

# Fourth and Fifth Form Academic Courses

Dauntsey's



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## THE DAUNTSEY'S GCSE CURRICULUM

The GCSE curriculum at Dauntsey's is followed in the Fourth and Fifth Forms and is designed to provide the best possible preparation for life in the Sixth Form and beyond. Several core subjects are therefore compulsory: English Language, English Literature, Mathematics, and Science (equivalent to two subjects). There is also the opportunity for real breadth of study, with a wide range of optional subjects that pupils can choose freely from, rather than having to select from fixed option columns. The majority of pupils choose four option subjects, though the most academic may choose five.

The options currently offered are:

- ART AND DESIGN
- COMPUTING
- DESIGN AND TECHNOLOGY
- DRAMA
- FRENCH
- GEOGRAPHY
- GERMAN
- HISTORY
- LATIN
- MUSIC
- PHYSICAL EDUCATION
- RELIGIOUS STUDIES
- SCIENCE EXTRA
- SPANISH

Pupils will also have timetabled Complementary Curriculum lessons. These are designed to give breadth and enrichment to academic programmes, as well as providing pupils with the opportunity to study and discuss a range of important issues. Pupils will also have timetabled Games periods.

### National GCSE reforms

You may be aware that GCSEs have been undergoing reforms nationally over the last several years. The new courses have been designed to be more challenging, with more rigorous content and assessment criteria, more exam-based assessment (i.e. less coursework), and a linear structure whereby assessment is primarily done at the end of each two-year course rather than by modular exams along the way.

A new 9-1 grading system will also be used, as follows:



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

As you can see, grades are now more differentiated at the top end. The top grade is a 9, which is more difficult to attain than an A\* previously was. The exact proportion given out will vary by subject, but last summer around 3% of all grades nationally were a 9 compared to the usual 8% for A\*s.

### How to choose subjects

Making options choices is easy for some pupils, but for others the process is tricky and needs careful thought and planning. I hope that the section on 'frequently asked questions' in the following pages will help with the decision-making process.

Please also take advantage of all the help on offer from staff. You may find it useful to speak to your subject teachers, House staff, the Careers Department, or Miss Conidaris in her role as Head of the Lower School. Finally, please do not hesitate to get in touch with me personally if I can help at all.

## **GCSE CHOICES AT DAUNTSEY'S: FREQUENTLY ASKED QUESTIONS**

### **What is the difference between a GCSE and an IGCSE?**

An IGCSE is simply an International GCSE, which is a respected alternative to the GCSE that has become very common in recent years. You shouldn't pay any attention to whether a subject is a GCSE or IGCSE when making your choices.

### **How many GCSEs does everyone study?**

This can range from 9 to 11. Everyone starts off with 5 core GCSEs: English Language, English Literature, Maths, Science (equivalent to 2 GCSEs). Top set mathematicians will also take an extra GCSE in Further Maths. You then have the choice of taking four or five optional subjects.

### **Should I study four or five option subjects?**

As a rough guide, we advise that the top quarter to a third of pupils academically choose to study five option subjects and everybody else chooses four. However, it all depends on the individual. The following guidelines may help:

- Around 40% of pupils usually choose to study five subjects (though some of these later drop one).
- The advantages of choosing five are that you will develop a wider skill base and it can be useful for applying to the most competitive courses at the very top universities.
- The average number of GCSEs for Medicine at Oxford is 10, with 8.5 of those being A\*s. So for a course like that, doing four options would be below average and would give you fewer chances to get those top grades.
- However, quality is more important than quantity: i.e. it's far better to get 9 good grades than 10 'ok' grades.
- So for most pupils, it's better to take four options and focus on making those as good as possible, rather than stretching yourself too thin with five - especially if you have heavy extra-curricular commitments too.
- Anybody who receives Learning Support lessons, or overseas pupils requiring extra English pupils, should only take four to allow time for these extra commitments.
- Pupils choosing five options get one private study period, compared to four or five periods for four options.

### **Can I take five options and then drop one partway through?**

This is usually possible in theory, though you would need to follow the usual process of seeking permission from the relevant staff in order to drop a subject. In practice, I don't recommend this being any kind of a plan. It can mean getting off to a bad start if your heart isn't really in the five subjects, which can make life stressful and lead to letting things slip, dropping marks, and then losing confidence in a way that can be difficult to rebound from. So it is certainly an option, but it's usually better to commit to a path rather than to 'try' five and 'see how it goes'.

### **Do you have to study a language?**

No, although it is recommended. Language qualifications are respected and a good way of showing your breadth of skills to universities. However, universities do not generally require a GCSE in a language. The one exception that I'm aware of is UCL, though even there you can take a language course prior to starting if you don't have a language GCSE. Each year, around 10% of our pupils choose not to study a language and this is absolutely fine. If it really doesn't suit your skill-set, then don't do one. But if you have the ability to then you should, even if you'd rather not!

### **Do you have to study a humanities subject?**

Again no, but it is recommended. There are only ever a handful of pupils who choose not to take either Geography, History, or Religious Studies. Most pupils either want to take one or more of these subjects, or at least choose to take one because they are respected by universities, add more breadth to your academic portfolio, and can also help to reinforce and develop the skills used in other writing-heavy subjects like English. However, if they are really not for you and you plan to study a very different type of subject at A-level then we don't insist on taking a humanities subject.

### **Are all subjects the same amount of work?**

In theory, all subjects are set at the same general educational level and need similar amounts of teaching and learning time. In practice, students tend to mention Art and to a lesser extent DT as the more time-consuming subjects. However, it's important to note that these are also more coursework-heavy than other subjects, which means less comes down to exams at the end of each course. This of course has its own benefits.

The 'Extra Science' option is not quite as time-consuming as other options. It involves one extra lesson per week for each of the three Sciences, compared to four lessons a week for a completely new subject (plus all the extra homework that comes with that). Many pupils therefore choose to take it, but it is not easy and certainly not for everyone.

**Is it true that Art and DT cannot be studied together?**

No! This is a total myth that sometimes crops up. It stems from the fact that they both involve a lot of coursework, but it all depends on your own skills and future plans. If you enjoy and are good at the more practical subjects like Art and DT, I would wholeheartedly recommend you do both. There are a few pupils every year who choose to do this. You may like to limit yourself to four subjects to leave time for both, but don't think that you can't do them.

**Is it bad to take too many of the same 'type' of subject? (e.g. languages, creative subjects, etc)**

It completely depends on your future plans. If you don't have a firm idea yet of what you might like to study at A-level and beyond (as most of you won't!), then it's probably best to keep your options open by selecting a variety of subjects. We usually recommend at least one humanities subject, at least one language, and at least one more 'practical' or 'creative' subject for this purpose (and for just giving you more variety and hopefully enjoyment in your studies).

However, there is no set rule on this. If you're better at a certain type of subject, or know that a certain type of subject will help your future plans more than others, then you're welcome to do more of these. It's not unheard of for pupils to do three subjects of a certain type (e.g. humanities/languages/more creative options), though it is not common and tends to happen more when pupils choose five option subjects overall rather than four. The choice is yours though.

**How should I decide which subjects to study?**

You have to keep in mind that the decline of AS Levels means that universities are now paying more attention to GCSEs than ever before. So clearly if you want to maximise your university prospects, you must think first and foremost about what you are likely to grade well in. You may like to speak to your teachers about this. However, it's of course also important that you enjoy your subjects and choose ones that you're willing to work hard at, so be sure to think about this too. Be careful to also choose any option that you think you may need in the future for university or beyond.

Again, please also feel free to see me if you'd like any advice or guidance at all.

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## **ART AND DESIGN**

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<b>Course:</b>	<b>GCSE</b>
<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>Art and Design: Fine Art</b> <b>Unit 1: Personal Portfolio in Art and Design</b> <b>Unit 2: Externally Set Assignment in Art and Design</b>

Art is a form of communication and the expression of ideas and feelings. It is a language that is concerned with the development of mental processes involved in visual perception and aesthetic experience.

The aim of the two-year GCSE course is to afford pupils the opportunity to:

- Record from direct observation and personal experience.
- Develop ideas using a range of processes and materials.
- Strengthen drawing and painting skills.
- Extend visual communication skills.

The GCSE in Art and Design requires each candidate to complete two mandatory units of work. At Dauntsey's we undertake the 'Fine Art' course, which combines a variety of areas of study including painting, drawing, printmaking, sculpture and alternative media:

- **Painting:** Exploration of tone, colour, composition, materials and context through a range of processes and media such as inks, acrylic, water colour or oil paints.
- **Drawing:** Drawing from direct observation is at the heart of observational study and candidates are encouraged to explore drawing using line and tone. Drawing on a range of surfaces will be encouraged and materials might include, pastel, pencil, pen and ink and charcoal and other related materials.
- **Printmaking:** Candidates are encouraged to explore a variety of printmaking techniques and produce either a series of related images or one off prints using methods such as lino cut, foam board, etching, mono printing or screen printing.
- **Sculpture:** Candidates should explore form, space, mass and volume, using soft and resistant materials; skills such as carving, modelling, casting and clay building can be incorporated as appropriate.
- **Alternative media:** Artworks can also be produced in a range of non-traditional 2-D or 3-D media, such as mixed media, installation, site-specific work, assemblage, digital, film and video.

## **Unit 1 Edexcel GCSE Art and Design: Fine Art**

### **Art and Design Personal Portfolio**

Candidates are taught a broad range of skills and will aim to become competent in using a wide range of media. They will throughout the two-year course employ these skills in producing an assessed portfolio of work. This independent portfolio will consist of one project in response to a set theme and might include annotated sketchbooks, mounted sheets of sustained development work, leading to final refined outcomes. An appreciation of History of Art is nurtured throughout the course and gallery visits are undertaken.

1.	AO1 Develop	15%	
2.	AO2 Refine	15%	
3.	AO3 Record	15%	
4.	AO4 Present	15%	Total % of GCSE = 60%

## **Unit 2 Edexcel GCSE Art and Design: Fine Art**

### **Art and Design Externally Set Assignment**

Candidates follow a theme set by the examination board. The examination paper is released on 2nd January. There will be a period of time in which to plan and prepare. Candidates will then be given ten hours of controlled time in which to complete a final outcome in response to the set title.

1.	AO1 Develop	10%	
2.	AO2 Refine	10%	
3.	AO3 Record	10%	
4.	AO4 Present	10%	Total % of GCSE = 40%

### **Abilities that lend themselves to the Art Course**

Drawing is viewed as a language that will enable you to interpret what you see and communicate what you feel. Strong drawing skills are welcome. However, it is equally important to have:

- Genuine enthusiasm
- A creative mind
- A lively imagination

The two-year course is an exciting one - whatever your talents in the art arena, you will be encouraged to maximize your potential and celebrate your strengths as an artist.

## COMPUTER SCIENCE

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<b>Course:</b>	<b>GCSE</b>
<b>Examination Board:</b>	<b>OCR</b>
<b>Components:</b>	<b>Computer Systems (01)</b> <b>Computational Thinking, Algorithms and Programming (02)</b>

Computer systems are a major part of our everyday lives, and individuals with a deep understanding of how computers work and what they can do are increasingly at an advantage in the modern world. Whilst most pupils at this level have a good understanding of the ICT aspects of presenting and communicating information, few yet know how to use the processing capabilities of computers effectively. The Computer Science GCSE from OCR is a new course designed to help pupils to overcome this barrier by developing the necessary thinking skills, along with the necessary knowledge and understanding to enable them to become an active participant in this exciting and dynamic world.

This course, therefore, has real relevance in our modern world, and will give pupils an in-depth understanding of how computer technology works, along with a look at what goes on “behind the scenes”. As a significant part of this, pupils will study computer programming. Through this study of computer programming and the accompanying activities, the course will help to develop critical thinking, analysis and problem solving skills, which can be transferred to other subjects and applied in later life. Importantly it will be an enjoyable, challenging and interesting way to develop these skills. The course will, in particular, make an excellent preparation for learners who want to go on to study or work in the field of Computer Science or related subjects or in areas that rely on computing skills, especially where they are applied to technical problems, for example in engineering, financial and resource management, science and medicine. Such people will find that this course imparts an advantage over others who have had little prior experience in this subject.

Computer Science is available for pupils to choose in Fourth Form as a full course GCSE. Pupils opting for the course will have 4 periods of Computing per week for the duration of Fourth Form and Fifth Form. Course assessment takes the form of two written papers, each worth 50% of the total mark.

Theory covered in Component 1 will include: Computer Architecture, Networks, and System Security plus a study of the Legal and Ethical implications. Component 2 will cover Algorithms, Programming Techniques, Computational Logic and Data Representation plus an understanding of how to produce robust programs and the purposes and features of programming language translators.

Students will also complete a practical, non-assessed project provided by the exam board, which will turn the theory in Component 2 into practice, and will require the candidate to; demonstrate the ability to specify success criteria, plan and design a suitable solution, follow and document an iterative development process to solve the problem in a high level programming language such as Visual Basic, and test and evaluate the outcome.

## DESIGN AND TECHNOLOGY

**Head of Department:** Mr. A. Pickford  
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**Course:** GCSE  
**Examination Board:** OCR  
**Specification:** Design and Technology (J310)

The New GCSE specification is designed to give students who study it an opportunity to engage with creativity and innovation and understand how they can be enhanced by the application of knowledge from other disciplines across the curriculum such as mathematics, science, art and design, computing and humanities as well as the practical and technical knowledge and understanding they will learn from Design and Technology.

This specification encourages students to:

- develop an awareness and understanding of real-life experiences in designing and in the developments and opportunities seen in creative, manufacturing and engineering industries.
- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice.
- develop an experienced understanding of an iterative design process and the relevance of these to industry practice.
- develop realistic design proposals as a result of the exploration of design opportunities and users' (and stakeholders) needs, wants and values.
- use imagination, experimentation and combine ideas when designing.
- develop the skills to critique and refine their own ideas whilst designing and making.
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work.
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- become independent and critical thinkers who can adapt their technical knowledge and understanding to different design situations.
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.
- consider the costs, commercial viability and marketing of products.
- demonstrate safe working practices in Design and Technology.

- use key Design and Technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.
- engage learners with routes that are open to them when progressing to a GCE qualification, apprenticeship or in a future career in the field.

### Scheme of Assessment:

Content Overview	Assessment Overview	Weighting
<p>This component brings together the learners ‘core’ and ‘in-depth’ knowledge and understanding.</p> <ul style="list-style-type: none"> <li>• ‘<b>Core</b>’ knowledge of Design and Technology principles demonstrates learners’ broad understanding of principles that all learners should have across the subject.</li> <li>• ‘<b>In-depth</b>’ knowledge allows learners to focus more directly on <b>at least one</b> main material category, or design engineering.</li> </ul> <p>The question paper is split into two sections. A minimum of 15% of the paper will assess learners’ mathematical skills as applied within a design and technology context.</p>	<p><b>Principles of Design and Technology (01)</b> 100 marks 2 hours <b>Written paper</b></p>	<p><b>50%</b> of total <b>GCSE (9–1)</b></p>
<p>This component offers the opportunity for learners to demonstrate understanding of and skills in iterative designing, in particular:</p> <ul style="list-style-type: none"> <li>• the interrelated nature of the processes used to identify needs and requirements (explore).</li> <li>• creating solutions to meet those needs (create).</li> <li>• evaluating whether the needs have been met (evaluate).</li> </ul> <p>As an outcome of their challenge, learners will produce a chronological portfolio and one final prototype(s). It is through the iterative processes of designing that learners draw on their wider knowledge and understanding of Design and Technology principles. Contextual challenges will be released on 1 June each year.</p>	<p><b>Iterative Design Challenge (02, 03)</b> 100 marks Approx. 40 hours <b>Non-exam assessment</b></p>	<p><b>50%</b> of total <b>GCSE (9–1)</b></p>

## DRAMA

<b>Head of Department:</b>	<b>Mr. R. M. Jackson</b> <b>Email: r.jackson@dauntseys.org</b>
<b>Course:</b>	<b>GCSE</b>
<b>Examination Board:</b>	<b>OCR</b>
<b>Specification:</b>	<b>Drama (9-1)</b> <b>Non-exam Assessment (60%)</b> <b>Component 1 - Drama Exploration</b> <b>Component 2- Exploring Play Texts</b> <b>Exam Assessment (40%)</b>

GCSE Drama is all about understanding what it is like to be in another person's shoes. Students will play many parts in different imaginary situations and will have the opportunity to create their own work as well as look at plays written by other people. As well as acquiring the skills involved in creating and performing Drama, students will also be able to acquire skills in working with others, problem solving and communication, making them more self-confident and preparing them to deal with a range of different situations and people.

The course is in three parts:

### **Non-exam Assessment**

#### **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 and observation notes.

#### **Component 2: Text Performance (60 marks)**

Students will study a text chosen by the school.

Students will take a part in two performances of two extracts from the text.

They can work as a performer or designer in this component.

Students will be required to produce an accompanying concept document which outlines their intentions for the performance.

**Exam Assessment (1 hour 30 minutes)****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. This list includes “Blood Brothers”, “Kindertransport” and “Death of a Salesman” amongst others.

The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance of a character from the text.

**Section B (30 marks)**

This section asks the students to review a performance they have seen on their course

The course is enjoyable for students who want to study a subject that is both practical and creative and who are keen to attempt making a play, performing, making costumes, building a set or operating the lights. Drama involves a lot of teamwork.

GCSE Drama follows on from drama work that will have been done at Key Stage 3. Improvisation and acting skills will be developed to a higher level, and plays will be looked at in more detail and different ways will be explored of bringing a script alive on stage.

## ENGLISH

**Head of Department:** Mr. A. J. F. Brown  
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**Course:** GCSE  
**Examination Board:** CIE/AQA  
**Specification:** English Language (CIE 0500)  
 English Literature (AQA 8702)

English and English Literature are two separate and distinct GCSE subjects.

### English IGCSE

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

There are two separate papers: Paper 2, *Reading Passages*, is focused on reading carefully, and drawing out relevant material; and Paper 3, *Reading and Directed Writing*, which offers candidates opportunities to write in various contexts.

Pupils will also take a discrete examination in their use of Spoken Language during the Fourth Form.

Further information on this specification can be found on the CIE website:

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-english-first-language-0500/>

### English Literature GCSE

This course is designed to foster an enthusiasm for Literature and to develop a confidence among pupils in expressing their own critical views. Again, there are two papers: Paper 1, *Shakespeare and the 19th Century Novel*; and Paper 2, *Modern Texts and Poetry*. In preparing for these, all pupils will study *Macbeth*, *The Sign of Four*, *Lord of the Flies* and an Anthology of poetry produced by the exam board,

Further information on this specification can be found on the AQA website:

<http://www.aqa.org.uk/subjects/english/gcse>

## FRENCH

**Head of Department:** Miss P. J. Harrison  
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**Course:** IGCSE  
**Examination Board:** Edexcel  
**Specification:** Paper 1 - Listening (4FR1/01)  
 Paper 2 - Reading and Writing (4FR1/02)  
 Paper 3 - Speaking (4FR1/03)

### Five good reasons to study French:

1. France is our closest European neighbour.
2. More than 200 million people speak French across all five continents.
3. French is an official language of the United Nations, the European Union, UNESCO, NATO, the International Red Cross and international courts.
4. French is the official language of cooking, fashion, theatre, the visual arts, dance and architecture.
5. France is the world's fifth biggest economy and the third destination for foreign investment. France is a key economic partner.

### What will I study?

IGCSE French follows on naturally from your Lower School course. Every week you will have two double lessons, and in Form 5 you will also have an oral lesson with the French Assistant. Classes will spend one single lesson a week in the language laboratory to develop listening and speaking skills. The syllabus is based on the following topic areas:

- Area A** Home and abroad
- Area B** Education and employment
- Area C** Personal life and relationships
- Area D** The world around us
- Area E** Social activities, fitness and health

### What will the exam be like?

You will be prepared for the IGCSE. The four key skills of reading, writing, listening and speaking will be examined at the end of the course. The oral exam will be conducted by your class teacher and sent to the exam board for marking.

## **Toulouse**

If you choose French at IGCSE, you will be given the opportunity of taking part in our Senior School trip to Toulouse in either the Fourth or Fifth Form. In Toulouse, you will stay in pairs with a French host family, and will get to experience French life and culture first hand. You will receive a week of intensive language tuition at a language school in Toulouse, and in the afternoon there are activities and excursions for everyone (most excitingly, perhaps, a day trip to the medieval city of Carcassonne).

**A week in France, immersed in the French language, is an excellent way to improve your language and communication skills.**

## GEOGRAPHY

<b>Head of Department:</b>	<b>Mr. A. J. Palmer</b> <b>Email: a.palmer@dauntseys.org</b>
<b>Course:</b>	<b>GCSE (9-1)</b>
<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>Geography B: Investigating Geographical Issues (1GB0)</b>

### What is Geography?

- You live in the world - why not find out more about the *challenges* and *opportunities* it offers, and how to get *involved*?
- Discover how people are using different *environments*, both your own and those in other parts of the world.
- Investigate issues of *sustainability* - will the Earth still be able to provide us with all the *resources* we take for granted now?
- How have different *landscapes* developed - what are the great natural forces involved?

### What is in the course?

#### **Topic 1: Global Geographical Issues (37.5%)**

Hazardous Earth - Studies of tropical storms and tectonic hazards

Development dynamics - Including a case study of an emerging country: India

Challenges of an urbanising world - Including a case study of a mega city: Mumbai

#### **Topic 2: UK Geographical Issues (37.5%)**

The UK's evolving physical landscape - 2 studies of coastal and river landscapes and issues

Fieldwork investigation: physical

The UK's evolving human landscape - Including a case study of a UK city: Birmingham

Fieldwork investigation: human

#### **Topic 3: People and Environment Issues - Making Geographical Decisions (25%)**

People and the biosphere

Forests under threat

Consuming energy resources

All three topics will form the basis of a decision-making exercise where students draw together understanding and skills from the whole course

### **Will I enjoy this course?**

You will enjoy this course if you want to study a course that:

- is *relevant* to the world you live in, and to your future
- encourages you to discuss *current affairs* and issues
- focuses on the *environment*
- involves *practical work outdoors*
- is studied through *investigation*, not just listening and reading
- develops a full range of useful *skills*

### **How does it follow on from what I have learned before?**

You have already developed a range of relevant skills and knowledge from your study of Geography in previous years. The GCSE course will take you further. It will introduce you to new skills and new places and new ideas. You will also be able to apply what you are learning and understand more about how people's decisions shape the world we live in.

### **What about the fieldwork?**

You will do some fieldwork as part of your course where you go out and put your skills and knowledge into practice. The information from this will not come from textbooks or videos, but will be an opportunity for you to investigate what is happening in the real world. You will answer questions on this in one of the examination papers; there is no coursework or controlled assessment.

There is also an optional 5-day field trip to Barcelona during the summer half-term holiday which you can join!

### **What other skills might I develop?**

Geography is an ideal subject for developing a full range of skills. You will learn how to research information from a range of sources and present it in a variety of ways, both written and in diagrams. You can get experience of manipulating data, using statistics and ICT software such as databases, spread sheets and graphic packages. Your fieldwork will help you to develop the skills of organising your own time, and working and co-operating with others. You will also learn to review your own work and progress. These 'transferable skills' will not just be useful in your study of Geography, but will help you make progress in many of your other subjects too, both at GCSE and beyond. They are also skills that are highly valued by employers, and will be useful in the world of work.

**What could I do next with GCSE Geography?**

A GCSE in Geography is a stepping-stone to a whole range of future opportunities. The skills you develop will support you in further studies and employment in a wide range of areas. Geography is an extremely popular GCSE option; it fits well with a wide range of other subjects as part of a broad, balanced curriculum. In most recent years over 75% of pupils have gained A\*/A grades.

A good grade at GCSE will help you to move on to any AS or A-Level course. If you enjoyed your Geography GCSE, you might want to continue with this subject and perhaps study a related subject such as Biology or Economics. These will have close links with some of the material you will have studied for this GCSE.

## GERMAN

**Head of Department:** Mrs. V. A. H. Wilks  
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**Course:** IGCSE  
**Examination Board:** Edexcel  
**Specification:** International GCSE German (4GN1)  
 Listening (4GN1/01)  
 Reading and Writing (4GN1/02)  
 Speaking (4GN1/03)

### Five good reasons to study German:

1. German is the most widely spoken language in Europe. Learning German will connect you with nearly 230 million other German speakers around the globe.
2. Germany has a shortage of young, well-qualified employees and is keen to recruit high quality graduates from the UK.
3. Germany has the world's fourth strongest economy (after the USA, China and Japan) and is the world's third strongest export nation (after China and the USA).
4. Many scientific institutions recommend that their students learn German since German is the second most used language for works of scientific research - especially engineering, chemistry and physics.
5. With over 13 million internet domains, Germany's .de is the most prevalent country domain.

### What will I study?

IGCSE German follows on naturally from the grounding you have had in the Lower School. Every week you will have two double lessons and in Form 5 these will be complemented by a conversation lesson with our German Assistant. All classes will spend one single lesson a week in the language laboratory to develop listening and speaking skills. The syllabus is based on the following topic areas:

<b>Area A</b>	<b>Home and abroad</b>
<b>Area B</b>	<b>Education and employment</b>
<b>Area C</b>	<b>Personal life and relationships</b>
<b>Area D</b>	<b>The world around us</b>
<b>Area E</b>	<b>Social activities, fitness and health</b>

**What will the exam be like?**

You will be prepared for the IGCSE. The four key skills of reading, writing, listening and speaking will be examined at the end of the course. The oral exam will be conducted by your class teacher and sent to the exam board for marking.

**Trips**

If you choose German as one of your GCSE options, you will be invited to take part in a trip to Germany in either Fourth Form or Fifth Form. You and a friend would stay with a host family and receive a week of intensive tuition at a language school, complemented by some fantastic outings. In the past these have included a day hiking in the Alps, a visit to the Mercedes Benz museum in Stuttgart and a cycle ride along the edge of Lake Constance to Austria. A week's German immersion always does wonders for everyone's confidence and pupils return with much improved language skills.

The IGCSE course will provide you with a good foundation for A-Level.

# HISTORY

**Head of Department:** Mr. B. H. Sandell  
**Email:** [b.sandell@dauntseys.org](mailto:b.sandell@dauntseys.org)

**Course:** IGCSE  
**Examination Board:** Cambridge International Examinations  
**Specification:** History IGCSE (0977) (Grades 9-1)

The History Department offers the International GCSE. The IGCSE specification provides a geographically and culturally diverse course, academic rigour, and combines accessibility with intellectual challenge.

Full details of the course, together with past papers, are available on the CIE IGCSE website:

[www.cie.org.uk](http://www.cie.org.uk)

The course consists of three papers, as follows:

**Paper 1**      2 hours                      60 marks                      40%

**Section A**      (Core Content)

Candidates answer two questions. These questions will be based on the following Core Content Key Questions:

1. Were the peace treaties of 1919-23 fair?
  - *An evaluation of the post-war peace settlement.*
2. To what extent was the League of Nations a success?
  - *An evaluation of the work of the League in the 1920s and 30s.*
3. Why had international peace collapsed by 1939?
  - *A consideration of the factors that led to war in 1939.*
4. Who was to blame for the Cold War?
  - *A consideration of the rivalry that developed between East and West following the defeat of Nazism.*
5. How effectively did the USA contain the spread of Communism?
  - *An evaluation of the main points of crisis in the Cold War, including the Korean War, the Cuban Missile Crisis and the Vietnam War.*

6. Why did events in the Gulf matter, c.1970–2000?

- *The rise to power of Saddam Hussein in Iraq, the rule of Saddam Hussein up to 2000, and the consequences of his rule for different groups in Iraq. The nature of the Shah's rule in Iran and the Iranian Revolution of 1979, the causes and consequences of the Iran-Iraq War, 1980-88; Western involvement in the war and the causes, course and consequences of the Gulf War, 1990-91.*

### **Section B (Depth Study)**

Candidates answer one question out of two, on the following topic:

- Germany 1919-45

**Paper 2**      2 hours                      50 marks                      33%

Candidates answer source-based questions on one Prescribed Topic, selected by the board, from the aforementioned six Core Content Key Questions. The Prescribed Topic will be published by the board eighteen months prior to the final examinations in the summer of 2017.

**Paper 3**      Coursework                      40 marks                      27%

Candidates are required to complete one piece of coursework of up to 2000 words. The focus of the coursework is the nature of the conflict on the Western Front and conflicting interpretations of the Battle of the Somme in 1916.

The coursework is supported by a four-day field trip to the battlefields of the Western Front, which takes place in the half-term of the Autumn Term of Fifth Form.

### **Conclusion**

History is regarded as a “gold standard” GCSE. Highly stimulating, and often provocative, the course offers the opportunity not only to discover the roots of many problems confronting the world today, but also to engage with profound issues of moral and political significance.



## MATHEMATICS

**Head of Department:** Mr. P. A. Mobbs  
**Email:** p.mobbs@dauntseys.org

**Course:** IGCSE  
**Examination Board:** Edexcel  
**Specification:** Mathematics (Specification A) (4MA1)

All pupils are prepared for the Higher Tier of the Edexcel Mathematics IGCSE (Specification A) and will be set according to their ability. The course builds on and extends the material taught in previous years and is broadly similar to the new GCSE syllabus, with the new 9 to 1 grading system. The course is a good preparation for A-Level Mathematics. The examination consists of two written papers and covers these key assessment objectives:

Number  
Algebra  
Shape, space and measures  
Handling data

The top set(s) should expect to cover material beyond the scope of the IGCSE course and may be entered for an additional, higher level qualification in addition to the IGCSE examination.

The textbooks currently in use include Longman Mathematics for IGCSE and Edexcel IGCSE Mathematics A (Pearson).

## MUSIC

<b>Director of Music:</b>	<b>Mr. G. G. Harris</b> <b>Email: g.harris@dauntseys.org</b>
<b>Course:</b>	<b>GCSE</b>
<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>Edexcel GCSE in Music (9-1) (1MU0)</b> <b>Unit 1: Performing Music (1MU01) (30%)</b> <b>Unit 2: Composing Music (1MU02) (30%)</b> <b>Unit 3: Listening and Appraising (1MU03) (40%)</b>

Edexcel GCSE Music is an enjoyable and flexible course that focuses upon Composing, Performing and Listening. Much of the course content will have been touched upon in the Lower School, except for the greater emphasis on the use of computers as an aid to composition. The course is suitable for any pupil who enjoys music and can perform with confidence on their chosen instrument (this includes voice and music technology). The maximum standard expected for GCSE is approximately Grade 4-5, but high marks can still be achieved with performances around Grade 3. Any style of music is acceptable for both the performance and composition aspects. Any pupil who has been learning to play a musical instrument would normally be very well-placed to take GCSE Music. Music GCSE is regarded by higher education institutions as both a practical and academic qualification, given the composition and analysis units as well as the performance component.

**Composing** and **Performing** are internally assessed and moderated by the Examination Board. All assessed composing will take place under controlled conditions during school time. These units account for a total of 60% of the course. A solo and an ensemble performance are recorded for assessment and two compositions in contrasting styles are submitted. These can be created using computer music software or by hand.

The **Listening and Appraising** course introduces pupils to a wide range of musical styles through a detailed study of set works, chosen by the board. The works cover a variety of styles, from classical to pop, film and Programme Music, as well as “World” music such as music from Africa, India and Cuba. This unit accounts for a total of 40% of the course.

Music is a highly disciplined activity, requiring practical, intellectual, academic and emotional skills, and is a most highly regarded component of a well balanced education. Given the weighting of performance in the course (30%), pupils electing to study music at this level are expected to continue instrumental or vocal tuition and to play an active role in extra-curricular music through involvement in school ensembles and attendance of concerts.

## PHYSICAL EDUCATION

<b>Head of Department:</b>	<b>Mr. J. Devney</b> <b>Email: <a href="mailto:j.devney@dauntseys.org">j.devney@dauntseys.org</a></b>
<b>Course:</b>	<b>GCSE</b>
<b>Examination Board:</b>	<b>OCR</b>
<b>Specification:</b>	<b>Physical Education (9-1) J587</b> <b>Component 1 - Physical Factors Affecting Performance</b> <b>Component 2 - Socio-Cultural Issues and Sports Psychology</b> <b>Non-exam Assessment - Performance in Physical Education</b>

GCSE Physical Education will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

The course consists of two components that are assessed externally and one component that is internally assessed before being externally moderated by OCR:

1. Physical factors affecting performance (A01) 60 marks 1-hour paper - 30%
2. Socio-cultural issues and sports psychology (A02) 60 marks 1-hour paper - 30%
3. Performance in physical education (A030) 80 marks Non-exam assessment - 40%

### **Component 1:**

Students will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Learners will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

### **Component 2:**

Students will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sport. Engagement patterns of different social groups will be understood by learners, along with strategies to promote participation. The commercialisation of physical activities and sports will be understood, including the influences of sponsorship and the media. Learners will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activity and sport.

**Non-exam Assessment:**

Students are internally assessed through the non-examined assessment in performing three practical activities and one performance analysis task.

Students are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

Learners must perform in three practical activities, one performance in an individual activity, one in a team activity and one other from either category. In addition to the three practical performances, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to:

- Analyse aspects of personal performance in a practical activity
- Evaluate strengths and weaknesses of the performance
- Produce an action plan which aims to improve the quality and effectiveness of the performance.

The course is enjoyable for students who want to study a subject that is both practical and creative. Through the delivery of the course, it will focus on developing confident, independent thinkers and effective decision makers who can operate efficiently as individuals or as part of a team. The course will prepare learners for the further study of Physical Education or sports science courses as well as other related subject areas.

## **RELIGIOUS STUDIES**

**Head of Department:** Mr. J. S. E. Holland  
**Email:** j.holland@dauntseys.org

**Course:** GCSE  
**Examination Board:** OCR  
**Specification:** Religious Studies (J625)  
 Units J625/01; J625/02; J625/06

This course provides an excellent foundation for the popular A-level of *Religion, Philosophy and Ethics* and any other Arts Advanced Level course. It will provide the knowledge and ability to engage with and debate complex philosophical and ethical issues in an informed way. It is also very useful for developing critical thinking.

The course is taken from the OCR J625 *Religious Studies* specification. Students study three units over two years. Each unit is assessed by an examination in May/June of the Fifth Form year. Paper 1 and 2 are each worth 25% of the total (1 hour each). Paper 3 is worth 50% of the total (2-hour paper). Below is an outline of the course:

### **Unit J625/01: Beliefs and Teachings and Practices (Christianity)**

1. Beliefs about God and the Trinity and the person of Jesus
2. Practices, including pilgrimage, prayer and worship

### **Unit J625/02: Beliefs and teachings and Practices (Islam)**

1. Core Beliefs about Allah, teachings and the prophets
2. Practices, including the Five Pillars and Jihad

### **Unit J625/06: Religion, philosophy and ethics in the modern world from a Christian perspective**

1. **Relationships and Families**
  - Fidelity
  - Understandings of sexuality
  - Ethical modes of relationship

## 2. **Men and Women**

- Equality of men and women
- Freedom of choice and restrictions on it
- Duty to family and community

## 3. **Christian understandings of equality**

- Relationship between religion and culture
- Justification of equality
- Equality and difference
- Gender inequalities

## 4. **The existence of God**

- The Question of God
- The Nature of Reality
- Experiencing God

## 5. **Religion, Peace and Conflict**

- Violence and Conflict
- Peace and Peace Making
- Forgiveness and Reconciliation

## 6. **Dialogue between religious and non-religious beliefs and attitudes**

- Challenges for religion
- Dialogue within and between religious groups
- Dialogue between religious and non-religious groups

These studies are not only fascinating in themselves, but highly relevant to our world. They also develop valuable personal skills, in particular the ability to understand and express different points of view on complex subjects and to have a sound grasp of the issues affecting contemporary society and politics. Group sizes are usually large enough to allow for meaningful debate, yet small enough for each student to receive a high level of individual attention. The course is jointly taught by two teachers. All the teachers are happy to discuss any aspects of the course with any interested pupils.

## SCIENCE

<b>Head of Science:</b>	<b>Mr. A. J. Crossley</b> <b>Email: <a href="mailto:a.crossley@dauntseys.org">a.crossley@dauntseys.org</a></b>
<b>Course:</b>	<b>IGCSE</b>
<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specifications:</b>	<b>IGCSE in Science (Double Award) (4SD0)</b> <b>IGCSE in Biology (4BI1)</b> <b>IGCSE in Chemistry (4CH1)</b> <b>IGCSE in Physics (4PH1)</b>

All pupils in the Fourth and Fifth Forms will continue to work through the Edexcel IGCSE Science programme. This will incorporate studying Biology, Chemistry and Physics.

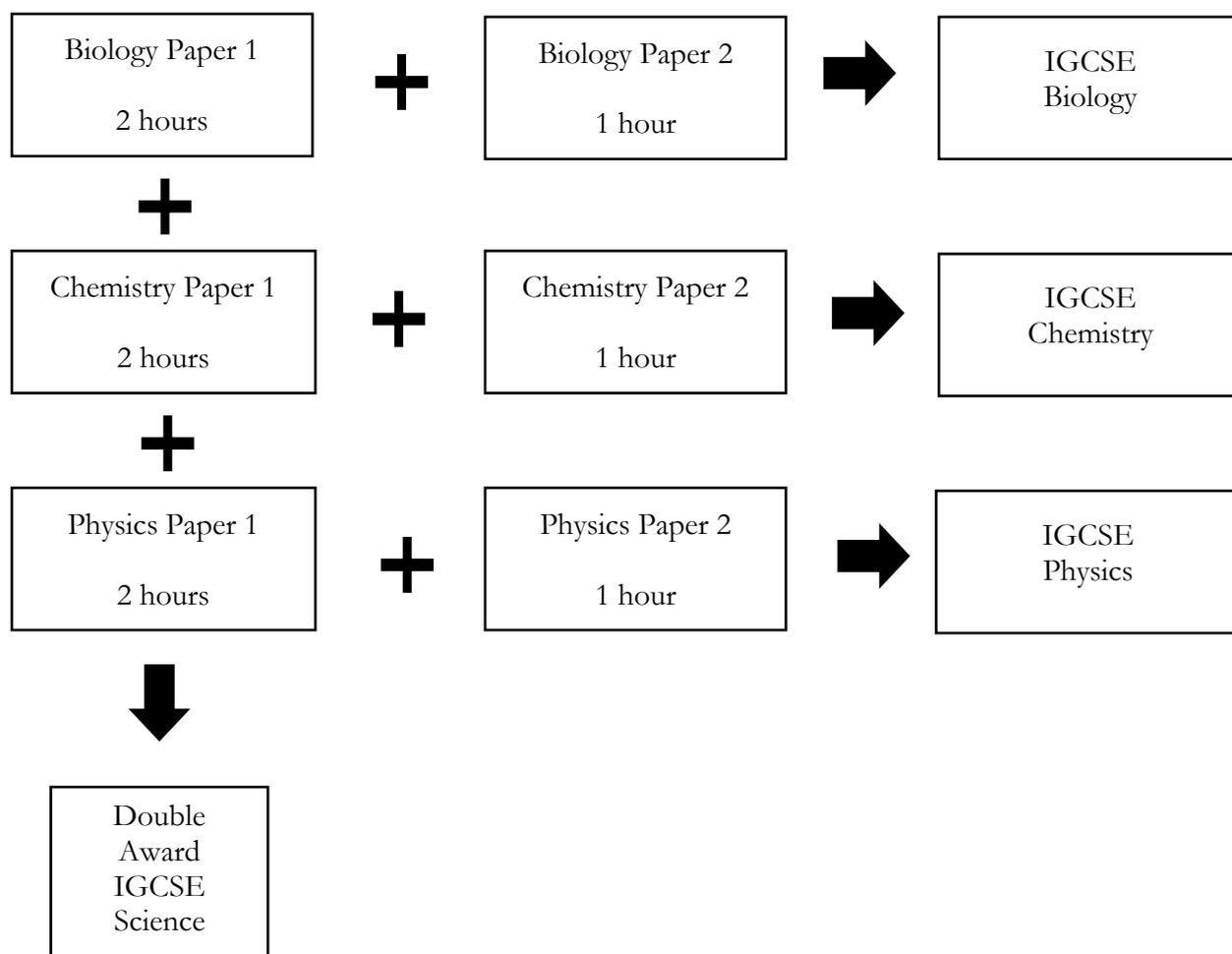
The IGCSE course is entirely terminally assessed, during the Summer Exam season in the Fifth Form. There is only a single tier of entry for the IGCSE course, so all grades are accessible by all pupils. There is no requirement to undertake any form of coursework or assessed practical. Practical skills, techniques and methodology are examined through the written exams.

There are two possible options available for pupils to choose from:-

1. Pupils study 3 periods each of Biology, Physics and Chemistry per week, taught by subject specialists, giving a total of 9 core periods of Science per week. This will lead to a double grade in IGCSE Double Award Science, which counts as 2 IGCSE passes. Pupils will receive two grades on the numerical grade scale, from 1 (lowest) to 9 (highest).
2. Pupils who wish to devote more time to the Sciences may choose Extra Science from the list of subject options. Such pupils, in addition to the 9 core periods, will study 1 extra period each of Biology, Physics and Chemistry per week. They will be studying for the IGCSE award in all 3 Sciences separately and will be graded (on the 9-1 scale) in all 3 subjects. Pupils will not be allowed to drop one of the Science subjects once they have started this course. The extension work in the separate Sciences can be conceptually more difficult work and not simply more content at the same level.

The majority of our pupils will typically take the three Science route. We recommend that pupils considering any further scientific education should seriously consider taking the three Science route as it will provide a good start for the A-Level courses and could be seen in a favourable light for University applications in a scientific area, such as medicine, dentistry, veterinary, or engineering.

The exam and qualification scheme is laid out below:



Please note the following points:

- i. The Double Award route is a somewhat easier option than the 3 Separate Sciences. The extra content that is required for the Separate Sciences tends to contain some conceptually difficult topics. We strongly recommend the Double Award route for students who have struggled with concepts studied in Science lessons during Third Form.
- ii. The extra exposure that the pupils have throughout Fourth and Fifth Forms to the Sciences if they take the 3 Separate Science IGCSEs does give an advantage when it comes to taking Science subjects at A level. Students opting to take the Double Award route will find the transition to A-levels particularly challenging. However, if a student is willing to work hard at covering the missing details in their knowledge, they should be able to show success at A-level.
- iii. Pupils who take Extra Science as an option do not face the same additional workload as if they had taken another option subject. There is, for example, no extra allocation of prep for those taking the Separate Sciences. This makes Extra Science an ideal fifth option choice that will rarely lead to academic overload.

## BIOLOGY

**Head of Biology:** Mr. V. R. Muir  
**Email:** v.muir@dauntseys.org

**Course:** IGCSE  
**Examination Board:** Edexcel  
**Specification:** IGCSE in Biology (4BI1)

The Fourth and Fifth Form curriculum continues the IGCSE course started in the Third Form. The course continues to focus on practical work, though there is no coursework. At Dauntsey's we run many dissections in class and you will also be invited to attend the Café Biologique, where students discuss topics such as The Neuroscience of Evil, Your Designer Child and Grandchildren and the Biology of Cancer. You may also wish to join the Medical Focus Group, if you are interested in a career in Medicine.

The following topics will be covered during the Fourth Form:

- Nutrition and photosynthesis
- Homeostasis
- Plant tropisms
- The nervous system and the eye
- The hormonal system
- The excretory system
- Circulatory system and immunity
- Gas exchange and transport and reproduction in plants

The following topics will be covered in the Fifth Form:

- Reproduction in humans and flowering plants
- DNA, genetics and cell division
- Evolution by natural selection
- Food production with reference to crop plants, microorganisms, fish farming and selective breeding
- Genetic modification and cloning
- Stem cell technology

Those pupils taking the extra science option will study all the core topics in more depth but there are no particular extension topics. Therefore, the extra science option is desirable but not essential for those intending to proceed to A-Level Biology.

## CHEMISTRY

**Head of Chemistry:** Mr. M. D. Kinder  
**Email:** m.kinder@dauntseys.org

**Course:** IGCSE  
**Examination Board:** Edexcel  
**Specification:** IGCSE in Chemistry (4CH1)

The course includes the topics covered during the Third Form.

The following topics are covered in the core Science in Fourth and Fifth Forms:

- Atomic Structure and Bonding
- The Periodic Table
- Fuels and Crude Oil
- Organic Chemistry
- Acids, Bases and Salts
- Chemical Analysis
- Quantitative Chemistry
- Energy Transfers in Reactions
- Reversible Reactions

Those pupils taking the extra science option will study all the core topics in slightly more depth as well as:

- Electrolysis
- Extraction of metals
- Organic chemistry of alcohols and acids
- Equilibria

Although entry onto the A-Level course is possible through the Double Award Science route, it is recommended that those wishing to study Chemistry at a higher level than GCSE seriously consider the Separate Science route. This will provide a much more solid grounding in the concepts covered during the A-Level course.

## PHYSICS

**Head of Physics:** Mr. J. L. Johns  
**Email:** [j.johns@dauntseys.org](mailto:j.johns@dauntseys.org)

**Course:** IGCSE  
**Examination Board:** Edexcel  
**Specification:** IGCSE in Physics (4PH1)

The course is, as always, based heavily on practical work, and on developing an understanding of the underlying principles rather than on rote learning the facts. The course includes the topics covered during the Third Form.

Core topics - studied by all candidates:

- Motion
- Forces and movement
- Work, energy and power
- Energy transfer and efficiency
- Radioactivity
- Fission and fusion
- Series and parallel circuits
- Ideal gas molecules
- Electrical energy and power
- Magnetism
- Electromagnetism
- Electromagnetic induction
- Mains electricity
- Astronomy including stellar evolution
- Refraction

Those opting to study for the IGCSE in Physics as a separate qualification will study aspects of the above topics in greater detail and will also study the following topics:

- Momentum
- Energy resources and electricity generation
- Change of state
- Moments
- Cosmology

Taking the extra science option will give pupils a distinct advantage if they choose to study Physics at A-Level. However, we will be happy to accept pupils from Double Award as long as they have high grades. Overall, a comprehensive knowledge and understanding of Physics will be provided to all pupils as they pass through the Fourth and Fifth Forms, whether they wish to continue their study of Physics beyond GCSE level or not.

## SPANISH

<b>Head of Department:</b>	<b>Mrs D. C. Hills</b> <b>Email</b> <a href="mailto:d.hills@dauntseys.org">d.hills@dauntseys.org</a>
<b>Course:</b>	<b>IGCSE</b>
<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>IGCSE in Spanish (4SP1)</b> <b>Paper 1 - Listening (4SP1/01)</b> <b>Paper 2 - Reading and Writing (4SP1/02)</b> <b>Paper 3 - Speaking (4SP1/03)</b>

Spanish is the language of over 350 million native speakers worldwide, being the second most spoken native language in the world. Not only is Spanish spoken in the majority of Latin America, but it is also an increasingly important language in the USA, and the fastest growing language on the internet. Spanish is the language of diplomacy and business; it is an official UN language and companies increasingly favour candidates with Spanish speaking skills. All of these factors make Spanish a great asset to be able to offer in the business world and beyond. Pupils opting for Spanish IGCSE need to have studied it in the Third Form and to feel comfortable with the work covered in that year. We recommend that students score at least 60% in the Third Form exam to be able to cope with IGCSE.

The main topics covered are as follows:

<b>Topic A</b>	Home and abroad (home area, travel and holidays)
<b>Topic B</b>	Education and employment (school studies and life and work plans)
<b>Topic C</b>	Personal life and relationships (house, home and family)
<b>Topic D</b>	The world around us (TV, films, internet, technology and the environment)
<b>Topic E</b>	Social activities, fitness and health (sport, activities, healthy lifestyles)

During the course pupils studying for the IGCSE have the opportunity to join a trip to Granada, Spain where they attend lessons daily at a language school conducted in Spanish, enjoy cultural trips in the afternoon, and stay with a Spanish family. This is a wonderful opportunity for students to improve their Spanish, and to learn about and immerse themselves in the Spanish culture.

At the end of the course, pupils are examined on all four skill areas: Reading, Writing, Listening and Speaking. The oral exam is conducted by the class teacher and sent to the Exam Board for marking.

In the Fifth Form, all of our students attend a weekly conversation lesson with the Spanish assistant to help prepare them for this.

## COMPLEMENTARY CURRICULUM

**i/c of Complementary Curriculum: Miss A. Seager**

**Email: [a.seager2@dauntseys.org](mailto:a.seager2@dauntseys.org)**

There are two strands of Complementary Curriculum that are taught in the Fourth Form. One is a short course delivered alongside Careers days covering: “The Intelligent World”, “The Inner World” and “The Outside World”. The other strand focuses on the issues associated with adolescent sexual relationships, and the risks and consequences of alcohol and drug use. The spring term covers mental health issues. These include teenage drinking, eating disorders, social media, self-image, self-injury and self-harm. The safe use of social media is also explored as well as the dangers and risks. Pupils will then consider life beyond school, their ambitions, expectations and the realities. The summer term then looks at mental and physical well-being. This involves discussion on work-life balance, stress management and control. In the lead up to the exams, anxiety and relaxation techniques are investigated. Stereotypes and questions of nationality are also discussed.

There is a 20-week course which will be taught during the autumn term, spring term and beginning of the summer term of the Fifth Form.

Topics to be covered are likely to include:

1. Critical Thinking - Truth and belief
2. Critical Thinking - Happiness
3. Critical Thinking - The role of the media
4. Critical Thinking - Femininity
5. Understanding Politics
6. Parliament
7. The role of the Military
8. The rule of law - the Magistracy and Police
9. Sexuality, Race and Class
10. Human trafficking and FGM
11. Nuclear War: ‘Understanding why we stand on the brink’
12. Money Management - building a budget
13. Radicalisation
14. Sex and Consent
15. A debate

## CAREERS

**Head of Careers:** Mr. J. F. O’Hanlon  
**Email:** [j.ohanlon@dauntseys.org](mailto:j.ohanlon@dauntseys.org)

In the Fourth Form all pupils receive Careers Guidance in small groups within the Careers Department. They are shown the layout of the library and the resources and information available. The abilities, skills and competencies required for the majority of careers, and the processes of application, selection and training are explained. Pupils are introduced to the importance of Work Experience and finally the choices that have to be made in the future: AS/A2, Gap Year and Higher Education courses, with a timetable of when these decisions have to be made. In addition to Dauntsey’s staff, Independent Careers advisers visit the school to help pupils navigate the decision making processes that lie ahead.

In the Fifth Form pupils have the opportunity to complete questionnaires and aptitude tests from a company called Cambridge Occupational Analysts (COA). The results are presented in an individual report during an interview with a COA Careers Adviser. This is then followed up by further discussions with House Staff and the Careers department. The aim is to help with A-Level choices in conjunction with some initial career planning.

In addition to this, the Dauntsey’s Mentor Network initiative provides opportunities for pupils to interact with a variety of people working in a range of professions.

Following the GCSE examinations, all Fifth Form pupils are encouraged to take part in Work Experience for a minimum of one week. Pupils are asked to arrange their own placements, with advice and support from the Careers Department. During the placement, pupils keep a record of their experiences and employers are asked to provide a report at the end. At the beginning of the Lower Sixth, pupils deliver presentations on their work experience to their fellow pupils.

Along with the Sixth Form, Fourth and Fifth Form pupils are invited to attended events and trips designed to give an insight into different careers. In recent years these have included *Insight into* events which have covered areas such Engineering, Healthcare, Marketing, Conservation and Media.



[www. dauntseys.org](http://www.dauntseys.org)

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