



English Tradition
Global Education

Cobham Hall

GCSE Information Booklet 2011-2012

INTRODUCTION

This booklet begins with a short explanation about GCSE (General Certificate of Secondary Education) and the National Curriculum. It offers advice to students about how to choose their subjects. To help with this decision making, Heads of Departments have given brief descriptions of the nature of GCSE in their own disciplines.

GCSE grades range from A* to G. The majority of GCSE subjects involve a certain percentage of controlled assessment which is marked internally by the teachers but moderated by external assessors. In other subjects papers are arranged in tiers (Higher and Foundation) with candidates taking the level most appropriate to them.



THE NATIONAL CURRICULUM

Every maintained school is obliged by law to provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at school and in society
- prepares students for the opportunities, responsibilities and experiences of adult life

This Act does not apply to Independent Schools but most departments follow the National Curriculum content as most GCSE courses are based on this.

Each subject is divided into attainment targets. These are the knowledge, skills and understanding which students of different abilities and maturity are expected to have achieved in this subject.

ADVICE TO STUDENTS

In Year 9 at Cobham Hall, every student follows the same core course of subjects. In Years 10 and 11 students study a reduced number of subjects, each leading to a GCSE or IGCSE examination, that will normally be taken at the end of Year 11. It is important to think carefully about which subjects to continue to study at GCSE level. Each student should find out all they can about the different subjects and discuss possible ideas with parents and teachers. There will still be a chance to change option choices after the Year 9 summer examinations in May. However, the GCSE option blocks will have been fixed by then and it may well be that choices are restricted.

Before turning to the descriptions of individual subjects, it is advisable to think about how to set about making good choices, and here are some tips.

1. Give each subject serious consideration

Mathematics, English and Science are the compulsory subjects. All students are also actively encouraged to study a Modern Language and to carefully consider all subjects on offer.

2. Do not close doors

Your decision may well influence not only a school career, but also an adult career. Students may think they know exactly what they want to do with their life, but they are likely to change their minds many times before leaving school. Do not make choices that would prevent a certain career being followed or prevent entry to a university course later on.

3. Keep an open mind about career options

Very few people end up doing what they thought they wanted to do when they were young children. At 14 years of age students may be forming a rough idea of the area in which they wish to work and this should be based on abilities and interests and all students should be open to the possibility of a change of direction.

4. Think about the sort of person you are

What do you enjoy doing? What methods of study and assessment suit you best? What subjects do you enjoy most? What do you find particularly uninspiring? What subjects do you receive the best marks for? Why? These are the questions you should be asking yourself and it might be a good idea to list subjects in order of your ability (*as seen by yourself and your teachers*) and in the order in which you enjoy them. Give reasons why subjects are high or low on these lists, but remember, you may feel you need to take a subject you do not particularly like at the moment in order to keep options open or to strike a reasonable balance.

5. The compulsory subjects are:

English Language

English Literature

Mathematics

Combined Science (*Physics, Chemistry and Biology - leading to a double award or three separate IGCSEs*).

Personal, Social and Health Education is a compulsory part of the curriculum but not available as a GCSE examination. The PSHE course also encompasses aspects of study skills, careers education, sex and relationships education and preparation for work experience. All students participate in core Physical education lessons and the majority of students also undertake the Bronze Duke of Edinburgh's Award.

6. There is a choice from the following areas:

Drama

Art

Music

Geography

History

Information Technology

Latin

French

German

Spanish

Physical Education

These above listed courses will only run if there is sufficient demand for the subject.

ENGLISH LANGUAGE AND ENGLISH LITERATURE

English is a compulsory subject for GCSE because it develops many of the basic skills you will need to use in a variety of ways throughout your life. The ability to write good English is important in the other subjects you are studying – for example, expressing your ideas fluently and accurately in GCSE History or Geography. Most universities and colleges require GCSE English Grade C as an entry requirement, as do many jobs and careers.

At Cobham Hall all students study the AQA GCSE modular syllabus and grades are achieved by a combination of controlled assessment and examination.

This is a two tier qualification: Foundation or Higher. The following grades are available at each level:

Foundation:	Grades C - G
Higher:	Grades A* - D

How does it follow on from what I have learnt before?

Much of what you will do in your GCSE English course will follow on from skills that you have developed in Years 7-9.

GCSE English Language

The GCSE English Language course covers a wide range of skills: writing, reading, speaking and listening. While studying English you will improve the fluency and accuracy of your own written expression. You will read a variety of texts, learning to distinguish between fact and opinion; to follow an argument; to select material appropriate to purpose and to appreciate writers' use of language. You will develop your ability in speaking and listening so you can communicate clearly for different purposes and to different audiences.

What about GCSE English Literature?

As in many schools, at Cobham Hall you will study English Language and Literature side-by-side. English Literature offers you the opportunity to read and respond to a wide range of texts from the literary tradition and from modern writing. You will discover more about Shakespeare, about well known novelists and famous poets. This experience should encourage you to read widely and to enjoy your reading.

Ms J Stevens
Head of English

MATHEMATICS

Mathematics is a compulsory core GCSE subject, an absolute essential for continuing education and for most careers. Most college and university courses require a GCSE Grade of C or above and it is also a basic requirement that many employers demand. It is also a fun, challenging, rigorous and rewarding subject. The study of mathematics develops numerical skills as well as statistical analysis and problem-solving skills that are needed in all walks of life.

At Cobham Hall all students study the Edexcel GCSE modular syllabus and grades are achieved entirely by examination.

The main topic areas are:

- Number – using numerical skills, in a purely mathematical way, and in real life situations. Developing mental arithmetic skills as well as being able to use a calculator
- Algebra – setting up and solving problems, using variables, manipulating expressions, constructing and interpreting graphs
- Geometry – understanding ideas of shape and space, studying angle properties and transformations, introducing vectors
- Statistics and probability – covering the basic techniques of data presentation and interpretation, including measures of average and spread, together with probability distributions

This is a two tier qualification, Foundation or Higher. The following grades are available at each level:

Foundation:	Grades C - G
Higher:	Grades A* - D

The course builds on the mathematics studied in Years 7 to 9 or at KS3. As well as studying new topics, students will also revise and extend topics they have met before, so if they have experienced problems with particular topics in the past they are able to study them again. It may be possible for the most able mathematicians to study some more advanced mathematics in Year 11 – this is particularly useful for those students who are considering studying mathematics in the Sixth Form.

Mr P Gilchrist
Head of Mathematics

THE SCIENCES

Edexcel International GCSE courses are followed by Key Stage 4 students.

Students may take either the Double Award qualification or gain qualifications in the three separate sciences, i.e. Biology, Chemistry and Physics.

Although taking three separate sciences is a better foundation for the study of Biology, Chemistry and Physics at IB, choosing Double Science does not exclude students from these higher courses.

All students in Years 10 and 11 will follow a broad balanced science course. Papers are not tiered and students will take the same examination papers – there is no foundation or higher paper. Students entered for the three separate sciences sit additional examinations.

Aims

The aims set out below describe the educational purposes of following a course leading to a GCSE examination in the sciences.

- To provide, through well designed studies of experimental and practical science, a worthwhile educational experience for all students whether or not they go on to study science beyond this level. In particular, students' studies should enable them to acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry and physics and, where appropriate, other related sciences so that they may:
 - a) become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific import
 - b) recognise the usefulness, and limitations, of scientific method and appreciate its applicability in other disciplines and to everyday life
 - c) be suitably prepared to embark upon certain science-dependent vocational courses and studies up to and including IB or A Level in any of the pure sciences and applied sciences.
- To develop abilities and skills that:
 - a) are relevant to the study and practice of science
 - b) are useful in everyday life
 - c) encourage safe practice.
- To stimulate:
 - a) curiosity, interest and enjoyment in science and its methods of enquiry
 - b) interest in, and care for, the environment.
- To promote an awareness that:
 - a) the study and practice of science are co-operative and cumulative activities subject to social, economic, technological, ethical and cultural influences and limitations
 - b) the applications of sciences may be both beneficial and detrimental to the individual, the community and the environment
 - c) the concepts of science are of a developing and sometimes transient nature.

Double Award

Biology units of work cover ideas relating to nutrition, breathing and circulation, nervous co-ordination, photosynthesis, inheritance, evolution and ecosystems.

Chemistry units of work cover ideas relating to atomic structure, balancing equations, chemical patterns in the periodic table, extracting and using metals and rates of reaction.

Physics units of work cover ideas relating to electricity and magnetism, forces and movement, waves and ionising radiation.

Separate Sciences

For each of the courses, Biology, Chemistry and Physics, topics are covered in more depth.

Investigative skills

There is no controlled assessment for IGCSE Science courses. Investigative skills are assessed throughout the written examination papers. Investigative skills such as planning and evaluating are assessed.

Mr J Fryer
Head of Science

HISTORY

Why study History?

Studying the past helps us to understand the world in which we live, events in the last century can explain some of the problems and opportunities of the modern world. Studying History also helps to develop some very important skills such as weighing up evidence and deciding whether it is trustworthy, explaining ideas, learning to think critically about what you are told and using different types of information to find out about the past.

The Syllabus

The GCSE syllabus covers some of the key events of the twentieth century stimulating students' interest in history and providing a firm basis for future study. The course consists of four units, each carrying 25% of the total marks. The first three units are assessed by separate examination papers, each lasting 1 hour and 15 minutes. The final unit is assessed under supervision within school.

Peace and War: International Relations 1900-1939

This unit gives students an overview of key developments in international relations in the first half of the twentieth century. We study the causes of the First World War, the Results of the Peace Treaties made in 1919 and the causes of the Second World War.

The Study in Depth – Germany 1918-1939

This study concentrates on the life in Germany between the two world wars, it covers the effects of the First World War on the nation, the radicalization of politics, the growth of extremist parties, the reasons for recovery in the 1920s, Hitler's rise to power and what life was like in Nazi Germany. By focusing on a single nation we are able to get an in depth understanding of how people in another time and place thought about the world. This unit ties in well with the study of International Relations as we see how the growth of Nazi power in Germany affected the rest of the world when war broke out in 1939.



Source Enquiry - A Divided Union? The USA 1945-70



This unit tests evidence skills based on a range of sources concerned with life in the USA after the Second World War. We study the huge changes in American society such as why people were so afraid of communism, how black people fought for equal rights and why women and students were also campaigning against the government. Questions focus on the nature of evidence and its reliability and utility for a particular

purpose. Judgements are reached by combining the information gained from the sources with factual knowledge of the topic.

Controlled Assessment – The impact of war on Britain 1914-1950

This unit allows students to carry out research on a given topic which they record in a workbook. The material is then used to complete a set task under supervision in school. This controlled assessment replaces traditional coursework.



What the students say

"...the topics are really interesting, it makes you want to find out more."

"The best bit was finding out about Nazi Germany and understanding what life was like in a completely different society."

Miss A Williams

Teacher in Charge of History

GEOGRAPHY

By studying Geography at GCSE, students will investigate the earth and its people and enquire into the relationship of sustainably managing the environment.

The subject provides a useful bridge between the arts and the sciences and provides the opportunity to learn a wide range of transferable skills such as report writing as well as developing new skills in the form of GIS. The subject aims of the Edexcel Specification A are to give students the opportunity to actively engage in the process of geography, to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds:

- developing their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- developing a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global
- appreciating the difference and similarities between people's view of the world, its environments, societies and cultures
- understanding the significance of values and attitudes to the development and resolution of issues
- developing their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive
- developing and applying their learning to the real world through fieldwork and other out-of-classroom learning
- using geographical skills, appropriate technologies, enquiry and analysis.

The new Edexcel GCSE has four units including the fieldwork element which is undertaken as a controlled assessment unit. All units are worth 25% of the final GCSE mark. The examination students will sit is either the Higher tier or the Foundation tier papers for units 1 – 3 and these can be re-taken, if necessary.

Unit 1: Geographical Skills and Challenges – 25% 1 hour external assessment

This unit has two compulsory sections:

- Section A – Geographic Skills - which covers cartographic, graphical, geographical, enquiry, ICT and GIS skills (25 marks)
- Section B – Challenges for the Planet - which covers issues that have arisen from climate change and sustainable development (25 marks)

The unit is assessed by a tiered written examination lasting one hour. The paper will contain a mixture of question styles.

Unit 2: The Natural Environment – 25% 1 hour external assessment

This unit is made up of two sections, both containing optional topics. Section A is called The Physical World (25 marks) while Section B is called Environmental Issues (25 marks). The unit is assessed by a tiered written examination lasting one hour, with a mixture of question styles.

Unit 3: The Human Environment - 25% 1 hour external assessment

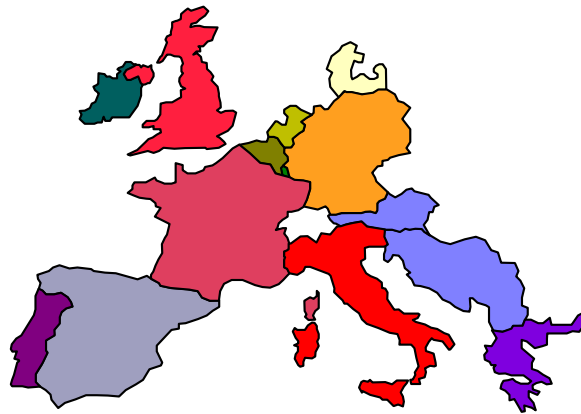
This unit is made up of two sections, both containing optional topics. Section A is called the Human World (25 marks) while Section B is called People Issues (25 marks). The unit is assessed by a tiered written examination lasting one hour, with a mixture of question styles.

Unit 4: Investigating Geography 25% of the internal assessment with controlled conditions

In this unit students need to complete a fieldwork investigation and report on a theme provided by the examining body. Parts of this unit are internally assessed unit under controlled conditions. These parts are analysis and conclusions plus the evaluation section of the Personal Inquiry. The fieldwork task is marked out of 50 marks which forms 25% of the final GCSE mark. The work will be marked on the following areas: purpose of investigation, methods of collecting data, methods of presenting data, analysis and conclusions, evaluation and planning and organisation.

The new GCSE Geography specification has a bigger focus on climate change and sustainability and develops map-work skills with the incorporation of GIS. The use of recent news events through the Royal Geographic 'Geography in the News' internet site www.rgs.org will continue to be promoted to learn about current world events so students become informed global citizens.

Mr N Draper
Teacher in Charge of Geography



MODERN LANGUAGES

Learning a modern foreign language represents an enjoyable intellectual challenge. We offer GCSE courses in **French**, **German** and **Spanish** and by the end of the two-year programme, students will have acquired a working knowledge of the language they have chosen. The GCSE course builds on the foundations laid at Key Stage 3, and aims to enable the student to understand and communicate in a variety of everyday situations. The emphasis is on the practical application of vocabulary and grammatical structures learnt in class. Students are trained to use the information they are taught in listening, speaking, reading and writing exercises. They develop an intellectual rigour when learning a modern foreign language which encourages them to value precision and accuracy when using the written or the spoken word in their own language as well as their chosen language.

Language learning also broadens the mind. During the GCSE course there are numerous opportunities for gaining an insight into another often quite different culture. A qualification in a modern foreign language marks out a student as disciplined and open-minded, and as one who can communicate beyond her own horizons.

The course focuses on the four communicative skills of listening, speaking, reading and writing. Students are encouraged to use their skills at every opportunity – on holiday, in conversation with exchange and gap students, and by judicious use of the media.

Students will hone these language skills over two years through the study of familiar topics:

- **Lifestyle** (health, relationships and choices)
- **Leisure** (free time and the media, holidays)
- **Home and Environment** (home and local area, environment)
- **Work and Education** (school, college and future plans, current and future jobs)

Students in Year 11 attend a weekly conversation lesson in small groups. These lessons are with a designated teacher in addition to timetabled lessons.

The examination

- Each of the four skills is examined separately.
- The listening and reading components are each worth 20% of the final GCSE qualification. Students will sit examination papers in the listening and reading components.
- The speaking and writing components are each worth 30% of the final GCSE qualification.
- Students will complete tasks for the speaking and writing components in the course of the second year of the two-year programme.
- Students can be entered either for Foundation or Higher Tier in the listening and reading components.
- Speaking and writing tasks can be set at differentiated levels to ensure that all students are a successful outcome at the end of the course.

Mrs E Barry
Head of MFL Department

INFORMATION COMMUNICATION TECHNOLOGY

Information Communication Technology now affects the lives of almost every member of society. Information Communication Technology is used to routinely store, process, present, manipulate and communicate information in everyday life. The rate of technological change is breathtaking, and pupils are at the forefront of the latest technological advances.

Modern pupils take for granted the use of modern technology for the communication of information, easily using e-mail, mobile phones and text messaging.

International GCSE ICT takes pupils beyond purely the communication side, and introduces them to the wider world of IT. The syllabus covers two main areas:

1. **Tools, Techniques and Systems**, which covers hardware and software, both theoretically and practically;
2. **Information Systems in Society**, which covers the use, laws and moral issues of IT in everyday life.

During IGCSE ICT, pupils will extend their practical skills gained at Key Stage 3, and concentrate on key software packages to understand Databases, Spreadsheets, Word processing and Desk Top Publishing, Control, and Web Design.

Pupils will be externally assessed by two formal examinations as follows:

1. **Written examination** covering the breadth of the subject
2. **Practical examination** which tests pupils' use of Desk Top Publishing, Multimedia, Databases and Spreadsheets

Both examinations carry a 50% weighting. Pupils are encouraged to take IGCSE ICT where they wish to pursue Information Communication Technology in further academia or as a career. Pupils are also encouraged to apply where they enjoy and understand the subject, especially with regard to the practical side. Pupils who understand and enjoy Database and Spreadsheet work will be at a distinct advantage as these two components are strong areas of IGCSE ICT.

Within the IGCSE ICT, the controlled assessment component which was seen to be disproportionate in previous years has been removed, which will ease the demands placed on the pupil significantly.

Mr A Owen
Head of ICT

LATIN

The GCSE Latin course involves a detailed study of grammar and syntax as a means to reading some of the great works of Latin literature. Students must complete four components from a choice of five to achieve a GCSE grade. At Cobham Hall we tend to opt to sit four examination papers, two of which exercise the student's mastery of language and translation skills and two of which test comprehension and fluency in dealing with prepared passages from Latin authors, representing both poetry and prose. We follow the OCR syllabus concentrating on the verse writings of authors such as Virgil, Ovid, Horace, Martial, Catullus and Lucretius and on the prose writings of authors such as Pliny, Caesar, Cicero, Apuleius and Tacitus. This combination of components is the most demanding available and as such best prepares the students for further study at IB and degree level. The other option, Sources for Latin, is available for differently able students, who have no desire to study Latin beyond GCSE. There are also foundation tier papers available and a short course.

The study of Latin at this level is not only enjoyable in its own right but also contributes significantly to the comprehension of English and other modern languages.

Aims

The aims of this course are the same for all candidates.

The purpose of a GCSE course in Latin is to acquire an understanding of some of the elements of classical civilization, literature and language which have had a profound influence on modern societies, to fire imagination and to deepen and develop experience by considering a wide range of issues, such as aesthetic, ethical, linguistic, political, religious and social questions.

A GCSE course in Latin should provide a satisfying experience in itself and a sound basis for further study. Its aims are to encourage candidates to:

- develop a competence in the Latin language
- develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Latin and the languages of today
- develop a reading competence focused upon a selection of Latin literature
- read and to respond to literature in Latin and to understand the cultural context within which the literature was produced
- make an informed response, based on evidence, to material studied.

Miss A Quinn
Teacher in Charge of Classics

FINE ART

Fine Art may be defined as work which is produced as an outcome of the students' personal experience, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief. It is a means by which ideas are explored, communicated and, through visual information and enquiry, translated into art outcomes.

Work produced for this specification will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

For all disciplines within this endorsement, students should:

- undertake visual research using primary and secondary sources and record observations, experiences and ideas in appropriate ways. Primary sources must include first-hand experience of original work
- develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately
- understand and use appropriately and safely a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology where appropriate
- know and understand a range of work from contemporary practice, past practice and different cultures, so that they are able to demonstrate an understanding of continuity and change in art, craft and design.

In the context of this specification, the disciplines will include painting and drawing, printmaking, sculpture and alternative media. However, fine art interpretations are increasingly conceptual and can involve found objects, site-specific and installation work. Students will be required to work in at least two disciplines from within the list above.

Assessment

Edexcel's GCSE in Fine Art is made up of two units:-

Unit 1: Personal Portfolio (60%)

Assessment consists of centre-devised activities, carried out by students under controlled conditions.

Unit 2: Externally Set Assignment (40%)

Eternally set theme, internally marked and externally moderated.

Mrs K Walsh
Head of Art



DRAMA

The GCSE course offers students a cornucopia of opportunities to extend, enhance and develop the practical and written skills gained from Year 9 Drama. The course is dynamic, fun and challenging and is suitable for students who have had previous experience but is equally accessible to those students who have not. In GCSE Drama you will learn about Theatre History, Drama approaches and important theatre practitioners. You will see many West End Theatre productions, learn to analyse and evaluate performance and technical aspects of theatre and workshop and perform scripted and devised work for performance. This course is highly practical and will involve students working 'on their feet' in an ensemble setting. The assessment is 60% practical performance controlled assessment and 40% written examination (but with a practical analytic and evaluative approach).

The aims of the Drama and Theatre Arts course are to:

1. provide an understanding of the media of both drama and theatre arts;
2. interpret and understand role, motivation and character relationships;
3. respond to a range of drama and theatre experiences, showing an understanding of theatrical and dramatic techniques and effects;
4. encourage an appreciation of language and style appropriate to the work being undertaken or studied;
5. demonstrate, in response to work seen or undertaken, an awareness of the contribution of relevant aspects of production design (*e.g. lighting, set design, costume*);
6. describe and evaluate practical work and theatrical events in written form.

The course should enable the following to be achieved:

- a) the development of imaginative, creative, cognitive and social skills;
- b) increased confidence in communication skills;
- c) an interest in and understanding of drama and theatre ;
- d) an extension of self and group awareness.

Ms K Martin
Head of Drama



MUSIC

Students wishing to take GCSE Music should be learning a musical instrument to approximately Grade 4 standard, and should be willing to participate in the musical life of the school.

The examination is divided into three components: Performing, Composing, and Listening.

Performing

Candidates must offer **one** solo performance and **one** ensemble performance. Both performances are recorded during the course and marked internally.

Composing

Candidates must compose **two** compositions lasting at least three minutes in total. Both pieces must be based on topics relating to 'Areas of Study' which are prepared for the Listening paper. The compositions are recorded during the course and marked internally.

Listening

This will be externally assessed through a 90 minute written examination based on twelve set works from four 'Areas of Study':

1. Western Classical tradition 1600-1899
2. Music in the 20th Century
3. Popular music in context
4. World Music

Aims

This course gives students opportunities to:

- develop their understanding and appreciation of a range of different kinds of music
- extend their own interests and improve their skills in performing and creating music
- develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity and emotional and cultural development

Ms P Clements
Head of Music



PHYSICAL EDUCATION

The course is designed to develop students' knowledge and understanding of factors that affect performance and participation in physical activities, so that they are able to perform effectively in a range of activities. The course is based on 60% Practical work and 40% Theory.

The content of the GCSE Physical Education GCSE is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle; to provide a route in further study in Further Education awards such as A Levels and/or new Diplomas and to Higher Education in PE as well as to related career opportunities.

The Practical consists of:

- The students are assessed in **four activities**. Two are performance and must be from different activity groups. The other two areas can be as an official, coach, choreographer or organiser.

The activities groups are as follows:

- 1. Outwitting opponents:**
Hockey, football, netball, basketball, volleyball, badminton, tennis, rounders.
- 2. Accurate replication of actions, phrases and sequences:**
Artistic, compositional, rhythmic gymnastics and trampolining.
- 3. Exploring and communicating ideas, concepts and emotions:**
Modern, folk, historical, cultural, theatrical, social and ice dance.
- 4. Performing at maximum levels in relation to speed, height, distance, strength or accuracy:**
Athletics and cross-country running.
- 5. Identifying and solving problems to overcome challenges of an adventurous nature:**
Horse riding and swimming.
- 6. Exercising safely and effectively to improve health and well-being:**
Canoeing, climbing, sailing, orienteering.

The Theory content is divided into four sections:

- 1. Knowledge and understanding for the active participant**
The range of physical activities and the different roles that the active participant can choose from:
Range of activities and the roles of the active participant
The demands of performance: injury
The demands of performance: the difference between aerobic and anaerobic exercise
The demands of performance: characteristics and benefits of leisure and recreation
- 2. Linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle**
Health, fitness and a healthy active lifestyle
Aspects of training
Training
Further aspects of Training
Diet
- 3. Making informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs**
School influences
Further school influences
Emotional health and well-being

Cultural and social factors
Opportunities and pathways available for becoming or remaining involved in physical activities
Vocational opportunities for becoming or remaining involved in physical activities
The media
Sponsorship
Competitions
International and other factors

4. Knowledge and understanding for the involved participant

Skills for effective performance
Testing, training and lifestyle choices to assess and improve performance
Risk assessment and safe practice

N.B. This option requires sufficient pupils to participate in the team elements of the subject and can therefore only be offered if a large enough number of girls opt to take the subject at Sixth Form level.

In addition to their GCSE lessons, students will also have PE curriculum lessons to further their skills.

Mrs K Hooper
Head of Sport

PE CURRICULUM

Students have the opportunity to decide whether to get involved in physical activity that is mainly focused on competing or performing or developing personal fitness.

Aims

We aim to provide students with the opportunity to participate and develop their skills and knowledge in a wide range of sporting activities. These include all curriculum sports. We aim to develop in the students a positive attitude towards an active lifestyle and emphasise the advantages of life-long involvement in physical recreation. We encourage students to use the local leisure centre, trampoline centre, hockey club and dancing school, allowing the students to interact with the community, and teaching them to bridge the school-community divide for when they leave school.

Students are encouraged to represent the school in competitive events against other schools.

There are a variety of extra-curricular activities including aerobics, karate/self defence, life-saving awards, swimming, dance, tennis, badminton, rounders, hockey, athletics and netball clubs.

Mrs K Hooper
Head of Sport

EFL COURSES AND SPECIAL LEARNING SUPPORT NEEDS

EFL Courses

As an international school Cobham Hall has a thriving EFL Unit. The role of the EFL teachers is primarily to enhance girls' successful performance across the curriculum and assist the integration of new students into English school life. The EFL staff are on hand to offer personal support, advice and encouragement.

On arrival at Cobham Hall, overseas students are tested in spoken and written English and a programme tailored to their individual needs then prepared. Students are given extra English tuition, either individually or in small groups, as well as attending mainstream lessons. The EFL staff liaise regularly with subject teachers and may offer subject specific support when necessary, especially in the revision period before summer examinations. The EFL lessons are timetabled alongside the general mainstream curriculum of GCSE subjects. In some cases the students may be withdrawn from certain subjects in order to concentrate on improving their English but the general expectation at this stage is that their English should be of a sufficiently high standard to enable them to follow a full timetable.

Mrs C von Bredow
Head of EFL

Dyslexia and Learning Support

Students already attending the Student Support Department will continue to receive learning support in Year 10. If girls do not have a full timetable, lessons are timetabled during study periods, the number per week depending on individual needs. Learning support is given both individually and in small groups. The emphasis is on Study Skills: identifying a preferred learning style; time-management; prioritising; note-making; essay writing; comprehension of text; revision techniques. Special arrangements for public examinations are made by the department (for most students this would involve extra time).

Learning support is also available for Mathematics.

Students not attending the Student Support Department can be seen regularly for assessment and advice concerning their learning needs at any time during the year.

A Study Skills programme for all pupils in Year 10 is included in the Tutor Programme.

Mrs D Rabot
Student Support Department

1. GCSE EXAMINATION SUBJECTS

SUBJECTS	LEVELS	GRADES AVAILABLE
English (EDEXCEL) (1202) 40% oral and written controlled assessment 60% written examination	Higher Foundation	A* - D C - G
English Literature (EDEXCEL) (1212) 30% written controlled assessment 70% open book examination on set texts	Higher Foundation	A* - D C - G
Mathematics (EDEXCEL) (5MB) 100% examination	Higher Foundation	A* - D C - G
Science Separate Sciences: Biology (EDEXCEL) (4BIO) Chemistry (4CHO) Physics (4PHO)	Higher Foundation	A*-D C-G
Combined Science Double Award (EDEXCEL) (4SCO)	Higher Foundation	A*-D C - G
History SHP (EDEXCEL) (2HB01) 75% examination 25% controlled assessment		A* - G
Geography A (EDEXCEL) (2GA01) 75% examination 25% controlled assessment	Higher Foundation	A* - D C - G
Modern Languages (AQA) (Fr. 4658: Ge. 4668: Sp. 4698) Tested in four units (Listening, Speaking, Reading, Writing): 40% examination (listening and reading units) – available at Higher or Foundation tiers 60% controlled assessment tasks (speaking and writing units)	Higher Foundation	A* - G
Information Communication Technology (Edexcel IGCSE ICT) 50% examination 50% practical	Higher Foundation	A* - D C - G
Latin (OCR) (J281) 100% examination	Higher Foundation	A* - E C - G
Fine Art (EDEXCEL) (1028) 40% examination 60% controlled assessment		A* - G
Drama (AQA) (3241) 60% Two practical components from Scripted Performance and Devised Programme 40% written paper		A* - G
Music (EDEXCEL) (1426) 30% Performing (15% 1 solo, 15% 2 performances during the course) 30% Composing (2 compositions) 40% Listening (written paper)		A* - G
Physical Education (AQA) (3581) 40% examination 60% practical		A* - G