



Kimbolton School

Fourth Form GCSE Options 2021





Kimbolton School

Introduction

Welcome to your next stage of education at Kimbolton School. Entering the Fourth Form involves making choices about which subjects to take over the next two years. These are important decisions and this booklet gives plenty of advice and information about the different subjects and options available. It is important that discussion takes place between pupil, parents and teachers so that the best choices can be made leading to the best results.

Making these choices and starting GCSE level work is an exciting and challenging time for pupils. Departments offer plenty of support to pupils as they make their way through their courses. The recent results for GCSE have been impressive, with over 58% of grades awarded at 9-7 in the past three years. This is a result of hard work by pupils and staff working together to get the best out of each individual. The House and tutorial system help to keep pupils on track with work and extra-curricular activities that are crucial to the 'all-round' education that Kimbolton offers.

Parents often ask what they can do to help their sons and daughters succeed at GCSE and there are some general points to bear in mind. On organisational matters, all pupils have an iPad and planner that they should use for each lesson and homework. Parents can help check on homework to be done and with deadlines. Subject help is available through course materials available on Showbie and each department runs help desks or 'surgeries' for academic support. Regarding pupil's academic development, there is a strong correlation between reading and academic success so we encourage all pupils to read as much as possible during these important developmental years. Anything parents can do to encourage reading at home is welcome and very helpful. Taking a keen interest in your son or daughter's academic work helps to encourage them and keep a focus. Of course, each pupil's Tutor will keep an overview of their academic progress, working with pupils on self-evaluation and target setting in their Academic Passports, and will keep you informed about your son or daughter's performance through assessments, reports and parents' evenings over the two years.

Overall, the Fourth and Fifth Form years offer the chance for some specialisation in subject choices and new academic challenges that will stretch and develop pupils' minds. This is also the time for focused work to reap rewards at the end of the two years. It is always good to see the progress made by individual pupils during this time as they mature personally and intellectually. I wish you well in your subject choices and wish you well in the Fourth Form next year.

Mr. C. J. A. Bates
Deputy Head (Academic)

How do I fit my GCSE course together?

Step by Step

Step 1. Maths and English

All pupils take Mathematics, English (resulting in both Language and Literature GCSEs).

Step 2. Your first big decision is with regard to Science (choice A or B below must be taken):-

Choice A – Choosing to do Biology, Chemistry and Physics as 3 separate GCSE subjects (Separate Sciences) and so leaving three further choices to make. Pupils who already feel a strong interest in studying A level science subjects are advised to choose this option.

Choice B – Choosing to do Combined GCSE Science, which is the equivalent to two GCSEs and so leaving four further choices to make. Pupils who have strong interests in a broader range of Arts, Humanities and Creative/Technical subjects are advised to choose this option.

Step 3. Choosing your other subjects

Now you need to make your final option choices. This involves selecting 3 or 4 (depending on your Science choice) further subjects from the lists below. **You MUST select at least one Humanities subject and at least one Foreign Language.** Please be advised that a balanced course would also include a Creative subject.

Humanities

Geography
History
Philosophy, Religion & Ethics

Foreign Languages

French
Spanish

Creative/Technical Subjects

Art
Computing
Drama
DT (Engineering)
DT (Product Design)
Food and Nutrition
Music
Physical Education

Your final combination of GCSEs should look like one of the following:-

1	2+3	4	5	6	7	8	9
MATHS *	ENGLISH (Language & Literature)	BIOLOGY	CHEMISTRY	PHYSICS	Humanities Option	Foreign Language Option	A further option subject
MATHS *	ENGLISH (Language & Literature)	COMBINED SCIENCE	COMBINED SCIENCE	Humanities Option	Foreign Language Option	A further option subject	A further option subject

* Set 1 and 2 Maths pupils also take an FS Further Maths Qualification.

In addition to their GCSE studies, all pupils in the Fourth Form attend PSHE, PE and Games lessons.

The Options Choice Timetable

1. During the Spring Term pupils and parents need to give serious thought as to which subjects will be selected. Pupils should take this time to discuss their choices with their tutors, their subject teachers and, of course, their parents.
2. Pupils will be required to make their choice by Friday 12th February.
3. The Third Form Parents & Pupils' Evening (Wednesday 20th January) falls shortly before the Options Choice deadline. This is used for fine-tuning purposes, but most of the deliberations and discussions with staff should have taken place before then. Pupils should attend this meeting with their parents.
4. Up to the deadline, the subject choices can be freely selected from the options list. However, after that deadline, subjects will be blocked together, firstly to create teaching groups, and secondly for the 2021-22 timetable. These subject blocks are grouped to maximise the availability of requested subject combinations. After this time, it will only be possible to change subject choices if this can be accommodated within the blocked structure and if class size allows. Consequently, the range of choice available after that point becomes much less flexible and it is therefore vital to give adequate consideration to the options choices before the February deadline.
5. Should any problems or uncertainties arise, parents should contact the relevant Tutor in the first instance.

Grading at GCSE and IGCSE

GCSE specifications now mean that pupils in all GCSE/IGCSE subjects at the end of the two year courses are graded 9-1. Different subjects have been reformed at different times but pupils starting GCSE in 2021 have all their grades by number in Summer 2023. One difference from the old letter grades lies in grade 9 which is harder to achieve than the old A* (effectively an A**).

Our assessment and tracking structures reflect this, helping to ensure that our pupils are focused and achieving the best possible grades in each of their chosen subjects.

Entry to the Sixth Form requires 5 GCSE grades at 6 or above, with passes in Maths and English.

Core Subjects: ENGLISH

GCSE English Language and GCSE English Literature

English is a core subject and all pupils take a GCSE in both English Language and English Literature.

English Language

There will be two examinations and these constitute 100% of the qualification.

Paper 1:

Pupils are asked to respond to two fiction texts in an analytical way. They are also asked to produce a piece of creative writing inspired by a stimulus and may be asked to write a narrative or descriptive piece.

Paper 2:

Pupils are asked to respond to two non-fiction texts in an analytical way. They are also asked to write a piece of their own non-fiction writing, such as a persuasive speech or argumentative essay.

There is a Speaking and Listening element, for which pupils receive a class of pass, but it does not contribute to the pupil's overall grade.

English Literature

There are two examinations and these constitute 100% of the qualification.

In the examinations, pupils are required to respond to questions on a studied prose text, a studied drama text (Shakespeare) and a selection of poetry. Pupils will also be asked to respond to some unseen poetry.

Core Subjects: MATHEMATICS

All students study Mathematics in one of 6 sets throughout the Fourth and Fifth Form.

All students will be prepared for the IGCSE 4MA1 1-9 course in Mathematics.

The IGCSE is a highly respected equivalent to the GCSE only open to international and independent schools currently. It is a stable course and has been two-tier from its inception. We feel that the content, which differs from the new GCSE, better prepares pupils for the vigour of A level mathematics.

It is assessed by two conventional papers sat in May of the fifth year, and has no coursework element. As with GCSE Mathematics, the IGCSE will be graded 9 to 1.

Pupils in Sets 3 and 4 will be prepared to sit the Higher Tier of the IGCSE over the two years and will be aiming to achieve grades ranging from 8 to 5 (Set 3) and 7 to 5 (Set 4).

Pupils in Set 5 and 6 are prepared for foundation level which they sit at the end of the Fourth Form. The aim is for pupils to get a level 4 or 5 at their first attempt and hopefully improve one year later. Any pupils who do not succeed in getting a level 4 will have the opportunity of a November resit in the Fifth Form.

Pupils in Set 1 and some in Set 2 will be sitting two examinations; the Mathematics IGCSE and a Further Pure Level 2 qualification. The Level 2 Further Mathematics is a relatively new qualification which counts as an additional GCSE. We view this as an excellent bridging qualification between GCSE and A Level Maths. Much of the content of the course will strengthen the algebraic skills of our pupils and thus will also aid performance in IGCSE. Thus all pupils will be encouraged to take the examination but it is optional for Set 2 pupils and entry decisions will take place in February of the Fifth Form. Typically, most pupils from Set 2 opt to take the examination.

Departmental tests take place throughout the Fourth Form, enabling pupils to revise smaller sections of the syllabus. Tests are divided in two sections; the Core Section is intended to concentrate on core skills and should be accessible by all, the Extension Section typically tests level 7 and above material and is aimed at stretching the higher sets.

There will also be a paper based on the real examination at the end of the Fourth year. Thus staff can monitor progress of each pupil throughout the course. Should pupils find a particular topic challenging they are encouraged to seek help outside class and the mathematics department also offers a lunch time help desk every lunchtime.

The overall aim of the Mathematics department is that the pupils should experience the subject as a meaningful, stimulating and worthwhile discipline.

Core Subjects: SCIENCES

Pupils must choose one of the two possible routes outlined. All the courses are linear with all written exams being taken in the summer at the end of the Fifth Form.

Combined Science

Combined Science is offered to allow pupils who have a wide range of interests to maximize their options in other subjects. It also allows students whose strength lies in other curriculum areas to spend 6 lessons a week on their science subjects rather than the 9 lessons a week if the separates route is chosen. It is important to emphasize that the level of challenge in the Combined Science course is exactly the same as the Separates courses below, but there is of course less content to cover. Although most of our A level students come from a Separate Sciences background, the three A level Science courses are open to pupils who have studied Combined Science at GCSE.

The course structure provides two Biology, two Chemistry and two Physics lessons each week, a total of 6 science lessons, which is equivalent to two GCSE subjects in the timetable. Each science subject is examined in a separate paper at the end of the Fifth Year and the results are then combined to give two Science GCSE grades (e.g. 9,9, 9,8, 8,8, 8,7 etc). Although there is no coursework, practical work is a key component of the course, and pupils complete a number of required practicals during their studies which are then examined in the written papers.

Combined Science can be sat at either Foundation or Higher Tier. When the three Heads of Science and Ms Cox (Science Coordinator) meet to look at setting arrangements for the 4th form, they will use data from the 3rd Form and summer exams to decide whether a pupil will be entered for Foundation or Higher Tier in Combined Science.

Foundation tier offers a reduced content but the key difference is that many more questions are accessible so that all pupils have the best chance to show what they have learned and understood. The maximum grade in Foundation Tier Science is a 5,5.

Separate Sciences

This route allows pupils who have a keen interest in and aptitude for the Sciences to focus on their academic strengths. Most A Level candidates across the science subjects have taken the Separate Sciences course. There are three lessons in Biology, Chemistry and Physics each week, a total of 9 lessons, which is the equivalent of three GCSE subjects in the options structure. Each science subject is examined in separate papers at the end of the Fifth Year and the results lead to a separate grade (e.g. 9; 8; 7 etc.) for each subject. Although there is no coursework, practical work is a key component of the course, and pupils complete a number of required practicals during their studies which are then examined in the written papers.

Humanities Subjects: GEOGRAPHY

The department follows the AQA 8035 specification which gives pupils an opportunity to study a wide range of interesting, relevant geographical topics. It provides an excellent background into understanding the processes that shape today's world. The course encourages an appreciation and awareness of both the physical and human environments, as well as an understanding of different communities within our own society and elsewhere in the world.

The main emphasis at GCSE level is on the understanding of topics and places, alongside the acquisition of geographical skills, such as data analysis, photograph interpretation and empathy. Geography sits comfortably between the Sciences and the Arts, broadening opportunities and closing down none.

The subject is divided into 3 sections:

1. Physical Geography including: Natural Hazards, Physical landscapes in the UK, Rivers, Coasts, Glaciation, Tropical Rain forests, Deserts and Cold Environments.
2. Human Geography including: Urban issues, The Economic World, Resource Management, Food, Water and Energy.
3. Applied Geography; Issue Evaluation and fieldwork.

The GCSE examination consists of three papers. The first, Physical Geography, is 1.5 hours in length and tests all of the physical geography topics in a question and answer format. This accounts for 35% of the final mark.

The second paper is also 1.5 hours in length and tests the Human Geography topics following the same format and is also worth 35%.

The final marks are awarded for a paper based on fieldwork and an Issue Evaluation Exercise. Details of this are released 8 weeks in advance by the examination board. The department organises fieldwork days throughout the course, when all pupils will be given the opportunity to investigate a geographical issue, collect, present and analyse geographical data, before finally reaching a conclusion and evaluation.

There is no controlled assessment or coursework in GCSE geography. The fieldwork and evaluation section of work is now examined in a 1 hour exam worth 30%.

Humanities Subjects: HISTORY

Cambridge IGCSE (9-1) History offers the opportunity to study world history in the twentieth century. It encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Students will explore history from a diversity of perspectives, including social, economic, cultural and political, and are given the opportunity to:

- Develop an interest in and enthusiasm for learning about and understanding the past.
- Explore historical concepts such as cause and consequence, change and continuity, and similarity and difference.
- Appreciate historical evidence and how to use it.
- Gain a greater understanding of international issues and inter-relationships.
- Learn how to present clear, logical arguments.

Unit 1. Core Content. International Relations: Conflict and Peace in the 20th Century and Depth Study Germany 1919-1945

Core Content Main Topics 1919-1989: The peace treaties 1919-1923, the League of Nations, the collapse of international peace by 1939, who was to blame for the Cold War, how the USA tried to contain communism in Korea, Cuba and Vietnam, the methods the USSR used to control communism in Eastern Europe and why these had collapsed by 1989.

Depth Topic Germany: Weimar Germany 1919-1933, the rise of Hitler, the Nazi regime 1933-1945.

Unit 2. Source based paper on one prescribed topic taken from the Core Content.

The topic for 2023 focusses on why international peace had collapsed by 1939.

Unit 3. Coursework

Candidates produce one piece of extended writing based on the German Depth Study.

Assessment

The course is examined by the two compulsory question papers and a coursework assignment. There is no Controlled Assessment. All candidates take the same question papers, i.e. there is a single tier of assessment.

Unit 1 (40%)

Three structured three part questions on International Relations 1919-1989 which require factual knowledge and causal skills. 2 hours paper.

Unit 2 (33%)

Candidates answer six questions focused on source evaluation in both written and visual forms. 2 hour paper.

Unit 3 (27%)

Candidates produce one piece of extended writing based on German Depth Study of approximately 2000 words. Completed in class and for homework. Internally marked/externally moderated.

Humanities Subjects: PHILOSOPHY, RELIGION AND ETHICS

Students who choose Philosophy, Religion and Ethics will engage with questions of belief, value, meaning, purpose, and truth, with a view to assessing the influence such thinking has on human life. It is impossible to understand British values, culture, and history without an understanding of the religious beliefs and practices, particularly from Christianity, which have formed our multi-faith society.

This subject will develop the ability to construct well-reasoned, balanced, and informed arguments in preparation for adult life in the pluralistic and global society. Students suited to this subject are strong essay writers who are willing to debate, critically analyse religious beliefs, and who wish to develop an in-depth understanding of the history and practices of the world's religions.

At Kimbolton we follow the AQA (A: 8062) Religious Studies specification:

Paper 1:

Firstly, students will be examined on the beliefs and practices of two major religions: **Christianity** and **Hinduism**. This element comprises 50% of the GCSE and so students wishing to take PRE at GCSE should be genuinely interested in the detailed study of world religions. This paper includes study of the following aspects of these two major religions:

History and origins

Key theological principles such as beliefs about life after death

Worship practices, including the study of pilgrimage and festivals

The role and impact of religions in the modern world

This examination is essay-based and is 1 hour 45 minutes in duration.

Paper 2:

The second examination is centred around the study of 4 philosophical and ethics 'themes' where students apply their understanding of **Christian beliefs** to modern-day scenarios.

The themes studied are:

Religion and Relationships, including issues of marriage, divorce, sexual relationships and same-sex parenting.

Religion, Peace and Conflict, including modules on the causes of terrorism, pacifism, and the justification of war.

Religion, Crime and Punishment, including causes of suffering, capital punishment, and forgiveness.

The Existence of God and Revelation, including the main philosophical arguments for and against the existence of God.

This examination is also essay-based and is 1 hour 45 minutes in duration.

There is no controlled assessment or coursework in this GCSE.

Further details of the subject material within each main theme can be viewed on the AQA website.

Modern Foreign Languages: FRENCH

The **emphasis** of the syllabus is to bring 'authenticity' and a solid grammatical base into the teaching and learning of French.

Pupils who opt for French benefit "from the marvellous richness of social and cultural experience offered by the simple act of learning a language" (*The Times*). Furthermore, "building globalisation necessarily entails participating in a multilingual world" (*Daily Telegraph*). The proximity of France and the increasing number of Britons with second homes in France makes French a valuable subject. Pupils experience the challenge and satisfaction of learning a language, whether this be as a basis for future study or as part of an academic portfolio.

The **object** of the GCSE syllabus is to develop the ability to use French effectively for purposes of practical communication. However, we are equally keen to promote the importance of grammar and positive learning skills to engender accurate expression and confidence respectively.

The syllabus encourages learners to become confident, responsible, reflective, innovative and engaged. The syllabus provides opportunities for contextualised learning, creative thinking and problem solving, as well as balance knowledge, understanding and skills. Furthermore, we place a pupil in a set to suit ability without this predetermining the chance of securing a high grade. The GCSE specification is a challenging and rewarding exam, which will encourage pupils to carry on to A Level French.

The **aims** of the GCSE are to:

1. Develop the ability to use the language effectively for purposes of practical communication within France.
2. Form a sound base of the skills, language and attitudes for further study, work and leisure
3. Offer insights into the culture and civilisation of countries where French is spoken
4. Develop a fuller awareness of the nature of language and language learning
5. Encourage positive attitudes toward language learning and speakers of other languages, and a sympathetic approach to other cultures and civilisations
6. Provide enjoyment and intellectual stimulation
7. Complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences)

The **outcome** of the syllabus should provide an opportunity for a pupil to achieve a good grade, to enjoy the language-learning process, and be intellectually challenged.

We follow the Edexcel GCSE syllabus. Students are examined at the end of the Fifth Form in the four components.

All candidates take the following four components (Foundation [F] and Higher [H] tier options exist):

Paper	Length	Tasks	Marks	Assessed	Weighting
Paper 1 Listening	F – 35 mins H – 45 mins	Candidates listen to a number of recordings and answer questions testing comprehension	50 marks	Externally assessed	25%
Paper 2 Speaking	F – 7-9 mins H – 10-12 mins	Candidates complete two role plays, a topic presentation/conversation and a general conversation	70 marks	Internally assessed/ externally moderated	25%
Paper 3 Reading	F – 45 mins H – 1 hour	Candidates read a number of texts and answer questions testing comprehension	50 marks	Externally assessed	25%
Paper 4 Writing	F – 1hr 10 mins H – 1hr 20 mins	Candidates respond in the target language to three tasks	60 marks	Externally assessed	25%

Modern Foreign Languages: FRENCH

Should I do French?

To help answer this question, bear in mind the following:

- Are you prepared to work hard?
- To really succeed, you must enjoy the challenge of learning a language and have a strong desire to use the language for communication.

In fact, if you are particularly strong at languages, we would recommend that you consider continuing with both languages to GCSE.

The French Department aims to provide an outstanding instruction in this beautiful language, while instilling an appreciation for the rich cultural heritage and diversity within the Francophone world.

Students are provided with the preparation to exploit the benefits of working, living and travelling abroad.

Foreign Languages: SPANISH

Why choose Spanish?

Spanish: A World Language

Spanish is the world's second most-widely spoken language in the world, after Mandarin Chinese. Over 572 million people in 21 countries across five continents speak Spanish either as first or second language, of which 477 million people are native speakers, according to a new report from the Spanish government's Cervantes Institute. Spanish is also spoken by a large part of the USA population. Spanish is the most studied foreign language in the English university system; the second most used language in international communication, and an official language of the UN and its organisations. This diversity, both in human and geographical terms, offers students of Spanish a wealth of opportunities for their future. In fact, **the British Council ranks Spanish first in the list of "languages which will be of crucial importance for the UK's prosperity, security and influence in the world" (Languages for the Future, 2017).**

Spanish: A Language for Business

The world of business and commerce has developed very important links with Spanish-speaking countries around the globe, and many companies in Britain value having employees who can speak Spanish.

Spanish: A Language for Education and Fun

People travel a great deal more these days, and both Spain and South America are very popular destinations amongst British travellers. Speaking Spanish offers the key to the rich, artistic and cultural heritage of Spain and Latin America. It is great for gap-year travel as many gap year students find themselves drawn to exploring South America.

Whatever career you opt for in the future, having a qualification in Spanish and being able to communicate in this language will be of tremendous practical use and a definite asset on your CV.

What does it involve?

GCSE is an important step to acquiring the language skills necessary to "survive" comfortably in a Spanish-speaking country. The two year course emphasises the practice in the following language skills:

- | | |
|------------------|--|
| Speaking | We practise role-playing, topic presentation and general conversation within carefully defined areas. The aim is to enable students to talk confidently about a number of topics relating to their day-to-day experiences. Students in the Fourth and Fifth Form spend one lesson a week with the Spanish Language Assistant where they can enhance their speaking skills. |
| Reading | We practise reading signs, adverts, articles and posters that would be commonly seen in Spain, aiming to enable students to read more complex texts and understand them. |
| Listening | We practise listening to dialogues, announcements and adverts, with a view to understanding increasingly complex material. |
| Writing | We practise writing in a wide variety of different styles, including postcards, emails, letters and descriptive compositions. This allows students to focus on the structure of the language. |

We follow the Edexcel GCSE syllabus. Students are examined at the end of the Fifth Form in the four components.

All candidates take the following four components (Foundation [F] and Higher [H] tier options exist):

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Paper 4 Writing	F – 1hr 10 mins H – 1hr 20 mins	Candidates respond in the target language to three tasks	60 marks	Externally assessed	25%

Should I do Spanish?

To help answer this question, bear in mind the following:

- Are you prepared to work hard?
- To really succeed, you must enjoy the challenge of learning a language and have a strong desire to use the language for communication.

In fact, if you are particularly strong at languages, we would recommend that you consider continuing with both languages to GCSE.

The Spanish Department aims to provide an outstanding instruction in this beautiful language, while instilling an appreciation for the rich cultural heritage and diversity within the Hispanic world.

Students are provided with the preparation to exploit the benefits of working, living and travelling abroad.

Creative Subject: ART AND DESIGN

GCSE Art has many strands and should not be seen as the preserve of simply drawing and painting.

Students will be encouraged to work across all disciplines and to develop technical skills to the highest level. This then allows students to follow career paths as diverse as: Architecture, Web Design, Illustration and Graphics, Car Design, Fashion, Film and Animation, as well as Fine Art.

The AQA syllabus is followed and like all optional subjects, Art has 3 x 1 hour periods in each week. Students will start the course in the 4th year with a series of structured projects. Each term students will be introduced to new media, ways of working and presentation; beginning with Print, moving on to Painting. It is hoped that this will enable them to build on their own individual strengths and aptitudes. They will have several smaller discreet outcomes to these projects and this will form their first piece of coursework.

During the Summer term, students will begin to work on a second major coursework project and this will culminate in a finished piece in December of their 5th year. A 5 hour mock exam is sat in January, providing good quality observational drawings that can be added to their previous coursework project. The GCSE exam project is started in the 3rd week of January, culminating in a 10 hour practical exam, taken in May of the 5th year.

The course demands individuality, creativity and original work.

Technical Subject: COMPUTING

What is Computing?

Computing is at the cutting edge of the modern world and is one of the most useful qualifications to have if you want skills to put you ahead of your peers. There is a chronic shortage of people with programming knowledge in the workplace and those who do have some tend to earn much more than their inexperienced counterparts.

Like Mathematics and the Sciences, Computing is also an extremely versatile qualification, showing that a person has the initiative to learn new skills and apply logic and reasoning to solve difficult problems. This opens many doors to many disciplines, not just in programming.

Computing is not just about being good at learning how to code – it is artistic and creative, giving you the tools to create beautiful works of art and to use your imagination to create things that have never been made before, both with hardware and in software.

The Computing course collects all the coding experiences of your 1st – 3rd Form into a formal GCSE. Things you have tasted in earlier years will come together to give an overview of how modern computers are built, how they think, and how they are being used in the 21st Century to help humanity evolve.

What does the course involve?

There are three elements to the course:

- a. Computer Systems (written paper) 50%, covering how computers and networks are built and how the world deals with security and debates computing ethics.
- b. Computational Thinking (written paper) 50%, covering software, program writing and how computers think.
- c. Programming Project (non-examined) 20 hours, giving you the opportunity to plan, code, test and evaluate a program or game using your programming skills.

How would I learn?

The course uses a textbook and includes a subscription to an interactive digital book, giving you access to tutorials, videos and activities on your iPad to make the course exciting and engaging. The Showbie course is packed with revision guides and exercises to make the course content clear and easy to understand.

Your lessons will be split between learning the course and giving you the opportunity to develop your computing skills with set projects and challenges.

As this is both an academic and practical course, it will be restricted to one teaching group of up to 18 pupils in the year 2020-22.

Is Computing for me?

If you are creative, logical, enjoy solving challenging problems and want to be a step ahead of the crowd, then the GCSE Computing course would open your mind to what really makes the modern world work!

Technical Subject: DESIGN TECHNOLOGY ENGINEERING

Our DTE courses reflect the current need and requirement that are evident in our current employment statistics that show noticeable shortfalls in design, manufacturing and engineering. We offer very practical based subject choices that also require the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The distinction between Designing and Making is a convenient one to make, but in practice the two often merge. The two courses that we offer will encourage you to develop, plan and communicate your ideas. You will work with a variety of materials and equipment to produce your solutions and evaluate both the product that you have made and the processes used to arrive at your solution. In addition, you will have the opportunity to gain a deeper understanding of materials and components, systems for manufacture and control of these systems, including computer aided Design and Manufacture.

Cambridge IGCSE Design Technology (Engineering focus option) This qualification is intended as an introduction and opening into the many facets of Engineering. It allows students to develop numerous workshop skills and a manufacturing understanding which will be of use generally and as part of a progressive career path. Following a 'Systems & Control' specification, with a focus on mechanisms, it allows students to gain experience in a variety of engineering and problem solving contexts, in particular, covering the important areas of computer aided design and manufacture. This reflects twenty-first century engineering practice and the current need evident in the workplace, thus enabling students to progress to more advanced study of engineering with confidence.

Cambridge IGCSE Design Technology (Product Design focus option) enables students to design and make products with creativity and originality; a wide range of workshop and design studio experiences are to be expected in the course. These include the use of timber or metal or plastics as well as basic compliant materials to produce projects of your choice. Packaging, labelling and instructions are also encouraged as part of the complete design proposal; advertising and points of sale can be used to supplement the making experience and help create products which can be evaluated for their commercial viability. This course should suit students who have an interest and aptitude in making products in traditional materials and good graphical presentation techniques.

For both examinations the coursework Project takes place from February in the first year until the following February and accounts for 50% of the examination. For the project work students must produce a detailed Design portfolio to support the final manufactured project. The remaining 50% comes from two examinations at the end of the course where students need to demonstrate a knowledge of processes, materials and manufacturing techniques and also, related mathematical principles. Projects are expected to make use of the department's extensive range of equipment to produce their solution which may include the 3D printer, laser cutter, sublimation, vinyl cutter, MIG welding or a wood lathe, to name a few. Most students complete the project task by also producing packaging, build instructions or a sales web page to accompany the manufactured product.

Within both courses, students are expected to gain an understanding of production techniques and industrial processes. We also arrange industrial visits to enable a greater understanding and comparison of how manufacturing is completed in industry as they embark on their coursework.

Both examinations lead towards a common course at A Level. This course, Design Technology: 3D Product Design, is suited to students from both of our IGCSE examination routes and has a well proven track record for those with ambitions to develop their DTE skill set even further. Beyond this, there are a wide range of career opportunities within dozens of Engineering disciplines; and also Architecture, Industrial Design, Product Design, Teaching, Automotive Design, Manufacturing, Construction, Marketing and Management.

Whichever route that you may choose for a career the problem solving skills and the experience gained from any aspect of DTE, you will find to be very valuable attributes which today's employers increasingly look for.

Creative Subject: DRAMA

GCSE Drama asks students to produce, study and explore thought-provoking and engaging theatre, which challenges the audience to think, feel and act. It requires students to have a passion towards all areas of theatre: creating, performing and responding, as well as an interest in how and why texts are created by writers, and the technical skills used by directors and designers. GCSE Drama is a demanding course which examines the students' rehearsal process, their performance skills and their analytical and evaluative work.

The course demands a desire to create and perform (or design for) both original theatre and extracts from existing plays. It requires the ability to write about a play that has been studied and practically explored in lessons, as well as live theatre seen during the course.

The GCSE is divided into 3 components

1. Devising – 40% (examined by a written portfolio and an internally marked performance or design)
2. Performance from Text – 20% (examined through performance, by a visiting examiner)
3. Theatre Makers in Practice – 40% (written exam)

In the Devising unit, students work in groups, creating an original piece of drama from a stimulus. One member per group can work as a designer (costume, set, lighting or sound). Students create a written portfolio, answering questions which help them to analyse and evaluate their work. They then perform the devised piece and are marked on both the written and practical work by the teacher.

In the Performance from Text unit, students work on staging two extracts from a play, and can perform these individually, in pairs or in larger groups (up to 8). A visiting examiner assesses the final performances. The focus is on characterisation and use of performance skills to communicate to the audience.

The written exam takes place at the end of the Fifth Form; is 1 $\frac{3}{4}$ hours long and requires students to answer questions on an extract from a play studied and explored practically in class, thinking from the perspectives of performer, director and designer. Students are also asked questions about a live performance they have seen, and can take notes in to help in this section.

The course is rigorous and academic, providing strong links to the skills required for A Level Drama and Theatre, but also has much scope for practical work. Students have the opportunity to explore a range of genres, styles and techniques, building upon their studies in the First to Third Form. They will develop skills in creating and performing drama, as well as evaluating their own work and the work of others, and will gain understanding of directing and technical aspects of theatre.

Students need to have a real desire to perform or design as well as being willing to watch live theatre, read plays and work well with others. They must also be good at time management and willing to commit to their group as homework will include after school rehearsals.

Technical Subject: FOOD PREPARATION & NUTRITION

GCSE Food Preparation and Nutrition is an exciting and creative course, which aims to equip students with the knowledge, understanding and skills to be able to feed themselves and others better. Students develop practical cookery skills and techniques as they explore the underlying principles of food science, nutrition, food traditions and food safety. We aim to provide students with the knowledge and skills they can use every day in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Pupils choosing this subject will learn through a variety of exciting activities; preparing a whole chicken, filleting fish, conducting sensory food tests and learning through scientific investigations should all be expected. The emphasis is upon enabling learners to make connections between theory and practice and apply their understanding of food and nutrition, when preparing and cooking food. The majority of the specification can and will be delivered through practical experiences, that means cooking!

Lessons are taught in modern purpose built rooms. We have a vast amount of resources to enable students to develop advanced practical skills. Product analysis is an integral part of the course. Students set up and run a number of sensory tests in order sample a variety of products and learn how to assess the organoleptic properties of foods which will help them to become an informed consumer.

The course is assessed 50% by Non Examined Assessments which is broken down into two tasks; A food investigation task worth 15% and a food preparation task worth 35%. These are both completed during the 5th Form. The investigative task is based upon the scientific aspect of a food commodity and completed in the Autumn Term. The food preparation task will involve a 3 hour practical, as well as a planning and evaluation assessment, and this will be completed in the Spring Term. This will allow all practical skills to be showcased. The tasks are set by the exam board and will be relevant and interesting allowing for plenty of scope for individual flair during the practical exam.

The remaining 50% is assessed via a written exam worth 50% at the end of the course. This is where knowledge of food cooking and nutrition must be applied to show understanding, along with analysis of relevant nutritional data.

All students studying the GCSE have the opportunity to participate in a culinary adventure to France, during the summer holidays at the end of the first year. We stay in a typical French Gîte in Northern France and during the week we visit a number of local, hand-picked, food artisans such as a Chocolatier, a baker, a hop farm and two differing regional farms. In the Autumn Term, we run a trip to the Good Food Show, with a chance to see famous chefs at work. We also run our own in house Great Kimbolton Bake Off on open day for students to show off their individual flair and culinary skills.

Not only does this subject teach you an essential life skill, it is a great subject to complement many others should you wish to pursue a career in Nutrition/Dietetics, Medicine, Nursing, Sport Science and of course working in one of the many, varied roles within the food industry. Indeed, our very own Mrs Johnson began her career within the food industry in New Product Development, she would be happy to share her experiences with you!

Creative Subject: MUSIC

The IGCSE Music course is designed to appeal to all types of musician who would like an opportunity to develop their interest in the subject in both an academic and a practical capacity.

Candidates should have a genuine enthusiasm for the subject and should already be either learning an instrument or taking singing lessons at the start of the course. They should, ideally, expect to be able to perform to a standard of at least Grade 4 by the spring of their Fifth Form. There is an expectation that all IGCSE musicians will take an involved role in the extra-curricular musical life of the school to further enhance their classroom studies. Furthermore, all IGCSE musicians are also actively encouraged to join the School Choir, not least as the act of singing is such an invaluable skill in the development of a musician's inner ear and their general aural ability.

The Cambridge IGCSE syllabus is followed, organised into these three components:

Listening (40%)

This written paper is taken in the summer of the Fifth Form and is designed to test your understanding and appreciation of Western music, as well as the music from other cultures across the world. Questions are based on short musical excerpts played on a CD during the exam.

Performing (30%)

A recording of you performing one solo and one ensemble piece is submitted. Recordings can be made at any point during the course when it is felt that you are performing at your best.

Composition (30%)

Candidates compose two separate pieces of music in a style of their own choosing. Complete scores and recordings of each composition are produced and submitted.

That 60% of this course can be completed in class before the busy examination season gets underway is often of great appeal to students, as this can then reduce the burden at a time of high pressure in other subjects.

PHYSICAL EDUCATION

Do you like playing sport? Do you like watching sport? Are you interested in how to improve sporting performance and in the factors that affect competitive performance? If so, GCSE PE might be the option for you!

What is GCSE PE?

GCSE PE is a broad, interesting and highly versatile qualification. It will provide you with an opportunity to utilise your sporting ability and to develop greater knowledge of the world of sport, in relation to both participation and performance.

The course aims to develop knowledge of the human body, how it works, how it responds to physical exertion and how it can be developed through training. In addition, it aims to develop an understanding of the contribution physical activity and sport can make to health, fitness and well-being. The course also aims to develop an understanding of the key socio-cultural and psychological influences that can affect people's involvement and performance in physical activity and sport.

What does GCSE PE involve?

The course content:

- 'The human body and movement in physical activity and sport'. This component develops knowledge and understanding of applied anatomy and physiology, movement analysis and physical training. It also utilises your ability to use and interpret data and is worth 30% of the overall grade.
- 'Socio-cultural influence and well-being in physical activity and sport'. This component develops knowledge and understanding of the role of sports psychology, socio-cultural influences on participation and health, fitness and well-being. It also requires data to be used and interpreted and is worth 30% of the overall grade.
- Non examined assessment (coursework): 40% of your overall grade is dependent on your ability to perform three sports (one team sport, one individual sport, and a third which may be either team or individual sport) and complete a written piece of performance analysis and evaluation. One lesson per week will be aimed at meeting the demands of this aspect of the course and will be a mix of practical and theory based lessons.

Is GCSE PE for me?

This varied and broad course would suit you if you have a scientific brain, enjoy keeping up to date with sporting current affairs and have a keen interest in the body and how to improve performance. Being able to play at least two approved sports to a good level is essential (either in or out of school and in a competitive manner).

(please note that this subject is restricted to one set and selection may be needed if oversubscribed)

CAREERS

When making GCSE choices, the aim should be to select subjects that will keep as many options open as possible. Factors affecting choice should include ability and an interest in the subject.

The core subjects cover the needs of most careers. Those with ideas about their future direction should ensure that they check on specific requirements. Careers such as medicine, veterinary science, physiotherapy, architecture, teaching and nursing need a real sense of vocation as well as a qualification in certain academic subjects and those with sufficient interest in these areas will probably already have researched the requirements.

Through PSHE lessons, pupils are introduced to the many resources available to help them explore their options. Mrs Bates will be pleased to give advice on options choices, careers matters and university entrance. The Careers Room in the Castle is open at all reasonable hours.

All pupils benefit from the Morrisby careers guidance and support in the Fourth and Fifth Form, administered by external careers experts in conjunction with our own careers team.



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