

PANGBOURNE

— A community where you can flourish —

A GUIDE TO CHOOSING GCSEs

2024 Edition

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# INTRODUCTION

## INTRODUCTION

This booklet contains all the basic information you need to make your choice of GCSE or IGCSE (the international version of GCSEs) courses you will follow for the next two years. Keep it safe to refer to; you will find it useful for a long time to come.

Your choice of GCSEs is very important for three reasons:

- The results you earn in two years' time will be the basis of your A Level choices which will lead on to university and/or your career
- University selectors, who like to see a broad range of achievement, will know your results; so this affects which university will offer you a place
- This is the first time you have a choice of which subjects to study

Start out with an open mind.

- Remember, GCSEs will teach you skills and information which you can apply in new fields
- Look to see what mix of courses can best develop your talents
- Please do not begin the process with your mind already made up

These are big decisions to make.

- Do take care over them
- Do not rush into making decisions
- Do ask for help when you need it
- Do not worry too much; we are here to help you make the right choice

## THE CURRICULUM

It is best to think of the curriculum as having two parts: a compulsory core and then an options system.

In the compulsory core:

- Everyone will study English Language and English Literature to IGCSE
- Everyone will study Mathematics to IGCSE
- Everyone will choose between Combined Science (which counts for two GCSEs) and three Separate Sciences. It is not possible to study two separate sciences. The Science department will make recommendations as to whether you are advised to follow a combined science or separate science route.
- Everyone will follow a non-examined programme of PSHCE (Personal, Social, Health, and Citizenship Education)

## HELP AND ADVICE

There are many people who can help you with advice.

- Your Tutor/Housemistress/Housemaster will guide you through the choice process: they are experienced and have a thorough understanding of what are good subject combinations.
- Careers advice is delivered through tutor time, as well as through online services.
- The Heads of Department will help you work out if their subject is for you and will explain the details of their courses.
- Your teachers will have a good idea of your strengths and weaknesses, your talents and skills, and can tell you more about your prospects in their subjects.
- Your parents and guardians will be deeply involved; make a real point of discussing your choices at home.
- The Head of Key Stage Three, Ms Annabel Cruwys, is responsible for organising your choices and making them fit together into the timetable, and is always available for advice.

The most important person in all this is you. In the end, it is your decision, and one you will work with for the next two years at least. Don't take it lightly.

We find there are some unhelpful sources of advice and guidance:

- Try not to be influenced by what your friends are doing: they are making their decisions, whilst you should be making yours.
- Beware of being told that one subject is hard, or another easy, or another essential for a specific career. The first is not true – big efforts go into making sure that one GCSE is worth the same as another.
- Do not choose what subject to do next year based on which staff are currently teaching you; it is quite likely you will not get the same teachers next year.

There are useful sources of advice and information online:

<https://www.ucas.com/> is the UK university admissions website. It will allow you to find the current entry requirements for university courses, but you should ask your Tutor for help in understanding the details. The exam boards have websites at [www.ocr.org.uk](http://www.ocr.org.uk), [www.aqa.org.uk](http://www.aqa.org.uk) and <http://qualifications.pearson.com/en/home.html> and these have the course details and often other helpful information.

You are welcome to email the Head of Key Stage Three ([annabel.cruwys@pangbourne.com](mailto:annabel.cruwys@pangbourne.com)) or the Head of Key Stage Four ([stephanie.poynter@pangbourne.com](mailto:stephanie.poynter@pangbourne.com)) for specific advice or information.

## CHOICES TIME

You need to choose a total of six subjects – remember, English, Maths and PSHCE have already been put into your timetable so you choose six in addition to those subjects.

You need to choose either:

- Combined Science PLUS four other subjects

OR

- Separate sciences PLUS three other subjects

The Science department will make recommendations as to whether you are advised to follow a combined or separate science route.

- Pupils must choose at least one humanities subject (History, Geography or Religious Studies)
- It may be advisable to choose at least one Modern Foreign Language (French, German or Spanish)
- Art and DT may only be selected in combination following discussion with either Ms Cruwys or Mrs Poynter

You will be asked to select your GCSE subjects from those named in this booklet in order of preference and we will endeavour to build the timetable to allow as many pupils as possible to study their chosen subjects. On very rare occasions, it is not possible to timetable all of a pupil's options, in which case we will have a discussion about selecting an appropriate replacement.

Remember to get a broad and balanced selection of options that you will be happy to study for at least two years.

A member of the Academic Management Team will interview every pupil once their provisional choices have been submitted. In this way we hope to ensure that there are sound reasons behind their choices and that they truly understand the implications of the choices they have made.

Be aware that, where there is a limit on class sizes, performance to date will be considered.

Whilst it may be possible to change your option choices at a later date, we cannot guarantee that all combinations will be possible or that there will be space in all classes.

## THE OPTIONS PROCESS

- 17 January 2024  
Webinar for parents/guardians
- Lent 1  
Yr 9 Options Assemblies for Heads of Department to address pupils.
- Lent 1 and Lent 2  
Tutors to hold discussions with tutees.
- February 2024  
GCSE 'Initial Thoughts' Form (deadline 19 February 2024)
- Lent 2  
Ms Cruwys and other members of the Academic Management Team will conduct 1:1 interviews.
- 7 March 2024  
Final Options Form (deadline 14 March 2024)
- April 2024 onwards  
Set changes are still possible but there might be restrictions on possible combinations because of the blocks or sizes of groups.

All information is correct at time of publication. The College reserves the right to make any necessary changes.

# COMPULSORY SUBJECTS

## ENGLISH LANGUAGE

### WHAT CAN I DO AFTER THIS COURSE?

IGCSE English Language is the gateway to any job or career and is essential for entry into further and higher education courses. The communication skills you will learn and develop on the course can be applied to all your GCSE subjects and the subjects you eventually study at A Level. By far the greatest benefit you should gain is the ability to speak, read and write more confidently, more fluently and with greater enjoyment.

### AIMS

The study of English Language is central to your life, involving both the development of literacy and communication skills and an ability to function effectively in an increasingly varied, media-based world.

### TEACHING METHODS

IGCSE English Language is taught alongside IGCSE English Literature in the English slots on your timetable. ICT resources are used in both teaching and learning, and activities are focused around reading, writing, discussion and presentations.

### COURSE CONTENT

IGCSE English Language is graded from 9-1.

EXAM (100%)	
<b>Paper 1</b> Section A: Reading Non-Fiction Section B: Transactional Writing	<b>Paper 2</b> Section A: Poetry and Prose Section B: Imaginative Writing

AWARDING BODY:	Edexcel
COURSE TITLE:	IGCSE English Language A (4EA0)
WEBSITE:	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-language-a-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-language-a-2016.html</a>
METHOD OF ASSESSMENT:	100% examination

# ENGLISH LITERATURE

## WHAT CAN I DO AFTER THIS COURSE?

The skills of critical analysis and extended writing that you will develop on this course are useful in a range of A Level subjects, especially History, Film Studies, Classics and Politics. The IGCSE English Literature course opens a window onto literature and culture in the English-speaking world, enabling you to appreciate and enjoy the written word in your adult life.

## AIMS

The English Literature course is designed to enable you to understand, appreciate and enjoy some of the greatest works ever written in English. The study of texts from Shakespeare to the present day will increase your understanding of the world around you, develop your critical and analytical skills and help you to write fluently and coherently.

## TEACHING METHODS

IGCSE English Literature is taught alongside IGCSE English Language in the English slots on your timetable. ICT resources are used in both teaching and learning, and activities are focused around reading, writing and discussion. Where possible, theatre trips are used to enhance the study of set texts.

## COURSE CONTENT

IGCSE English Literature is graded from 9-1.

EXAM (100%)	
<b>Paper 1</b> Section A: Modern Drama Section B: Literary Heritage	<b>Paper 2</b> Section A: Unseen Poetry Section B: Anthology Poetry Section C: Modern Prose

<b>AWARDING BODY:</b>	Edexcel
<b>COURSE TITLE:</b>	IGCSE English Literature (4ET0)
<b>WEBSITE:</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-literature-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-literature-2016.html</a>
<b>METHOD OF ASSESSMENT:</b>	100% examination

# MATHEMATICS

## WHAT CAN I DO AFTER THIS COURSE?

IGCSE Mathematics is a required subject for entry to higher education, Sixth Forms and university. It also forms the basis for many other subjects at A Level. Besides the Sciences, it is also needed in Business, Economics, Geography, ICT and Design Technology.

## AIMS

Mathematics is a skills-based course. It is designed to equip you with skills which are useful in all aspects of life. You will develop a positive and confident approach to Mathematics, a strong grasp of numeracy and the mental manipulation of numbers. You can expect to tackle appropriately challenging work; learn to apply mathematical knowledge and understand how to solve problems; to think and communicate mathematically; to appreciate the place and use of mathematics in society.

## TRANSFERABLE SKILLS

The course provides you with the key skills of ICT, communication, and application of number and problem-solving.

## TEACHING METHODS

Teaching is in ability-grouped sets. Selected pupils are entered for local and national competitions and taken to lectures appropriate to their ages and abilities.

## COURSE CONTENT

The course is divided into four main areas:

- Using and Applying Mathematics
- Number and Algebra
- Shape, Space and Measure
- Handling Data

The IGCSE course starts during Year 9 and continues through Years 10 and 11.

Most pupils will be entered for the Higher Tier papers of the syllabus, whilst some pupils will be entered for the Foundations Tier papers.

<b>AWARDING BODY:</b>	Edexcel
<b>COURSE TITLE:</b>	IGCSE Mathematics A [4 MA1]
<b>WEBSITE:</b>	<a href="http://www.edexcel.com">www.edexcel.com</a>
<b>METHOD OF ASSESSMENT:</b>	100% examination

## GCSE SCIENCES

Pupils are able to choose between two different exam pathways, both involving the study of all three sciences, initially through a common core of topics. Pupils will therefore make a choice according to the level of breadth and depth that they wish to study, opting for three Separate Sciences or the Combined Science course. There is no longer the provision for a single Combined Science GCSE and pupils may not drop an individual Separate Science.

Keeping options open: Combined Scientists are often pupils who would like to keep their options open but also broaden their skills, often complementary to the Sciences, through taking Design & Technology, Computer Science or a Language.

A desire to focus on a Science pathway: Separate Scientists invariably are passionate about their Science and wish to start specialising their knowledge at GCSE. This is a recommended route for those considering careers in medicine, dentistry or veterinary sciences, or the study of pure or applied science university courses.

None of the new Science GCSEs involve coursework or controlled assessment, instead there are a specified set of practicals during the course, a selection of which will be examined in the written papers.

# COMBINED SCIENCE

## WHAT DOES THE COURSE OFFER?

This course contains a combination of Biology, Chemistry and Physics, and involves approximately two-thirds of the topics covered in each of the separate sections.

This corresponds to two GCSEs, and will take up two option choices.

## WHAT CAN I DO AFTER THIS COURSE?

This course will enable you to continue the study of any of the three Sciences, as well as those subjects benefiting from a general scientific grounding, for example Psychology or PE.

## AIMS

Combined Science will give you a sound grounding in all three Science disciplines. It aims to foster an interest in, and an appreciation of, Science and the scientific method. It will provide you with a broad and balanced Science education for those who may or may not be considering studying Sciences further in the Sixth Form. It contains all the material required to go on to study any of the sciences at A Level, although obviously not in quite the depth offered by separate Biology, Chemistry or Physics GCSEs.

## TEACHING METHODS

The course will blend practical and theoretical work. You will develop investigative skills as well as practical skills and data analysis.

## COURSE STRUCTURE

The Combined Science GCSE offered AQA's 'Trilogy' (8464) specification, a course which is taught topic by topic. The amount of content in this course is equivalent to two GCSEs, and therefore contains approximately two-thirds of the content of each of the separate sciences. Nearly all the topics in the separate sciences are contained in the Combined Science courses.

The Combined Science courses are available at both Higher and Foundation Tier, with Foundation Tier having a slightly reduced content and more straightforward examination questions. Grades are awarded on a 17-point scale from 9-9 (the highest grade down to 1-1 (the lowest grade.

Higher Tier enables access to grades 9-9 to 4-4, whilst Foundation Tier enables access to grades 5-5 to 1-1. For more information about these courses, including the practical assessment, please refer to the specifications published on the AQA website: <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Biology:

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance, Variation and Evolution
- Ecology

Chemistry:

- Atomic Structure and the Periodic Table
- Bonding, Structure and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- The Rate and Extent of Chemical Change
- Organic Chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources

Physics:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and Electromagnetism
- Particle Model of Matter
- Atomic Structure

**EXAMINATION**

Pupils sit six papers in total – two for each science. Each paper has equal weighting and a duration of 75 minutes.

## SEPARATE SCIENCE

### WHAT DOES THIS COURSE OFFER:

The content and structure of each of these is described in the separate sections for these subjects, the core of which is common to both Combined and Separate courses.

The content for these GCSE separate sciences is demanding, and the decision to take separate sciences will be subject to approval by the faculty.

Each of Biology, Chemistry and Physics will make up one option choice and will be taken as a trio of GCSEs; pupils may not opt for a combination of these subjects.

## BIOLOGY

### WHAT CAN I DO AFTER THIS COURSE?

Pupils can go on to study Biology at A Level, which combines well with other sciences, PE, Psychology or Geography leading to future career opportunities including medicine and veterinary science. A Level Biology pupils should have achieved a good pass grade at GCSE in both Chemistry and Biology or Combined Science and will be encouraged to study Chemistry alongside Biology in the Sixth Form.

### AIMS

To encourage an appreciation of the natural world and respect for the human body and how it works. As well as providing a foundation for more detailed study, Biology is essential for learning how to live a healthy life and make good choices about how we look after ourselves and our environment.

### TRANSFERABLE SKILLS

We learn how to plan experiments and collect, present and analyse data. Pupils read and watch current news reports and scientific articles, checking for valid and reliable data or bias in the way new ideas are presented.

### TEACHING METHODS

Theory lessons are supplemented with practical work. Independent learning is encouraged with guided project work, presentations and class debate.

### COURSE CONTENT AS ABOVE

AWARDING BODY:	AQA
COURSE TITLE:	Biology (8461)
WEBSITE:	<a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>
METHOD OF ASSESSMENT:	Two written exams at the end of Year 11. Plus continuous assessment of practical skills. <b>Biology 1:</b> 1hr45min, 100 marks, 50% weighting <b>Biology 2:</b> 1hr45min, 100 marks, 50% weighting

# CHEMISTRY

## WHAT CAN I DO AFTER THIS COURSE?

Pupils can go on to study A Level Chemistry, which is considered by many as the 'central science', and is either a requirement or strongly recommended for a large number of science degrees, including medicine and veterinary courses. Simply enjoying the subject is a good enough reason to continue with it. The world needs good chemists!

## AIMS

To enable pupils to know and understand a broad range of chemical principles, theories and facts and to have an open-minded appreciation of the role of the chemist in our society. The course is designed to develop interest in the subject as well as develop an ability to explain observations and understand scientific methods.

## TEACHING METHODS

Whilst the course uses a lot of practical work to illustrate concepts, a great deal of emphasis is placed on the theoretical side of the subject. Important ideas will be illustrated using practical or teacher demonstration, as well as a range of video and ICT resources. Pupils will develop investigative skills as well as practical skills and data analysis.

## COURSE CONTENT

- Atomic Structure and the Periodic Table
- Bonding, Structure and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- The Rate and Extent of Chemical Change
- Organic Chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources

AWARDING BODY:	AQA
COURSE TITLE:	Chemistry (8462)
WEBSITE:	<a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>
METHOD OF ASSESSMENT:	Both written exams are taken at the end of Year 11 and continuous assessment of practical skills. <b>Chemistry 1:</b> 1hr45min, 100 marks, 50% weighting <b>Chemistry 2:</b> 1hr45min, 100 marks, 50% weighting

# PHYSICS

## WHAT CAN I DO AFTER THIS COURSE?

Pupils can go on to study Physics at A Level, which then offers a wide range of career opportunities, as well as the obvious science-based ones such as Engineering. A Level Physics pupils should have achieved a strong pass grade at GCSE in both Physics and Mathematics and will be encouraged to study Mathematics alongside Physics in the Sixth Form.

## AIMS

To stimulate curiosity about, interest in and enjoyment of Physics; to develop skills which are useful in everyday life; to develop understanding of scientific ideas and the basis of scientific claims; to develop understanding of the technological and environmental applications of Physics and their implications.

## TRANSFERABLE SKILLS

Pupils will develop a wide range of skills from communication, applied mathematics, collaboration, using ICT, and problem solving.

## TEACHING METHODS

Theory lessons are complemented with teacher demonstrations and class practical work.

## COURSE CONTENT

- Forces
- Energy
- Waves
- Electricity
- Magnetism and Electromagnetism
- Particle Model of Matter
- Atomic Structure
- Space Physics

<b>AWARDING BODY:</b>	AQA
<b>COURSE TITLE:</b>	Physics (8463)
<b>WEBSITE:</b>	<a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a>
<b>METHOD OF ASSESSMENT:</b>	Both written exams are taken at the end of Year 11 and continuous assessment of practical skills. <b>Physics 1:</b> 1hr45min, 100 marks, 50% weighting <b>Physics 2:</b> 1hr45min, 100 marks, 50% weighting

## PSHCE

The PSHCE programme at Pangbourne College aims to encourage pupils to:

- Develop self-esteem and confidence
- Be integrated fully into the community of Pangbourne College
- Develop understanding and ownership of the school's ethos and values. The College's Flag Values are an essential thread running through the programme
- Be responsible for their behaviour and learning
- Develop mutual respect and support
- Develop self-awareness and an opportunity to think about, assess and develop their potential. Careers education is an important element of the PSHCE programme
- Take responsibility for their health and wellbeing, both physical and emotional
- Think about issues and make informed opinions
- Becoming inquiring, knowledgeable and caring citizens who help to create a better and more peaceful world through intercultural understand and respect
- Develop understanding of the concept of leadership at Pangbourne College and prepare pupils for potential leadership

### TEACHING METHODS

Teaching methods are varied and will include: discussion, brainstorming, problem-solving, role play, written work, video and the use of visiting speakers.

### COURSE CONTENT

	MICHAELMAS TERM	LENT TERM	SUMMER TERM
<b>YEAR 10</b>	<ul style="list-style-type: none"> <li>- Beliefs and Values, including moral dilemmas</li> <li>- Black History Month</li> <li>- Anxiety</li> <li>- Identity and Diversity</li> <li>- Rest and Sleep</li> </ul>	<ul style="list-style-type: none"> <li>- Relationships and Contraception</li> <li>- Sexually Transmitted Infections</li> <li>- Emotional Wellbeing: Body Positivity</li> </ul>	<ul style="list-style-type: none"> <li>- Alcohol - the most dangerous drug on the market</li> <li>- Evaluation</li> </ul>
<b>YEAR 11</b>	<ul style="list-style-type: none"> <li>- Goals for Healthy Living: Drugs</li> <li>- Black History Month</li> <li>- Digital Footprints</li> <li>- Reverence for Life/Moral Choices (Abortion &amp; Euthanasia)</li> </ul>	<ul style="list-style-type: none"> <li>- Study Skills &amp; Stress, a reflection and tips for moving forward</li> <li>- Healthy Eating, including Vaping</li> <li>- Personal Finance, including cost of living and budgeting</li> <li>- Skills and Careers</li> </ul>	No lessons - revision
The course and Visiting Speaker programme is supplemented by sessions run by each student's individual tutor and/or HOM.			

# OPTIONAL SUBJECTS

# ART

## AM I SUITED TO THIS COURSE?

Yes, if you have particularly enjoyed Art lessons or projects in Years 7, 8 and 9; if you have a genuine interest in Art; if you enjoy drawing or making things. All skills can be taught, although an ability to draw is a distinct advantage.

## WHAT CAN I DO AFTER THIS COURSE?

This is the first step towards a career in a creative industry. You should study GCSE to go on to A Level Art and Design. Examples of possible careers include architecture, advertising, fashion, marketing, design, publishing, photography, film and media. The study of Art can help you see the world more clearly and is an ideal balance to other subjects.

## AIMS

To gain a sound basis of skills, to develop confidence and independence, to develop your artistic potential and to cultivate an awareness of the cultural value and place of Art in society.

## TEACHING METHODS

The GCSE follows on from what has been taught during Years 7, 8 and 9. The emphasis is on the process of developing ideas and work, building a working knowledge of the materials, practices and technology of art and design. You will acquire the ability to investigate, analyse and experiment. You will do a number of projects to develop a range of skills in drawing, painting, printmaking, ceramics, sculpture, photography and ICT.

## COURSE CONTENT

Over the two-year course you will be required to complete thematic coursework projects. These will include comprehensive preparation work and larger final pieces. The unendorsed nature of the course allows work in a range of materials including 2D and 3D media.

We will always try to go on visits to galleries in London and drawing trips to the local environment.

The final exam is a complete project: preparation and supporting work to be completed in 6-8 weeks prior to the final piece in a 10 hour exam.

<b>AWARDING BODY:</b>	AQA
<b>COURSE TITLE:</b>	Art and Design
<b>WEBSITE:</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>METHOD OF ASSESSMENT:</b>	40% examination; 60% coursework. Marked internally and moderated externally.
<b>SPECIFICATION:</b>	<a href="https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF">https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF</a>

# **BUSINESS**

## **AM I SUITED TO THIS COURSE?**

Are you interested to know why some adverts grab your attention whilst others do not? Are you confident with numbers to work out financial calculations such as revenue, costs and profit? Have you ever wondered how your device was made? If these questions are of interest then Business is the subject for you. The course is accessible to pupils with a wide range of abilities: confident with maths, enjoy extended writing and aware of current affairs.

## **WHAT CAN I DO AFTER THIS COURSE?**

Business is a beneficial general course which sits alongside most other subjects. It opens the door to Economics and Business A Level. It is an excellent foundation for many University courses, such as: Business Management, Economics, Law and Architecture. Elements of Business are relevant in all types of employment.

- Develop knowledge/understanding of how different types of business are organised, financed and operated
- Make effective use of relevant terminology and concepts, recognise strengths and limitations of ideas used
- Apply knowledge and critical understanding to address issues in a wide range of appropriate contexts
- Appreciate a range of stakeholder perspectives in relation to the environment, individuals, society, government and enterprise

## **TRANSFERABLE SKILLS**

- Evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- Develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation

## **TEACHING METHODS**

Teaching is largely based on case studies of both real and fictional companies, so pupils obtain a broad understanding of a wide range of businesses.

## **COURSE CONTENT**

The course provides a basic introduction to the day to day functioning of a business. Main topics covered include:

- Enterprise and the business environment
- Marketing
- Management of human resources
- Controlling production operations
- Accounting and Finance

## **EXAMINATION**

AQA Business - Two Examinations - 1hr45mins in duration

# COMPUTER SCIENCE

## AM I SUITED TO THIS COURSE?

- Computer Science will give you an understanding of how to program computers using the Python programming language, as well as equipping you with the knowledge of how computer technology works. You will also learn first-class problem-solving skills and troubleshooting skills. If you have a keen interest in how computers work, then Computer Science could be the ideal course for you.

## WHAT CAN I DO AFTER THIS COURSE?

If you are successful in the GCSE then Computer Science can be studied to A Level and at university. There are a number of avenues for career progression such as Cyber Security, App and Game Development, Network Analysis and AI Engineering. Salaries are usually above the national average (Graduate roles can start at around £40,000/year).

## AIMS

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems and how they communicate with one another and with other systems
- Understand the impact of digital technology on wider society, including issues of privacy and cybersecurity
- Apply mathematical skills relevant to computer science

## TEACHING METHODS

Lessons will be centred around a number of digital resources from an electronic textbook to worksheets and sample program code. Students are encouraged to keep abreast of the technological developments within the IT sector and of the impact they have on our society. Approximately half the lessons will be focused on developing programming skills using Python.

## COURSE CONTENT

This GCSE provides an excellent opportunity to investigate how computers work and how they are used, and to develop computer programming and problem-solving skills.

COURSE COMPONENTS	
<b>Component 01</b>  Principles of Computer Science <ul style="list-style-type: none"> <li>- Computational thinking <ul style="list-style-type: none"> <li>- Data</li> <li>- Computers</li> </ul> </li> <li>- Networks and network security <ul style="list-style-type: none"> <li>- Issues and impact</li> </ul> </li> </ul>	<b>Component 02</b>  <ul style="list-style-type: none"> <li>- Computational Thinking</li> <li>- Algorithms and Programming</li> <li>- Problem solving with programming</li> </ul> Topics are often linked to the computational methods from Component 01.

### ASSESSMENT

Assessment is by one written exam only and one practical (programming) exam.

- Paper 1 consists of five sections, one for each of the theoretical sections in the specification.
- Paper 2 consists of six questions for which there exists a coded solution using Python. This paper is completed and submitted electronically.

<b>AWARDING BODY:</b>	Edexcel
<b>COURSE TITLE:</b>	Computer Science 1CP2
<b>WEBSITE:</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html</a>
<b>METHOD OF ASSESSMENT:</b>	1CP2/01: Written paper, 75 marks, 50% of total, 1hr 30mins 1CP2/02: Practical paper, 75 marks, 50% of total, 2hrs

# DESIGN TECHNOLOGY

(Taking a Product Design approach)

## AM I SUITED TO THIS COURSE?

Yes, if you...

- Have a real interest in designing and making
- Have an inquiring mind and you are self-motivated
- Care about making products to a high quality finish, with attention to detail and quality
- Are creative, imaginative and keen to learn how to communicate your ideas

## WHAT CAN I DO AFTER THIS COURSE?

Initially study 3D Materials, Techniques and Processes at Key Stage 5. After this, courses are available at university level and lead to careers in a huge range of areas: architecture, engineering, product, industrial and interior design, fashion, marketing, advertising, illustration and computer-aided design.

## AIMS

This course allows learners to identify and solve real problems through the design process and into production. Learners are encouraged to work creatively and through the course will develop a number of core skills, including practical skills, planning and decision making.

## TRANSFERABLE SKILLS

You will use a range of analytical, communication and making skills, including verbal, graphical and manufacturing techniques. You will have the opportunity to apply value judgements of an aesthetic, economic, moral, environmental and technical nature throughout your designing and making. Use of CAD/CAM (computer-aided design and computer-aided manufacturing) will be an integral component throughout the entire course.

## TEACHING METHODS

The teaching of Design Technology is a highly creative process that combines intellectual, creative and practical skills through relevant closed and open-ended tasks. The creative process in which students are engaged involves a series of related activities that include:

- Identifying a need or design opportunity
- Creating design specifications and suggesting solutions
- Developing design ideas or solutions using 2D and 3D techniques and including CAD
- Planning the sequential completion of the task, including time and resource management
- Creating prototypes and final solutions
- Evaluating the success of the selected design outcome

There is an expectation that GCSE DT pupils will spend one enrichment/activity session a week working in the DT Department.

## COURSE CONTENT

The two-year course will consist of a series of short tasks that bring you into close contact and experiential understanding with materials, processes and techniques, covering wood, metals and plastics, looking at various joining and forming techniques.

If you are unsure whether Design and Technology is the right choice for you, please speak with your Design and Technology teacher or Mr Wiles in the first instance.

The course also incorporates elements of Mathematics, systems and control, smart materials and has a large emphasis on the business and development behind successful products.

In Year 11 you will undertake a non-exam assessment in the form of a coursework project. In this project, you will complete a single design and make activities selected from a range of tasks set by Eduqas. The coursework will be informally supervised and you must be able to authenticate the coursework as your own work.

## HOW WILL I BE ASSESSED?

There is one two-hour written examination (Component 1) at GCSE worth 50% of the qualification; the remaining 50% will be a Design and Make task (NEA) (Component 2).

COMPONENT 1	COMPONENT 2
<p data-bbox="213 1115 699 1144"><b>Design and Technology in the 21st Century</b></p> <p data-bbox="156 1149 754 1238">A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:</p> <ul data-bbox="129 1256 767 1391" style="list-style-type: none"><li>● Technical principles</li><li>● Designing and making principles along with their ability to:</li><li>● Analyse and evaluate design decisions and wider issues in design and technology.</li></ul>	<p data-bbox="1011 1115 1262 1144"><b>Design and Make Task</b></p> <p data-bbox="836 1149 1442 1207">A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:</p> <ul data-bbox="825 1234 1450 1406" style="list-style-type: none"><li>● Identify , investigate and outline design possibilities</li><li>● Design and make prototypes</li><li>● Analyse and evaluate design decisions and wider issues in design and technology.</li></ul>

Please note: A £20 recharge will be incurred each term excluding the summer term in Year 11, individual coursework products in Year 11 that exceed the £20 materials charge due to their design will incur an increased fee.

# DRAMA

## AM I SUITED TO THIS COURSE?

Yes, if you...

- Enjoy watching theatre and performing drama
- Are able to work on group and individual projects
- Have enthusiasm for writing about theatre and evaluating the effectiveness of your dramatic work and others

For this exam, you can choose between a performing role (acting) OR a non-performing role (design). If you choose the latter, you will create a design for a theatre skill such as lighting or sound.

Please note: there is an expectation that you attend one enrichment session a week, when preparing for your devised and scripted exams.

## WHAT CAN I DO AFTER THIS COURSE?

You may not want to become an actor, so why take GCSE Drama? Drama is a most desirable GCSE to have on your CV, as it shows universities and employers that you are an effective communicator. It is an indication of your ability to work with other people effectively, learning many skills including compromise, listening, problem-solving, the ability to remember many things (i.e. lines, where to walk to, how to say the lines, manage props at the same time as walking to the correct position and still managing to remain in the light!) and confidence.

In all professions, the ability to communicate effectively and make presentations to groups of people is vital. Relevant careers are manifold as today's employers are looking for people who can multitask, and Drama certainly gives you these tools.

## INTERESTED IN DRAMA?

After completing your GCSE, you could study the subject at A Level. After this, there are many universities and Drama Schools which offer drama and technical theatre degree courses. A Level offers you the same skills that the GCSE offers, and as a consequence, it is looked on very favourably by employers and universities.

## AIMS

You can expect to develop creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in Drama. You will also develop investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills. You will also develop an understanding of drama forms and an awareness of contexts in which they operate, as well as the knowledge and understanding of drama within a social, cultural and historical context.

## TRANSFERABLE SKILLS

You can expect to develop skills in the following areas:

- Problem-solving
- Improvisation
- Evaluation
- Compromise
- Acting and design
- Writing
- Communication
- Multitasking
- Social and group work
- Creativity
- Confidence

## TEACHING METHODS

Pupils will work both in groups and individually on a variety of topics and themes. They will be expected to research, offer ideas, devise, rehearse, perform and evaluate on a regular basis. As this exam has both a practical and written element to it, they will be expected to produce written documentary evidence of their class work, research and their ideas which have helped them and their group to create an original piece of drama.

## COURSE CONTENT

YEAR 10	YEAR 11
<b>Practical exploration:</b> Theatre in Education Commedia dell'Arte Shared Experience/Polly Teale Bertolt Brecht Component 1: Creation and Performance	<b>Component 3:</b> Set text revision <b>Component 2:</b> Scripted performance <b>Component 3:</b> Written exam in May
<b>AWARDING BODY:</b>	EQUAS
<b>COURSE TITLE:</b>	GCSE Drama consisting of three components, subject award C690QSL
<b>WEBSITE:</b>	<a href="http://www.wjec.co.uk/">http://www.wjec.co.uk/</a>

## METHOD OF ASSESSMENT

**Component One - Devising Theatre:** (40%) Non-exam assessment: internally assessed, externally moderated.

Preparation begins after Christmas with the actual practical exam in April of Year 10.

- Learners will be assessed on either acting or design
- Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by EDUQAS
- Learners must produce:
  - A performance of their piece of devised theatre
  - Supporting evidence (coursework of 900 words)
  - A written evaluation of the final performance or design

**Component Two - Performance from a Text:** (20%) Non-exam assessment: externally assessed by a visiting examiner.

Preparation begins in September of Year 11 with the actual practical exam at the end of January/beginning of February

- Learners will be assessed on either acting or design
- Learners study two extracts from the same performance text chosen by the centre
- Learners participate in one performance using sections of text from both extracts

**Component Three - Interpreting Theatre:** (40%) Written examination: 1hr30min

### Section A: Set Text

A series of questions on 'The IT' by Vivienne Franzmann or 'Refugee Boy' by Benjamin Zephaniah.

### Section B: Live Theatre Review

One question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course. Candidates will be assessed on either their acting or a theatre design skill, in a scene from a published play.

# GEOGRAPHY

## AM I SUITED TO THIS COURSE?

Do you have a curiosity about the world around you? Have you an interest in people and the environment? Are you keen to try to understand how the world works and our impact on it? Are you willing to work at expressing yourself clearly in extended pieces of writing? Do you like to use facts and figures to make your point? If your answers are 'yes' then Geography is for you for GCSE and, later, at A Level.

## WHAT CAN I DO AFTER THIS COURSE?

The broad scope of the subject, coupled with the skills we practise will serve you well, not least in business. Geography lays the foundation for A Level and into university for a range of degrees and beyond. Skills you develop and your understanding of global interactions will be ideal in any job and at university.

## AIMS

To establish a clear understanding of geographical processes and principles (to do with varying location and interconnectedness) in both human and physical Geography; to grasp the role of geopolitical and local stakeholders involved in environmental issues at global and local scales; to develop geographical skills; to nurture an appreciation of places, peoples and their cultures, and to challenge pupils' values. Through your hard work we will work together to create a secure base and sound platform to help your success.

## TRANSFERABLE SKILLS

In a broader sense, GCSE Geography is recognised as providing the key skills of communication, working with others, application of global information systems, improving own learning and performance, problem-solving and working with statistics.

## TEACHING METHODS

Group work, research and presentations as well as local fieldwork are all aspects of our teaching. Pupils are encouraged to draw on topical events and learning principles to provide their own contemporary examples. Thus they bring poignancy and immediacy of the subject to the fore; after all, Geography is inherently a dynamic subject.

## COURSE CONTENT (AQA 8035)

PAPER 1	PAPER 2	PAPER 3
<p><b>Living with the Physical Environment (35%) 90mins</b> Topics:</p> <ul style="list-style-type: none"><li>• Challenge of Natural Hazards</li><li>• Physical Landscapes in UK</li><li>• Living World</li></ul>	<p><b>Challenges in the Human Environment (35%) 90mins</b> Topics:</p> <ul style="list-style-type: none"><li>• Urban Issues and Challenge</li><li>• Changing Economic World</li><li>• Challenge of Resource Management</li></ul>	<p><b>Geographical Applications (30%) 75mins</b> Topics:</p> <ul style="list-style-type: none"><li>• Pre-release material covering a global theme</li><li>• Testing skills and results of a physical &amp; human field study</li></ul>

# HISTORY

## AM I SUITED TO THIS COURSE?

Everybody is suited for it - provided they are prepared to work for it.

## WHAT CAN I DO AFTER THIS COURSE?

History A Level is ideal but the skills gained are useful for every A Level.

## AIMS

The most important aim is to enjoy the study of History. We seek to foster the essential skills of analysis, interpretation, judgement and empathy. History is 'a searching enquiry into the nature of the past and present world'

## TRANSFERABLE SKILLS

All the GCSE key skills apply to History, particularly those of communication and improving personal performance. There is a particular spiritual, moral, ethical and cultural dimension to the study of the 20th century.

## TEACHING METHODS

The subject is largely class-based, but all teachers use a wide range of source material and multimedia sources.

## COURSE CONTENT

The GCSE course is focused on:

### Component 1: Understanding the Modern World

- Section A: Period Studies, Russia, 1894-1945 - Tsardom and Communism
- Section B: Wider World Depth Studies, Conflict and Tension, 1918-39

### Component 2: Shaping the Nation

- Section A: Britain - Power and the People, c1170-Present day
- Section B: Depth Studies including the historical environment - Norman England, 1066-c1100

#### Year 10

Conflict and Tension, 1918-39  
Russia, 1894-1945 - Tsardom and Communism  
Norman England, 1066-c1100 (historical site visit)

#### Year 11

Britain: Power and the People c1170 to the present day  
Exam preparation

<b>AWARDING BODY:</b>	AQA
<b>COURSE TITLE:</b>	History
<b>WEBSITE:</b>	<a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145">https://www.aqa.org.uk/subjects/history/gcse/history-8145</a>
<b>METHOD OF ASSESSMENT:</b>	100% examination - taken at the end of Year 11

## MODERN FOREIGN LANGUAGES (FRENCH/GERMAN/SPANISH)

*'It is arrogant to assume that we can get by in English or that everyone will speak our language. Learning a foreign language is polite, demonstrates commitment, and in today's world is absolutely necessary.'* - Sir Trevor McDonald, Chair, Nuffield Languages Inquiry

The ability to speak a foreign language in today's business world is a significant advantage. 94% of the world's population does not speak English as their first language.

### AM I SUITED TO THIS COURSE?

Yes, if you are prepared to work hard and apply yourself. You should be able to communicate in both the written and spoken form at a basic level, having a secure understanding of the grammar that you have previously been taught.

You should be confidently able to use at least three tenses prior to starting the GCSE course.

### WHAT CAN I DO AFTER THIS COURSE?

There is considerable value in studying languages beyond GCSE level for today's increasingly international employment market. Languages are a particularly useful skill and can therefore be combined with any other subject. A GCSE language qualification seriously enhances a CV profile and makes you stand out.

Learning languages also offers pupils a new perspective on their own language and the benefits are seen in vocabulary acquisition and range of expression. It leads to appreciation of other cultures, which is increasingly important in the modern era. Research suggests that foreign language study enhances both cognitive development and academic achievement.

**French**, along with English, is the official language of the United Nations (UN), the International Monetary Fund, the International Olympic Committee, the Council of Europe and the European Union.

French is an important international language, highly prized by employers. It is consistently the preferred language required by a significant number of job adverts.

French is spoken as an official language in some 43 countries around the world and is the only language other than English spoken on five continents.

**German** is the most widely spoken language in the European Community. More Europeans speak German as their first language than either French or Spanish.

After English, German is also the most widely used business language in Europe.

Germany is Britain's most important trading partner in the European Community. Germany is the most important trading partner for almost all European and many non-European countries.

Willy Brandt quote: 'If I am selling to you, I speak your language. If I am buying from you, Dann müssen Sie in meiner Sprache sprechen.'

**Spanish** is the mother tongue in 21 countries. It is an official language of the UN and its organisation and, more and more companies value employees with a knowledge of Spanish

#### **TRANSFERABLE SKILLS**

You will be developing the skills of communication, enhancing written expression, use of information technology, working with others and improving your own learning and performance.

#### **TEACHING METHODS**

The course employs a variety of teaching methods, including oral practice, pair-work, listening comprehension, formal grammatical skills practice, reading comprehension, translation work, vocabulary learning via technology and more traditional methods and formal written work. At GCSE level, the four skills of listening, reading, writing and speaking are all equally weighted.

<b>AWARDING BODY:</b>	AQA
<b>COURSE TITLE:</b>	French, German, Spanish
<b>WEBSITE:</b>	<a href="https://www.aqa.org.uk/subjects/languages">https://www.aqa.org.uk/subjects/languages</a>
<b>METHOD OF ASSESSMENT:</b>	100% examination

# MUSIC

## AM I SUITED TO THIS COURSE?

A very keen interest in music of all styles is the most essential ingredient for an aspiring GCSE musician. It is expected that pupils will be able to read music (conventional and/or drum or Guitar tablature) as pupils will be expected to perform on an instrument (or voice) as part of the course assessment.

Support will be given to further develop music reading skills should this be necessary. Pupils who are interested in studying GCSE Music are encouraged to discuss this with a member of the Academic music staff.

## WHAT CAN I DO AFTER THIS COURSE?

Music is a universal art. As a communication skill it transcends language and culture. It develops practical team skills that are highly valued by universities and employers alike. After GCSE, there are many possibilities to study the subject at A level or BTec and beyond. There are many varied courses available at Universities and Music Colleges which would give access to many different careers including performing, teaching - and many career options in the music industry (recording, production, marketing, entertainment etc.).

Equally, it might just enable you to enjoy performing and listening to music in later life. The broad range of skills gained in the study of Music is widely recognised as enhancing general academic progress, and provides musicians with a wide range of transferable skills.

## AIMS

To further the enjoyment and appreciation of music through developing a greater artistic and academic understanding of the subject. This is achieved through performing, composing and appraising (understanding) music.

## COURSE CONTENT

The course is divided into three components:

### **Component 1 - Performing (30% internally assessed and externally moderated):**

- Minimum one solo piece and one ensemble piece. Minimum total performance time of four minutes.

### **Component 2 - Composing (30% internally assessed and externally moderated):**

- Two compositions, one to a set brief and one free composition. Minimum total time of compositions to last three minutes.

### **Component 3 - Listening and Appraising (40% externally assessed written exam):**

- Four areas of study with two set works each: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen, and Fusions. Current set works include music by Bach, Beethoven, John Williams and Queen.

Pupils will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. There will be regular opportunities to perform music throughout the course.

GCSE Music is not limited to musicians of a classical background, and those with an interest in popular music and Music Technology are also strongly encouraged to study the subject. GCSE Music pupils are expected and encouraged to be involved in the relevant co-curricular music ensembles on offer at the College.

AWARDING BODY:	Edexcel
COURSE TITLE:	Music
WEBSITE:	<a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a>
METHOD OF ASSESSMENT:	60% non-examined assessment; 40% examination

# PHILOSOPHY, ETHICS AND RELIGION

## AM I SUITED TO THIS COURSE?

Yes, anyone willing to work hard is suited to PE&R. No prior knowledge or experience is required. If you are interested in the world, questions of right and wrong and ultimate meaning, PE&R is for you.

## WHAT CAN I DO AFTER THIS COURSE?

The aim is to captivate learners with a coherent and engaging programme of study and to encourage them to progress to further study at A Level. This course also develops skills which are useful in many other academic subjects and in all walks of life – communication, interpretation, critical enquiry, reasoning and evaluation. PE&R fits well with English, History, Geography etc.

## AIMS

You will:

- Develop knowledge and understanding of the beliefs and teachings of Christianity and Islam
- Engage with questions of belief, value, meaning, purpose, truth and their influence on human life
- Develop the ability to construct well-informed and balanced arguments on matters concerned with religious and non-religious beliefs and values
- Be given the opportunity to reflect on and develop your own values, beliefs and attitudes in the light of what you have learnt

## TRANSFERABLE SKILLS

Written and oral communication, ICT, working with others, reflection and critical thinking to name a few.

## TEACHING METHODS

A wide range of teaching methods are used, including discussion, group work, artefact quizzes, audio-visual materials. Debate and discussion are vital tools. There is a trip in Year 10.

## COURSE CONTENT

### Section 1 - Beliefs, Teachings and Practices of Christianity and Islam

Learners are required to study the beliefs, teachings and practices of Christianity and Islam (one 1 hour exam on each religion)

### Section 2 - Philosophy and Ethics in the Modern World from a Christian Perspective

Learners are required to study the following four themes from a Christian perspective:

- Relationships and families
- The existence of God and ultimate realities
- Peace and conflict
- Dialogue between religious and non-religious beliefs

One two-hour exam on this section

<b>AWARDING BODY:</b>	OCR
<b>COURSE TITLE:</b>	Religious Studies (J625)
<b>WEBSITE:</b>	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
<b>METHOD OF ASSESSMENT:</b>	100% examination, three exams, one of two-hours, two each of one-hour

# PHYSICAL EDUCATION

## AM I SUITED TO THIS COURSE?

You should have an interest in Physical Education and fitness which goes beyond the practical. You should have an interest in the health benefits of exercise and human biology. You should also have an interest in Sports Psychology and the impact of sport on society.

## WHAT CAN I DO AFTER THIS COURSE?

The course leads on naturally to A Level Physical Education and BTEC Sport, in addition to providing access to careers in:

- Sports science or leisure management based courses in higher education
- Sports psychology/sports therapy/sports and business/strength and conditioning
- Teaching and coaching physical education and sport; personal training
- Sports medicine - physiotherapy, osteopathy, medicine
- Sports engineering and design

## AIMS

You will develop and apply knowledge, skills and understanding of physical education; identifying factors that affect participation and performance. You will learn how to promote the health benefits and risks associated with taking part in physical activity; to develop the skills necessary to analyse and improve performance; and to support personal and social development when working with others.

## TEACHING METHODS

The course is divided between practical sessions (explanation of strategies and tactics and analysis of personal performance) and class-based theory work, (some of the class-based work will also be done in a practical environment).

## COURSE CONTENT

The GCSE course is assessed over two units and is broken down into 60% theory, 30% practical and 10% coursework weighting.

60% Theory (two exam papers - 1hr 15 mins each)

Paper 1: The Human Body and Movement in Physical Activity and Sport

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

Paper 2: Social Cultural Influences and Wellbeing in Physical Activity and Sport

- Sports psychology
- Health and fitness
- Socio cultural influences
- Use of data

## 30% NEA Practical performance in physical activity and sport

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and one in either a team or in an individual activity). Assessed by teachers, moderated by AQA.

## 10% NEA Coursework

Analysis and evaluation (10%- 25 marks) of performance to bring about improvement in one activity. Can be verbal or written.