

CHAFYN GODOLPHIN



GCSE Options Handbook

This handbook aims to help students and parents make informed decisions about the course of study best suited to each individual student. At Godolphin we believe that each student should follow a broadly based, coherent and balanced curriculum. It is important that within the decisions that are made, each student is advised, supported and encouraged to achieve their best whilst retaining the maximum flexibility with regard to future curriculum and career choices.

We are all aware of the challenges, opportunities and responsibilities that will confront our students in adult life. We work in partnership with parents in preparing students for the future and in achieving the high aims and aspirations we have for them.

It is in this spirit that we present the booklet. It aims to direct students' attention to the future and to assist them in selecting the combination of courses that is most appropriate. Subject teachers are readily available to offer explanation and advice.

The GCSE Examination

Courses of study leading to GCSE – the General Certificate of Secondary Education, or IGCSE (the International General Certificate of Secondary Education) - cover a two-year period. They encourage the development of practical and analytical skills, better understanding and the application of knowledge.

In general, assessment is through:

- Written examination papers at the end of the course. In some subjects there may be some use of differentiated grade papers at different levels or tiers of assessment. These are explained within each subject section.
- Non-examined assessment, where students complete an assignment or piece of coursework in controlled conditions with limited help and guidance from their teachers.

The Programme of Study for GCSE

Very few Third Year students know precisely what they will want to do at 16, 18 or 21 years old. Thus it is important to sustain a balanced study programme, which gives each individual a sound, broad based education to 16, and ensures that the widest possible opportunities are available later on. With this in mind the main GCSE programme at Godolphin includes a compulsory core programme.

These core subjects are:

- English Language
- English Literature
- Mathematics
- Science: either Double Award Science (DAS), which gives two IGCSE awards across all three Sciences, or Biology, Chemistry and Physics as three Separate Science IGCSE awards. Science teachers will place your child in either the DAS or Separate Science groups, based on their extensive knowledge of the syllabus and after carefully considering which pathway will stand your child in the best position to achieve the highest grade possible. Students will have a specialist Biology, Chemistry and Physics teacher regardless of which option is chosen. A good grade at DAS will allow your child to study sciences at A-level, although those studying separate Science will have a greater depth of knowledge to draw upon as a foundation for A-level study.

Most students then choose three 'option' subjects. This can include one or two Modern Languages and in the interests of sustaining as broad an education as possible, one of these could be a humanities subject – Classical Civilisation, Geography, History or Religious Studies – and another creative or practical subject - Art & Design, Product Design, Food Technology, Drama or Music. For those keen on STEM, we offer Statistics and Computer Science. In addition, all students have PE and follow a programme of Personal, Health, Social, Citizenship & Economic Education (PHSCEE).

For the most academically able students it may be suitable to study an additional GCSE within the timetable. This would mean that a student would miss Future Skills lessons detailed below, and carry a workload that may impact wider co-curricular and curricular participation and success. There will be an opportunity to enquire about that facility on the Options form.

Future Skills:

Academic qualifications, such as GCSEs are currently vital for the transition from school, to work, to higher education, and beyond. However these are just the building blocks that enable success later in life. The mortar that holds those blocks together, and enables the building of full, varied, and successful lives are much wider skills. These wider skills are the difference between a fixed career path and the ability to adapt to whatever a young person chooses to invest their passion in, and with whatever the world throws at them.

The Godolphin future skills programme intends to provide time and space for development of those skills through a variety of methods. More importantly it will allow students to recognise and evidence those skills so that they can approach new situations with confidence and flexibility.

The Future Skills programme will:

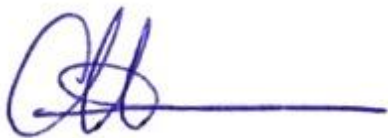
- Provide broader opportunities to experience, develop, evidence and communicate valuable skills.
- Offer opportunity to work independently on curriculum work and wider projects.
- Allow for further accredited courses where appropriate.
- Ensure that students develop their own skills and strengths that they can evidence with concrete examples.

How GCSE options are made

For Godolphin students the main process for choosing a GCSE course runs through the Spring Term. The new school timetable is constructed during the Spring and Summer Terms, and the GCSE programmes are then finally agreed. The process falls into these phases.

- Opportunities to discuss option subjects with Heads of Department and broader teaching staff.
- Tutors will support and advise students in making their choices.
- Students will submit their options form by 6 February.
- The new bespoke timetable will be built around the options selected.

We understand that this process may raise many questions, and most can be fielded by subject teachers, Heads of department as detailed below, or tutors. If you do have any further queries, please do get in touch via email hillmanc@godolphin.org. Please remember that all options offered at GCSE are dependent upon a minimum viable number of students opting to take that subject. Whilst we endeavour to build the timetable around your chosen choices, a very small number of particular combinations of options are not possible. If this affects you, I will be in touch as soon as we know.



Dr Chris Hillman
Deputy Head

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Art, Craft and Design

Fourth & Fifth Year

Head of Department: Nick Eggleton

Examination board: AQA

Syllabus [AQA Art, Craft and Design; Code 8201/C 8201/X](#)

Assessment	One Coursework unit containing three separate projects	60%
	One Externally Set Assignment unit comprising one project	
	Based on an external examination paper	40%

The Externally Set Assignment takes place in January of the Fifth Year. Candidates receive the question paper in advance and have approximately eight weeks to prepare before a set assignment period of ten hours spread over two days. Coursework must be complete by the time the Externally Set Assignment takes place.

Course Structure

The course demands that students work in both two and three dimensions from a variety of materials within the Art Craft and Design area. We offer Painting and Drawing, Three-Dimensional Design (Ceramics Sculpture) and Textiles (printed, hand-painted, constructed, etc), although students can also work in mixed media, collage, simple printmaking techniques and, provided a girl has some background knowledge and the ability to work on her own, digital photography. Drawing is the common link to all of the above, but students do not have to be 'good at drawing' in order to do well on the course.

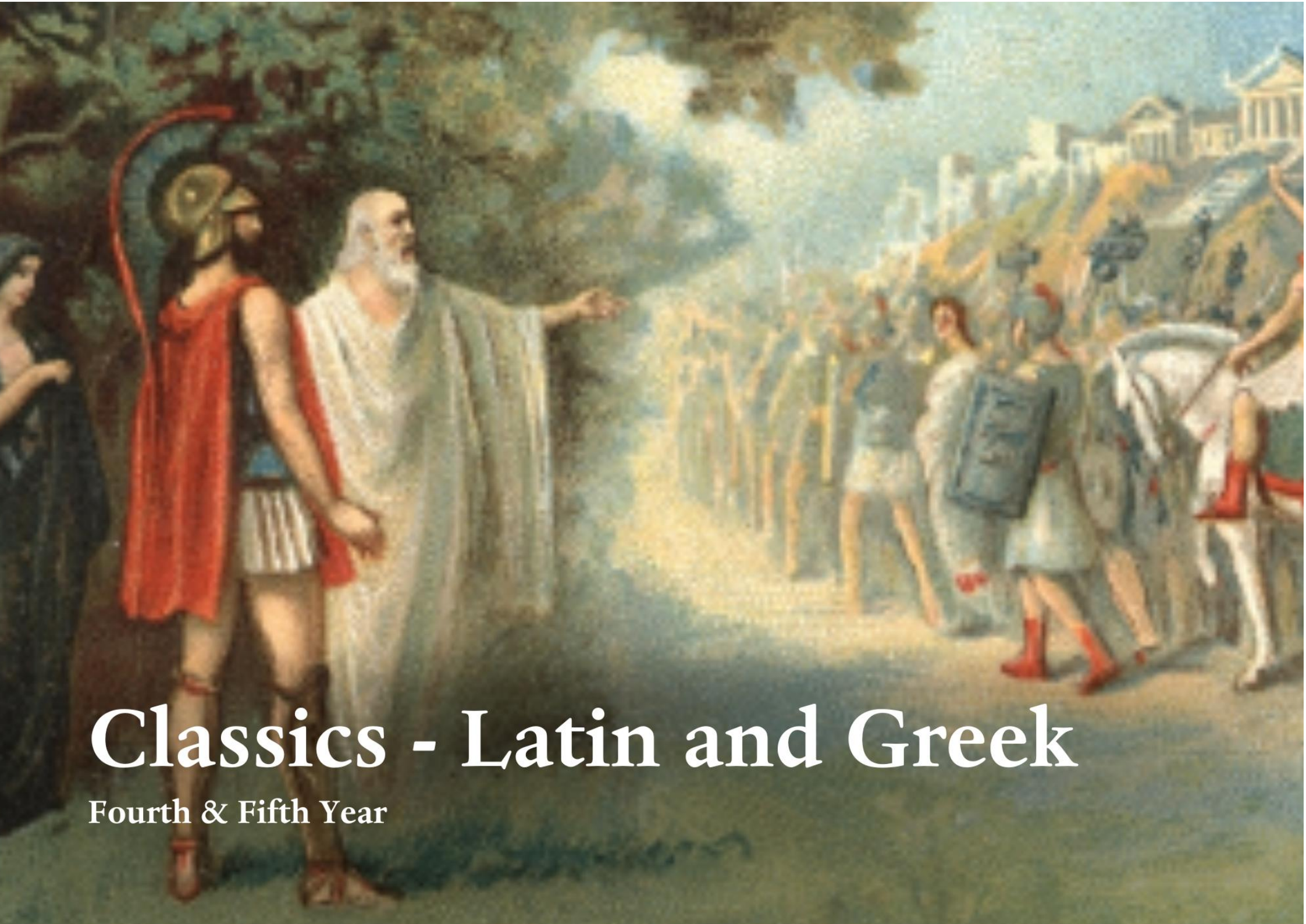
In the Fourth Year, all students will work in the areas of painting and drawing, three-dimensional design and textiles. They will continue to build on their work in three areas of study in the Fifth Year. The Externally Set Assignment unit of work can be produced in the area of their choice.

Students will make three organised visits to art galleries/museums during the first year of the course plus a workshop led by an external artist. In addition to this it is expected that each student will develop her work by making additional museum and gallery visits to boost her studies in her own time

Links with Other Subjects Obviously the technical skills and creative ability fostered by this course can have influence in other, but not necessarily all, subjects; for example, the ability to describe ideas accurately through drawing (Biology, History, Geography, etc); the ability to present work in a clear and thoughtful manner (all subjects).

A-Level In general terms, it is necessary to do this course at GCSE in order to go on to A-level, although exceptions can be made provided students are dedicated and hardworking.

This course is suitable for students who think, however vaguely, that they might like a career in such areas as Fashion and Textiles, Product Design, Architecture, Industrial Design, Advertising, TV and Film Making, as well as the Fine Arts.



Classics - Latin and Greek

Fourth & Fifth Year

Syllabus [OCR Latin J282](#), and [Classical Greek, J292](#).

Students can take Latin, Greek, or both for GCSE. Assessment is by one 90 minute Language exam, and two one hour Literature exams.

Why study Latin or Greek? Is there any point in learning a ‘dead’ language? With all the exciting and different subjects on offer, why would anyone want to spend time on Latin (let alone Greek)? Aren’t Classical subjects the most boring, useless, and out-of-date ones anyone could choose?

Everyone is of course entitled to their own opinion; but a subject that helps students learn how to cut through all the waffle and get to the heart of an argument, and then to express their own views in clear, succinct, accurate language is hardly useless or out-of-date, and those are skills which will undoubtedly develop while studying the GCSE course.

We study Latin and Greek not to use them as a means of communication for our own ideas (although, among countless examples, J K Rowling and C S Lewis both read Classics, and rely heavily on classical ideas throughout their stories – Centaurs, Sea-Monsters, Giants, three headed dogs, creatures that turn you to stone, the heroes themselves – all these are classical), but primarily to read what has already been written in them by some of the greatest western poets, thinkers, philosophers and scientists. And in so doing we are in excellent company: for hundreds of years our ancestors have been doing exactly the same, copying, adapting, and being inspired and tantalised by the Greeks and Romans. That means, when students study Latin or Greek, they not only engage with the ideas and insights of the Romans and Greeks themselves, but they understand better the people who came after them. In learning about the Classical world they are learning where our political systems, our legal institutions, our cultural mores, our artistic ideas – not to mention the language we speak – come from.

What does the course involve? Two main things: language and literature. Students will also spend some time learning about Greek and Roman civilisation and culture.

Grammar is systematically introduced and logical in structure. It is a tool to use when decoding ancient ideas rather than as a form of medieval torture. And the literature is amazing: reading something written in the ancient world for someone alive at the time, not watered down or filtered but exactly as it was, is a real thrill – a kind of linguistic time-travelling.

What goes well with Classical subjects? Anything; both Latin and Greek complement arts subjects that include History, Art, English, Religious Studies, etc., but their logical structure makes them appealing (and useful) to scientists, too.



Classical Civilisation

Fourth & Fifth Year

Syllabus: [GCSE - Classical Civilisation \(9-1\) - J199](#)

Why study Classical Civilisation? If students are interested in the people who lived in the ancient world, by taking Classical Civilisation GCSE they will explore the ideas which shaped our culture; not only its art, architecture and literature, but also its political institutions and philosophy. You will also be able to study ancient literature in English. A novelist once wrote “the past is a foreign country, they do things differently there”. There will be many times when we will feel similar to the ancient Greeks and Romans: we probably share their hopes and anxieties; at others, utterly different - dormice for lunch anyone?

What does the course involve? There are two topics each examined by a 90 minute written paper, which asks for a mixture of short and long answers. There is one thematic study, looking at myth and religion through literary and visual/material sources, and one paper involving an in-depth study of culture and related literature.

Students will start by studying one of the oldest surviving texts in Greek literature: Homer’s great epic of Odysseus’ struggle to get home from the Trojan War. They might wonder what relevance these stories about sorcerers and sea creatures might have for us today. But the challenges that faced Odysseus and his men 3000 years ago, help us explore ideas about freedom and one’s control over the future, the value of happiness, the justification for war: the same moral dilemmas that we all have to grapple with today. The story is gripping, beautifully told and has more cliff hangers than a soap opera; which is why it is still a great read! This study of Homer's epic goes hand in hand with a look at the culture of ancient Mycenae, examining particular sites, their archaeology and the valuable role they play in the understanding of the age. The Mycenaean Age is also rich in sculpture, frescos and jewellery, as well as the famous tombs and their accompanying treasure, meaning that learners can study a wide range of fascinating materials.

The exploration of religion and mythology in the ancient Greek and Roman world will surely prove to be engaging and appealing. We will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles to both the Greek and Roman world. These are well known stories which students will enjoy studying in increased depth. Myth as a symbol of power will also be explored, as will ever popular myths about the underworld – Sisyphus, Tantalus and Orpheus, to name just a few. We will also look at the role of religion in the everyday lives of Ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world, and provides opportunity for the study of a wide variety of material remains, including remarkable temples and works of art.

What goes well with Classical Civilisation? Anything! So much of what we do today reflects our classical past that the subject will enhance anything students choose to study. The skills they will learn are transferable too. Reading for pleasure, analysing texts and art, writing essays and making connections across time and subjects will prepare students for deeper study at A-level.

Computer Science

Fourth & Fifth Year

Overview: Computers are widely used in all aspects of technology, cyber, business, industry, government, education, leisure and the home. Whatever your career plans, the wide skillset that comes along with computer science is essential to all of us:

- Problem solving
- Analytical thinking
- Teamwork
- Creativity
- Organisational skills

The GCSE Computer Science course will give you an in-depth understanding of how computer technology works and the ability to program. It is a practical and creative subject that involves invention and excitement to solve real-world problems.

Assessment and Content:

- Paper 1: Principles of Computer Science – Written theory exam (50%)

The theory gives a solid understanding of how computers work, the representation and organisation of data (including numbers, text, images and sound) in storage, transmission and processing, and the basic principles and protocols of creating networks and communicating via them. Students will also consider the ethical and legal issues of using computer systems in day-to-day life, with explorations of artificial intelligence and moral dilemmas, and the need for, and principles of, cyber security.

- Paper 2: Application of Computational Thinking – On-screen programming exam (50%)

Preparing for Paper 2 by learning programming is probably the part of the course that most students enjoy the most. You will learn the principles of programming in general and apply them specifically within Python. You will learn to program with increasing confidence through solving problems and meeting briefs of increasing complexity. Your learning will be supported by video and live classroom demonstrations, practical experience, trial and error, and studying models and examples of good practice. Not only will you learn to be a confident programmer, but you will also develop resilience, self-belief and logical strategies for testing and debugging. This exam provides a variety of skeleton programs as starting points, which you complete and adapt using your knowledge of Python (with a substantial Python reference guide supplied in the exam to help you). You will not need to memorise Python as this exam is designed to replicate the real-world programming environment as closely as possible, meaning that reference material is available.

The Programming Language Subset (PLS) given to students in the exam tells them how to program everything – it is not a memory test!

How will this course help my future education and career?

This course provides excellent preparation for further study in any discipline. Due to the broad skill-set it presents, students can confidently pursue any career path with this GCSE. Computer Science gives you the perfect foundations to continue its study at university. It is also ideal preparation for students hoping to apply for

degree level apprenticeships at companies such as GCHQ, JP Morgan, Dyson, IBM, Jaguar, Deloitte and so on. There is an ever-expanding demand for professionals who are qualified in this area, and the valuable thinking and programming skills that you will develop on the course are extremely attractive in the modern workplace.

If you would like to find out more, please speak to Mr Carter.



Drama

Fourth & Fifth Year

This GCSE course gives students the opportunity to explore the subject from a range of perspectives by devising their own, original work; by bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal. Students can choose to be assessed as either a performer or as a designer in the non-exam components. This means that students have the choice to complete the course as a performer, as designer or through a combination of both roles.

The qualification is made up of three components. There are two non-exam assessments (60% of the overall qualification) and one exam assessment (40% of the overall qualification). Theory and practical work are integrated throughout the course and all texts and examinations are explored and prepared for using a mix academic and physical techniques.

Component 1: Devising Drama (60 marks) – Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board. They can choose to work as a performer or designer in this component. All performances will be supported by a portfolio which is evidence of the student's devising process and can be made up of a combination of writing, images, observation notes and artefacts.

Component 2: Text Performance (60 marks) – Students will study a text chosen by the centre, and will take part in two performances of two extracts from the text. They can work as a performer or designer in this component. Students are required to produce an accompanying concept document which outlines their intentions for the performance.

Component 3: Written Examination (80 marks):

Section A (50 marks) – Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board.

Section B (30 marks) – This section asks the students to review a performance they have seen on their course. They will be primarily assessed on their ability to analyse and evaluate but will also be marked on their accurate use of subject specific terminology.

There are four assessment objectives which underpin the marking and assessment of this course:

AO1: Create and develop ideas to communicate meaning for theatrical performance

AO2: Apply theatrical skills to realize artistic intentions in live performance

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed

AO4: Analyse and evaluate their own work and the work of others



English Language & Literature (Core)

Fourth & Fifth Year

Head of Department: Cristina George

English Language

Syllabus: [Cambridge IGCSE First Language English 2024-26 \(cambridgeinternational.org\)](https://www.cambridgeinternational.org/0063/IGCSE/first-language-english/2024-26)

The CIE IGCSE (9-1) English First Language 0990 specification is designed to help young people develop the relevant communication skills to take them through GCSE and beyond. It encourages them to develop independent and critical thinking, and to engage with the richness of our language. Students are encouraged to further their awareness of the ways in which English can be used and crafted to shape meaning; there are plentiful opportunities to experiment with their own writing in a range of contexts and styles. The course will also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively. Cambridge IGCSE (9–1) First Language English allows students to:

- develop the ability to read with precision, developing inference to help decode what is written.
- learn how to write with accuracy, using a wide range of vocabulary, and the correct grammar, spelling and punctuation.
- develop a personal style and an awareness of the audience being addressed.

The programme helps to advance the reading and writing skills students need for their next steps in education or employment by encouraging them to read critically and to use this to inform and refine their own writing. The course also improves students' awareness of how writing is crafted for different purposes, audiences and forms, and encourages them to think carefully about this when planning their own writing. Depending on the route taken by the division, there is either

- one, 2-hour exam which assesses reading comprehension and a coursework portfolio of three written tasks;
- two, 2-hour exams; one to assess reading comprehension and the other to test writing through two written tasks.

An optional component to assess speaking and listening skills is available and is endorsed separately.

English Literature

Syllabus: [international-gcse-english-literature-specification.pdf \(pearson.com\)](https://www.pearson.com/igcse/english-literature/specification)

The Pearson Edexcel IGCSE English Literature (4ET1) specification is designed to encourage students to engage critically with and explore a variety of texts. The current text choices (depending on the student's division) are: *To Kill a Mockingbird*/*The Whale Rider*/*An Inspector Calls*/*Macbeth* and a range of literary heritage poetry as well as unseen poetry exploration. Examined through one exam – Poetry and Modern Prose – and a coursework portfolio – Modern Drama and Literary Heritage - the course develops analytical skills, understanding of texts in their contexts and the use of sophisticated, accurate Standard English in essay writing. The exam and portfolio assess the following objectives: AO1: Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement AO2: Analyse the language, form and structure used by a writer to create meanings and effects. AO3: Explore links and connections between texts. AO4: Show understanding of the relationships between texts and the contexts in which they were written. The course will be supported by opportunities to engage in relevant activities beyond the classroom including workshops and visits to the theatre whenever possible.

A top-down view of a dark grey or black rectangular tray containing 16 small, round, golden-brown crackers. The crackers are arranged in a 4x4 grid. Each cracker is topped with a dollop of white cream cheese, a slice of red tomato, and a small piece of fresh green basil. The lighting is even, highlighting the textures of the ingredients.

Food Preparation & Nutrition

Fourth & Fifth Year

Head of Department: Elana Noppé

Syllabus [AQA Food Preparation and Nutrition](#)

Why Study Food Preparation and Nutrition?

Through delivering the AQA GCSE Food Preparation and Nutrition course, we aim to motivate and encourage pupils to develop a love of cooking. Planning, preparing and serving dishes, using complex practical skills and a variety of equipment, give pupils opportunities to be creative. Pupils gain valuable nutrition and health knowledge. This includes understanding of a balanced diet, how different diets may affect dietary requirements, and the nutritional content of food. Food Science stimulates pupils' curiosity about the functional and chemical properties of ingredients, which expands their ability to experiment with ingredients and recipes, and they develop research skills. Pupils learn through practical experiences.

Course Content:

1. Food Preparation Skills
2. Food, Nutrition and Health
3. Food Science
4. Food Safety
5. Food Choice
6. Food Provenance

How is the GCSE assessed?

- 50% written examination
- 50% Non-examination assessment (coursework): There are two coursework tasks:
 - Food investigation task where pupils demonstrate their understanding of the functional and chemical properties of ingredients and methods.
 - Food preparation assessment where pupils demonstrate their technical, practical, and organisational skills.

Food is a necessity for life. With the food industry rapidly evolving, and its impact on the environment, Food Preparation and Nutrition exposes pupils to knowledge and lifelong skills to take care of themselves and others. They can make informed choices about food. In addition to the practical skills learnt, pupils develop life skills such as organisational, problem solving, and management skills. This forms a sound foundation to progress to food related careers, such as food scientists, marketing, business, nutritionists, dieticians, professional chefs and other roles in hospitality, product development, and sports science.



Future Skills

Fourth & Fifth Year

Head of Department: Joan-Hwa Day

What is Future Skills ?

Since its Foundation in 1726 Godolphin has endeavoured to provide the best and most well-rounded education, and *Future Skills* is our new offering to support this approach. It is a uniquely Godolphin programme that is unrestrained by a statutory syllabus with the goal of preparing our students for their lives beyond school.

We focus on developing 8 identified essential skills:

- Speaking
- Listening
- Problem Solving
- Creativity
- Aiming High
- Staying Positive
- Teamwork
- Leadership

Over two years our students develop these skills through focused modules, pulling from all the resources Godolphin has to offer. Modules over the two years include:

- Debate and Persuasive Speech
- Teamwork and Leadership
- Entrepreneurship and Technology
- Research Methods and Ethics
- Self-Improvement and Understanding
- Project Management
- Critical Thinking and Analysis
- Life Skills

There are many positives to selecting Future Skills as an option at GCSE as the skills developed through the programme will help support success across all subjects. Alongside the taught content, students will also participate in dedicated independent work lessons to help support a better life-work balance. Students also participate in long term research projects with our specialised PSHCEE staff and participate in Health-Related Exercise lessons with our fantastic PE department.

Students are also encouraged to participate in Value-Based Activities which support Godolphin's four core values.

- Be Ambitious
- Be Authentic
- Be Courageous
- Be Kind

Future Skills does not entail stressful exams or tests and is a collaborative programme between the teachers and the students because we recognise that every student will have different strengths and weaknesses. Through our two-year programme over GCSE, we will make our students confident communicators, critical thinkers, adaptive learners, risk takers, self-motivators, and knowledgeable young leaders. Above all we hope our students become joyfully curious learners for life who have confidence in their own skills and abilities and can apply them to all the opportunities, challenges, and activities they face.

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today”. Malcolm X

An aerial photograph of Victoria Falls, showing the wide expanse of the water cascading over the edge of the escarpment. The surrounding landscape is lush green, with dense vegetation and a winding road visible in the foreground. The water is a deep blue-green color, and the falls are a mix of white and blue. The text "Geography" is overlaid in a large, white, serif font on the left side of the image.

Geography

Fourth & Fifth Year

This specification takes a thematic approach, enabling students to explore the people-environment challenges we face in the UK.

GCSE Geography allows students to develop:

- an understanding of the processes which affect physical and human environments
- an understanding of location on a local, regional and global scale
- the ability to use and understand geographical data and information
- an understanding of how communities around the world are affected and constrained by different environments.

Assessment and Content

Paper 1 : The Physical Environment - 1 hour and 30 minutes (37.5%)

- The Changing Landscapes of the UK, which includes coasts and rivers.
- Weather Hazards and Climate Change, including tropical storms and drought.
- Ecosystems, biodiversity and management, with a study of tropical rainforests and temperate deciduous forests.

Paper 2 : The Human Environment - 1 hour and 30 minutes (37.5%)

- Changing Cities, including studies of a UK city (Cardiff) and a city in the emerging world (Sao Paulo).
- Global Development, with a focus on India as an emerging country.
- Resource management, with a focus on energy.

Paper 3 : Geographical Investigations - Fieldwork and UK Challenges - 1 hour and 30 minutes (25%)

- **Fieldwork:** One physical and one human geographical investigation.
- **UK Challenges:** Students use geographical skills to investigate a contemporary challenge drawn from one or more of the key themes: Resource consumption and environment stability; Settlement, population and economics; Climate Change.

Geography Residential Field Trip: Fieldwork is a vital and compulsory component of Geography and students will spend two days out on fieldwork. We spend one day in Cardiff, where we investigate regeneration and redevelopment of Cardiff Bay and the city centre. The second day later in the course is spent investigating coastal processes at Hurst Castle on the Hampshire coastline. The knowledge and skills gained during both trips will be examined in Paper 3. Please note that the approximate cost of the fieldwork trips will be around £100.



History

Fourth & Fifth Year

Head of Department: Andrew Milford

Syllabus We will be following the Cambridge International GCSE (IGCSE) course. You can find more information on this course at: [Cambridge IGCSE \(9-1\) History 0977](#)

History is an enjoyable yet academically rigorous subject which stretches and challenges but also enhances your knowledge of the world and gives greater understanding of your place in it. It also teaches invaluable transferrable skills such as research, analysis, interpretation and evaluation.

Content

Our main focus will be on the 'Core Content', which is the story of international relations in the 20th Century, beginning with the end of the First World War in 1918, and ending with the end of the Cold War in the early 1990s. Within this there are 6 key topics:

- Was the Treaty of Versailles fair?
- To what extent was the League of Nations a success?
- How far was Hitler's foreign policy to blame for the outbreak of war in 1939?
- Who was to blame for the Cold War?
- How effectively did the United States contain the spread of communism?
- How secure was the USSR's control over Eastern Europe?

In addition, we will also complete a 'Depth Study', which is an in-depth study of the USA, beginning at the end of the First World War in 1918 and ending with the outbreak of the Second World War in 1941 (for the USA). Within this there are 4 key topics:

- How far did the US economy boom in the 1920s?
- How far did US society change in the 1920s?
- What were the causes and consequences of the Wall Street Crash?
- How successful was the New Deal?

Assessment

At the end of Fifth Year you will sit two exams.

Paper 1 is a written paper, lasting 2 hours, and is worth 40% of the IGCSE.

- You will need to answer two questions from a choice of four in Section A (focused on the Core Content) and one question from a choice of two in Section B (focused on the Depth Study).
- All questions are split into three parts: (a) a 4-mark 'describe' question), (b) a 6-mark 'explain' question) and (c) a 10-mark mini-essay question.

Paper 2 is a written paper, lasting 1 hour 45 minutes, and is worth 30% of the IGCSE.

- You will need to answer six source-based questions on one topic taken from the Core Content.
- The questions will assess your ability of analyse and evaluate historical sources.

Additionally, you will also complete one piece of coursework, worth 30% of the IGCSE.

- This will be one piece of extended writing (2000 words) on a question about significance, based on our USA depth study.
- You will complete the coursework at the beginning of the Fifth Year.

Mathematics (Core)

Fourth & Fifth Year

Head of Department: Geoff Smith

Syllabus [Edexcel's International GCSE syllabus A \(4MA1\)](#)

Assessment. Two terminal two hour examinations, both with calculators

There are two levels of entry - Higher Tier and Foundation Tier a decision upon which level of entry is made is usually taken after the mock examination in Fifth Year on a student-by-student basis.

Higher Tier enables students to gain grades 9 - 4

Foundation Tier enables students to gain grades 5 - 1

A good result at IGCSE is a very valuable commodity, but Mathematics at Godolphin is also seen as an enjoyable and rewarding subject in its own right.

In the Fourth and Fifth Years, the focus of studies by necessity turns to the external examinations. The breadth of the syllabus allows considerable scope and develops problem-solving skills and strategies. The syllabus is taught in six lessons per fortnight and students are placed in divisions according to their ability and put in the group which we believe will enable them to gain the best possible grade.

Syllabus Content

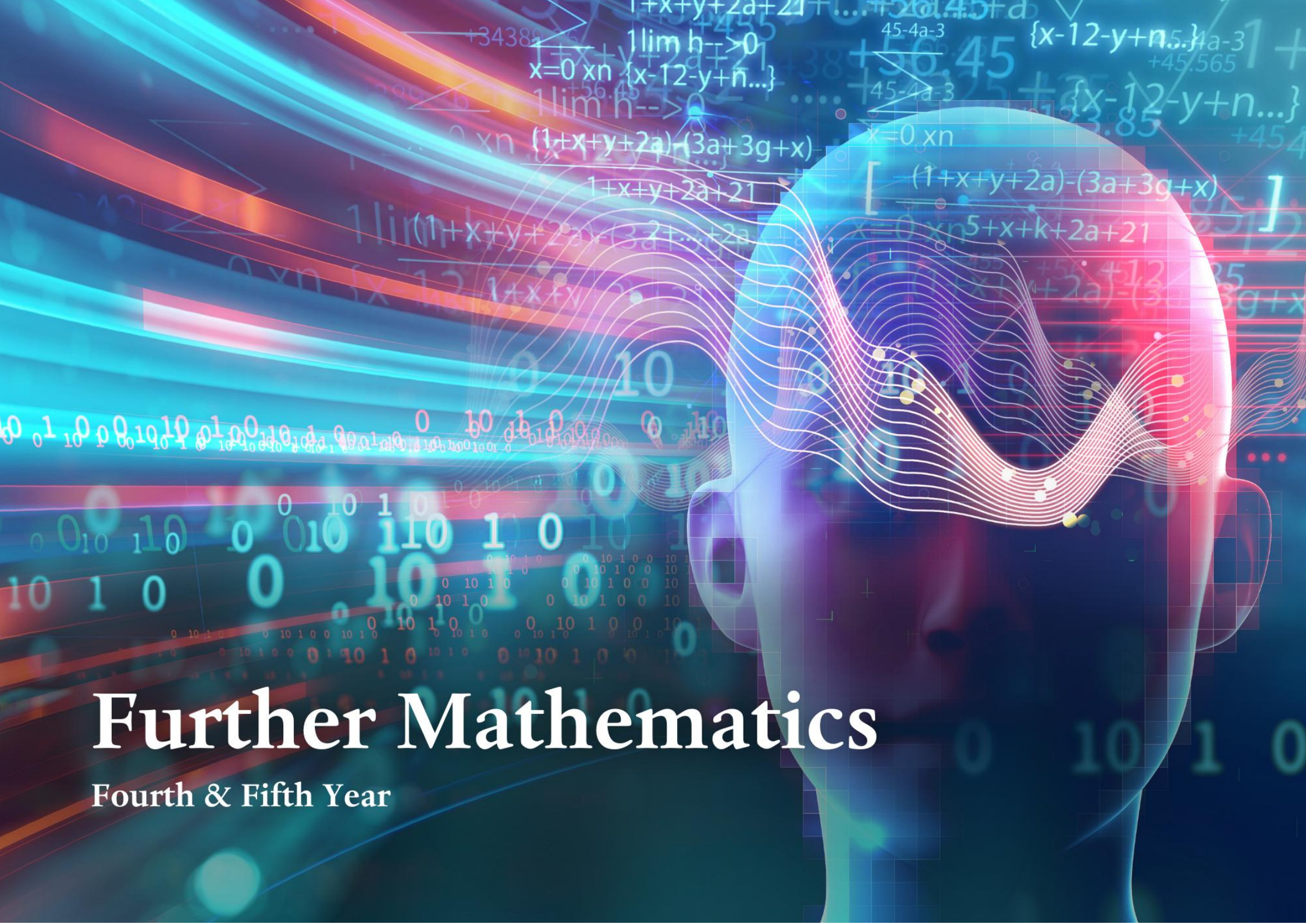
The course explores in depth, number, algebra, geometry and statistics. These studies build upon the foundations established during the first three years at Godolphin.

The IGCSE enables the students to explore additional valuable topics such as Set Theory, Functions and Calculus.

As in the first three years, appropriate use of ICT is encouraged but traditional/non calculator methods are also still valued, as is the development of mathematical reasoning, and independent learning.

Preparation for A-level

A significant number of pupils go on to study Mathematics in Godolphin Sixth, with a handful of students also choosing to opt for an additional A-level in Further Mathematics.



The background is a vibrant, abstract composition. It features a stylized silhouette of a human head in profile, facing right, rendered in a translucent blue color. Inside the head, a series of white, wavy lines represent neural activity or thought processes. The background is filled with various mathematical and scientific elements: binary code (0s and 1s) in green and blue, glowing orange and blue streaks, and numerous mathematical formulas and symbols in white and blue. Some of the visible formulas include $\lim_{h \rightarrow 0} \frac{1}{h} = \infty$, $\{x-12-y+n\}$, $(1+x+y+2a)-(3a+3g+x)$, $5+x+k+2a+21$, and $1+x+y+2a+21$. The overall aesthetic is futuristic and intellectual, suggesting a connection between mathematics and human cognition.

Further Mathematics

Fourth & Fifth Year

Head of Department: Geoff Smith

Syllabus

[AQA Certificate Mathematics 8365 | Specification | AQA](#)

It is likely that only one course from Further Maths and Statistics will run at GCSE to preserve a broad and balanced curriculum

Assessment Two terminal one and three-quarter hour examinations, one non-calculator and one with calculators

Syllabus Content

The course is designed to stretch the able Mathematician and builds on topics studied on the Mathematics International GCSE. This course introduces some of the topics taught in the first year of A level and is particularly valuable for any student who may be considering Further Mathematics.

Topics studied include:

- Surds
- Coordinate Geometry of Circles
- Binomial Series
- Matrices
- Calculus
- Trigonometric Identities

There will be opportunities to develop problem solving skills, applying the knowledge gained to a variety of practical problems.

A full-page background image of the Eiffel Tower in Paris, France. The tower is centered and extends from the bottom to the top of the frame. It is a brownish-gold color. The sky is a clear, bright blue. In the foreground, there is a green lawn and a row of green trees on the left side. Some people are visible walking on the lawn. The text is overlaid on the lower-left portion of the image.

Modern Languages

French & Spanish (Option)

Fourth & Fifth Year

Head of Department: Nathalie Monediere

French Syllabus: [GCSE French 8652 | Specification | AQA](#)

Spanish Syllabus: [GCSE Spanish 8692 | Specification | AQA](#)

General Objectives:

Skills The purpose of the examination is to assess the candidate's ability:

- to understand and respond to the spoken language;
- to read, understand and respond to different types of written language;
- to communicate and interact effectively in the spoken language;
- to communicate effectively in the written language.

Candidates will be assessed in all the above skill areas.

There are two levels of entry - Higher Tier and Foundation Tier a decision upon which level of entry is made is usually taken on a student-by-student basis and is not final until the after the mock examinations in the Fifth Year.

Higher Tier enables students to gain grades 9 – 4

Foundation Tier enables students to gain grades 5 - 1

Context

The language and tasks expected of candidates will be those which may be needed by a person:

- visiting a French or Spanish-speaking country as a tourist or on an exchange or extended visit;
- meeting, assisting or acting as host to a French or Spanish-speaking person visiting this country;
- establishing and maintaining contact with French and Spanish-speaking countries;
- wishing to explore their own interest through the medium of French or Spanish.

Emphasis throughout will be on practical communication.

Students can choose to pursue 1 modern language to GCSE level which may be French or Spanish; students may also take BOTH French and Spanish if they so wish

The ability to communicate in a foreign language is an important practical, social and business asset and, in the context of Europe, a formal qualification in at least one European language is required by an increasing number of companies and employers. In addition, some universities insist on a modern language GCSE as part of their requirement. We strongly recommend students who are getting on successfully with modern languages to take at least one language to GCSE level. Since most people learn French at school, it is a valuable asset to be able to offer a qualification in a second foreign language, and Spanish can be of great use in many future careers. It is much easier to gain this qualification when one is still at school rather than attempting to resume the language later at evening classes. As well as equipping students with the basic skills, the GCSE course offers them enjoyment, a sense of achievement and intellectual stimulation, and provides the foundation for a future general language course or A-level course.



Music

Fourth & Fifth Year

Head of Department: Kathy Chalmers

Syllabus: [Edexcel Music](#)

Music is an exciting and varied course that allows students to exploit their musical talents to the full. It allows students to find out what they most enjoy about music and then use that knowledge to discover more.

The course is suitable for students who are enthusiastic about music and are keen to explore it further. There is an expectation that they play an instrument or sing, are currently having lessons with a teacher, and should be Grade 5 standard by the end of the course. We strongly recommend Grade 5 theory and they must be able to read music.

Coursework:

Composing 30%

Two compositions are required: one free choice and one written to a set brief. This is released in by the exam board at the start of 5th year.

Performing 30%

Two performances are required: one solo piece and one ensemble piece.

Exam:

Appraising (Listening) 40%

By studying music in depth, students learn to understand some of the magic that composers use in putting music together. This helps their own compositions as well as their own performances. Over the two year course, there are 8 set works studied, ranging from Bach, Queen, Purcell and Wicked.

They will sit one 1h45m examination, testing their aural skills, along with their understanding of the set works studied. Some of these extracts will be familiar and some unfamiliar and will include one 12 mark question.



Physical Education

Fourth & Fifth Year

Studying a GCSE in Physical Education will open students' eyes to the amazing world of sports performance. GCSE PE will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain an understanding of how physical activities benefit health, fitness and wellbeing.

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

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and wellbeing

The Pearson Edexcel GCSE in Physical Education consists of two externally-examined papers and two non-examined assessment components.

Component 1 and 2: Fitness and Body Systems and Health and Performance

Worth 60% of the qualification, this component assesses students' knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis, physical performance, social-cultural influences, sports psychology and the contribution that physical activity and sport make to health, fitness and wellbeing. Students will learn how these can impact on their own performance, so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

Component 3 and 4: Practical Performance and Personalised Exercise Plan

Component 3 and 4, worth 40% of the qualification, tests students' skills in a range of practical performances. Students will be required to perform in three different physical activities in the role of player/performer. They will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a formal/competitive situation while under pressure. They will take part in planning analysis, carrying out and monitoring a fitness programme with a written evaluation of the PEP.

Why choose GCSE Physical Education?

GCSE Physical Education is not just an excellent base for the A-level in Physical Education, it can take you much further. For those interested by the why of the human race or fascinated by the human mind, why not carry on to Sociology or Psychology? It is also an excellent additional qualification alongside the sciences with the intention to move through into physiotherapy or medicine. Beyond A-level, the study of Physical Education can lead on to university degrees in sports science, sports management, healthcare or exercise and health. Physical Education can also complement further study in biology, physics, nutrition, teacher training and many more. The transferable skills you learn through your study of Physical Education, such as decision making, goal setting and independent thinking are also useful in any career path you choose to take.

A hand is holding a small, light-colored wooden chair model. The chair has a unique, angular backrest and four legs. It is being held over a technical drawing on a table. The drawing shows a grid and some lines, possibly representing a floor plan or a chair design. There are other wooden chair models and pieces of wood scattered around the drawing. A black pen is also visible on the table.

Product Design

Fourth & Fifth Year

Head of Department: Rob Bowen

Syllabus

[AQA Design and Technology](#)

This qualification has been re-designed to be more relevant to designing and making in the 21st Century. Students learn about emerging technologies, materials and processes and study a combination of materials from: Timbers, polymers, metals, electronics, papers & boards and fabrics.

It places greater emphasis on designing iteratively through experimenting with ideas. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

How it is assessed:

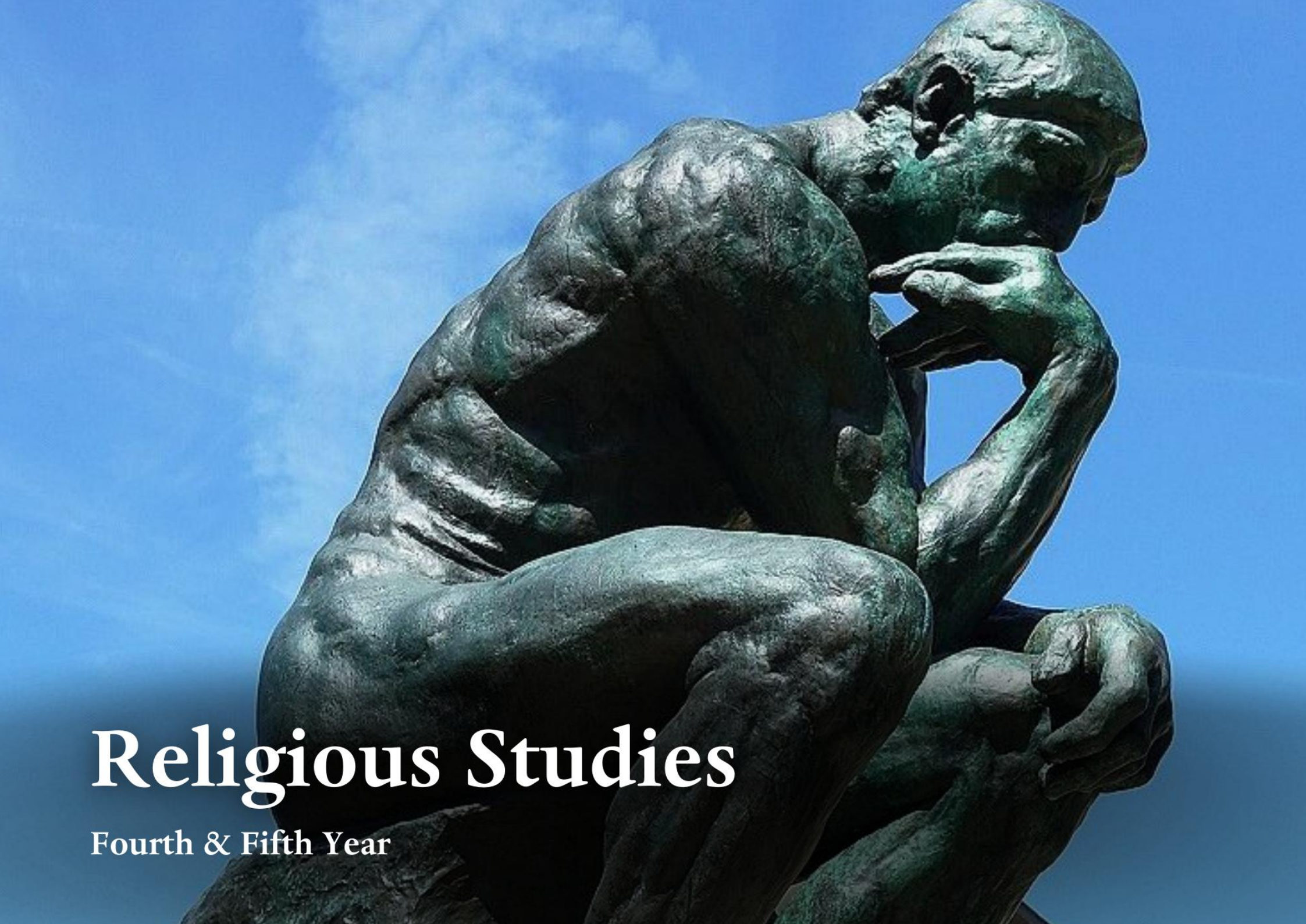
Written exam: 2 hours (100 marks) 50% of GCSE

- Section A – Core technical principles (20 marks)
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles* (30 marks)
Several short answer questions (2–5 marks), and one extended response to assess a more in depth knowledge of specialist material areas.
- Section C – Designing and making principles (50 marks)
A mixture of short answer and extended response questions including a 12 mark design question.

Non-exam assessment (NEA): 30–35 hours approx. (100 marks) 50% of GCSE

- A substantial design and make task, completed as a controlled assessment 'project' that includes: Investigating, Designing, Making, Analysing and Evaluating

**This GCSE course teaches content from a combination of five material areas, but our students will focus on timbers and polymers for their specialist technical content.*



Religious Studies

Fourth & Fifth Year

Head of Department: Julie Vaughan

Syllabus: [Eduqas GCSE Religious Studies Route A](#)

Assessment: There are three exams

The majority of the course involves an in-depth study of themes in Philosophy and Ethics. There is also the opportunity to compare and contrast two world religions: Islam and Christianity.

Paper 1: Religious, Philosophical & Ethical Studies in the Modern World (50% of GCSE)

Philosophy of Religion

1. *The Problem of Evil:* How the existence of different types of evil makes some people question the existence and/or nature of God.
2. *The Compatibility of Science and Religion:* How science and religion might give both opposing and compatible answers to questions about the origins of human life.
3. *The Afterlife:* The arguments, both religious and non-religious, for different forms of life after death and the validity of each of these arguments.

Ethics

1. *The Right to Life:* Religious and non-religious views on the sanctity and quality of life and how these influence attitudes to abortion, euthanasia and the treatment of animals.
2. *Relationships:* A study of attitudes and personal lifestyles in relation to sexual relationships and family life.
3. *Social Responsibility:* The importance of social justice and how this influences attitudes to human rights, equality, prejudice and discrimination as well as issues around wealth and poverty.
4. *Ethical behaviour:* Views on justice and forgiveness and how these influence attitudes to crime and punishment, including capital punishment.

Paper 2 (25% of GCSE)

A study of Christianity's key beliefs and practices.

Paper 3 (25% of GCSE)

A study of Islam's key beliefs and practices.

What skills would I develop?

Numerous skills are fostered:

- the ability to think critically, analyse rational arguments and express reasoned opinions.
- knowledge, understanding and tolerance of religious beliefs and practice
- the ability to research independently
- confidence in discussions

Are there any special requirements for doing this course?

No. Anyone who has an open mind, who is interested and prepared to think about life, ethical issues and religion and develop their own ideas, is welcome to study GCSE Religious Studies.

Trips: A residential trip to Andalusia in southern Spain to support the teaching of Islam through studying the golden age of Islam and the era of toleration between the monotheistic religions.



Science (Core)

Fourth & Fifth Year

Head of Department: Mr Robert Pocklington

Syllabus: IGCSE Edexcel: [Double Award](#) & Separate Sciences ([Chemistry](#), [Biology](#) and [Physics](#))

Our students will either follow a balanced Double Award course (**which still teaches all 3 Sciences**) or an enhanced Separate Sciences programme.

Please note that even though the Separate Science course has extra content compared with the Double Award sciences, either route is a perfectly good foundation for science A-level courses. However, it is worth remembering that Double Award Science is taken by divisions that find the Sciences more challenging and so whilst the content may allow A-level study, checking with your child's teacher about her suitability for an A-level is very wise when A-level options are made.

Double Award Science

This course offers the opportunity to continue all elements of science: Chemistry, Physics and Biology. The qualification counts as two IGCSEs and a student is awarded two grades.

The course content is very similar to that of the three separate sciences, since the core content of each separate subject makes up the syllabus for Double Award Science. Students are taught by three specialist teachers. There is a terminal examination in each of the three Sciences.

The following table gives a breakdown of the content:

Biology:

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

Chemistry:

- Principles of chemistry
- Chemistry of the elements
- Organic chemistry
- Physical chemistry
- Chemistry in society

Physics:

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

Separate Sciences

Some students will be entered for the three Separate Science IGCSE examinations. The individual sciences contain additional sections which Double Award students would not cover. Due to the extra syllabus material, these students will be taught at an accelerated pace in the usual timetable allocation. For this reason, it is the Science Faculty who choose who this course is suitable for. The course contains more difficult syllabus material and requires the student to take an extra three examinations. The eventual qualifications would be three IGCSEs, one in each of the Sciences: Biology, Chemistry and Physics.



Statistics

Fourth & Fifth Year

Head of Department: Geoff Smith

Syllabus

[Edexcel GCSE \(1ST0\) Higher Level](#)

Assessment

Two written paper lasting one and a half hours, each with equal weighting. There is no controlled assessment.

It is likely that only one course from Further Maths and Statistics will run at GCSE to preserve a broad and balanced curriculum

The syllabus complements the Edexcel International GCSE in Mathematics, emphasising the theoretical, practical and applied nature of the subject. It is suitable for cross-curricular studies and activities, it provides a background for the study of statistics beyond GCSE level, supporting a wide range of A-level subjects including Biology, Psychology, Geography and Economics.

Syllabus Content - taught with a view to the Statistical Enquiry Cycle

Planning and data collection - defining a hypothesis, deciding what data to collect, and developing strategies for processing the data.

Processing, representing and analysing data - understanding how technology can be used, generating the diagrams and comparing the data

Reasoning, interpreting and discussing results in the context of the problem - reaching conclusions in relation to the hypotheses, making predictions and discussing the reliability of the results.

Probability including the Binomial and Normal distributions.



Although correct at the time of going to the press, this booklet may be superseded as part of our commitment to continuing improvement.