



AMPLEFORTH COLLEGE

*GCSE Options 2023-24*





## *GCSE Options*

You are shortly going to have to make provisional choices for GCSE subjects. This booklet is intended to help you with that choice. The first section gives you general information about how options work and what combinations of subjects are possible. The second section gives brief details about each subject which may help you to make your choices.

### *Remember:*

- Your tutor will help and guide you in your choices
- Heads of Department will be happy to give you further information and to discuss your choices further
- You should discuss your ideas with your parents as soon as you can

### *Why do choices have to be made?*

In Year 9 you are doing a large number of subjects. You could not possibly do all of those to GCSE level as the amount of work required would take too much time. This year you have had a chance to see what the subjects involve and how good you are at each. For your future, between 7 and 10 good GCSE grades are far more important than a greater number of less good grades.

### *Which subjects should be chosen?*

Some of the subjects are compulsory; these are called the core subjects. They are Christian Theology, English, Maths and Science. In addition you will have one Christian Living lesson during every 2 week cycle; these are not examined. Normally all students will also study a Foreign Language to GCSE but as there is a choice of which language you choose, the languages are included in the options. Of course, a number of students each year choose to study two or more languages to GCSE.

## *The core subjects*

<b>Subject</b>	<b>All students (No of Lessons)</b>
Christian Theology	6
English	7
Mathematics	7
Science	15
Christian Living	1

All students (except those taking EAL) are entered for English Language and English Literature IGCSE. More details can be found in the English subject entry.

## *Which options to choose*

Your particular interests and strengths will determine your choice of option but there are a few basic rules:

- You should try to ensure that you have a good range of subjects and that the subjects you choose offer you a realistic chance of good to excellent GCSE grades.
- You should normally choose at least one Modern Language and if there is any possibility of you taking a Modern Language at A level, you should consider taking a second language as well.
- You need to decide which of the two pathways in Science is most appropriate to your current interests and your plans for the Sixth Form and beyond.
- Any subject you think you might take at A level, should be taken for GCSE if it is available.

## *What happens after provisional choices?*

You will make your 4 option choices by the Easter holidays. Your tutor, Housemaster, the Heads of Department and the Head of Year will look at the provisional choices you have made very carefully. Any unsuitable choices will be noted and you will be asked to have another think. Your parents will be informed of your provisional choices in the Easter holidays. You should speak with your parents over the holiday, raising any concerns with your tutor once back at school. You will be asked to make your firm choices for GCSE options by May half term. If you change your mind after that, you or your parents should discuss your concerns with your tutor so that it can be passed on to the Head of Year.



## Changes to the grading system

Most of the new GCSEs and IGCSEs have moved away from the A\* - G grading system to the new nine point numerical grading system. These changes are explained below:

### CURRENT GCSE GRADING STRUCTURE

### PREVIOUS GCSE GRADING STRUCTURE

9	The proportion of students who would have achieved a grade A or above in the old system should be about the same as the proportion who will achieve a grade 7 or above in the new system.	A*
8		A
7		
	The top 20 percent of those who get a grade 7 or above in each exam will be awarded a grade 9.	
6	The proportion of students who would have achieved a grade C or above in the old system should be about the same as the proportion who will achieve a grade 4 or above in the new system.	B
5		C
4		
	A grade 5 will be deemed a “good” pass.	
3		D
		E
2		F
		G
1		
U		U

More detailed information on each subject is available on the Ampleforth College website:

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



## Core Subjects

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## Subject Choices

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## *Christian Theology*

**Provider - [AQA](#)**

The GCSE focuses on the Roman Catholic faith, and features philosophical and ethical themes surrounding Catholicism. It ensures that you have a variety of contemporary themes to explore and discuss.

The course has three sections: Catholic Christianity (50%), St Mark's Gospel (25%) and Judaism (25%). Students will learn how Catholicism plays a fundamental role in society, and develop valuable, transferable skills for further study. Students will also undertake an in-depth textual study of St Mark's Gospel.

Finally, students will study another religion. Ampleforth has selected Judaism. Study of another religion will help students to nurture their values and attitudes towards other faiths.

Assessment is by two written examinations (Catholic Christianity and Perspectives on faith) of 1 hour 45 minutes each. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

## *English*

**Provider - Cambridge International**

The English department follows the IGCSE Cambridge First Language English (0990) syllabus and the IGCSE Cambridge International English Literature (0992) syllabus. Students will finish Year 11 with two English qualifications: an IGCSE English Language qualification and an IGCSE English Literature qualification.

The English Language syllabus is studied in Year 10 and assessed by means of two written papers of 2 hours that test students' ability to read for explicit and implicit meanings, compare and contrast a range of literary fiction and non-fiction, and comment on the ways in which writers generate meanings. The papers also require students to produce imaginative and discursive writing in a variety of formats and for a range of audiences. In addition to their written papers, students sit an oral assessment comprising a brief presentation on a topic of interest and a short question and answer session with an examiner. Student performance on the oral assessment does not contribute towards the final IGCSE English Language grade but is reported on a separate three-point scale upon the final certificate. A high-grade English Language pass—typically at grade '6' or above—is a core admissions requirement of UK Russell Group universities.

The English Literature syllabus is studied in Year 11 and examined by three papers: the first, Poetry and Prose, is a paper of 1 hour 30 minutes, requiring an essay in response to a range of verse by Romantic, Victorian and modern poets, and an essay on the Australian novel *Picnic at Hanging Rock*.

The second paper is Drama, for which students study a play written by Shakespeare, or by a modern dramatist. The exam requires a 45-minute written response to a choice of questions focused on a set extract from the play or a global essay question considering the whole play. In the third paper (1 hour and 15 minutes) candidates write an appreciation of either an unseen poem or an extract from a piece of prose fiction.

Teaching on both syllabuses gives students experience of a wide range of reading in literary and non-literary texts and emphasises the importance of careful close-reading as an approach to deeper understanding of the ways in which language and structure are utilised by authors to generate meanings.

Useful web links include [www.cie.org.uk](http://www.cie.org.uk) which contains more detailed information concerning the relevant syllabuses.

## *English as an additional language*

In EAL students follow the IGCSE course. In year 10 you will prepare for and sit IGCSE Second Language English which includes reading, writing, speaking and listening units. If you pass with a B grade or above you will move forward in year 11 to sit your IGCSE First Language English. Passing this exam gives you all the English Language qualifications you need to attend most UK Universities.

If you do not pass IGCSE Second Language English in year 10, you will move into year 11 and take the Cambridge B2 First Certificate English (FCE) exam. Neither IGCSE Second Language English nor FCE are enough for University entry so those not taking First Language English IGCSE in year 11 must carry on with EAL in year 12 in order to gain the necessary qualification to have the option to attend a UK University. The focus of the EAL department is for each student to follow a comprehensive course of study suited to their level of proficiency, to earn valuable qualifications and to enable you to reach a standard of English that facilitates advancement in your other academic subjects.

## *Mathematics*

**Provider - [Edexcel](#)**

**Additional Mathematics Provider - [OCR](#)**

Sets are approximately arranged in order of ability, and all take the Edexcel IGCSE examination. Students are entered for the Higher tier leading to IGCSE certification with the possibility of grades 9 to 4. A small number of students may be entered for the Foundations Tier (Grades 5- 1) if this is more appropriate. There is no coursework in mathematics at IGCSE.

Students in the top mathematics set take an enhanced programme which incorporates more advanced work, with a greater stress on proof and problem solving. This course provides a rigorous and challenging programme from which we hope all will emerge with the enthusiasm for Mathematics and Further Mathematics in the Sixth Form. Additionally, students in this set will be given the opportunity of taking an extra Free Standing Mathematics Qualification, called 'Additional Mathematics', and this will involve extra work additional to the IGCSE programme possibly out of normal class time. We encourage as many students as possible to continue with mathematics into the Sixth Form, and we have a strong record of success at both A level Mathematics and Further Mathematics. The entry requirement for AS and A2 Mathematics will be a grade 7 at IGCSE and for Further Mathematics a grade 8 at IGCSE.

## Science - Double Award

Provider - [Edexcel](#)

The International GCSE in Science (Double) aims to impart a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns. Students will develop experimental skills based on correct and safe laboratory techniques, and will learn to form hypotheses and design experiments to test them. Practicals will be tested in the written examination papers. The IGCSE in Science (Double Award) is assessed via three exams and graded 9 – 1 giving two IGCSE Science grades. There is NO coursework element.

Please be aware that students who are finding Science (Double Award) challenging (and this will also be reviewed on an ongoing basis throughout the IGCSE course by the Science staff in terms of attainment in exams and flagged assessments) will be offered the chance to sit the Edexcel IGCSE Science (Single Award) qualification. The IGCSE in Science (Single Award) follows the same basic specification content as the Double Award (above) but there is less subject content and so it is intended for those who will NOT go on and study Sciences in the Sixth Form. The IGCSE in Science (Single Award) is assessed via three exams and graded 9 – 1 giving one IGCSE Science grade. Details can be found [here](#).

## IGCSEs in Biology, Chemistry & Physics Triple Award

Biology Provider - [Edexcel](#)

Chemistry Provider - [Edexcel](#)

Physics Provider - [Edexcel](#)

The International GCSE's in Biology, Chemistry and Physics aim to impart a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns. Students will develop experimental skills based on correct and safe laboratory techniques, and will learn to form hypotheses and design experiments to test them. Practicals will be tested in the written examination papers. Each IGCSE is a separate qualification, and is assessed via two exams and graded 9 – 1 giving three IGCSE Science grades. There is NO coursework element.

Potential Sixth Form Scientists should seriously consider this option, as research suggests those who follow the separate science route are more likely to achieve the higher grades at A-level. In order to follow this course, students should opt for **Extra Science** in the relevant Option block.

## Art

Provider - [AQA](#)

Art GCSE offers students the opportunity to develop highly personal work in a self-motivated manner. They will learn to research and develop their own creative ideas from observation and imagination, with reference to the work of contemporary and historical artists, acquiring a range of practical and intellectual skills as they do so. Students are free to explore a range of media, techniques and processes, both traditional and digital. Visiting galleries, engaging with contemporary practice and critical analysis of their own and other's work are integral parts of the course. Art is a well respected GCSE offering a creative balance to Scientists and an added dimension to those studying the Humanities, Languages and other Arts subjects. The possibilities for careers in the Arts are many and various, from Fine Art (painting, printmaking and sculpture), Graphic Design, Fashion and Textiles, Ceramics, Photography and Film-making, Architecture and Interior Design to Web and Game Design - the opportunities are endless.

Component 1, worth 60% of the total: a portfolio of work consisting of sketchbook work, skills development and a personal project built up over four terms from January in Year 10 to Christmas in Year 11.

Component 2, worth 40% of the total: a shorter personal project, developed from a starting point taken from an exam paper issued in January of Year 11, culminating in a 10 hour period of 'supervised time' to complete a final piece. This is usually divided into four sessions.

Students will be required to spend one hour each week during Block Preps in the Art Department in order to access materials and facilities. In addition, our expectation is that GCSE art students are enthusiastic artists and they will choose to attend one of the extra art sessions run during Activities. Charges will be made for materials used.

## Computer Science

Provider - [AQA](#)

AQA Computer Science is a 2-unit course designed to give students an in-depth understanding of how computer technology works and a look at what goes on 'behind the screens'. It is not necessary to have studied the subject before or have any programming experience. The course will help students learn about critical thinking, analysis and problem solving while gaining technical practical skills that will prepare them for the digital workplace. Students will be assessed through two written exams:

Unit 1 – Computational thinking & programming skills – this unit will teach pupils how to break problems down into algorithms and use them to devise creative solutions by designing, writing, testing and evaluating code. Students will be able to demonstrate their understanding of core programming concepts.(50%)

Unit 2 – Theoretical knowledge of Computer Science – this unit teaches pupils about the wider issues surrounding Computer Science and the future integration of technology in our day to day lives. Students will discover how computers systems represent data and function at a technical level. It will also covers topics such as cyber security, networks, databases, and the ethical issues surrounding the use of technology. (50%)

This is a revised specification from September 2016 (AQA 8525) and has been re-written to reflect the radical changes in technology over recent years. There is no longer a programming coursework project attached to this course - however students will gain practical programming experience in class to help them to be able to articulate, modify and create code in the Unit 1 paper.

## Drama

**Provider - [Cambridge iGCSE](#)**

IGCSE Drama compliments most other examination subjects and is an excellent way for students to develop essential communication skills for later life. The course is designed to give students an insight into stagecraft and the history of theatre, including the study of drama texts and opportunities to perform extracts from plays as well as devise new work. The course actively encourages independent thinking and team work as well as requiring students to develop their essay writing technique.

Component 1 Written examination 40%. The questions on this paper relate to pre-release material which is sent to Centres in advance of the examination. Candidates devise a piece of drama based on a stimulus and study 2 extracts from 2 plays. The questions on the paper will require candidates to have engaged with the pre-release material from the perspective of actor, director and designer. The question paper is structured as follows: Section A (30 marks) Candidates answer up to eight short-answer and extended-response questions based on the extract from the play, Section B (25 marks) Candidates answer two extended-response questions based on an extract from a different published play, and Section C (25 marks) Candidates answer two extended-response questions based upon their devised piece.

Component 2 Coursework 60%. Candidates submit three pieces of practical work: One individual piece: a monologue from a published play; One group performance of an extract from a play; One group devised piece.

## Design & Technology

**Provider - [OCR](#)**

This subject aims to develop creative skills and technical knowledge that students can apply to real world problems. Visual communication skills (sketching and computer aided design) are important; some previous practical D&T experience is also useful. The role of design within society and the impact of technology upon the environment are integral parts of the course.

The exam board is the OCR J310 with two assessments:

Principles of design and technology (2 hour Examination paper - 50%)

Disassembly of products and theoretical study support the designing and making projects to cover:

- Materials, components and manufacturing processes.
- Sustainability and environmental considerations.
- Computer Aided Design/Manufacture.
- Consumer choice and rights, design and market influences.
- Health and Safety, Systems and Control and Industrial applications.

Iterative design challenge (40 hour Non-examined assessment - 50%)

Powerful learning takes place as students work iteratively through a series of designs. It is a feature of D&T that the projects need careful time management; it is essential that for two terms during the major project candidates work in the Sunley Centre during at least one prep, evening or weekend activity slot each week so that they can access the CAD and workshop facilities. Determination, self-motivation, initiative and good organisational skills are all important for success. Materials and components used are charged and students are involved in this process as part of their project.

## Geography

**Provider - [AQA](#)**

Geography plays a vital role in understanding and managing some of the most pressing challenges facing us today. Over the coming years, our world will change faster than ever before, affecting individuals, communities, nations, and the planet as a whole. Geography in the 21st century is central to understanding the causes of these changes and their consequences in different places, including the problems they pose for sustainable futures of societies, resources and landscapes. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

As part of their Geography GCSE students are required to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork must take place outside the classroom and school grounds. To fulfil this requirement, they will be required to attend a 2-day residential fieldtrip.

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Key features of the AQA GCSE Geography specification are as follows:

Paper 1: Living with the Physical Environment.

Paper 2: Challenges in the Human Environment.

Paper 3: Geographical Applications.

## Greek

**Provider - [OCR](#)**

Greek at GCSE is exciting, enriching and challenging. Students who pursue Greek at this level will probably be doing so because they have enjoyed its study in Year 9. However, students with appropriate ability and interest, even if they have no prior experience of Greek, might be accepted to start Greek in Year 10, if they complete some introductory work before the course begins. This GCSE will be graded from 9-1, with 9 being the highest grade.

The structure of this course is identical to that of GCSE Latin; please refer to the above for details. The course followed is John Taylor's Greek to GCSE parts 1 and 2. There is a compulsory language paper and in addition candidates take two out of five further unit options. The literature options give students the opportunity to study some of the greatest writers of antiquity, such as Euripides, Homer and Herodotus, in the original language. There is also a Literature and Culture option, and the final choice of which paper to take will depend on what is in the best interests of the group. As with Latin there is a prescribed vocabulary list, so that candidates can prepare confidently for the language paper. There is no coursework element, and we aim for all students to be in a strong position should they select Greek A level. The course provides a strong foundation for further study in a rich variety of subjects, and enhances any academic profile. Greek is particularly valuable as a foundation for the study of Theology or Philosophy.

## History

**Provider - [Edexcel](#)**

History, first and foremost, is hugely interesting – it looks at some of the most dramatic and important events that have ever occurred. It helps explain the world in which we live today, for example why there are tensions and conflicts between Russia and China and the West, why there is tension in the Middle East and why seismic events like wars, revolutions and other political and social changes have occurred. The topics studied could scarcely be more relevant to today. The study of Nazi Germany, for example, does much to raise awareness of what circumstances can allow extremist leaders to come to power, the study of the Cold War does much to explain tensions that still persist (for example the war in Ukraine; tensions with Russia and China), the study of Inter-War America looks at the terrible reality of racial tensions in society and the study of the Middle East does much to explain tensions in that part of the world. In studying this, GCSE History also develops skills in research, analysis and communication that are in high demand by universities and employers alike.

The History Department adopts a variety of teaching styles and has a wide range of resources with which to explain, illustrate and stimulate interest in the topics studied. All students are provided with comprehensive high quality resources produced internally by the department which provide an excellent foundation for learning. They take students through, in a clear, methodical and structured way, from not knowing anything about the topics to being able to answer examination questions to a very high standard. At the same time, we provide opportunities to students for further independent research on individual areas of interest. It is examined in two parts: Paper One covers Germany 1918-45 (the rise of Hitler and the Nazi dictatorship) and the Cold War 1943-75 (tensions between East and West that nearly resulted in nuclear war). Paper Two covers America 1918-45 (boom, tensions, crash, depression and recovery) and the Middle East 1917-2012 (the birth of Israel and subsequent wars, peace initiatives and other developments).

## Latin

**Provider - [OCR](#)**

Latin GCSE is a highly rewarding course which supports further study in a wide range of subjects. This GCSE will be graded from 9-1, with 9 being the highest grade. One of the greatest rewards of learning Latin at GCSE is the opportunity to read some very entertaining stories. The chief focus of the course is on reading. Papers are taken in language and literature; additionally it is possible to study a culture topic as an optional paper. In Year 10, students complete the Latin to GCSE course, consolidating language work, whilst in Year 11 they focus more on the set texts. Students take three papers. The first is a compulsory language paper and is 50% of the final GCSE grade. This consists of translation into English and answering comprehension questions on the passage given. In addition, students will EITHER answer questions on accident and syntax in the context of a narrative passage, OR translate short and simple English sentences into Latin. Therefore, the emphasis is on reading Latin; writing Latin is optional. There is a set list of grammar and vocabulary to be learned; this means that students can be prepared for any word or expression which might come up in the exam. Much of this is already known to students from earlier study. In addition candidates take two of five further unit options. At this stage we envisage that most students will take one prose set text paper and one verse set text paper, introducing them to a varied selection of interesting Latin literature.

The study of literature involves reading works Latin and discussing questions on literary style as well as content. Units 02 and 03 are on prose set texts, and include extracts from Roman historians such as Tacitus and Caesar. Units 04 and 05 are on Latin verse literature, for example Roman mythology or love poetry from authors such as Virgil, Ovid or Horace. Unit 06 is Literature and Culture, introducing primary source material as evidence for aspects of Roman Life, studied in English. There is no coursework element in Latin GCSE.

## Modern Foreign Languages

**French Provider - [AQA](#)**

**German Provider - [AQA](#)**

**Spanish Provider - [Cambridge iGCSE](#)**

Learning a language helps memory, creativity, listening and communication skills, and self confidence while also finding out about other people, countries and cultures. It is an interesting, interactive and varied subject. The aim of these recently updated specifications is to support students in developing:

- The ability to use the target language effectively for purposes of practical communication
- Insight into the culture of countries where the target language is spoken, and thus an awareness of similarities and differences which enable us to better understand the world
- Skill and confidence in problem solving and responding to challenge
- A love of learning and a sense of achievement
- Awareness of the nature of language and language learning
- A sound base of the skills, language and attitudes required for further study, work and leisure

Although structured into slightly different themes, the above GCSE /iGCSE courses cover the same grammatical content and key topics: Personal and social life; Everyday life; The world around us; The international world; and Education and employment: Assessment is by examination at the end of the course, with four equally weighted papers: • Listening • Reading • Speaking • Writing. Progress in all four skills is assessed throughout the course and learning is supported by a range of resources and learning opportunities.

## Music

**Provider - [Edexcel](#)**

The GCSE Music course is diverse and inclusive yet stretching and rewarding for all students. It is a particularly good choice for those already playing a musical instrument. It develops musical skills through performing (Unit 1: 30%), composing (Unit 2: 30%) and listening/writing about pieces (Unit 3: 40%). The course caters for a wide range of musical interests with a variety of studied works from Bach and Beethoven to Queen and the Star Wars soundtrack.

Unit 1: Performance (30%)

Candidates submit two recorded performances in Year 11. The overall length of both pieces should be more than 4 minutes and they can both be done on a single instrument/voice:

- One solo Performance (usually of at least ABRSM grade 4 standard, although it does not have to be a graded piece)
- One ensemble Performance

Unit 2: Composition (30%)

Candidates learn how to compose two pieces of music (often using a mix of their instruments and music based computer programmes such as Sibelius 7). Candidates' discovery of their own creative abilities in this unit can be one of the most rewarding aspects of the subject.

- A composition based on one of the four Areas of Study from unit 3.
- A free choice composition. Recent examples include film music, classical keyboard music, romantic waltzes and music for video games.

## Music continued

### Unit 3: Listening & Appraising (40%)

This involves the study of 8 set works, 2 from each 'Area of Study' (see below). Musical understanding is assessed in a 105-minute written paper that includes questions in response to recorded extracts from the set works and some related pieces played during the exam:

AREA OF STUDY	SET WORK
Instrumental Music 1700–1820	J S Bach: 3rd movement from Brandenburg Concerto No. 5 in D major. L van Beethoven: 1st movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	H Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	S Schwartz: Defying Gravity (from 'Wicked') J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

GCSE Music is a fairly necessary foundation for studying Music at A level (and music related courses). Music combines academic rigour with exciting practical activity and is 'highly regarded' by Russell Group universities and a number of former GCSE music students go on to become music scholars at top universities (Oxbridge, Durham etc.). It is also a good option for those wanting to focus on developing their performance and those wanting to go into routes combining music and technology. Music related careers include performing, music therapy, event management, music critic/journalist, sound technician, film/app/video game/media composer, community arts manager, radio producer, artist management and many others. However, music also develops a number of transferable skills useful in any career path (and music graduates go on to excel in a wide range of fields):

- It is a good choice for those who enjoy listening to or playing music!
- It develops abstract thinking and pattern recognition.
- It fosters a creative mindset.
- You develop important teamwork and communication skills.
- Reading musical notation develops your cognitive ability in the same way as learning a new language (and you learn to do so at speed!).
- Sustained tasks like composition are a good way of developing long term project management skills useful in later life.

Although GCSE Music does not test music theory explicitly, candidates who have good understanding of this will have an advantage in many areas. It is advised, but not essential, for students considering GCSE Music to support their studies with music theory (if this has not been studied previously).

## Physical Education

Provider - [Edexcel](#)

The GCSE Physical Education course is about performing in sport but also about understanding how the performance can be improved through theoretical application. This underpins the world of sport, recreation, health and fitness. The new 2016 course lays an appropriate foundation for further study of the subject at A level or university and compliments related subjects at A level.

## Physical Education continued

In addition, it provides a worthwhile course for candidates of strong sporting abilities and experiences as well as from diverse sporting backgrounds (candidates in the past have used sports such as skiing, horse riding, windsurfing, mountain biking as well as the usual games played at Ampleforth). It is hoped that the course supports the Non-Exam PE programme and Games programme in developing lifelong participants in sport and physical activity.

The aims of the subject content are that candidates will acquire knowledge and understanding of the different factors that affect performance and participation in physical activities. Also the fitness and health benefits associated with taking part in physical activity. Students also study scientific topics such as the cardiovascular and respiratory systems and how they react and change to regular training, as well as movement analysis.

In the "practical" coursework, candidates have to plan, perform and evaluate a Personal Exercise Programme to improve performance for one of their chosen sports. They also show evidence of performing effectively in 3 different activities.

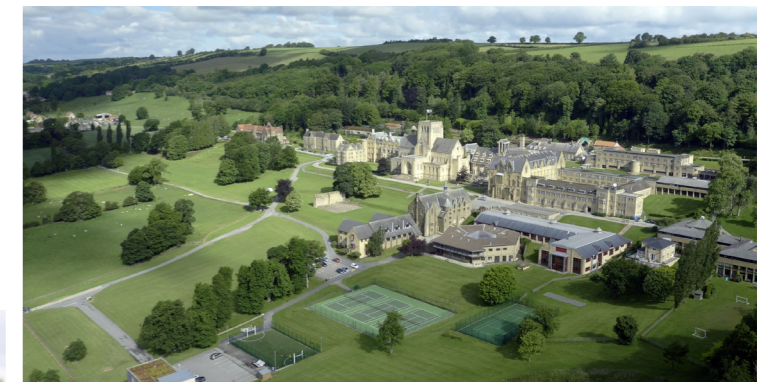
## Learning Support at GCSE

Assistance is available to any student who is experiencing difficulties with the way they learn, record or revise. A major part of the Learning Support Department's role is supporting students in Public Examinations to ensure that they deliver their best performance.

In most cases, this will have been an on-going process, in extra lessons and informal learning support, both taking place in study periods. Appropriate concessions will be negotiated with the Boards for the exams themselves if a student's teachers identify a need which is supported by scores that are low enough after psychometric testing. In all cases the aim is to allow candidates with a range of specific learning difficulties to express their knowledge fully, without giving them an unfair advantage over other candidates.

**"AMPLEFORTH IS TRULY A SPECIAL PLACE. NOT ONLY IS THE EDUCATION SYSTEM EXCELLENT, BUT WITH A COMBINATION OF ENDLESS ACTIVITIES AND THE BENEDICTINE ETHOS, IT'S A PLACE WHERE YOU CAN THRIVE."**

**Anna, Old Amplefordian**



**"SINCE JOINING AMPLEFORTH MY CONFIDENCE HAS GROWN ENORMOUSLY, LARGELY BECAUSE PEOPLE HAVE PUT MORE FAITH IN ME, WHICH HAS ALLOWED ME TO FLOURISH."**

**Luis-Paul, Year 13**



An Ampleforth education is  
a compass for life

*Catholic co-educational boarding and day school for ages 11-18*



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