

# GCSE INFORMATION BOOKLET



Myddelton College



## HEADMASTER'S WELCOME

Myddelton College is a happy, caring and kind environment where pupils are encouraged to fulfil their potential, while always demonstrating honesty, kindness and respect. We have high academic expectations for all of our pupils, ensuring that our curriculum is designed to equip all pupils to thrive in the 21st century. We are committed to giving pupils a diverse range of experiences in which they can develop personally and socially, as well as providing a mindfulness curriculum to help our pupils cope with pressures of life in the global world. At Myddelton College, every pupil is treated as an individual and unique.

We ensure that we inspire a thirst for knowledge and a desire to know more, as they set out on their journey of discovery. Pupils are encouraged to use their time wisely and to take every opportunity as a golden ticket, stretching boundaries and surprising themselves with their own ability and priceless moments. Expectations are high and pupils flourish not only academically, but also through our values of arts, a love for the outdoors and sporting ability. The values of Myddelton have been founded upon the "Three Pillars of Myddelton."

These are three areas in which we believe every Myddeltonian should excel: Resilience, Scholarship and Fellowship.

The GCSE (Key Stage 4) curriculum for Years 10 & 11 at Myddelton College comprises a common core of subjects taken by all pupils, and a selection of option subjects of the pupil's own choice. Pupils are able to take Single



Sciences (Biology, Chemistry and Physics) alongside three options, or Combined Science: Trilogy alongside four options.

As a 21st Century school we prepare our students to be independent leaders in the globalised modern economy. We take a holistic approach to education meaning that we want to develop the whole person. This means that in addition to academic excellence Myddelton College also develops a person's physical, mental and creative talents.

**Mr Andrew Allman**  
Headmaster



## MAKING THE RIGHT CHOICE



The transition from Year 9 into Year 10 is an exciting time. Opportunities arise to study new subjects or to extend knowledge and understanding in existing subjects of interest. The core offering of English, Mathematics and Science is important to facilitate access to the widest possible range of future education, employment or training prospects. Optional subjects enhance the core and enable pupils to construct a personalised curriculum that supports them in pursuing their aspirations.

Whilst the core is compulsory, there are still elements of choice and flexibility. Most international pupils study the English 2nd Language course

but may choose the English 1st Language course if they can display the appropriate aptitude either before or upon arrival. English, Mathematics and Science are all offered at different tiers – higher/extended or foundation/core. Decisions about tier are not made until January of Year 11 and are based upon each pupil's performance throughout the two-year course. Many pupils are keen to identify the optional subjects they want to study, but perhaps the most important decision in Year 9 is which to choose from the two science pathways: Individual Sciences or Combined Sciences: Trilogy.

### Individual Science Pathway

Pupils study Biology, Chemistry and Physics and take individual examinations in all three disciplines. They are awarded one GCSE qualification per science, three in total. In addition to the core and sciences, pupils can choose three optional subjects. This pathway is highly recommended for pupils who wish to study scientific subjects in greater depth and pursue higher education or a career in a scientific field. It is also more widely recognised than Combined Science: Trilogy when considering employment or study outside of the UK.

### Combined Science: Trilogy Pathway

Pupils study Biology, Chemistry and Physics, but not in as much detail as the Individual Science Pathway; approximately 2/3rds of the content of the Individual Science specifications are examined. This requires less teaching time and so pupils electing for this pathway may study four optional subjects in addition to the core and sciences. They are awarded two GCSE qualifications overall in science – the qualifications are not specific to any scientific discipline. This pathway suits pupils for whom scientific study is less important for their future education and career prospects. Studying Combined Science: Trilogy will not preclude pupils from studying scientific subjects at A Level, but they will not be as well prepared for scientific A Levels by following this pathway.

### The Options Process

During the spring/summer terms of Year 9, pupils are asked to consider the science pathways and identify subjects they may wish to

study for GCSEs. New subjects will be considered and we welcome recommendations from pupils and parents alike. We host an Options Evening to allow you to meet and discuss option choices with subject staff and pupils are subsequently asked to rank the potential subjects in order of preference. From this information, Option Blocks are constructed which meet the vast majority of pupil choices. Sometimes it is not possible to offer certain subjects, or the option blocks do not allow a specific choice, but form tutors, subject specialists and senior staff will give advice and support to any pupils whose choices cannot be accommodated, identifying suitable alternatives. All pupils receive confirmation of their subject choices before the end of Year 9.

**Advice:** If you have a career or university already in mind, check their entry requirements as sometimes specific GCSEs may be required. Don't select subjects based upon what your friends want to study or who may be teaching the lessons, it is the subject that is important. If you do not know what you would like to study, consider subjects from different areas such as a language, one of the humanities subjects, a creative or performing arts subject, etc. and build up a broad and balanced curriculum. It also helps to consider subjects that you enjoy or something new. Speak with your parents and other relatives, teachers and peers to get their advice.

**Mr Ian Lloyd**  
Senior Deputy Headmaster (Academic)



## CORE SUBJECTS

English  
English Literature  
English as a Second Language  
Mathematics  
Sciences – Biology, Chemistry and Physics, Combined Science: Trilogy

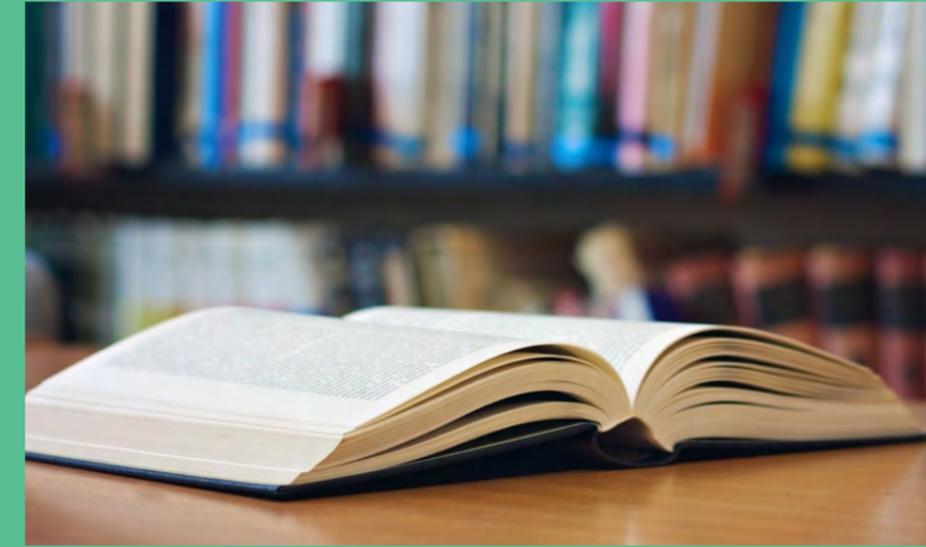
## OPTION SUBJECTS

Art  
Business Studies  
Computer Studies  
Drama  
Geography  
History  
Music  
Physical Education  
Religious Studies (PPE)  
Spanish

## NON-EXAMINED SUBJECTS

Personal, Social and Health Education  
LTTO / PE

## CORE SUBJECTS



## ENGLISH LANGUAGE

AQA

### INTRODUCTION

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively.

Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. .

### SPECIFICATION AT A GLANCE

#### Paper 1: Explorations in Creative Reading and Writing

##### What's assessed:

- Section A: Reading • one literature fiction text
- Section B: Writing • descriptive or narrative writing
- Assessed • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE



#### Paper 2: Writers' Viewpoints and Perspectives

##### What's assessed

- Section A: Reading • one non-fiction text and one literary non-fiction text
- Section B: Writing • writing to present a viewpoint
- Assessed • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE

#### Non-examination Assessment: Spoken Language

##### What's assessed

(AO7–AO9) • presenting • responding to questions and feedback • use of Standard English  
Assessed • teacher set throughout course • marked by teacher • separate endorsement (0% weighting of GCSE)

#### WHAT ENGLISH LANGUAGE CAN DO FOR YOU

GCSE First Language English offers the ability to respond perceptively to a rich array of reading passages; and inspire you to write in a range of text types for different audiences and purposes.

# CORE SUBJECTS

## ENGLISH LITERATURE

AQA

### INTRODUCTION

The GCSE has been designed to inspire, challenge and motivate every student, no matter what their level of ability. The specification is fully co-teachable with GCSE English Language. Students who study both will greatly benefit from the transferable skills learnt across the two subjects.

### SPECIFICATION AT A GLANCE

#### Paper 1: Shakespeare and the 19th-century novel

- Section A Shakespeare: students will answer one question on their play of choice. 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: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

#### Paper 2: Modern texts and poetry

- Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.
- Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
- Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem

with a second unseen poem.

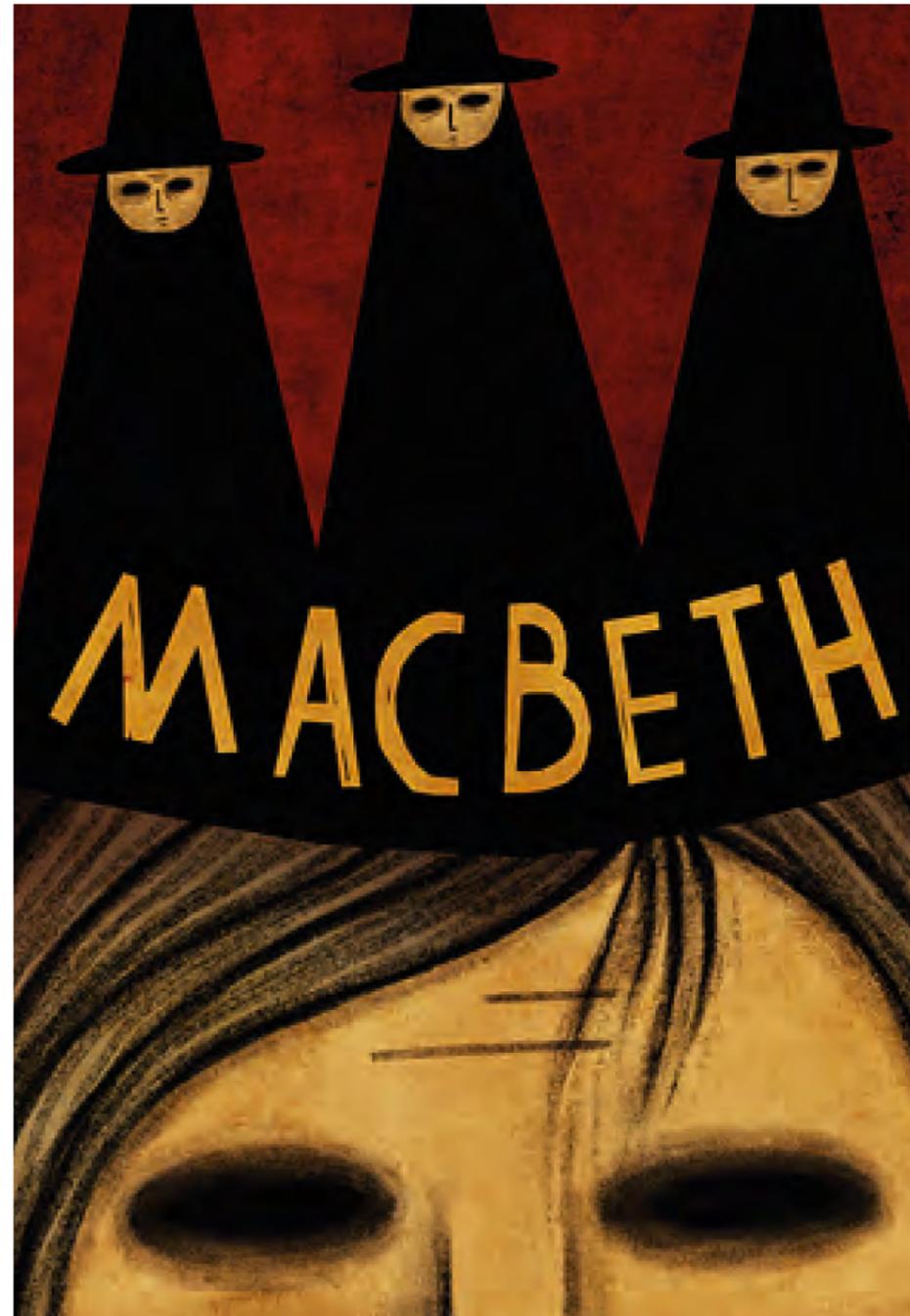
All assessments are closed book: any stimulus materials required will be provided as part of the assessment. All assessments are compulsory.

**Paper 1: 1 hour 45 minutes • 64 marks • 40% of the GCSE**

**Paper 2: 2 hour 15 minutes • 96 marks • 60% of the GCSE**

### WHAT ENGLISH LITERATURE CAN DO FOR YOU

GCSE English Literature offers you the aptitude to respond astutely to an iconic assortment of material for analysis and discussion to stimulate you to rediscover an appreciation for reading.



# CORE SUBJECTS



## ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING) CAIE

### INTRODUCTION

Cambridge IGCSE English as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. Learners will engage in conversations on a variety of

topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

Cambridge IGCSE English as a Second Language will enable learners to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts.

### SPECIFICATION AT A GLANCE

The following topics are studied:

- Leisure and travel: free time, television, food, transport and holidays
- Education and work: Learning, jobs, communication, interviews and education
- People and achievements: achievements, organisations, famous people, medical care and healthy living
- Ideas and the modern world: social media, the environment, hunger, fashions and technology

### Your route through the syllabus and Assessment

The exam can be taken in June or November and consists of 3 papers:

Reading and writing (counts for 70% of overall GCSE)

2 hours

There are seven tasks in the paper, testing a range of reading and writing skills.

Listening (counts for 15% of overall GCSE)

Approximately 50 minutes

Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note

taking.

Speaking (counts for 15% of overall GCSE)

Approximately 10–15 minutes

Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.

Extended and Core is possible

### WHAT GCSE ENGLISH AS A SECOND LANGUAGE CAN DO FOR YOU

You will acquire the following skills:

- better communicative ability in English
- improved ability to understand English in a range of everyday situations and in a variety of social registers and styles
- greater awareness of the nature of language and language-learning skills
- wider international perspective

Candidates who are awarded grades A\* to C in Cambridge GCSE English as a Second Language are well prepared to follow courses leading to Cambridge International AS and A Level English or the equivalent. In addition, Cambridge GCSE English is a general qualification that is recognised by the world's best universities and employers, giving students a wide range of options in their education and career.



# CORE SUBJECTS



## MATHEMATICS

AQA

### INTRODUCTION

The Mathematics syllabus is designed to enable students to engage with, explore, enjoy and succeed in mathematics. Students will develop a fluent knowledge, skills and understanding of the methods and concepts used in mathematics as well as to acquire, select and apply techniques to solve problems. It aims for pupils to reason mathematically, make deductions and inferences and draw conclusions in a variety of forms. Students will either sit Higher (Levels 4-9) or Foundation (Levels 1-5).

### SPECIFICATION AT A GLANCE

The content is organised into broad topic areas:

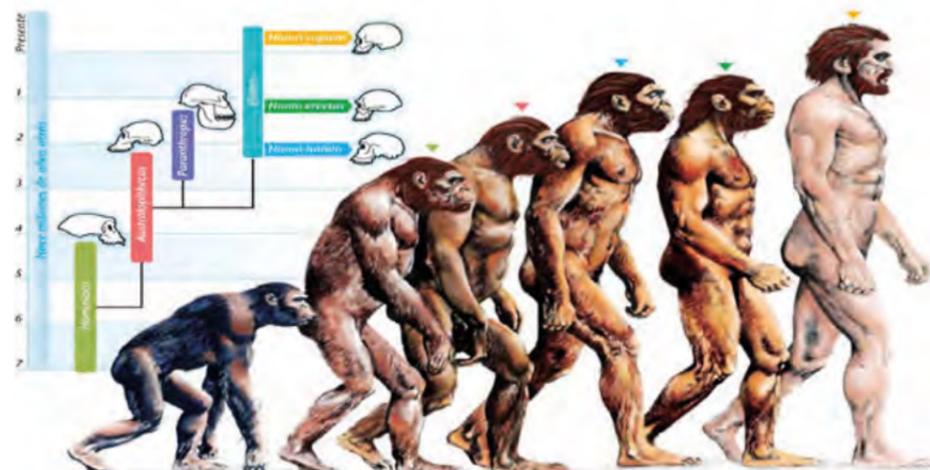
- Number
- Algebra
- Ratio
- Geometry and measures
- Probability
- Statistics

All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from different topic areas.

### WHAT MATHS CAN DO FOR YOU

GCSE Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful Mathematics candidates gain lifelong benefits, including:

- the development of their mathematical knowledge
- confidence, by developing a feel for numbers, patterns and relationships
- an ability to consider and solve problems and present and interpret results
- skills in communication and reasoning using mathematical concepts
- a solid foundation for further study.



## BIOLOGY

AQA

### INTRODUCTION

This specification encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do.

### SPECIFICATION AT A GLANCE

The following topics will be studied over the two years:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

Assessment: 2 x 1 hour 45 minutes written exams.

### WHAT BIOLOGY CAN DO FOR YOU

As well as a subject focus, the biology syllabus enables learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- develop an interest in, and care for, the environment
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- develop an understanding of the scientific skills essential for both further study and everyday life.

# CORE SUBJECTS



## CHEMISTRY

AQA

### INTRODUCTION

The course is designed to develop a broad understanding of chemical facts, concepts and principles, the skills in chemical investigation and an ability to evaluate the benefits and drawbacks of modern scientific developments.

### SPECIFICATION AT A GLANCE

The following topics will be studied over the two years:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere

10. Using resources

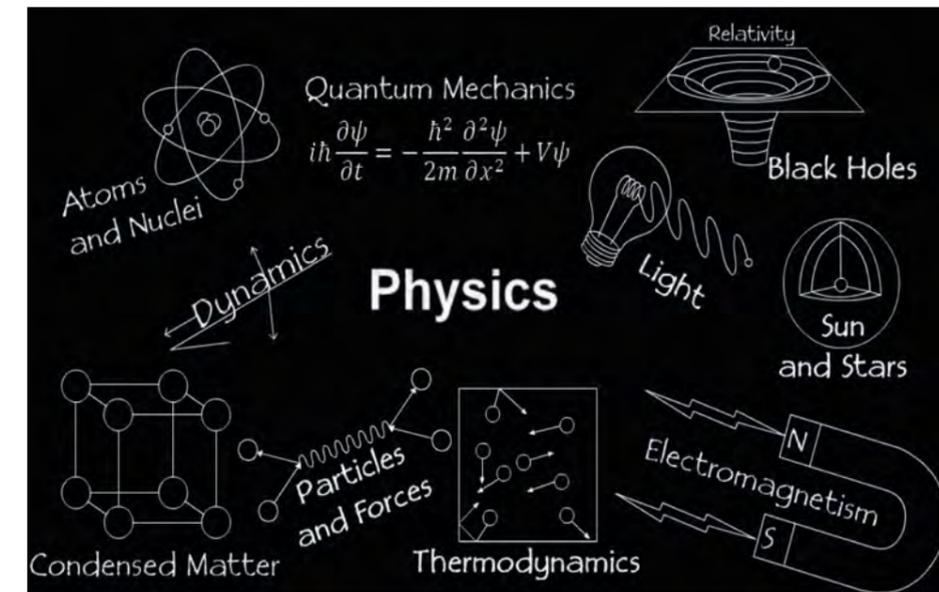
Assessment: 2 x 1 hour 45 minutes written exams.

### Your route through the syllabus and Assessment

At the end of the second year, pupils can take either the foundation or higher tier assessment pathway consisting of two papers, both 1 hour and 45 minutes long. The papers include multiple choice, structured, closed short answer and open response questions covering topics 1 – 5 (paper 1) and 6 – 10 (paper 2). They are weighted at 50% each of the total qualification.

### WHAT CHEMISTRY CAN DO FOR YOU

Chemistry is a vibrant and exciting subject. It is involved in everything around us - from the making of new materials to understanding biological systems, from the food we eat to the medicines which keep us healthy, and from the quality of the water we drink to keeping the air we breathe pure.



## PHYSICS

AQA

### INTRODUCTION

The course covers a wide range of Physical concepts starting with General Physics where we look at: forces, energy, motion and other basic principles of Physics. The course is designed to provide a foundation for the key concepts in the field of Physics. The course is designed to develop transferable skills and so is practical in nature.

### SPECIFICATION AT A GLANCE

The following topics will be studied over the two years:

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves

7. Magnetism and electromagnetism

8. Space physics (physics only)  
Assessment: 2 x 1 hour 45 minutes written exams

### WHAT PHYSICS CAN DO FOR YOU

Physics is all around us. It is why we are here. Studying Physics enables learners to appreciate how the world works around us; whether natural or man-made.

During Physics lessons you will discover key principles that govern our world and find out about the key people that have shaped our understanding of the Universe. Lessons are practical in nature and so you will develop key transferable skills that will help in all your studies while developing specific laboratory skills.

# CORE SUBJECTS

## COMBINED SCIENCE TRILOGY

AQA

### INTRODUCTION

This specification encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do.

### SPECIFICATION AT A GLANCE

#### Biology

1. Cell structure and transport
2. Cell division
3. Organisation and the digestive system
4. Organising animals and plants
5. Communicable diseases
6. Preventing and treating disease
7. Non-communicable diseases
8. Photosynthesis
9. Respiration
10. Human nervous system
11. Hormonal coordination
12. Reproduction
13. Variation and evolution
14. Genetics and evolution
15. Adaptation and interdependence
16. Organisation of an ecosystem
17. Biodiversity

Assessment: 2 x 1 hour 15 minutes written exams

#### Chemistry

1. Atomic structure
2. The periodic table
3. Structure and bonding
4. Chemical calculations
5. Chemical changes
6. Electrolysis
7. Energy changes
8. Rates and equilibrium
9. Crude oil and fuels
10. Chemical analysis
11. Our atmosphere
12. The Earth's resources

Assessment: 2 x 1 hour 15 minutes written exams

#### Physics

1. Conservation and dissipation of energy
2. Energy transfer by heating
3. Energy resources
4. Electric circuits
5. Electricity in the home
6. Molecules and matter
7. Radioactivity
8. Forces in balance
9. Motion
10. Force and motion



11. Force and pressure
12. Wave properties
13. Electromagnetic waves
14. Light
15. Electromagnetism
16. Space physics

Assessment: 2 x 1 hour 15 minutes written exams

### WHAT COMBINED SCIENCE TRILOGY CAN DO FOR YOU:

The Combined Science specification offers a reduced content over the Separate Science subjects but still of sufficient depth to gain entry on any of the science A level courses. In addition it prepares learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- develop an interest in, and care for, the environment
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- develop an understanding of the scientific skills essential for both further study and everyday life.



# OPTION SUBJECTS



## ART & DESIGN

WJEC

### INTRODUCTION

Art & Design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times.

This course would appeal to learners who wish to explore practical work through a range of two and/or three-dimensional processes and include new media and technologies in addition to traditional media and processes.

### SPECIFICATION AT A GLANCE

The WJEC GCSE Art and Design is conceived as a two year linear qualification. It consists of two units: Unit 1, the Portfolio (60% of qualification, internally assessed, externally moderated) and Unit 2, the Externally Set Assignment (40% of qualification, internally assessed, externally moderated).

This specification promotes the adoption of Welsh contexts within GCSE Art & Design. It encourages teachers to provide learners

with opportunities to engage with a Welsh perspective in their creative practice. Where appropriate learners must be encouraged to develop and apply their knowledge, understanding and skills.

The Externally Set Assignment also reflects a Welsh perspective by using Wales based primary-sourced images and references to Welsh artists, designers and craftspeople as appropriate.

### WHAT ART & DESIGN CAN DO FOR YOU

Art and Design helps equip learners with lifelong skills including:

- confidence and enthusiasm as they develop technical skills in two- and/or three-dimensional form and composition
- the ability to identify and solve problems in visual and tactile forms
- the ability to develop ideas from initial attempts to outcomes.

This course balances a thorough knowledge and understanding of the subject and helps to develop the skills learners need for their next steps in education or employment.

# OPTION SUBJECTS



## BUSINESS STUDIES

### INTRODUCTION

The study of Business Studies gives you a greater understanding of the world we live in and how businesses interact with other businesses, and with their customers.

During the course, you will study six units, each as equally important and interesting. Students will learn how to manage people within a business effectively in order to promote maximum efficiency, and will understand the benefits that come with successfully doing this. They will learn about the four key aspects of marketing and how the advertising we see on billboards is just a tiny section of the marketing that companies do.

### SPECIFICATION AT A GLANCE

#### Year 1

- Unit 1 – Understanding business activity
- Unit 2 – People in Business (HR)
- Unit 3 – Marketing

#### Year 2

- Unit 4 – Operations Management
- Unit 5 – Financial information and decisions
- Unit 6 – External influences on business activity

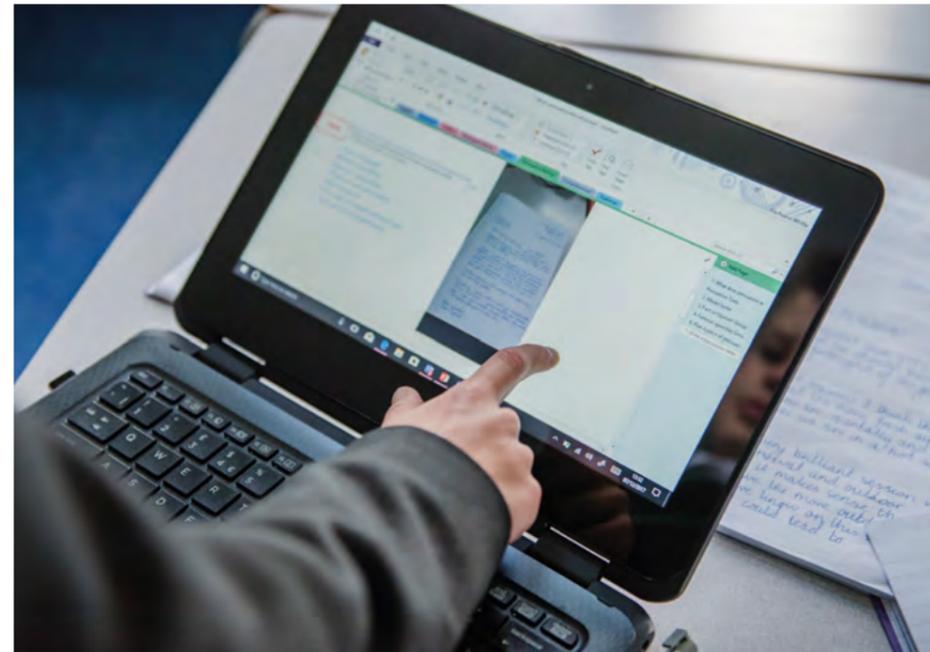
### Your route through the syllabus and Assessment

The paper is assessed through two exam papers, both 1 hour 30 minutes in duration. Paper 1 contains short answer and data response questions, and Paper 2 is a case study with essay questions. Both examinations are equally weighted in terms of marks.

### WHAT BUSINESS STUDIES CAN DO FOR YOU

Business Studies is the most exciting and relevant subject of modern times. Every career path you could go down, and every job you could do involves business; whether this be working in a business, owning a business, or managing a business, the skills you learn during the course will be forever applicable.

## CAIE



## COMPUTER SCIENCE

### INTRODUCTION

Computer science aims to develop students understanding of the main concepts of problem solving using computers. Pupils are encouraged to apply their understanding to develop computer-based solutions to complex problems. The specification is inspiring and allows students to appreciate the fundamental principles of computing.

### ASSESSMENT

#### Paper 1: Computational Thinking and Problem Solving

- Written examination: 1 hour 30 minutes, 50% of qualification

This paper examines computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science (algorithms, programming, data representation and computer systems).

#### Paper 2: Written Assessment

- Written examination: 1 hour 30 minutes, 50% of qualification

This paper is a mixture of multiple choice, short answer, longer answer and extended response questions assessing theoretical knowledge of data representation, computer systems, computer ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

### Programming Project

The programming project develops an ability to use the knowledge and skills gained through the course to solve a problem, by following a systematic approach to problem solving and software development. Whilst not directly assessed, the skills developed can be applied to exam questions on computational thinking. It will result in the production of a computer program along with the computer programming code itself which has been designed, written and tested to solve a problem. The development is recorded in a written report and is expected to total 20 hours during timetabled lessons.

### WHAT COMPUTER SCIENCE CAN DO FOR YOU

An understanding of how computers work is an essential skill in this day and age and an ability to program is a hugely valuable asset in many fields of work and study. Many disciplines are finding a use for computational skills due to the all-pervasiveness of data and the requirement to transform and analyse it. You should study Computer Science if you are intrigued by the power of computers to change our world, enjoy solving problems and have a creative streak.



## AQA

# DRAMA

### INTRODUCTION

Students will study what makes an excellent actor, and refine their own performance skills. They will study famous practitioners and put their techniques into practice. They will perform a monologue, devise their own piece and study a set piece. For the written exam, students will then discuss and analyse your performances, as well as answering questions on a variety of practitioners, playwrights, styles and techniques, including the set piece.

### SPECIFICATION AT A GLANCE

Across the three components students will study:

- one complete performance text
- two extracts from a second contrasting performance text placed within the context of the whole text
- either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.

Students will have the opportunity to work practically as designers and/or performers on:

- one devised performance using the techniques or characteristics of their chosen theatre practitioner or genre
- one performance based on the second contrasting performance text using sections of text from the two extracts.

In Components 1 and 2, students are given the opportunity to develop acting and/or design skills as appropriate to their interests and facilities available in the centre. They must choose the same skill for each component, or a different skill for each component.

Students must choose from the list below:

- performing

- lighting design
- sound design
- set design (including props)
- costume design (including hair and make-up).

### WHAT DRAMA CAN DO FOR YOU

Drama GCSE can lead on to any Performing Arts based qualification, and links well with Psychology, Business Studies, English, Art, D.T., Biology and P.E. Various careers utilising Drama, apart from the obvious are; Managing Director, Sales, Personal Assistant, Events Manager, Childcare, Politics, Presenter, and Business Owner.



# EDUQAS

# OPTION SUBJECTS



## GEOGRAPHY

### INTRODUCTION

Geography is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, interpreting satellite imagery, and fieldwork skills.

Fieldwork, or working outside the classroom is a really important part of geography. Students will visit local geographical locations in North Wales as well as the option to travel to Iceland on a school trip, as a brilliant opportunity to experience some of the things you learnt about in class, see things differently and of course have fun.

### SPECIFICATION AT A GLANCE

Living with the physical environment

- Section A: The challenge of natural hazards
  - Section B: The living world
  - Section C: Physical landscapes in the UK
- Challenges in the human environment

- Section A: Urban issues and challenges
- Section B: The changing economic world
- Section C: The challenge of resource management

Geographical applications

- Section A: Issue evaluation
- Section B: Fieldwork

Geographical skills

Assessment: 2 x 1 hour 30 minutes written exams

### WHAT GEOGRAPHY CAN DO FOR YOU

Geography will enable you to move onto a number of A level courses and employment routes. Geography is a key enabling subject as recognised by the Russell Group of Universities, and bridges the gap between humanities and science subjects. Geography graduates are considered to be some of the most employable graduates, with a key field of employment being in Geographical Information Systems (GIS).

## AQA

# HISTORY

### INTRODUCTION

History is so relevant in today's world. We cannot possibly have a good grasp of current affairs, without an understanding of events in the past. This makes History so relevant to us. History allows us to look at events in the past, and to learn from them; to prevent us from making the same mistakes again. "The more you know about the past, the better prepared you are for the future" (Theodore Roosevelt).

### SPECIFICATION AT A GLANCE

#### Component 1: (core content) The 20th century: International Relations since 1919

The content focuses on the following Key Questions:

- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?



- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- Why did events in the Gulf matter, c.1970–2000?

#### Component 2: (Depth Study) World War One

The content focuses on the following Key Questions:

- Why was the war not over by December 1914?
- Why was there stalemate on the Western Front?
- How important were other fronts?
- Why did Germany ask for an armistice in 1918?

### ASSESSMENT

Paper 1 - 2 hours. Written paper

Paper 2 - 2 hours. Written paper

All questions are set on a range of source material. The examinations are sat in the summer term of Year 11.

Externally assessed Coursework – 200 Words  
27% of IGCSE (40 marks)

Focus on an aspect of the conflict between the Israelis and Palestinians since 1945

Internally Assessed/Externally moderated

### WHAT HISTORY CAN DO FOR YOU:

History is a well valued subject which is highly regarded by universities, and combines well with other subjects. Some of the main skills, such as analysis, synthesis, evaluation and research are transferable, making it a valuable asset.

Most importantly, you should choose to study History because you enjoy it! Because you relish finding out about the past, and past societies; trying to answer the unanswerable.

# CAIE

# MUSIC

### INTRODUCTION

The music course encompasses a wide variety of styles of music and areas of the world. The course consists of the same three areas studied at KS3; Performing, Composing and Listening with analysing.

### SPECIFICATION AT A GLANCE

This specification enables learners to develop knowledge and understanding of music through four interrelated areas of study:

1. Musical Forms and Devices
2. Music for Ensemble
3. Film Music
4. Popular Music.

The specification has three components based on the three skills of performing, composing and appraising. An integrated approach to the three skills is encouraged through each area of study and serves to highlight the importance of the relationship between composer, performer and audience.

Knowledge and understanding of each area of study is assessed explicitly in Component 3. However, learners are also required to perform and compose music using conventions, styles or idioms linked to at least one area of study. Learners may choose the same or different areas of study for Components 1 and 2.

Learners will also have the opportunity to follow their own musical interests in composition and performance.

### WHAT MUSIC CAN DO FOR YOU

Music is a part of everyday life in many cultures throughout the world. Learning about the different music, gives you an insight into the people from around the world. Music links well with Maths, Physics, History, Psychology,

English, Art, Drama, Business Studies, and Geography.

Various careers utilising Music apart from performing & composing are; Music Therapist, Sound Engineer, Events Manager, Childcare, and Venue Manager.



# EDUQAS



# PHYSICAL EDUCATION (PE) AQA

### INTRODUCTION

The Physical Education GCSE enables pupils to follow a course that will complement their enthusiasm and ability for sport. It also prepares well those who want to pursue the subject at A Level.

### SPECIFICATION AT A GLANCE

#### Paper 1: The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

### ASSESSMENT

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

#### Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences

- Health, fitness and well-being
- Use of data

### ASSESSMENT

Written exam: 1 hour 15 minutes

- 78 marks
- 30% of GCSE

#### Non-exam assessment: Practical performance in physical activity and sport

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

### ASSESSMENT

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

# OPTION SUBJECTS



# RELIGIOUS STUDIES (PPE) AQA

### INTRODUCTION

The GCSE in Religious Studies is vastly diverse and allows pupils to consider a range of ethical and cultural issues within society. Topics that are covered will relate to pupils and will allow them to evaluate their opinions on laws or beliefs that have been made by religious or secular organisations.

- Peace and Conflict (D)
- Crime and Punishment (E)
- Human Rights and Social Justice (F)

### ASSESSMENT

- Written exam 1 hour 45 minutes
- 96 marks plus 3 (SPAG)
- 50% of GCSE

### WHAT RELIGIOUS STUDIES CAN DO FOR YOU

Religious Studies can be a beneficial subject to help with a range of careers linked to either the humanities or science. Universities and employees look very favourably on this subject, as it shows mental flexibility and an ability to explore real life issues that exist in society.

### SPECIFICATION AT A GLANCE

#### Component 1: Religious Beliefs and Practices

- Judaism
- Christianity

### ASSESSMENT

- Written exam 1 hour 45 minutes
- 96 marks plus 6 (SPAG)
- 50% of GCSE

#### Component 2: Thematic Studies

- Relationships and family (A)
- Life (B)

# SPANISH

### INTRODUCTION

GCSE Spanish takes students into the study of a language that is highly useful in the modern world. Students learn to understand and be understood in a number of tenses and topics that can be adapted to a very wide range of situations and applications.

### SPECIFICATION AT A GLANCE

GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

#### Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks



# AQA

- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

#### Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

# OUTSTANDING PASTORAL CARE

Myddelton College is a close and friendly learning community that prides itself on the quality of the relationships between staff, pupils and parents. We believe that in order to truly succeed in life, and to be happy and content, one must learn to be reflective and to manage one's state of mind and relationships positively.

Successful people show strength in three key areas, scholarship (their ability to be lifelong learners), fellowship (their ability to build and maintain healthy relationships) and resilience (their ability to overcome obstacles and to maintain a positive mindset). We identify these key attributes as the Three Pillars of a Myddeltonian, and our pastoral system is based around reflection on these pillars.

Students are encouraged to care for one another and disputes and disagreements are avoided or dealt with proactively through restorative practices. Students are encouraged to study mindfulness at our Calm Café and to reflect on their behaviours using elements of cognitive behavioural therapy. They are encouraged to bond with young people from all over the world in their Houses, which become a valuable family during their time at Myddelton. Students eat together in their houses, and compete for merits throughout the year, culminating in the coveted House Cup, encouraging the most favourable aspects of competition and fellowship.

Myddelton College's pastoral system is multi-layered, with every students' daily care managed by their tutor. Heads of House oversee the pastoral care of their houses and a Student Welfare and Pastoral Manager is always available to help.

### Mr Stuart Ayres

Senior Deputy Headmaster (Pastoral)



# BOARDING AT MYDDELTON

The boarding community is thriving at Myddelton. The boarders are a family of over 17 nationalities, who take care of each other and share magical moments together. Meal times are special, because all of our boarders eat together and there are often theme nights based on some of our nationalities, or events such as a Harry Potter night in our Hogwarts Dining Hall.

## There are two boarding houses:

### STANLEY'S HOUSE

Situated opposite the town walls, Stanley's House is divided into two halves (Eleanor for girls and Moreton for boys) with separate common rooms on the first floor. Stanley's House is home to students aged 16-18 and a vibrant community that's full of life from the moment you walk in. At Myddelton we strive to meet high academic standards throughout every aspect of life. There is a strong emphasis on ensuring the working environment is right in boarding and all students have compulsory prep time every evening. After this is completed there is some down time, where often our



boarders choose to socialise in the common rooms, or take full advantage of our excellent facilities on the campus.

### ST GEORGE'S HOUSE

Opposite the main school building, St George's House is home to students aged 10 - 15; St George's has a more traditional boarding house feel with large communal spaces and an in-house kitchen for additional snacks, which can be accessed under supervision. Once the school day is over, the communal areas are a place to relax and have a chat with friends, play table tennis or snooker or even have a quiet film night. We encourage our boarders to make use of the facilities onsite which include tennis courts and playing fields.

### Settling into boarding

We want to do all we can to help students settle in, so we assign students a 'buddy' on arrival at the school; a classmate, who can help answer any questions. We are a small and friendly school, where students will quickly make friends in the boarding house, in lessons and by taking part in extracurricular activities. Our Houseparents and boarding family are all here to help all of our students.

### Houseparents

Myddelton boarding seeks to establish and encourage a secure environment within which academic excellence flourishes, personal growth is supported and the life chances of all are enhanced. Students are advised, supported and cared for by the resident Colleges' Head of Boarding and Houseparent's. We recognise the importance of our pastoral duties in respect to supporting students, parents, guardians,



academic and non-academic colleagues. As Houseparent's for students in our care, we place health, safety and the welfare paramount in our role within college.

### Activities

We offer an extensive range of Saturday trips which take place each weekend throughout half term breaks for those that remain at school. We encourage our students to experience the various activities and enjoy the beauty of the different towns/cities we visit. Parents are more than welcome to visit students in the evenings and weekends. Students also have the option to visit their friends over the weekend, whilst others may be busy taking part in various competitions including triathlon and swimming.

Alternatively a gentle stroll around the school grounds which still bear the scars of Oliver Cromwell's cannon; being the last defence post of the Royalists in 17th Century Wales. On



the opposite side, the grounds open up onto spectacular views of the Clwydian Mountain range.

### Miss Harps Randhawa Head of Boarding



**Mr Andrew Allman**  
Headmaster  
a.allman@myddeltoncollege.co.uk



**Mr Stuart Ayres**  
Senior Deputy Head Pastoral  
s.ayres@myddeltoncollege.co.uk



**Mr Ian Lloyd**  
Senior Deputy Head Academic  
i.lloyd@myddeltoncollege.co.uk



**Miss Alicia Davies**  
Deputy Head Communications  
a.davies@myddeltoncollege.co.uk



**Miss Becky Turner**  
Boarding Houseparent  
r.turner@myddeltoncollege.co.uk



**Ms Philippa Gillespie-Jones**  
Boarding Houseparent  
p.gillespie-jones@myddeltoncollege.co.uk



**Mrs Carly Gilmour**  
UK Admissions Manager  
admissions@myddeltoncollege.com



Showcase School



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