. | Shakespeare | 10% |
| 2. | Pre-1914 Prose | 10% |
| 3. | Post-1914 Drama | 10% |

FRENCH

HEAD OF DEPARTMENT

Mr Paul Abrahams

TYPE OF COURSE

GCSE

EXAMINATION BOARD

AQA

Aims

By the age of 16 (the end of Year 11), students should:

- be able to use French effectively for practical communication;
- have some insight into the culture and civilisation of French-speaking countries, including the Jewish dimension;
- have a sound base in the skills, language and attitude required either for further study, for work, and/or for leisure;
- derive enjoyment, intellectual stimulation and cultural enrichment from a wide variety of language tasks, including extended reading of magazines, newspapers and books, watching television programmes, films, plays, etc;
- appreciate that, as British Jews, they are European citizens and, as such, have the possibility of building a European dimension into their future careers.

Course Details

In Years 10 and 11 students have four or five periods of French in the ten-day cycle. All groups use the same textbook, *Encore Tricolore Nouvelle Edition* (Book 4) and sit the AQA GCSE examination. Homework is set once a week, a minimum of one hour on each occasion. In addition, students in Year 11 are able to benefit from extra lunchtime oral sessions, in order to improve their conversational French. Extensive use is made of audio and visual equipment, as well as the language laboratory software in the computer suite.

Strasbourg

The highlight of the GCSE course is a five-day educational, cultural and social visit in Year 10 to the French city of Strasbourg. During this visit students stay in orthodox Jewish homes on a full-board basis, thereby discovering the delights of French family life and of kosher cuisine. Among the activities undertaken are a tour of Strasbourg by the canal, a visit to the concentration camp of Natzviller-Struthof, a look at the new European Parliament building and, on a light note, an evening of fun at the bowling alley.

FRENCH (cont.)

The emphasis in the GCSE course is upon the four language skills: Listening; Reading; Writing; Speaking.

Reading and Listening skills are examined by a terminal comprehension paper, each with a weighting of 20%.

Writing and Speaking skills are tested through the course by Controlled Assessment (two assignments for each skill), each with a weighting of 30%.

The themes and topics on which assessment material will be based are as follows:

Lifestyle	Health: healthy and unhealthy lifestyles and their consequences. Relationships and Choices: relationships with family and friends; future plans regarding marriage/partnership; social issues and equality.
Leisure	Free Time and the Media: free time activities; shopping, money, fashion and trends; advantages and disadvantages of new technology. Holidays: plans, preferences, experiences; what to see and getting around.
Home and Environment	Home and Local Area: special occasions celebrated in the home; home, town, neighbourhood and region, where it is and what it is like. Environment: current problems facing the planet; being environmentally friendly within the home and local area.
Work and Education	School/College and Future Plans: what school/college is like; pressures and problems. Current and Future Jobs: looking for and getting a job; advantages and disadvantages of different jobs.

FRENCH (cont.)

Examination details

Listening - a 30-minute (Foundation Tier) or 40-minute (Higher Tier) listening comprehension paper;

Reading - a 30-minute (Foundation Tier) or 50-minute (Higher Tier) reading comprehension paper;

Writing - Controlled Assessment tasks – two written tasks to be researched and planned at home and completed in school under examination conditions during the course;

Speaking - Controlled Assessment tasks – two spoken tasks to be researched and planned at home and completed in school under examination conditions during the course.

There are two levels for the Reading and Listening papers: Foundation and Higher. Pupils will be entered for either the Higher Tier papers in both skills, or a combination of Foundation and Higher Tiers, depending on their ability in the different skills.

In Writing and Speaking, all pupils undertake the same Controlled Assessment tasks. Differentiation is by outcome.

GEOGRAPHY

HEAD OF DEPARTMENT	Mr Paul de Naeyer
TYPE OF COURSE	GCSE
EXAMINATION BOARD	Edexcel B

Aims:

This specification gives students opportunities 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 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 and appropriate technologies, and to undertake appropriate enquiry and analysis.

Course Details

Unit 1 – Geographical Skills and Challenges 25% of GCSE

- Range of skills including cartographic, GIS, ICT and graphical
- Challenges for the planet – climate change and sustainable development

Unit 2 – The Natural Environment 25% of GCSE

- Coastal landscapes
- River landscapes
- Glacial landscapes
- Tectonic landscapes
- **Either** a wasteful world **or** a watery world

GEOGRAPHY (cont.)

Unit 3 – The Human Environment 25% of GCSE

- Economic change
- Farming and the countryside
- Settlement change
- Population change
- **Either** a moving world **or** a tourists' world

Unit 4 – Investigating Geography 25% of GCSE

- On a topic supplied by Edexcel related to Units 2 and 3

Examination Details

Units 1, 2 and 3 are assessed by separate examinations lasting 1 hour each – marked out of 50.

Unit 1 - all questions are compulsory

Unit 2 and 3 –

- 4 questions in section A – students must answer one
- 2 questions in section B – students must answer one

Unit 4 – Controlled assessment based on fieldwork

HISTORY

HEAD OF DEPARTMENT	Mrs Sharron Shackell
TYPE OF COURSE	IGCSE <small>Modern World History</small>
EXAMINATION BOARD	CIE (Cambridge)

Aims:

To stimulate interest in and enthusiasm about Modern World History and to promote the acquisition of knowledge and understanding of human actions in the past. The course also aims to ensure that the candidates' knowledge is rooted in an understanding of the nature and use of historical evidence and that they appreciate second-order historical concepts such as change and continuity, causes and consequences, and similarities and differences.

Course details:

1. **Paper 1 – Core Content (2 hours)**
 - a. Were the Peace Treaties of 1919-23 fair?
 - b. To what extent was the League of Nations a success?
 - c. Why had international peace collapsed by 1939?
 - d. Who was to blame for the Cold War?
 - e. How effectively did the USA contain the spread of Communism?
 - f. How secure was the USSR's control over Eastern Europe, 1948 - 1989?

Depth Study:

- a. Germany, 1918-1945
- b. USA, 1919-1941

2. **Paper 2 – Source-based Core content (2 hours)**

The topics will be prescribed by the examination board each year and will be taken from the Core Content above.
3. **Source-based questions on the Depth Study (1 hour)**

There is no coursework.

INFORMATION & COMMUNICATION TECHNOLOGY

HEAD OF DEPARTMENT Mr Mario Brzezinski

TYPE OF COURSE GCSE
EXAMINATION BOARD AQA

Aims

- To develop the capacity to persevere and not give up when program bugs prove elusive!
- To develop an interest in learning to understand how computers work in addition to using applications such as MS Office software;
- To develop an understanding and appreciation of the need for accuracy and detail;
- To develop time-management skills in relation to coursework completion;
- To develop a preparedness to work independently;
- To develop maturity of outlook and self-discipline.

Course Details

The course involves the investigation and study of ICT in a variety of contexts, including home, school, business and industry. Students study a range of topics, including file and database theory, information processing and operating systems functions, and then learn to apply techniques selectively to a variety of situations.

In addition to using applications software such as MS Office, students also learn how to write their own programs using the Visual Basic (VB) programming language. In addition to applying practical skills using generic software, students learn the theory underpinning ICT and in particular develop analytical skills through the creation of both program and systems flowcharts and the writing of structured code itself.

NB: Programming involves learning to use a technical language to write instructions that a computer will perform. Pupils who have **difficulty with written English** will find learning an additional **technical** programming language **very difficult to cope with.**

INFORMATION & COMMUNICATION TECHNOLOGY (cont.)

Examination Details

- 1 written examination paper 40%

The examination requires candidates to apply their knowledge of applications software such as databases and spreadsheets to scenario descriptions. Questions also cover hardware, peripherals, data protection, data validation, data privacy and security.

Coursework Details

- 2 coursework components:
 - Board-set Case Study Assignment 30%
 - Individual programming project 30%

The Case Study changes from year to year, but involves the analysis of a situation and the selective use of applications software to solve a variety of tasks, which are then documented. The individual project requires the candidate to write her or his own program, to test it fully and to produce documentation to accompany the solution. It is strongly recommended that candidates have access to a computer outside school. The principal software used on the course is the MS Office 2003 suite and Visual Basic version 6.0.

JEWISH TEXTUAL LEARNING

HEAD OF DEPARTMENT:
TYPE OF COURSE:

Rabbi David Riffkin
Non-Examined

Aims

1. To ensure the continuity of interested pupils' text-based Jewish learning at Immanuel College.
2. To train students further in honing their analytical and linguistic skills.
3. To help prepare pupils to lead loyal and informed Jewish lives.

Course Details

This course of Jewish textual learning, including Tenakh, Talmud, and Halakhah study, will be taught by either Jewish Studies teachers, or by the members of the Immanuel College Kollel. The course, which will encompass four to five lessons a fortnight, is non-examined but intellectually rigorous in nature. Pupils will develop their translation and close reading skills, explore and analyse commentaries, and develop their ability to learn through chavrutah study.

MATHEMATICS

HEAD OF DEPARTMENT	Miss Donna Bartlett
TYPE OF COURSE	GCSE
EXAMINATION BOARD	EDEXCEL

Aims

The aims of the course are to develop pupils' understanding and mastery of techniques in Number, Algebra, Shape and Space, and Data Handling. In addition, we hope to give the pupils an awareness of the uses and application of Mathematics to the world around us.

Course Details

Year 10

The students follow the Edexcel GCSE Modular Course (Syllabus number 2381). We build on the foundations established in Years 7 and 8, and develop the skills covered in Year 9. In the Sukkot term the students complete the material required for Module 1 (Statistics), which was started in Year 9. The Statistics module is taken in November of Year 10.

Following the examination, the topics required for Module 2 are taught. Top sets sit the Module 2 examination in March of Year 10; middle and lower sets sit the Module 2 examination in June of Year 10. The students start learning for Module 3 after the Module 2 examinations.

The examinations taken in Year 10 are worth 50% of the final GCSE grade.

Year 11

The students complete the material required for the Module 3 examination (50% of the GCSE) thus completing their GCSE, for which a final examination will be taken in June. There will also be the opportunity to resit Modules 1 and 2 (if necessary) during Year 11.

With top sets, after November we aim to build on their GCSE Mathematics, and to develop those skills of independent study which will be indispensable to the subject in the Sixth Form. Some students may also go on to take an additional GCSE paper in June.

Examination Details

The examination consists of three papers. The Module 1 (Statistics) Paper, which is taken in November of Year 10, consists of a 20-minute calculator paper and a 20-minute non-calculator paper, and is worth 20% of the final grade.

The Module 2 Paper, which is taken in March of Year 10 (top sets) or June of Year 10 (other sets), consists of a 30-minute calculator paper and a 30-minute non-calculator paper, and is worth 30% of the final grade. The Module 3 Paper consists of a 70-minute calculator paper and a 70-minute non-calculator paper and is worth 50% of the final grade.

Tier Details

There are 2 tiers, Higher and Foundation, with the following grades available:-

Foundation: C → G
Higher A* → D

All students in the top and middle sets will sit the Higher Tier. For students in lower sets, the level of entry will be decided by the class teacher, in consultation with the student and his/her parents, with the aim of allowing the student to attain the best possible grade for his/her ability.

Coursework Details

There is no coursework.

MODERN HEBREW

HEAD OF DEPARTMENT	Mrs Mazal Nisner
TYPE OF COURSE:	GCSE
EXAMINATION BOARD:	AQA

Aims

The course allows the student to interact with Israeli life and culture and provides a good basis for anyone wishing to spend a gap year in Israel and eventually make Aliyah.

Course Details

Pupils start learning Modern Hebrew from Year 7 so that they gain a solid background by the time they start the formal GCSE course in Year 10. The course is strongly connected to life in Israel and the pupils also have an opportunity to study some of the literature and poetry of the country. Subjects studied include: Home Life; Health and Food; Family and Friends; Free Time and Holidays; Social Activities; Arranging Meetings; Shopping; Environment; Career and Employment. The practicalities of the course are further reinforced by the Israel trip, which takes place in Year 9 just prior to the commencement of the formal GCSE course.

As well as giving a grounding in different subject areas, grammar is also taught and pupils are encouraged to express themselves in written and oral work.

The school uses supporting material such as newspapers, video recordings, DVDs, CDs, magazines and audio cassettes as well as ICT resources.

Examination Details

The Modern Hebrew GCSE course consists of four examinations, one in each of the four skill areas of speaking, listening, writing and reading. The pupils are supplied with a list of words that they will need to learn prior to the examination.

Coursework Details

There is no coursework.

MUSIC

HEAD OF DEPARTMENT	Mr Nicholas Garman
TYPE OF COURSE	IGCSE
EXAMINATION BOARD	CIE CAMBRIDGE

Aims

- To enable candidates to acquire and consolidate a range of musical skills, knowledge and understanding, through the activities of listening, performing and composing;
- To enable candidates to develop a perceptive and critical response to the main historical periods and styles of Western music;
- To help candidates recognise and understand the music of various non-Western traditions;
- To provide a foundation for the development of an informed appreciation of music.

Criteria for taking the IGCSE Music Course

All criteria are non-negotiable

- Participation in all relevant extra-curricular activities, including orchestra/choir/theory sessions/trips.
- Minimum standard of Grade 4 (or equivalent) on first instrument or voice.
- Regular (weekly) lessons in instrument or voice with College or external tutors.
- Minimum standard of Grade 3 theory or equivalent.
- Commitment to achieving Grade 5 in instrument/voice and theory by the summer of Year 11.
- Attainment of grade B or above in the end-of-year Year 9 music examination.
- Music Exhibitioners are required to study IGCSE Music as part of their Award.

Course Details

Component 1: Unprepared Listening (1-hour examination) [24%]

Component 1 tests candidates on their understanding and perception of music from a wide range of styles and traditions through questions relating to the rudiments, melody and rhythm, harmony (including recognition of chords, keys and cadences), ensembles, instruments and instrumental effects, structure, compositional devices, texture, style, and genre. Candidates will also be expected to follow a complete or skeleton score. The main focus of these tests will be on the Baroque, Classical, Romantic and Twentieth Century eras of music, and music from the Latin American, African, Chinese, Indian or the Far Eastern traditions.

Component 2: Prepared Listening (40 minutes' examination) [16%]

Component 2 tests candidates' knowledge and understanding of a 'prescribed focus' in world music and a standard orchestral work. The 'prescribed focus' for the 2011 examination is Indian Classical Music and the set work is Beethoven's Sixth Symphony (Movements 3, 4 and 5).

Component 3: Performing [30%]

Candidates must offer both *solo* performance (with accompaniment if required) and *ensemble* performance (which must include 3 or more live performers). The total performance time should not normally exceed 10 minutes and should not be less than 4 minutes. The performances will be recorded in March of Year 11, assessed internally and then moderated by the examination board.

Component 4: Composing [30%]

Candidates must prepare two contrasting compositions during the course, which must be recorded and sent to the examiners for moderation. Each composition has to be notated. Pupils will compose in a different genre in each of the first four terms and will then spend the fifth term improving two of these assignments.

Examination Details

Components 1 and 2 are examined at the end of the course.

Coursework Details

The performing and composing components are examined entirely by coursework, which is marked internally but moderated by the examination board, and must be completed before the end of the second term in Year 11.

PHYSICAL EDUCATION

HEAD OF DEPARTMENT

Miss Leann Swaine

TYPE OF COURSE

GCSE

EXAMINATION BOARD

OCR

Aims

- 1) To ensure that through their involvement in their four chosen practical activities and the theoretical programme of study, candidates acquire confidence, self esteem, respect for themselves and others, along with an understanding of the rules and conventions of their chosen activities.
- 2) To provide candidates with the opportunity to become informed and competent performers with an awareness of both the benefits and risks of participation.
- 3) To provide opportunities for candidates to improve their overall knowledge and performance in a range of practical activities and to appreciate the necessity for sound understanding of the principles, practices and training which underpin improved performance, better health and increased well being.
- 4) To prepare students for a career in the sporting industry and its associated fields, e.g. physiotherapy, nutrition, leisure and tourism, sports advertising, fitness and personal training, education and sport.

Course Details

The course is structured to cover the following topic areas and skills:

- Effective performance in four chosen practical activities;
- Observation and analysis of performance in one practical activity;
- Factors affecting participation and performance in physical activity;
- The relationship between health, fitness and practical activity;
- Risk assessment in physical activity

Examination Details

One examination paper lasting 1¾ hours – 40%

Coursework Details

Candidates will be assessed in four practical activities (50%) and will be required to complete one piece of written coursework (10%).

RELIGIOUS STUDIES (PHILOSOPHY AND ETHICS)

HEAD OF DEPARTMENT

Rabbi David Riffkin

TYPE OF COURSE

GCSE 1931

EXAMINATION BOARD

OCR

Aims

1. To stimulate interest in, and enthusiasm for, the study of religion;
2. To develop knowledge and understanding of Judaism;
3. To consider religious and, where appropriate, other responses to moral issues.

Course Details

This two-year course focuses on the philosophy behind our beliefs and practices as well as on understanding how Judaism responds to contemporary ethical dilemmas. All this is done through the prism of Jewish texts so that we can understand the sources behind what we think and what we do.

Examination Details

This examination consists of two papers:

Paper 1 – Philosophy	2 hours (50%)
Paper 2 – Ethics	2 hours (50%)

Coursework Details

There is no coursework requirement for this course.

SCIENCE

HEAD OF DEPARTMENT (Acting)

Mrs Ruth Solomons

TYPE OF COURSE

IGCSE

EXAMINATION BOARD

EDEXCEL

The IGCSE has quickly gained a reputation for academic excellence and has been adopted by major independent schools to provide a traditional Science course with rigorous assessment, providing a firm foundation for the A Level Sciences.

The IGCSE is a linear course; pupils study Biology, Chemistry and Physics and will take an examination for each in May 2011. There are no modules; neither is there coursework. Most pupils will be awarded two GCSE grades, an average of all the papers; this is the Double Science award. Pupils in Set 1 may be offered the chance to gain an extra GCSE through the additional study of Triple Science.

Entry into Set 1 will depend on the outcome of the Year 9 end-of-year examinations which will take place in May.

Please be mindful that the IGCSE in Science will be taken in May of Year 11, not June, so the Pesach holidays in 2011 will be crucial for revision. Holiday plans should take this into account.

For further details please visit:

<http://www.edexcel.com/quals/igcse/igcse09/science/Pages/default.aspx>

Please feel free to email the Head of Science at

rsolomons@immanuel.herts.sch.uk should you have any further questions.

SPANISH

HEAD OF DEPARTMENT

Mr Paul Abrahams

TYPE OF COURSE

GCSE

EXAMINATION BOARD

AQA

Aims

By the age of 16 (the end of Year 11), students should:

- be able to use Spanish effectively for practical communication;
- have some insight into the culture and civilisation of Spanish-speaking countries, including the Jewish dimension;
- have a sound base in the skills, language and attitude required either for further study, or for work, and/or for leisure;
- derive enjoyment, intellectual stimulation and cultural enrichment from a wide variety of language tasks, including extended reading of magazines, newspapers and books, watching television programmes, films, plays, and so on.
- appreciate that, as British Jews, they are European citizens and, as such, have the possibility of carrying out their future career in Europe.

Course Details

In Years 10 and 11 pupils have four or five periods of Spanish in the ten-day cycle and, as it is taken as an Option, lessons are mixed-sex and mixed-ability. The course book used is *Español de Primero* and pupils sit the AQA GCSE examination. Homework is set once a week, a minimum of one hour on each occasion.

Extensive use is made of audio and visual equipment as well as the Language Laboratory software in the Computer Suite. The Department is always striving to improve the provision for the use of IT as a means of assisting language learning.

Madrid

The department has established a link with Centro Ibn Gabirol Jewish Secondary School in Madrid and an annual visit to Madrid for Year 10 pupils of Spanish takes place each academic year.

The emphasis in the GCSE course is upon the four language skills: Listening; Reading; Writing; Speaking.

Reading and Listening skills are examined by a terminal comprehension paper, each with a weighting of 20%.

Writing and Speaking skills are tested through the course by Controlled Assessment (two assignments for each skill), each with a weighting of 30%.

The themes and topics on which assessment material will be based are as follows:

Lifestyle

Health: healthy and unhealthy lifestyles and their consequences.

Relationships and Choices: relationships with family and friends; future plans regarding marriage/partnership; social issues and equality.

Leisure

Free Time and the Media: free time activities; shopping, money, fashion and trends; advantages and disadvantages of new technology.

Holidays: plans, preferences, experiences; what to see and getting around.

Home and Environment

Home and Local Area: special occasions celebrated in the home; home, town, neighbourhood and region, where it is and what it is like.

Environment: current problems facing the planet; being environmentally friendly within the home and local area.

Work and Education

School/College and Future Plans: what school/college is like; pressures and problems.

Current and Future Jobs: looking for and getting a job; advantages and disadvantages of different jobs.

SPANISH (cont.)

Examination Details

Listening - a 30-minute (Foundation Tier) or 40-minute (Higher Tier) listening comprehension paper;

Reading - a 30-minute (Foundation Tier) or 50-minute (Higher Tier) reading comprehension paper;

Writing - Controlled Assessment tasks – two written tasks to be researched and planned at home and completed in school under examination conditions during the course;

Speaking - Controlled Assessment tasks – two spoken tasks to be researched and planned at home and completed in school under examination conditions during the course.

There are two levels for the Reading and Listening papers: Foundation and Higher. Pupils will be entered for either the Higher Tier papers in both skills, or a combination of Foundation and Higher Tiers, depending on their ability in the different skills.

In Writing and Speaking, all pupils undertake the same Controlled Assessment tasks. Differentiation is by outcome.

GCSE EXAMINATION AND COURSEWORK SUMMARY

Subject	Examination	Coursework	Comments
Art & Design	40%	60%	Examination is preparation study and controlled test.
Biblical Hebrew	100%	None	
Design & Technology	40%	60%	
Drama & Theatre Studies	40%	60%	Two practical assessments for the coursework.
English	60%	40%	Coursework includes speaking and listening.
English Literature	70%	30%	
French	20% terminal Listening Comprehension Paper 20% terminal Reading Comprehension Paper 30% Written Controlled Assessment 30% Oral Controlled Assessment	None	Written and Oral Controlled Assessments consist of two tasks each, prepared in lessons and at home and carried out in class during Years 10 and 11.
Geography	75%	25%	Field trip in Year 11.
History	100%	None	
ICT	40%	60%	Coursework comprises Case Study and programming project.
Mathematics	100%	None	Examination is modular. Module 1 (20%), Module 2 (30%) and Module 3 (50%)
Modern Hebrew	100%	None	
Music (IGCSE)	40%	60%	Composition and performance entirely coursework.
Physical Education	40%	60%	The coursework consists of a practical assessment in four activities and one written analysis worth 10%.
Religious Studies	100%	None	
Science (IGCSE)	100%	None	
Spanish	20% terminal Listening Comprehension Paper 20% terminal Reading Comprehension Paper 30% Written Controlled Assessment 30% Oral Controlled Assessment	None	Written and Oral Controlled Assessments consist of two tasks each, prepared in lessons and at home and carried out in class during Years 10 and 11.

