



Monmouth School
for Boys

A Haberdashers' School

GCSE PROSPECTUS 2022

For pupils taking examinations in 2024

GCSE Prospectus 2022

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Introduction

The Curriculum in Years 10 and 11

Our aim in the GCSE years is to provide a broad and challenging academic programme which allows room for personal preference.

Pupils at Monmouth School for Boys take ten subjects leading to nine or ten GCSEs depending upon whether they are entered for Separate Sciences or Double Award (equivalent to 2 IGCSEs). There are also non-examined components: Games; CCF or Activity Modules and Personal, Social and Health Education.

In the middle of the Lent Term, Year 9 pupils register their GCSE choices. GCSE English Language and English Literature, IGCSE Mathematics and three Sciences are compulsory. In addition, pupils choose four optional subjects from the list below. GCSE examinations will be taken at the end of Year 11.

It is envisaged that most pupils will study for an International GCSE (IGCSE) in each of the three Separate Sciences. This will provide an academically rigorous grounding in each subject and a solid foundation for progression to A level courses. However, some boys inevitably will benefit from a reduction in the amount of content which they have to learn and will thus be better suited to the Double Award route. Any pupil who experiences difficulties with the extension material, which will form the basis of the questions asked on Paper 2 in each subject, will, after consultation with his parents at the Year 11 Parents' Evening, be advised to follow the Double Award route.

Optional Subjects

French*
Spanish*
German*
Art & Design
Design & Technology
Drama**
Geography
Computer Science***
Classical Greek
History
Latin
Music
Religious Studies

* pupils must have studied the language before

** previous experience not required

*** a limited number of places available; only one set will run

Please note that, given the heavy workload associated with the controlled assessment for Art & Design and Design & Technology, it is recommended that boys speak to the relevant Heads of Department if they are considering taking both to fully appreciate the time commitment involved and discipline required.

Limitations on Choice

Pupils have a free choice of options, except that they must take at least one, and not usually more than two languages (from French, German and Spanish). We recommend that they choose at least one from Geography, History and Religious Studies. Music Scholars are required to take GCSE Music.

Every effort is made to accommodate any reasonable combination of subjects in the timetable. However, **we cannot guarantee that all combinations will be possible**. Pupils will be advised before the end of the Summer Term of any problem with their choices.

Exceptions

The Deputy Head (Academic) may, at her discretion, allow certain exceptions from the standard curriculum. For example:

- The requirement to study a language may be waived for a pupil whose first language is not English or those with Specific Learning Difficulties.
- A pupil whose first language is not English may sit an additional GCSE in his first language.
- Particularly committed linguists may study three languages.

The Deputy Head (Academic) must be informed at an early stage of any proposed exceptions.

Timetable for Choices

Pupils will discuss possible choices with their tutors in the first half of the Lent Term. The Year 9 Parents' Evening on Tuesday 8 February provides an opportunity for parents to speak to subject teachers and tutors.

The GCSE Choices form will need to be completed online no later than Tuesday 1 March.

Compulsory Core Subjects

English Language and English Literature

Head of Department: Ms E R Arrand

In Year 10 and Year 11, students pursue a continuous programme leading to qualifications in both English Language and English Literature following the AQA specification. All examinations will be sat at the end of Year 11.

**English Language (8700)
Exams (100%)**

Board: AQA

- 1. Paper 1 (50%) Explorations in Creative Reading and Writing**
1 hour 45 minutes
Section A: Reading (40 marks)
Candidates answer **four** questions on a single passage. The passage will be a piece of fiction from the 19th Century.
Question 1 (4 marks) is a comprehension task; Question 2 (8 marks) is an analytical task based on the content of an identified section of the passage.
Question 3 (8 marks) is an analytical task based on the structure and author's techniques across the entire passage; Question 4 (20 marks) asks for an extended personal response on a section of the passage guided by three bullet points.
Section B: Writing (40 marks)
Candidates produce a piece of extended creative writing (narrative or descriptive).
24 marks for content, 16 marks for technical accuracy.
- 2. Paper 2 (50%) Writers' Viewpoints and Perspectives**
1 hour 45 minutes
Section A: Reading (40 marks):
Candidates answer **four** questions on a 21st century non-fiction passage and a pair of 19th century non-fiction passages.
Question 1 (4 marks) is a short comprehension task; Question 2 (8 marks) summary task on both passages; Question 3 (12 marks) analysis of one passage; Question 4 (16 marks) extended comparison of all passages.
Section 2 – Composition (40 marks):
Candidates complete one task in a designated form. 24 marks for content, 16 marks for technical accuracy.
- Coursework (Separately endorsed):**
- 3. Speaking and Listening Test**
Candidates present an individual task and answer spoken questions. All candidates are recorded during the administration period. The component is internally assessed and externally moderated. No marks will be assigned; candidates will be awarded a Pass, Merit or Distinction.

A small number of pupils whose first language is not English will take this course.
Exams (100%)

- 1. Paper 2 (60%) Reading and Writing Written paper**
2 hours (80 marks)
There are six tasks in the paper testing a range of reading and writing skills.
- 2. Paper 4 (20%) Listening paper**
Approximately 50 minutes (40 marks)
Candidates listen to several short extracts and longer extracts, and complete a range of task types, including short-answer questions, gap filling, multiple choice and note taking.
- 3. Paper 5 (20%) Speaking**
Approximately 10-15 minutes. (30 marks)
Following a 2-3 minute warm-up conversation, candidates engage in a 6-9 minute discussion with the examiner on a given topic. The component is internally assessed and externally moderated.

English Literature
Exams (100%)

Board: AQA

- 1. Shakespeare and the 19th Century Novel (40%):**
1 hour 45 minutes (64 marks)
Section A: Shakespeare (34 marks)
Students will answer **one** question on their studied text. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
Section B: The 19th Century Novel (30 marks)
Students will answer **one** question on their studied text. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
- 2. Modern Texts and Poetry (60%):**
2 hours 15 minutes (96 marks)
Candidates answer **four** questions.
Section A: Modern Texts (34 marks)
Students will answer one essay question from a choice of two on their studied prose or drama text.
Section B: Poetry (30 marks)
Students will answer one comparative question on one named poem printed on the paper and one other poem from their anthology cluster.
Section C: (32 marks)
Students will answer one question on one unseen poem and one question comparing this with a second unseen poem.

Mathematics

Head of Department: Dr H B Evans

Board: Edexcel IGCSE

The Course

With the enforced changes to GCSE qualifications, it was decided to move to the very traditional and excellent Edexcel IGCSE Mathematics course for first examination in 2017. Due to the changes made at GCSE, IGCSE also made some changes to its specification for first teaching in September 2016 and its grading has now changed from A* – G to 9 – 1.

With the change to this new specification, an amended scheme of work for Years 9-11 was introduced for first teaching in 2014-15, concentrating on the change of emphasis at IGCSE. The Mathematics course in Year 10 and Year 11 is a natural continuation of the work covered in the subject in earlier years. Pupils will develop their knowledge of Number and Algebra in particular, with less of an emphasis on Geometry and Statistics.

GCSE / IGCSE success in the subject is seen as a prerequisite for most careers and entry into higher education.

The department will teach its pupils in six groups, set by ability, to try to ensure that each boy's potential in the subject is fulfilled.

Assessment

The specification can be found on the Edexcel website:

[Edexcel International Advanced Level \(pearson.com\)](https://www.pearson.com/igcse)

This scheme offers both higher and foundation tiers of entry. Grades of 9 – 4 may be obtained from higher tier, whilst grades of 5 – 1 can be obtained from foundation tier. Pupils at Monmouth School will be prepared for higher tier and entries at foundation tier will be unusual.

The course is assessed through two 2-hour examination papers taken at the end of Year 11 that have equal weighting. Calculators can be used for both papers. The content of each examination paper is taken from the IGCSE course syllabus although the specific topics chosen are not defined or published in advance. The majority of the syllabus will be tested over the two papers and it would be unusual for the same topic to be tested on both papers in a single examination series.

There is no coursework or centre-based assessment for Maths.

Science Core

Heads of Department:

Board: Edexcel IGCSE

Biology - Miss E K Barson

Chemistry - Dr A J Winter

Physics - Dr D G Jones

The Course

All students will be prepared for the International General Certificate of Secondary Education. This course offers an excellent all-round science education and with good grades, provides a sound foundation for progression to GCE A Level courses. Students will acquire knowledge and understanding of scientific concepts, principles and practical techniques and learn to apply these principles. Students will be encouraged to appreciate the practical nature of science and will develop experimental and investigative skills throughout the course. Science requires students to use a logical approach towards problem solving and evaluate scientific information. They will also be expected to select and apply appropriate mathematical skills. Students will sit two papers in each of the three subjects and will then be awarded an IGCSE in Biology, Chemistry and Physics. The required extension material for Paper 2 is integrated throughout the course. Some students may sit Paper 1 alone for each Science. This will lead to being awarded an IGCSE in Science (Double Award). Double Award is the standard level of science qualification awarded across the country. Any pupil who is advised to follow the Double Award route will be instructed as to the material not required for Paper 2. All examinations will be sat at the end of Year 11.

The full details of the IGCSE courses for all three sciences can be found at the following locations:

Biology: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/international-gcse-biology-2017.html>

Chemistry: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/international-gcse-chemistry-2017.html>

Physics: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/international-gcse-physics-2017.html>

The major units for each subject are as follows:

Biology

1. The Nature and Variety of Living Organisms
2. Structures and Functions of Living Organisms
3. Reproduction and Inheritance
4. Ecology and the Environment
5. Use of Biological Resources

Chemistry

1. Principles of Chemistry
2. Inorganic Chemistry
3. Physical Chemistry
4. Organic Chemistry

Physics

1. Forces and Motion
2. Electricity
3. Waves
4. Energy Resources and Energy Transfer
5. Solids, Liquids and Gases
6. Magnetism and Electromagnetism
7. Radioactivity and Particles
8. Astrophysics

Assessment

All pupils will study the three sciences.

The grade range for each examination is 9 – 1.

There are two papers for each subject

Paper 1	120 minutes	Written paper	Examines only core material
Paper 2	75 minutes	Written paper	Examines core and extension material

Timetable

Both papers will be taken in the June of Year 11.

Pupils who sit both Papers 1 and 2 in each subject will be awarded IGCSE grades for Biology, Chemistry and Physics.

Pupils who sit only Paper 1 in each subject will be awarded two IGCSE grades in Science (Double Award), this is generally applicable to a very small number each year as a support mechanism.

There is no coursework or centre-based assessment.

Optional Subjects

Modern Languages

Head of Department: Mrs L Parsons

To do a GCSE in any of the three languages, pupils must have studied it in year 9.

French

Co-ordinator: Mrs L Parsons

Board: AQA

Spanish

Co-ordinator: Mrs J Gunn

Board: AQA

German

Co-ordinator: Mrs I Evers-Jones

Board: AQA

GCSE syllabus for French, Spanish and German – No Controlled Assessment, 4 Exams

Paper 1: (25%) **Listening:** one test of 45 minutes.

Paper 2: (25%) **Speaking:** role-play, a 2-minute discussion based on a photo-card and a 5–7 minute conversation.

Paper 3: (25%) **Reading:** one test of 1 hour.

Paper 4: (25%) **Writing:** one test 1 hour 15.

The **subject content** will be:

Theme 1: Identity and culture (Me; family; friends; technology; free time; customs and festivals).

Theme 2: Local, national, and international global areas of interest (Home; town and region; social issues; global issues; travel and tourism).

Theme 3: Current and future study and employment (Studies; education post 16; career choices and ambitions).

Art and Design

Head of Department: Mr M Peake

Board: OCR

Is this the right subject for me?

This course is suitable for students who are:

- keen to develop their visual skills
- creative thinkers with enthusiasm and imagination
- able to sustain an investigation
- able to enjoy visits to galleries, museums, workshops, and studios (as part of a school group but also independently)
- willing to explore a breadth of media and techniques and experiment and take risks in their work
- prepared to review their progress and make improvements
- willing to commit to additional after-school studio sessions

What do I need to know, or be able to do, before taking this course?

Before undertaking GCSE Art and Design, you will, ideally, have studied Art and Design at Key Stage 3. You will be expected to have some experience of using Art materials and processes, together with some knowledge of contemporary and historical Art and Design. More importantly, you should have a commitment to, and love of, the subject and feel motivated to develop your visual skills and express your ideas in working through projects and assignments.

What will I learn?

The GCSE covers a range of activities and in-depth assignments. You will have the opportunity to experiment with different techniques and media in order to explore your strengths and preferences. There is a wide range of options within the different endorsements, or you may choose to work in several areas. Whatever you choose, the main aim of the course is to develop your visual language skills and for you to build a comprehensive and varied portfolio of work, 2D or 3D, to progress to further courses or employment.

Assessment:

OCR's GCSE Art and Design is made up of two units.

Component 01: Portfolio – 120 marks (Coursework)

Internally set and marked (60% of GCSE)

Coursework will be completed during formal lesson time as well as during pupils' personal time. Pupils respond to a set starting point and are given the opportunity to explore a wide variety of media and techniques which they are encouraged to develop and refine leading to an ambitious and well-refined final outcome. Learners are required to carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives. The Portfolio is produced during Year 10 and the Michaelmas term of Year 11.

Component 02: Externally Set Task – 80 marks (Exam)

A choice of externally set titles is internally marked (40% of GCSE)

The early release paper will be issued at the start of the Michaelmas term and will provide pupils with five themes, each with a range of written and visual starting points and stimuli. Preparation for the Externally Set Task is mandatory with pupils allowed approximately 10 weeks to prepare before their 10 hours supervised time period. It is worth noting that the majority of marks are awarded for the supporting work produced during the preparatory period. Pupils must refer to their preparatory work to aid them in reaching their final outcome.

Both units are assessed using four **Assessment Objectives**. These can be summarised as: **Develop, Refine, Record, Present** with marks distributed evenly across each assessment objective.

Computer Science

Head of Department: Mrs L A Hope

Board: CIE

The Course

The CIE iGCSE offers students the chance to understand the way computers work, and to develop computer programs for real-life purposes. It encourages them to create games, applications and other systems.

The course develops:

- computational thinking, i.e., thinking about what can be computed and how
- understanding of the main principles of problem solving with computers
- understanding that every computer system is made up of sub-systems
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware and communications
- skills needed to solve computer-based problems using a high-level programming language.

Students will study:

- Data representation
- Data transmission
- Hardware
- Software
- The internet and its uses
- Automated and emerging technologies
- Algorithms, programming, and logic
- Algorithm design and problem-solving
- Programming
- Databases
- Boolean logic

Assessment

Written Paper: Understanding Computer Science (1 hour 45 minutes)

Short answer and structured questions. (75 marks, 60%)

Written Paper: Understanding Computer Science (1 hour 45 minutes)

Short-answer and structured questions and a scenario-based question. (50 marks, 40%)

Why Study Computing?

There are a wealth of fascinating careers and opportunities in computing beyond school. Recent students have gone on to work with Google, Bloomberg, SkyScanner, GCHQ, IBM, and taken other exciting paths for example in games development and cyber security. If you are passionate about problem solving, and are a competent mathematician, then this is an ideal course to begin building your career. Computer Science has the largest predicted shortfall of graduates to jobs of any science or maths field: if you have the ability and interest then why would you not study computing? The skills developed by computing also underpin careers in engineering, the sciences, architecture, and many other disciplines; most science and maths degrees now require students to program: this course is sound preparation for those paths too.

Design and Technology

Head of Department: Mr A J White

Board: Edexcel

Why choose Design and Technology?

Possible future career opportunities related to this course include:

- Architecture
- Civil Engineering
- Mechanical Engineering
- Medical Engineering
- Electrical Engineering
- Software Engineering
- Automotive Engineering
- Aeronautical Engineering
- Industrial Design
- Graphic / Interior Design
- Product Design
- Website Design
- Carpentry and Joinery
- Cabinetmaking
- Furniture-making and Design
- Shipbuilding and Boatbuilding

Qualification aims and objectives

The study of Design and Technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

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

- demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key Design and Technology terminology, including those related to designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

Mathematics

Maths skills are fundamental to design and technology. These skills will be embedded in the examination for this qualification.

Scientific skills, knowledge and understanding

Science skills, knowledge and understanding underpin the theory and practice of design and technology. These skills will be embedded in the examination for this qualification.

The Course

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology consists of one externally-examined paper and one non-examined assessment component.

Component 1

Written examination: 1 hour 45 minutes - 50% of the qualification (100 marks)

Content overview

1. Core content
and any one from the following material categories:
2. Metals, Papers and Boards, Polymers, Systems, Textiles and Timbers

Assessment overview

The paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the material category students have chosen.

Section A: Core

- This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculations and extended-open-response questions.
- There will be 10 marks of calculation questions in Section A.

Section B: Material categories

- This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculations and extended-open-response questions. There will be 5 marks of calculation questions in Section B.

Component 2

Non-examined assessment (NEA) 50% of the qualification (100 marks)

Content overview

There are four parts to the assessment:

1. **Investigate** - This includes investigation of needs and research and a product specification.
2. **Design** - This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design.
3. **Make** - This includes manufacture and quality and accuracy.
4. **Evaluate** - This includes testing and evaluation.

Assessment overview

- Students will undertake a project based on a contextual challenge released by the DT Department a year before certification.
- The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.
- Task will be internally assessed and externally moderated.

The marks are awarded for each part are as follows:

1 – Investigate (16 marks)

2 – Design (42 marks)

3 – Make (36 marks)

4 – Evaluate (6 marks).

Drama

Head of Department: Mr P M Griffin

Board: WJEC

Students develop the techniques introduced in Year 9 of creating, performing, evaluating and reviewing all aspects of drama and theatre. They will study a variety of plays from a practical perspective, developing confidence alongside their acting and directing skills. They will also watch a range of productions, discovering different ways to communicate with an audience. The course allows imaginative students with an interest in theatre to explore ideas physically and also to develop their written analysis through the coursework reports and evaluations.

Drama is one of the few opportunities students have to work collaboratively and to develop their skills of leadership and negotiation.

Assessment

Component 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated. 40% of qualification.

Learners will be assessed on **either** acting **or** design

Learners participate in the creation and performance of a piece of devised theatre and must produce:

- a realisation of their piece of theatre
- a portfolio of supporting evidence
- an evaluation of the final performance

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner. 20% of qualification.

Learners will be assessed on **either** acting **or** design

Learners study **two** extracts from the **same** performance text chosen by the centre.

Learners participate in **one** performance using sections of text from **both** extracts.

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes. 40% of qualification.

Section A: Set Text

A series of questions on **one** set text from a choice of five.

Section B: Live Theatre Review

One question from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Geography

Head of Department: Mr S Rentell

Board: AQA

Why choose GCSE Geography?

As Michael Palin says “Geography is not only up-to-date and relevant; it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world’s current problems boil down to geography; and need the geographers of the future to help us understand them.”

- Geography helps pupils make sense of the world around them.
- Geography gives pupils a broad and detailed understanding of pressing, contemporary global issues including climate change, migration, environmental degradation, and global inequalities.
- Geography develops independent learners, who are critical and reflective thinkers with enquiring minds, questioning the world around them.
- Geography develops pupils’ locational knowledge, understanding of key concepts and processes, and awareness of how the physical and human world is interconnected.
- Fieldwork brings the subject to life by applying knowledge learnt in the classroom to human and physical environments.
- Geographers develop transferable skills, such as problem solving, decision making, teamwork and fieldwork skills, including the use of maps, statistics, and GIS.
- Geographers become well-informed global citizens who are aware of their responsibilities and know how they can make a difference in the world.

Course overview

GCSE Geography is exciting and relevant; allowing students to study the subject through a balanced framework of human and physical topics. Students will travel the world from their classroom, exploring contemporary case studies in the UK, higher income countries (HICs), newly emerging countries (NEEs) and lower income countries (LICs). Geography is a varied discipline covering topics including urban issues, climate change, natural hazards, physical landscapes, global shifts in economic power, and resource management.

Examination

Candidates sit three GCSE papers at the end of the course.

- **Paper 1 - Living with the physical environment**
1 hour 30 minutes, 35% of final mark
- **Paper 2 - Challenges in the human environment**
1 hour 30 minutes, 35% of final mark
- **Paper 3 - Geographical applications**
1 hour 15 minutes, 30% of final mark

Fieldwork

There is no controlled assessment **or** coursework, however there are **two** compulsory days of fieldwork that will be assessed as part of the Paper 3 exam. Candidates will take part in a residential fieldtrip, using the Field Studies Centre in Pembrokeshire towards the end of the Summer Term in Year 10, for which there will be a cost. Pupils will also experience local fieldwork opportunities during the two-year course.

Specification

The students will study three topic areas which are outlined below:

Paper 1: Living with the physical environment

This unit focuses on the dynamic nature of physical processes and systems. Pupils' will develop their understanding of tectonic, geomorphological, and meteorological processes and features in different environments. Pupils' will also investigate the impacts of humans in these locations and the subsequent need for effective and sustainable strategies to manage these effects. Topics that will be studied include:

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK - Rivers *and* Glaciers

Paper 2: Challenges in the human environment

This unit focuses on the human processes and systems in a variety of places and at a range of scales. Pupils' will develop their understanding of the factors that produce a diverse variety of human environments as well as the dynamic nature of these environments that can change over time. Topics that will be studied include:

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

Paper 3: Geographical applications

Paper 3 requires students to draw together knowledge, understanding and skills from the full course of study and is an opportunity for students to show the breadth of their understanding across all aspects of their geographical studies.

Assessment within this paper will include:

- Issue Evaluation (including a pre-release document issued 12 weeks before the exam).
- Fieldwork skills tested within an examination setting.
- A range of geographical techniques including numerical, graphical, statistical, and cartographical skills.

Classical Greek

Head of Department: Mr R C Whiteman

Board: OCR

The Course

The course, which is rewarding in itself, develops ability in the Greek language, building on the basics of grammar and syntax and widening vocabulary to the point where unadapted Greek literature can be appreciated and understood, and an awareness of its historical and cultural context is achieved.

It is expected that students of Greek will be studying GCSE Latin as well.

A defined vocabulary of 400 words for use in the language papers is prescribed; there will be no coursework.

Students will read adapted and some unadapted Greek literature, both prose and verse, as set texts and will acquire an appreciation of style and literary content. The prose author will usually be Herodotus and the verse author will be Homer or Euripides.

Assessment

There are three written papers as follows:

Component 1: Classical Greek Language (50%)

This requires students to translate a passage of Greek into English, to answer comprehension questions on a Greek passage, and either to translate some short English sentences into Greek or to answer some grammatical questions within the context of a narrative passage.

Component 2: Classical Greek Verse Literature (25%)

Component 3: Classical Greek Prose Literature (25%)

The prose and verse set text questions will be based on a passage or passages which will include some or all of the following:

- comprehension questions
- translation of a short extract or extracts
- appreciation of literary techniques such as simile, metaphor, alliteration, assonance, and the author's use of words and word-order; or the expression of personal reactions to a word, phrase or passage. Students will not be expected to use sophisticated techniques, but to express how they are affected in, for example, an emotional or moral context

Questions set to test students' understanding of the different way of life, institutions, attitudes and motives of the Greeks as shown by their literature.

History

Head of Department: Dr J M Harrison

Board: Cambridge IGCSE

The Course

The course is based upon the Modern World 1918–1990. Particular emphasis is given to international relations both before and after World War II. The outline course on International Relations 1919 - 1990 investigates the failure of the Versailles Peace Treaties and the League of Nations, as well as considering the effects of the Russian Revolution, the Wall Street Crash and the Rise of the Dictators. Post-1945, the focus is on the relationship between the USA and the former USSR and the Cold War confrontations in Berlin, Hungary, Cuba and Vietnam. The course also includes detailed studies of the USA 1919 – 1941, contrasting the Jazz Age of the Roaring Twenties with the Great Depression years of the Hungry Thirties and the economic recovery under FDR's New Deal. The course offers students the opportunity to discuss and analyse important issues and ideas whose effects are still felt today. The failures of communism and fascism, the triumph of liberal democracies and the birth of a consumer society are the key themes of this fascinating period. The Department also offers an (optional) four-day field study visit to Berlin or to the Western Front Battlefields.

Assessment

Candidates sit three papers at the end of the course.

Paper 1 (2 hours)

Two structured questions on the whole period on International Relations and one structured question on the USA. (40% of total marks)

Paper 2 (2 hours)

Source paper on the Cold War. Seven source questions. (33%)

Paper 3 (1hour)

One structured question on the significance of a key figure/event from the Depth Study on the USA. (27%)

Why choose History?

- to develop key problem-solving and analytical skills that will prepare students well for any A level course
- to develop the skill of arguing convincingly and succinctly
- to develop a sound understanding of economic and political principles that underpin current political and social decision-making
- to study the origins of populism and nationalism in the twentieth century and to understand current trends in American, Russian and European societies
- to engage students in global issues: political, social, economic and cultural
- to achieve a very well-respected academic qualification that is accessible to all ranges of ability as demonstrated by the very high percentages of A* and A grades, and pass rates, in this subject.

Latin Language and Latin Literature

Head of Department: Mr R C Whiteman

Board: Eduqas (WJEC)

This two-year GCSE Latin Course develops the basics of the language covered in the first three years and also builds up a more general awareness of the nature and structure of language. As well as being rewarding in itself, it has undoubted value in improving communication skills and is a good preparation for those hoping to pursue Languages, History or English at A level, and Law, Medicine, Classics or Computing at University.

The Course

Much of the grammar and syntax will have been covered already: the GCSE course consolidates these areas and widens vocabulary with the aim of increasing speed and facility with translation. The emphasis throughout is on translation from Latin to English, but rudimentary English to Latin translation is also taught in order to develop greater knowledge and understanding of grammar. A defined vocabulary list of 440 words is prescribed and carefully learned. The first year of the course (Year 10) is primarily focused on the Latin Language component.

In the Latin Literature components, which form 50% of the course and are the main focus of the second year of the course (Year 11), students will apply the language skills developed in Year 10 to reading unadapted Roman literature, both prose and verse, and will acquire an appreciation of style and literary content, as well as an awareness of the historical and cultural contexts in which the texts were written.

Assessment

There is no coursework or controlled assessment in these papers; assessment is by final examination in the summer of Year 11.

Three papers are sat:

Component 1: Latin Language (50% of the qualification).

This is assessed through translation of a Latin passage into English, questions testing the student's comprehension of a Latin passage, and the translation of simple (single clause) English sentences into Latin.

Component 2: Latin Literature Themes (*Travel by Land and Sea* or *Superstition and Magic*). (30% of the qualification)

Students study a number of original Latin texts, both in verse and prose, which provide us with evidence about a given theme, and also a selection of ancient source materials (e.g. paintings, mosaics, sculptures, buildings and ancient graffiti) to further deepen their understanding of the theme.

Component 3: Latin Literature Narratives (*Tacitus - Boudica* or *Ovid - Ceyx and Alcyone*) (20% of qualification)

Students study an extended narrative in Latin, either verse or prose, and develop the basic skills of analysis, interpretation, and stylistic appreciation of Latin literature.

Music

Head of Department: Mr D F Lawson

Board: Edexcel Music 2MU01

Unit 1	Performing	30% (5MU01)
Unit 2	Composing	30% (5MU02)
Unit 3	Listening and Appraising	40% (5MU03)

Why choose Music GCSE?

Music GCSE is a rewarding and creative course if you enjoy playing a musical instrument and listening to music in a number of different styles, as well as being involved in making music as part of an orchestra, choir or band. Music GCSE tests a wide range of skills, including performing, composing, short written answers, answers in prose, aural and written analysis of music. This is a linear specification.

Am I a suitable candidate?

This specification is suitable for you if you play an instrument to Grade 3 standard at the start of the course. It is important to remember that this is not a qualification in '*my favourite music*'. The course demands involvement in, and familiarity with, music in a number of different styles. If you do not take part in ensemble music (in or out of School) then the course can present more of a challenge, and those who play drum kit only will struggle to explore the full range of opportunities offered by the three Units.

Unit 1 Performing

- i) **Solo Performing** 15%
One solo performance, with or without accompaniment, in any style. A minimum of one minute is required but the piece should be of a length sufficient to demonstrate the candidate's abilities. The performance is submitted as a recording, with an accompanying score.
- ii) **Ensemble Performing** 15%
One ensemble performance, in any style, not less than one minute long. The combined duration of Solo and Ensemble performing must not be less than four minutes. The ensemble performance may be played on an instrument different from that used in the solo performance. The candidate's part may not be doubled, and a solo with piano accompaniment does not constitute an ensemble.

These performances will be recorded at a formal recital in March. There is scope for the use of Music Technology and candidates may perform their own composition if they wish.

If the solo chosen for assessment was written with an accompaniment, it must be performed with that accompaniment. An ensemble is defined as two or more people performing independent parts together, with or without an accompaniment.

Deadline: End of Lent Term 2024

Unit 2 Composing (Coursework)

30%

In this Unit students explore and develop musical ideas in the form of compositions. The submission consists of two pieces of music composed or arranged during the course, one in response to a set of instructions (the Brief) given by Edexcel and one free composition. Each composition must be recorded and notated, and candidates should take care to keep records of the process of composition in the form of sketches and/or annotations. The file submitted is compiled both in and out of lesson time and submissions are assessed in relation to a set of specified criteria.

Deadline: End of Lent Term 2024**Unit 3 Listening and Appraising**

40%

Candidates sit a 90-minute written paper in May, in which they are asked to respond to four Areas of Study shown below:

- Western Classical Music 1600 – 1899
- Music in the 20th Century
- Popular Music in Context
- World Music

Each Area of Study contains two set works. The paper is divided into Section A and Section B, and in Section A candidates will be tested on their ability to identify specific features and techniques and relate these to other musical concepts and ideas. In Section B candidates choose to answer one of two given questions, in which they will have the opportunity to provide an extended written response to any one of the set works, as well as identifying musical features in this one work which are common to all the works studied. The Quality of Written Communication is assessed in Section B.

Religious Studies

Head of Department: Mrs R L Wynne Lord

Board: AQA

The Course

GCSE Religious Studies helps students develop their interest in, and enthusiasm for, the study of religion and its relation to the wider world. This specification requires students to develop their knowledge, skills and understanding of two religions and encourages personal response to ethical issues.

The GCSE course does not presuppose faith and is designed to be accessible to persons of any religious persuasion or none. Rather, it gives pupils the opportunity to engage with religion and consider its role in history, society and in shaping the world we encounter today. The course as a whole encourages students to acquire knowledge and develop understanding of beliefs, values and traditions and the influence that these have on the lives of people belonging to a faith community. There is no necessity for prior learning or level of attainment to undertake study of this specification, just an open mind.

Religious Studies GCSE specification A lays a good foundation for the further study of the subject at A-level and complements other related A-level subjects including Philosophy, Law, History, History of Art, Government and Politics, Sociology, Psychology and English Literature.

Specification at a glance (Religious Studies A - 8062)

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject Content

Students must take assessments in the following two components in the same series:

- Component 1: The study of religions: beliefs, teachings and practices
- Component 2: Thematic studies

Assessments

Component 1: The study of religions: beliefs, teachings and practices

What's assessed

Beliefs, teachings and practices of two religions:

- Buddhism
- Christianity

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Questions

The questions within each religion have a common structure of two five-part questions of 1, 2, 4, 5 and 6 marks plus one 12-mark question. Each religion is marked out of 48.

Component 2: Thematic studies**What's assessed**

Four religious, philosophical, and ethical studies themes:

- Relationships and families
- Religion and life
- Religion, crime, and punishment
- The existence of God and revelation

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Questions

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24.

Please see <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance> for the full specification.

Enrichment Course

Personal, Social and Health Education

Course Co-ordinator: Miss L H Watkins

The Monmouth School PSHE courses seek to prepare pupils for future challenges, teaching life skills that enable success beyond school. In years 7 and 8, the PSHE curriculum focuses on healthy lifestyles; healthy relationships; emotional wellbeing; internet safety; anti-bullying; first aid and study skills.

Pupils develop knowledge, skills and understanding in the following areas: developing confidence, empathy and making the most of their abilities; preparing to play an active role as citizens; developing a healthy, safer lifestyle; developing good relationships; and respecting the diversity between people.

Pupils in Years 9 and 10 build upon these skills and focus on additional topics such as Relationships and Sex; Drugs and Alcohol Awareness; Financial Understanding; Careers and Employability Skills; Politics and Democracy, as well as learning life skills such as changing a plug.

Year 11 pupils study a culmination of their PSHE courses as well as learning more about maintaining a healthy emotional wellbeing, revision skills and current affairs.

Throughout the courses there is a strong element of moral and ethical discussion, allowing pupils to formulate and develop their opinions on a wide variety of important issues.

The PSHE courses are delivered through a variety of media including discussion groups, DVDs, ICT, and visits from speakers outside the school.

Appendix 1: The (I)GCSE Grading System

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
									
					<ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. 				
CURRENT GCSE GRADING STRUCTURE									
A*	A	B	C	D	E	F	G	U	