



Moira House
GIRLS SCHOOL - EASTBOURNE

**The General Certificate of
Secondary Education**

OPTIONS BOOKLET

**for courses beginning in
September 2009**

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GCSE SUBJECTS

During the Autumn Term 2008, a good deal of thought will be given to the matter of GCSE subject choice.

Number of subjects

Normally 9 subjects from the Options Booklet are studied for GCSE in Years 10 and 11. Latin can usually be studied as an additional subject but may, in isolated cases, clash with another chosen subject. Statistics is offered to selected able mathematicians.

Core GCSE subjects

- English
- English Literature
- Mathematics
- French

French is a core subject and as such will be studied by the vast majority of students. However, an exception can be made if a girl is assessed by Miss Aitken as dyslexic, if her first language is not English or if some other exceptional circumstance applies eg if a girl joins the school and has done no French.

Option Blocks

Other subjects are placed in blocks. Only ONE subject can be studied from any given block.

These blocks include all three separate sciences plus a single, combined Science GCSE. We stipulate that at least ONE science subject must be included in the final selection. If separate sciences are chosen, it is sound practice to take all three, though two can be taken.

Able linguists may choose to continue German or Spanish to GCSE as a second foreign language in addition to French. Some girls may find the first few months of German or Spanish easier than their continuing study of French. However, because they have studied French for longer, girls stand a better chance in French GCSE, so German and Spanish are offered not as an alternative but only as an addition to French at GCSE.

Other subjects taken by all girls

To ensure a broad general education, other subjects are obligatory: Religious Studies short course GCSE (unless the full course GCSE is chosen), Personal and Social Education, Games and PE.

SELECTION PROCEDURE

STEP 1 INTRODUCTION

Mr Barlow, our Careers Counsellor, will provide an **introduction** to subject choice and career choice during which he will collect each girl's subject preferences.

STEP 2 PARENTS' EVENINGS

Year 9 parents are encouraged to book **individual appointments** with Mr Barlow on Monday 10, Tuesday 11 or Wednesday 12 November which are arranged by Mr Ashby. Parents should also feel free to make their views known to Mr Barlow by e-mail careers@moirahouse.co.uk.

STEP 3 SUBJECT TEACHERS' VIEWS

Mr Barlow is careful to ascertain the views of each girl's teachers on her **ability** and prospects at GCSE in their subject, and their evaluations are documented to him on a special form.

STEP 4 INDIVIDUAL INTERVIEWS

In particular, Mr Barlow will be **interviewing each girl individually** over the latter part of the term to explore her views in detail. Some girls may require a sequence of interviews. He will be considering the educational **balance** of the subjects she chooses and any **effect** the choice may have on university and career aspirations.

STEP 5 COMPILING EACH STUDENT'S RANK ORDER OF SUBJECTS

The student and Mr Barlow then compile a rank order of her optional subjects, in the light of all the factors to be considered. The rank order indicates the girl's top 5 choices and also alternative subjects that would be acceptable to her.

STEP 6 PARENTS RECEIVE A COPY OF THE STUDENT'S RANK ORDER

The student's rank order of optional subjects is sent home by the end of the Autumn Term. If any parent wishes to vary the rank order, Mr Barlow should be contacted **by not later than the end of the first week of the Spring Term**.

STEP 7 COMPILING THE OPTION SUBJECT BLOCKS

In the second week of the Spring Term, Mr Ashby puts the subjects into blocks. **We construct the blocks with the aim of giving every girl her first 5 choices of optional subjects. We cannot guarantee to do this, but we try as hard as we can and in practice come very close, although in some instances it may be necessary for a girl to make alternative subject choices.** We also have to ensure that all teaching groups are viable both in academic and in economic terms.

STEP 8 PARENTS RECEIVE THE OPTION SUBJECT BLOCKS

After half term of the Spring Term, Mr Barlow notifies parents in writing of the blocks and of each girl's subjects within them. The blocks represent the result of several weeks' consultation, research and planning. They are made up so as to bring the greatest satisfaction to the greatest number. **In fairness to everyone, they cannot be altered, though of course a student can choose a different subject within the same block.** Parents of girls who wish to do this should inform Mr Barlow by email as soon as possible.

SUMMARY OF SELECTION PROCEDURE BY DATE

Early November	Introduction for the girls
10, 11 and 12 November	Parents' Evenings
Second half of Autumn Term	Detailed individual discussion for students with Mr Barlow
By the end of Autumn Term	Parents receive a copy of the student's rank order of optional subjects
By the end of first week of the Spring Term	Parents contact Mr Barlow if they wish to vary the rank order
After Half Term in the Spring Term	Parents receive options blocks indicating the student's subjects

Please do not hesitate to e-mail Mr Barlow at any time on careers@moirahouse.co.uk if you have a question relating to subject choice or to careers, as we wish to respond individually to parents' different needs and requirements as they see them, in addition to our planned programme.

ART AND DESIGN (Unendorsed)

Content

The course is primarily concerned with encouraging self-expression and the ability to observe, select and interpret with imagination, feeling and understanding. A wide range of practical skills and techniques are covered (with the relevant theory) such as modelling, textiles, printing, painting and drawing. Within the course the study of art history is encouraged. This results in enjoyment and aesthetic pleasure as well as constructive understanding of the artistic process.

One other relevant factor is that personal response on the part of the candidate is vital for the assessment criteria. Both the coursework and the controlled test are centre-assessed but externally moderated.

Assessment - AQA Board

Coursework carries 60% of the marks and consists of 2-4 units of work, which demonstrate evidence of the working process with a final product. Therefore, notes, sketches and the exploration of different ideas and media are important to each working unit. The candidate also chooses a field of independent research as a controlled test which is produced over a one-month supervised period and carries the remaining 40%.

BIOLOGY

This will be modular and comprises four modules, each worth 25% of the total mark. The specification will include “How Science works”. This is a procedural content fully integrated into the three sections of substantive content:

- Biology 1
- Biology 2
- Biology 3

Module 4 is a centre-based investigative skills assessment. All three written papers are available at both higher tier and foundation tier.

Content

Biology 1: response of the individual to the environment and how the environment responds to human pressures resulting from population growth. This unit also includes eating for health and a section on infectious diseases.

Biology 2: Cells, energy, enzymes and homeostasis.

Biology 3: The body’s response to changes in demands made during exercise and the topic of excretion. The use of microorganisms in the food industry, fuels and waste disposal.

Assessment - AQA Board

Will all be short-answer or multiple-choice questions. The Investigative skills assessment will be a practical assignment followed by an externally set, internally marked test, together with a holistic practical skills assessment.

Assessment Objectives:

- AO1: Knowledge and understanding of science and how science works.
- AO2: Application of skills, knowledge and understanding.
- AO3: Practical, enquiry and data handling skills.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Biology 1	Biology 2	Biology 3	Centre-Assessed Unit 1	
AO1	12	12	12	-	36
AO2	13	13	13	5	44
AO3	-	-	-	20	20
Overall Weighting (%)	25	25	25	25	100

CHEMISTRY

This will be modular and comprises four modules, each worth 25% of the total mark. The specification will include “How Science works”. This is a procedural content fully integrated into the three sections of substantive content:

- Chemistry 1
- Chemistry 2
- Chemistry 3

Module 4 is a centre-based investigative skills assessment. All three written papers are available at both higher tier and foundation tier.

Content

Chemistry 1: Rocks and crude oil. Plant oils. Atmosphere.

Chemistry 2: Atomic structure. Amounts. Rates of reaction. Energetics.

Chemistry 3: The Periodic table. Acids and alkalis. Water. Energetics II. Analysis.

Assessment - AQA Board

Will all be short-answer or multiple-choice questions. The Investigative skills assessment will be a practical assignment followed by an externally set, internally marked test, together with a holistic practical skills assessment.

Assessment Objectives:

- AO1: Knowledge and understanding of science and how science works.
- AO2: Application of skills, knowledge and understanding.
- AO3: Practical, enquiry and data handling skills.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Chemistry 1	Chemistry 2	Chemistry 3	Centre-Assessed Unit 1	
AO1	12	12	12	-	36
AO2	13	13	13	5	44
AO3	-	-	-	20	20
Overall Weighting (%)	25	25	25	25	100

DESIGN AND TECHNOLOGY

Content

This course involves students in designing and making activities using resistant materials including, wood, plastics and metal.

Introductory projects will be set in year 10 and will require girls to design and make products such as children's toys, traditional wooden games and puzzles etc.

Assessment - AQA Board

In Year 11 pupils are required to design and produce one project of their own choice which will make up the coursework content of 60%. The two hour design paper making up the remaining 40% of the marks will include designing and related technology topics.

DRAMA

Content

This specification requires students to develop the following skills in drama:

- acting and/or design skills
- inter-personal and group skills
- creative skills
- improvisation skills
- communication skills
- evaluative skills

Assessment - Edexcel Board

Drama Coursework (60%)

Teacher-assessed practical work supported by a portfolio of documentary evidence.

Drama Performance (40%)

Externally assessed practical examination of ONE of the following options:

- Option a: Devised performance
- Option b: Performance support
- Option c: Scripted performance

ENGLISH

Content

English, previously referred to as English Language, is a core subject taken by every girl. There are three areas of study:

- Oral Work
- Reading
- Writing

Girls are taught to speak and write accurately and fluently and to analyse and evaluate a wide range of texts.

Assessment - AQA Board

The subject has 40% coursework made up of 20% oral examination and 20% written coursework where four essays will be produced; two will assess skill in writing and two will assess understanding of a Shakespeare play and a novel selected from the English canon. There are two examinations, one of 1 hour 40 minutes and one of 1 hour 30 minutes, which test the ability to analyse and create imaginative and factual writing.

Girls are entered for the Higher Tier paper unless there are reasons which would suggest that entry to the Foundation Tier would improve the examination grade.

ENGLISH LITERATURE

Content

This course is also a core subject taken by every girl. Six texts are studied, three (including a Shakespeare play) written before 1914 and three post-1914. Authors studied, in addition to Shakespeare, are Dickens, JB Priestley, Browning, John Steinbeck and First World War poets.

Assessment - AQA Board

Coursework is worth 30% (this may include an oral discussion of a set of texts as well as essays). The 2¼ hour examination paper has a weighting of 70%. Candidates must answer three questions - one each on a play, a major novel and a collection of poems. Girls may annotate their copies of the texts studied but AQA no longer allows these to be used in the examination. The school provides clean, unannotated texts in the examination room.

GEOGRAPHY

Content

The GCSE Geography syllabus aims to develop an understanding of both the physical and human environment. It covers a variety of topics and issues and enables students to gain a wide range of skills.

The topics for study will be:

- Restless Earth: including volcanoes and earthquakes
- Rocks: Resources and Scenery - including rock types, quarrying and the landscapes associated with chalk, clay, granite and limestone
- The Coastal Zone: including coastal landforms, changes in sea level and coastal habitats
- Changing Urban Environments: including planning and urbanisation
- The Development Gap: including global inequalities
- Tourism: including management issues and the pros and cons of tourism

Assessment - AQA Board

There are two written papers, each worth 37.5% of the final mark. One is on the three Physical Geography topics and the second is on the three Human Geography topics. In addition, there is a controlled assessment worth 25% of the final mark. This takes the form of a local fieldwork investigation.

HISTORY

The course aims to provide students with a good understanding of an important and formative period of history, both nationally and internationally, using both primary and secondary sources. It also develops skills that are valued by employers in a range of professions.

Content

Paper 1 is a study of conflict in the modern world, covering the period 1900 to 1949 and including a study of Britain's role in World War I.

Paper 2 is a study in depth of governments in action in the first half of the 20th Century, concentrating on the USA from 1914 to 1941 and Germany 1918 to 1939.

One piece of coursework is on Britain in World War II, concentrating on the Evacuation Scheme. The second piece is on the Battle of Dunkirk.

Assessment - AQA Board

Two written papers worth 37.5% of the final mark each.
Two pieces of coursework worth 12.5% each.

Subject to change in September 2008.

INFORMATION AND COMMUNICATION TECHNOLOGY

Content

This course aims to help students develop knowledge of Information and Communication Technology, identify opportunities for its use and design and document systems for use by others. They will also be encouraged to reflect critically on the way they and others use ICT.

The impact of ICT applications in the wider world is considered, with particular reference to social, economic, political, legal, ethical and moral issues and security needs.

Assessment - AQA Board

Coursework will consist of two tasks testing knowledge and skills from each of two themes. These two themes are:

Communicating and handling information

The task carried out under this theme uses Microsoft Access and is written up using Microsoft Word.

Controlling, measuring and modeling

Microsoft Excel is used to perform the task for this area of the curriculum. For both tasks, a user manual is produced. For this some of the stronger candidates are encouraged to use desktop publishing, slide presentation and web design software, although many candidates successfully use Microsoft Word.

The coursework carries a weighting of 60% of the total subject mark. The examination counts for 40%.

LATIN

Content

As with modern languages, the teaching of Latin has undergone significant changes over the last few years. In keeping with these trends the school now follows the Cambridge Latin Course. The emphasis is on accessible texts and dialogues dealing with everyday life in Roman times, and the girls are encouraged to use the course's e-learning facilities.

The aim of the Cambridge Latin Course is to promote the pupils' ability to understand Latin and to learn about the cultural, political and economic life of the Romans. At the same time the pupils' awareness of their own language and vocabulary improves as they develop their translation skills. They also have the opportunity to study and appreciate Latin authors, particularly Virgil, in the original language.

Assessment - OCR Board

The written papers:

- Paper 1: Language skills: unprepared translation from Latin and comprehension questions (1¼ hours).
- Paper 2: Verse set texts. Selections from Virgil's "Aeneid" or other poets will be studied (1¼ hours).
- Paper 3: Prose set texts. Selections from prose writers including Pliny will be studied (45 minutes).
- Paper 4: Roman Life Topics. The Cambridge Latin course contains a wealth of cultural information which this paper covers (45 minutes).

The GCSE exam will normally be taken at the end of Year 10.

MATHEMATICS

Content

The National Curriculum Mathematics syllabus covers a wide range of basic mathematical skills and knowledge, grouped into four areas:

- Number and algebra
- Shape, space and measure
- Handling Data

The fourth area is using and applying the mathematics contained within the other three. While studying students will be expected to:

- use mathematical skills and knowledge to solve problems
- use logic and reason to solve problems
- break down problems into small steps in order to solve them
- use the mathematics that they learn to solve problems that might happen in real life
- learn how to use a calculator to solve problems quickly and efficiently

Assessment - AQA Board

Assessment is of a modular form

Module 1 (18%): Handling Data

Module 3 (27%): Number and algebra

Module 5 (55%): Number, algebra, shape, space and measure

Module 1 & 3 will normally be taken in Year 10.

Module 5 is taken in Year 11.

For those girls who are working at level 7 or above at the end of Year 9 it may be possible during Year 11 for them to follow a course designed to extend and prepare them for advanced studies in the subject.

Students would study both the 'O' level statistics (CIE) and Additional Mathematics (FSMQ).

MODERN LANGUAGES: FRENCH, GERMAN, SPANISH

Content

The three languages follow the same specification. French is a core subject on the curriculum and is studied up to GCSE level. Girls will have had the opportunity to start German or Spanish in Year 9 which they can choose to continue as a second foreign language at GCSE.

Throughout the course great emphasis is laid on successful communication and pupils are assessed on their listening, reading, speaking and writing skills. Pupils will use textbooks and listening materials, supplemented by extra resources available on the school intranet and the internet. Extra CD and DVD material is also available to enhance pupil performance. There are frequent contacts with France, Germany and Spain with school exchange and study visits. In particular there is plenty of opportunity to improve oral potential with the weekly intensive conversation groups. The modular specification enables pupils to assess their progress throughout the two-year course and improve on their performance if necessary by re-sitting the earlier modules the following year.

Assessment - AQA Board Modular B Specification

There are four modules, two of which involve coursework: Module 1 (oral) and Module 3 (writing). Modules 1 and 2 are normally taken in Year 10 and Modules 3 and 4 in Year 11.

Module 1 (12.5%):	My World
Module 2 (25%):	Holiday Time and Travel
Module 3 (12.5%):	Work and Lifestyle
Module 4 (50%):	The Young Person in Society

MUSIC

Why choose Music GCSE?

Music at GCSE is designed to give students an insight into each of the three elements that make-up musical language and practice: performance, composition and listening. It is therefore an important course of study for those wishing to take music at AS or A level and for those who wish to read music at university, or who are intending to follow a practical course at a Music College or Conservatoire. It is also a valuable subject for those who are instrumentalists or singers, but who have other career options in mind, as well as those intending to make a career in the field of theatre or dramatic arts.

As music is also an important source of relaxation and social interaction, and many amateur opportunities are available to adults to exploit this avenue of recreation, an insight into music brought about by further study of the subject provides a useful stepping stone into these opportunities. Music can be enjoyed at any level and those who wish to develop further knowledge of this large and diverse subject will enjoy the varied content of this course and its practical elements.

Content

The course will focus on four areas of study:

- Area of Study 1 - My Music
- Area of Study 2 - Shared Music
- Area of Study 3 - Dance Music
- Area of Study 4 - Descriptive Music

There are no official course requirements, but a performance level on an instrument or voice, which is approximately Grade III standard, is considered useful, if all aspects of the course are to be studied comprehensively, and with confidence.

Assessment (OCR Examining Board)

The course will be assessed through the following four units:

1	Integrated Task	30%	Internally marked and externally moderated
2	Practical Portfolio	30%	Internally marked and externally moderated
3	Creative Task	15%	Externally assessed
4	Listening Exam	25%	Externally assessed

1 The Integrated Task will consist of one performance on a chosen instrument worth 15%, one composition for that instrument worth 10% and one written commentary worth 5% (30% in total).

3 The Practical Portfolio will consist of one ensemble performance worth 15%, one composition worth 10% and one commentary worth 5% (30% in total)

2 The Creative Task is based on area one of the Areas of Study 2, 3 or 4. Students will create a short composition in 30 minutes which will be worth 15%.

3 The Listening Exam is a written paper of one and a half hours. It will be related to areas of study 2, 3 and 4 and worth 25%.

PHYSICAL EDUCATION

The GCSE Physical Education course is a two year course that incorporates both practical and theoretical elements. Students will have 4 lessons a week, of which 2 will be theoretical and 2 practical.

Content

GCSE Physical Education is an ideal course for students who enjoy physical education and are interested in learning more about how our bodies work and the effects that exercise has on the body. Students look at why people participate and develop their own skills, knowledge and understanding of rules and tactics.

Due to the nature of the course, students are expected to have a sound level of understanding and knowledge of rules and tactics of games / activities. Students should also have some level of involvement in extra-curricular sport within, or outside of school. GCSE Physical Education is a springboard onto AS and A Level Physical Education, and can be beneficial for those thinking of a career to do with sport.

Assessment - Edexcel Board

Written Element

The written examination accounts for 40% of the total marks (1hr 30min paper) covering basic:

- Anatomy and Physiology
- Fitness and Training
- Diet, Health and Hygiene
- Sports Injuries and their treatment
- Effects of exercise
- Reasons for taking part in activity
- The exam paper is split into three sections:
 - Part I - multiple choice
 - Part II - Short answer questions
 - Part III - Scenario questions

Practical Element

Practical work accounts for 60% of the total marks. This is made up of 25% teacher assessed coursework, 10% analysis of performance and 25% on a practical examination day towards the end of the 11th year at which a visiting moderator will be present. For the practical element students will be examined in four sports. Practical sessions will be a mixture of skill development and game play and will cover a variety of sports / activities. During Years 10 and 11, students will be evaluating each other's and their own performance. This will be enhanced by students undertaking a variety of roles, including: performer, coach, choreographer and official.

PHYSICS

This will be modular and comprises four modules, each worth 25% of the total mark. The specification will include “How Science works”. This is a procedural content fully integrated into the three sections of substantive content:

- Physics 1
- Physics 2
- Physics 3

Module 4 is a centre-based investigative skills assessment. All three written papers are available at both higher tier and foundation tier.

Content

Physics 1: Thermal energy, Energy efficiency, Transfer and resources, Electromagnetic spectrum, Origins of the Universe

Physics 2: Kinematics, Work, energy and power, Momentum, Static electricity, Electrical current, Nuclear fission and fusion

Physics 3: Moment, Circular motion, Mirrors and lenses, Ultrasound, Magnetic fields, Cosmology

Assessment - AQA Board

Will all be short-answer or multiple-choice questions. The Investigative skills assessment will be a practical assignment followed by an externally set, internally marked test, together with a holistic practical skills assessment.

Assessment Objectives:

- AO1: Knowledge and understanding of science and how science works.
- AO2: Application of skills, knowledge and understanding.
- AO3: Practical, enquiry and data handling skills.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Physics 1	Physics 2	Physics 3	Centre-Assessed Unit 1	
AO1	12	12	12	-	36
AO2	13	13	13	5	44
AO3	-	-	-	20	20
Overall Weighting (%)	25	25	25	25	100

RELIGIOUS STUDIES GCSE FULL COURSE AND SHORT COURSE

Content

The Short Course GCSE in Religious Studies is a compulsory course for those girls who opted NOT to follow the Full Course in Religious Studies. The course is set over two academic years with the Short Course culminating in one single exam at the end of the second year and the Full Course having 20% coursework and an exam also at the end of the second year.

The Short Course

The course to be followed is entitled Religion and Life based on the Study of Christianity and one other religion - Judaism.

The course consist of 5 units of study:

- Believing in God
- Marriage and Family
- Social Harmony
- Matter of Life and Death
- Religion Wealth and Poverty

It is a very popular course; in fact it is the most popular Short Course in the country, with many schools recording excellent examination successes with it. It is an entertaining course providing opportunity for debate, sharing of differing views and a basic understanding of the main beliefs of at least two major world faiths.

Assessment of the Short Course - Edexcel Board

100% Examination at the end of the second year.

The Full Course

The Full Course consists of the units examined in the Short Course (beliefs and practices of Christianity) but develops these ideas further by exploring them in much more detail and depth. Full Course students will also study Islam as the second religion.

Girls are going to study the following modules on Islam:

- Beliefs and Values
- Community and Traditions
- Worship and Celebrations
- Living and Muslim Life
- Religion, Wealth and Poverty

When all 10 modules are combined from Christianity and Islam, the student is provided with comprehensive understanding both of Christianity and Islam with respect to their beliefs and practices, and also their position regarding many contemporary moral and social issues of our society.

Assessment of Full Course - Edexcel Board

100% Examination at the end of the second year. No coursework.

SCIENCE

We shall be following the AQA specification 4462. This will be modular and comprises four modules, each worth 25% of the total mark. The specification will include “How Science works”. This is a procedural content fully integrated into the three sections of substantive content:

- Biology 1
- Chemistry 1
- Physics 1

Module 4 is a centre-based investigative skills assessment. All three written papers are available at both higher tier and foundation tier.

Content

Biology 1: Response of the individual to the environment and how the environment responds to human pressures resulting from population growth.

Chemistry 1: Rocks and crude oil. Plant oils. Atmosphere.

Physics 1: Thermal energy, energy efficiency, transfer and resources. Electromagnetic spectrum. Origins of the Universe.

Assessment - AQA Board

Will all be short-answer or multiple-choice questions. The Investigative skills assessment will be a practical assignment followed by an externally set, internally marked test, together with a holistic practical skills assessment.

Assessment Objectives:

- AO1: Knowledge and understanding of science and how science works.
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AO1	12	12	12	-	36
AO2	13	13	13	5	44
AO3	-	-	-	20	20
Overall Weighting (%)	25	25	25	25	100

STATISTICS

Content

Statistics is offered, in addition to the Handling Data module, to those pupils who are performing well within Mathematics and their other subjects. There is an extended syllabus to cover and pupils are required to do a certain amount of independent study.

ADDITIONAL MATHS

Content

Additional Maths is offered to those pupils who are performing exceptionally well with Mathematics.

The syllabus covers four areas in Pure Mathematics:

- Algebra
- Co-ordinate Geometry
- Trigonometry
- Calculus

The assessment is by a single 2 hour examination in the Summer Term.

