

January 2010

Dear Year Nine

Over the next few weeks you will be making important decisions in your education, and planning for your future career. A lot of help, guidance and support will be available to you from Mrs Lott, Miss Nelson, also from your subject teachers and form tutors. Take the opportunity to ask questions and to use all the resources in the Careers Room including the many CD ROMs, DVDs, books etc. The choices you make now are very important as they will form the basis of your future career options so it is time well spent.

All of you will take nine GCSE subjects and these will include English language, English literature, mathematics, French, science and additional science (remember everyone takes a science unit in biology, chemistry and physics at the end of year 10). Your choices from each of the columns listed below allow you to take three additional subjects:

### Option Scheme

1	2	3
Food	Geography	Geography
Textiles	RS (Hinduism or Mark)	RS (Islam or Mark)
Art	Latin	Spanish
Separate Science	Classical Civilisation	German
History	Music	History
ICT		
Drama		

If you would like to be considered for classical Greek as an extra GCSE please indicate on the form when you submit your choices.

Most GCSE subjects moved to new specifications in September 2009. Others are changing for 2010. Coursework has now been completely replaced by controlled assessment. This work may involve advance preparation in class and at home but, unlike coursework, all the final assignment is produced in lesson time under test conditions. Longer pieces of controlled assessment are part of most practical subjects.

We recommend that at this point in your education you should keep your choices as widely open as possible. It is important, in a rapidly changing world, that your curriculum reflects breadth as well as depth. We recommend that you do not take more than one practical subject because of the work load that these subjects will entail during the course. It is also important for you to study a humanities subject (history, geography, religious studies, Latin or classical civilisation) at GCSE level. Universities value this because it demonstrates your essay writing skills.

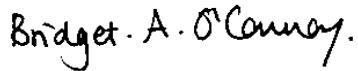
**If the subjects you would really like to study do not fit into the current options, select from the current options and then write down what you would like. We will try to accommodate your choices, but it is not always possible. There needs to be a minimum of five girls for a GCSE course to run.**

Over the two years of the GCSE courses there will be some coursework requirements in all subjects. Teachers will expect you to work more independently and to keep carefully to deadlines so it is important when making your choices to consider the content of the courses and the nature of the controlled assessment requirements. Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents. Try to be realistic in

your choices; commitments out of school such as drama, music and sport are also important and should complement your academic choices and studies. Remember that you have a great many strengths and skills, play to these and you will achieve a good set of GCSE results, and enjoy the process too!

We are looking forward to you progressing to year 10 and year 11 and enjoying a new range of opportunities; including the Duke of Edinburgh's Award Scheme, and VSU, alongside your existing interests, and more independence and responsibility within the school community.

Yours sincerely



Bridget A O'Connor  
Headmistress

## **Key Dates**

**Friday 15 January**

**Thursday 28 January**

**Wednesday 24 February**

**GCSE Options Booklet issued**

**Parents' Evening**

**year 9 submit choices**

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## Core Subjects

### **ENGLISH AND ENGLISH LITERATURE**

Revised specifications will be accredited in December 2009 for first teaching in September 2010.

All pupils will study both English language and English literature. These are taught as an integrated course, but will lead to two separate qualifications at GCSE. The course will be wide-ranging and stimulating, based around the three assessment objectives of speaking and listening, reading and writing.

In English language, the final examination will count for 40% of the total mark. 20% will come from the assessment of three speaking and listening tasks and the remaining 40% from a range of writing tasks to include creative writing and writing about literature. These will be completed in controlled assessment conditions where the tasks are produced within a specified time span. In English literature, controlled assessment counts for 25% and two final examinations for 75% of the total mark.

Lessons involve a wide variety of activities. As well as developing skills in writing, pupils explore non-fiction and media texts. A broad range of poetry, prose and drama from the twentieth century and other historical periods, as well as from varying cultures, will be studied for English literature. Shakespeare is, of course, a compulsory area for study. Oral activity is an intrinsic part of our work in the classroom, and pupils develop their fluency and confidence in various situations, ranging from informal group discussions and role play activities to well-researched presentations.

### **FRENCH**

French in years 10 and 11 is essentially a continuation of the aims and methods of the first three years. The four GCSE skills of listening, reading, speaking and writing are further improved, and pupils' ability to operate in the prescribed topic areas is increased, using later stages of the *Encore Tricolore* (nouvelle édition) course, adapted and expanded as considered appropriate. Alongside the acquisition of new language, previously learnt material is methodically revised and consolidated. Pupils attend weekly conversation classes with the French assistante in the summer term of year 10 and throughout year 11. Pupils have the chance to immerse themselves in the language on a home-stay in the south of France.

## **MATHEMATICS**

The GCSE course taken by our years 10 and 11 is the relatively new International GCSE (IGCSE). This course has no internal assessment element and is assessed externally by two examination papers at the end of the course. There are two levels of entry: higher level allowing for grades A\* to D and the foundation level allowing grades up to C as a maximum. It is envisaged that the great majority of girls will take the higher level papers. The examination papers will cover the following assessment objectives:

- Number and Algebra (55%)
- Shape, Space and Measures (25%)
- Handling Data (20%)

The course is an excellent preparation for GCE AS and A2 for those who wish to study mathematics further. A number of topics such as calculus, functions and sets are included, which are not in the mainline GCSE mathematics courses.

Students will have access in, and out of, lessons to various mathematical software packages such as Autograph, and The Virtual Textbook. They can also visit numerous internet links via the school intranet to complement their studies or for revision purposes.

## **SCIENCE AND ADDITIONAL SCIENCE**

Science is examined at the end of year 10 and Additional Science is examined in year 11. Two separate GCSE grades are awarded to girls who take this course as part of the core curriculum.

Both of these GCSEs include biology, chemistry and physics. 25% of the marks are allocated to practical work which involves controlled assessment, carried out and examined in lesson time. This includes a written test on a practical investigation.

The emphasis in the science courses is on How Science Works, a theme which is followed in both the practical assessments and the theory examinations. There are also a number of topics where current issues in science are reviewed and discussed e.g. the energy debate, global warming and healthy diet.

Science courses at GCE AS and A2 will be based on science and additional science, so this two science package will allow girls to keep their options open as long as possible.

There is an option to extend this core curriculum to three separate science GCSEs for girls who want to use one of their option choices and spend more time on science. These girls will achieve a grade in each subject, i.e. biology, physics and chemistry, by studying extension material, doing further practical assessments and taking an extra exam in each science at the end of year 11.

## Option Subjects

### ART and DESIGN

Two courses are offered: Fine Art and Textile Design

Art subjects have broad and varied specifications. Girls taking art will learn to express themselves and communicate with an audience in both visual and written forms, guided and supported by the art teachers through workshops and individual tutorials. All project work will start with teacher led workshops and experimental assignments leading towards a portfolio of more independent and individual focus.

Art subjects are hands-on and creative, suiting visual and practically minded people. However a good command of English and the ability for intelligent and analytical thought are also essential attributes for success.

Girls will be encouraged to challenge themselves and be experimental with their work and ideas. They will undertake in-depth research on the work of artists and designers. This requires good self-motivation, the willingness to study independently and the ability to manage time effectively.

Both courses are assessed by 60% controlled assessment and 40% exam. The exam works like a coursework project but is carried out under controlled conditions, with time constraints and is unaided. There is one project in year 10 and a second project and the exam in year 11. The themes of the projects are set by your teachers and the exam questions are set by the examining board.

The programme builds on skills and knowledge gained through years 7-9 to enable learners to progress with greater depth and sophistication. Girls will get the chance to experience at least one trip to gather artistic inspiration and at least one specialist workshop, linking to one of the coursework projects.

#### FINE ART

Do you have a talent for drawing and enjoy being expressive? - If so, GCSE fine art could be for you...

Skills in both 2D and 3D media are developed, with the opportunity to explore and be creative in a variety of materials; wire, plaster, clay, mod-roc, batik and any other materials we come across, including re-cycled objects. Various printing and painting techniques can also be explored.

#### TEXTILE DESIGN

Are you a fashion guru? Do you enjoy creating beautiful things? - If so, GCSE textile design could be for you...

A variety of textile techniques are explored including; application of colour, adding texture, embellishment, felt making, fabric manipulation, hand and machine sewing and embroidery.

## **CLASSICS**

The cultures of Greece and Rome are the basis of our own civilization and their achievements still influence the modern world. The Latin and/or Greek courses introduce students to many aspects of their respective civilisations. Although the emphasis is primarily linguistic at GCSE, there is plenty of opportunity to explore cultural and historical topics.

Classical civilisation is the study of the Greek and Roman worlds. It offers the opportunity to acquire an understanding of their societies and literature, including such topics as religion, mythology, home and family, sport and entertainment, theatre and comedy. All texts are studied in English.

### **LATIN**

Latin has played a definitive role in shaping the languages, literature and thinking of the western world. Learning Latin encourages an ordered approach, clear thought, and is intellectually rigorous.

Girls choosing Latin GCSE will continue to study the Cambridge Latin Course. The final examinations include language (50%) prose literature (25%) and verse literature (25%). Linguistic knowledge is tested by comprehension and translation of Latin passages. There is no coursework or controlled assessment.

There is a field trip to a Roman site or the British Museum to help pupils' understanding of Roman life. There will also be the opportunity to join in theatre trips and attend lectures in conjunction with the grammar school classics department.

### **CLASSICAL GREEK**

The textbook Greek to GCSE is used. This is newly published and specially designed for a two year course. It will be of especial interest to those students who enjoy learning about the classical world, particularly Greek myth, religion and society and it may well appeal to those attracted to theology. (By the end of the course students will be able, if they so choose, to read the New Testament in the original.) The ancient Greeks have had a profound influence on our civilization and this course will not only extend pupils' linguistic knowledge, but also provide insight into a fascinating culture.

The final assessment consists of two language papers - translation from Classical Greek into English - and study of one verse and one prose set text. There is no coursework or controlled assessment for this qualification.

Greek students are encouraged to participate in the many classical trips available.

Greek is taught in lunchtime and after school sessions.

## CLASSICAL CIVILISATION

This course offers students the chance to pursue an interesting range of topics from the ancient world, looking at their relevance to the modern world and their influence on later culture. It will appeal to anyone who enjoys myths and story-telling and learning about other societies. It is a broad GCSE in that it incorporates elements of history, religion, literature and archaeology and it thus helps to develop a good range of skills. By the end of the course students will have improved their powers of historical analysis, literary appreciation and essay writing.

The topics studied for assessment via external examination will be:

- Homer's Odyssey
- The Ancient Olympic Games and the Panathenaia
- Social Life in Rome in the First Century AD

One topic will be studied in preparation for controlled assessment (worth 25% of the final qualification). In 2012 this topic will be either

- Catullus, selected poems

or

- Ovid Metamorphoses 7, 8 & 10

## DRAMA

### **What is GCSE drama all about?**

GCSE drama provides the opportunity to explore the range of skills involved in creating and performing drama which includes the creation of original work as well as looking at plays written by other people.

The course promotes the development of skills needed to work with others, problem solve and communicate. Drama will help pupils to feel more self-confident and prepare them to deal with a range of different situations and people.

Some girls may wish to take a GCSE in drama for its own sake, perhaps to form the basis of a future interest. Others might wish to go into a job where it is useful to have had experience of drama, or where some of the skills developed during this course are needed. These might include careers that involve meeting people face to face. The study of drama can help develop valuable transferable skills for any career or job.

The course is in three parts:

### **Part one**

In this section, drama is used to express personal feelings and ideas about a range of issues. This part of the course is assessed through controlled assessment which consists of practical performance work and a written notebook and contributes 30% of the total marks.

### **Part two**

This part of the course looks at a play to see how a playwright expresses their ideas about a theme or topic and explores ways of making the play work on stage. 30% of the marks are awarded through a controlled assessment which consists of practical performance work and a written notebook.

### **Part three**

This section offers the choice of being involved in the performance of a play from an existing script or one created by the group. The 40% of the marks coming from this part of the course are awarded by a visiting examiner. Individual pupils can either be examined on acting skills in the performance or on design and technical skills (stage design, costume, masks and makeup, lighting or sound).

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

This course is for those who want to study a subject that is both practical and creative. It should appeal to those who have done some acting before or helped out backstage on a production. Others may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights but never had the chance. To enjoy this course, girls should feel comfortable working as part of a team because drama involves a lot of group work.

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

GCSE drama follows on from drama work that girls will have done at key stage 3 (years 7-9). They will develop their improvisation and acting skills to a higher level. They will also look at plays in more detail and look at different ways of bringing a script alive on stage.

## FOOD AND NUTRITION

### Why study food and nutrition?

Food and nutrition GCSE is for those who:

- Would like to be kept up to date with food and nutrition issues
- Enjoy working with food
- Like a practical challenge

This course develops knowledge and skills through studying a range of different topics and provides the chance to carry out a variety of practical investigations. The qualification can lead to further study at AS/A2.

### You will study:

- Nutrition and health  
Food commodities
- Meal planning  
Food preparation and cooking
- Food safety and preservation
- Consumer education

### Strategies include:

- Practical work
- Research work to include interviews, surveys and questionnaires
- Study of the theoretical aspects of the topics listed above

### Controlled assessment

There are three short tasks in year 10. These tasks are focused assessments with the emphasis placed on the implementation of practical skills. A typical task would involve planning and making two food items which are rich in calcium, using nutritional data to support the choice of and evaluating the work.

Students will also produce one food study task of their own choice in year 11 which is an extended piece of work. A typical study might involve researching the needs of elderly people and considering how their needs may be met on a limited income, planning and selecting suitable items and evaluating the work.

Each type of controlled assessment contributes 30% of the marks for the GCSE, the remaining 40% coming from a written exam in year 11.

## GEOGRAPHY

Geography IGCSE is for those who take an interest in what is happening in the world and who enjoy working things out for themselves, for instance by watching documentaries and reading newspapers.

### **The course will appeal to those students who are interested in**

- The issues which affect people and the places they live in
- How villages, towns and cities are changing and why
- How people are affecting the environment we all live in
- What causes different landscapes

### **And**

- Who enjoy travel and finding out about new people, places and landscapes
- Enjoy a subject that is relevant to their lives and experiences
- Want the opportunity to do fieldwork as well as classwork

### **What will you learn about on the IGCSE course?**

#### THEME 1: Population and Settlement

- Reasons for population growth and decline
- Change in settlement patterns

#### THEME 2: The Natural Environment

- Plate Tectonics
- Landforms and landscape processes
- Weather, climate and natural vegetation
- Inter-relationships between the natural environment and human activities

#### Theme 3: Economic Development and the use of Resources

- Agricultural and industrial systems
- Leisure activities and tourism
- Environmental issues, conservation and management
- Energy and water resources

### **Assessment**

The course will be assessed by three terminal examination papers. Paper 1 is a structured examination paper where pupils answer three questions on the themes above, (45% of total marks). Paper 2 is data response examination paper where pupils are tested on their interpretation and analysis skills, (27.5%). Paper 3 is Alternative to Coursework examination where pupils are tested on their understanding and interpretation of field work techniques they have learnt (27.5%).

### **Fields Visits**

Over the two years of the course students will have the opportunity to participate in a residential field course. Pupils also participate in two non-residential field visits consisting of a day spent in the suburbs of Nottingham and a rivers investigation in the Peak District where the students are taught how to observe, collect data and analyse it in preparation for their Alternative to Coursework examination paper.

## HISTORY

History GCSE involves the study of the modern world c.1900-1970. The main topics covered are:

### **Conflict in the Modern World**

- The events leading to the First World War
- Britain in the First World War
- The Paris Peace Treaties
- International Affairs in the 1920s
- The rise of Hitler and the role of appeasement in the outbreak of the Second World War
- The origins of the Cold War

### **Depth Studies**

- Germany
- The United States

The emphasis in GCSE history has moved away from the need to memorise vast amounts of factual material to a more skills-based approach. Candidates are taught to analyse a great variety of historical evidence, both visual and written, in order to make reasoned and informed judgements and answer a range of questions presented to them.

### **Assessment**

An examination paper covers each area. Some questions require short answers, while others need more developed, essay-style responses. The exams make up 75% of the marks with the remaining 25% coming from controlled assessment. This takes the form of a historical enquiry on Britain during the World Wars.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The GCSE ICT specification is new for 2010-12 and does not relate directly to the old specification short course qualification taken in year 9. The emphasis is much more practical and assessment relies on demonstration of competence with less need to produce documentary evidence. It will allow girls who enjoy ICT to develop their knowledge and skills using software to design creative solutions. There will be the opportunity to explore topics like the impact of Google 360 on society, the use of smart phones and the effect of online reviews on consumers and businesses. If you enjoy using the latest digital devices, then this is definitely a course you will enjoy studying.

This course will appeal to those students who are interested in learning how to use tools to analyse, understand and control the technology that surrounds them. It won't teach how computers work or how to program them but it will show how to use ICT effectively and safely and to appreciate the implications of various actions. It will teach students to be effective IT users, who understand the risks as well as the benefits and use ICT safely and responsibly.

### **What will you learn about on the GCSE ICT Course?**

#### **UNIT 1**

##### **Living in a Digital World**

In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. Students learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing, on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

#### **UNIT 2**

##### **Using Digital Tools**

This is a practical unit designed to broaden and enhance students ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice. They put into practice what they learn about digital technology in Unit 1 to produce their own ICT solution.

#### **Assessment**

Unit 1 - Written Examination 40%

Unit 2 - Controlled Assessment 60%

## LANGUAGES

If you are genuinely interested in languages and have linguistic ability, German or Spanish GCSE might be for you.

Years 10 and 11 build on the basics introduced in year 9 and introduce the additional tenses needed for GCSE. Girls will practise listening, reading, speaking and writing skills and gradually improve their ability to operate in the prescribed topic areas. Alongside new language, previously learnt material will be revised and consolidated. They will have the privilege of attending weekly conversation classes to prepare for speaking assessment.

### GERMAN

Are you a class act and not afraid to do something extraordinary and extraordinarily worthwhile? Then German is for you! Allow yourself to be immersed in a new world. You will be taught by a native speaker using modern resources and technologies alongside our chosen textbook Logo. By the end of your course you will have experienced many fun activities and will hopefully no longer think that German music is not worth the download. All students of German will have the opportunity to have an e-pal in a German school, be entertained by a fabulous German theatre production and have the opportunity to visit Berlin with the boys at LGS. This course will help you increase your chances in the world of work, making you one of that elite band of German-speakers who are in ever-increasing demand!

### SPANISH

We continue to use the Captado course, adapted and expanded as considered appropriate. Alongside the text book, there will be a variety of other activities such as listening to and singing Spanish songs, playing Spanish games, using language IT software, contributing to the Spanish school website, and watching an exciting BBC video called Isabelle. There will also be an opportunity to see a Spanish play and to take part in the home-stay trip in October half-term.

This is a golden opportunity to discover one of the world's most important languages.

## MUSIC

Music GCSE is a lively and fascinating course that is ideal for students who are grade three standard or above on their instrument (including voice) by the start of the course. It provides an excellent knowledge base for pupils intending to study music at AS/A2 and beyond, but it is equally beneficial and interesting as a course in its own right, acting as a support to the work undertaken in instrumental/vocal lessons and giving students a greater understanding and appreciation of the music that they encounter in everyday life.

The course develops the skills of composing, performing and listening and covers four areas of study:

### **My music**

Music that is composed, performed and/or studied by the candidate

### **Shared music**

Music that involves several players in performance

### **Dance music**

This includes the Viennese waltz, disco music of the 1970s and 1980s, and club dance styles

### **Descriptive music**

Music that describes a scene or tells a story in sound

### **Assessment**

Composing (45%) involves the use of the *Sibelius* software to produce one controlled assessment piece during each year and a third piece in the final Creative Task examination. Performing (30%) is assessed by an ensemble performance in year 10 and a solo performance in year 11, both allowing the girl to choose her instrument. Listening contributes the remaining 25% of the marks and is assessed by written examination at the end of the course.

## RELIGIOUS STUDIES

Religious studies offers students the chance to explore some of the important ethical questions which life throws at them.

All students study Christian ethics, which covers:

- The Right to Life: Abortion and Euthanasia
- The Use of Medical technology
- Fertility treatments, Gene Therapy and Genetic Engineering, Cloning
- Personal Responsibility: Sexual relationships and drugs
- Christian responsibility for the planet
- Christian responsibility towards disadvantaged people.
- Social responsibility: Marriage
- Prejudice and discrimination
- Conflict: War and Peace and crime and punishment

Discussion is an important part of the lessons as it is vital that students learn to form their own opinions after careful consideration of the various view points.

For the second unit, students have a choice of:

- Christianity through a study of Mark
- Hinduism
- Sikhism
- Islam

The most popular three choices in each academic year are offered to the girls. Many of the girls who study one of the world religions follow that religion within their family, but it is not essential.

During the two years of the course students should develop skills in research, gathering and collating information, evaluating opinions and arguments and in presenting information and views clearly and confidently in both oral and written form.

Religious studies is a vibrant, relevant and interesting subject and is open to everyone, whether of a religious persuasion or not. You do need an open mind.

Both units are assessed by written exams at the end of year 11 and there is no controlled assessment.

## SEPARATE SCIENCES

Girls who really enjoy science, and want to spend more time on it, may choose to use one of their option choices to take biology, chemistry and physics as separate GCSEs. This will give three separate GCSE grades at the end of the course. The separate sciences are not required for GCE AS or A2 courses in biology, chemistry or physics as these are based on the content of Science and Additional Science.

The separate science course includes all the material covered in the core curriculum for the Science and Additional Science GCSEs. Extension topics are studied in each science, including:

### **Biology**

- Biotechnology
- Gaseous exchange
- Circulatory system
- Kidney

### **Chemistry**

- Periodic table
- Hard water
- Chemical analysis

### **Physics**

- Circular motion
- Lenses
- Electric motors
- Generators

Assessment involves three papers and a practical assessment for each science. The first two papers are common with Science and Additional Science, the Science papers being taken at the end of year 10, and the third paper tests the extension topics. 25% of the marks in each science come from controlled assessment of practical work which has the same format as for Science and Additional Science.

## **Non-Examination Areas of the Curriculum**

### **PHYSICAL EDUCATION**

Traditional sports are offered such as hockey, netball, gym, dance, tennis and athletics. In addition, groups may choose to do the following activities: rugby, football, lacrosse, basketball, aerobics and volleyball.

### **CAREERS EDUCATION AND GUIDANCE**

Careers work begun in year 9 continues in years 10 and 11. Students are introduced to the work of the Connexions service through our link adviser. At the end of year 10 they are enrolled in the ISCO Futurewise scheme which provides them with personalised careers guidance and planning for the next seven years.

Lunchtime careers talks by visiting speakers keep us in touch with changes and opportunities in the world of work. Our next biennial careers convention will take place in spring 2010 when students and their parents will have the opportunity to obtain the most recent information on a variety of careers and to put their questions to our visiting speakers and gain networking contacts.

The careers room is always open. It houses a very well stocked and up-to-date careers library containing books, journals, information leaflets and a variety of careers software. Together with input from careers staff, form tutors, the headmistress and subject teachers, these resources help students make their post-16 choices. Requests for information are always welcomed by the careers department.

Year 11 complete a week's work experience in July, when they have finished their GCSE examinations.

### **PERSONAL AND SOCIAL EDUCATION**

The PSE programme continues through the senior school years with timetabled weekly lessons. Information is given and girls are encouraged to explore issues which affect them now, or may affect them in the future. The aim is to address areas appropriate to the year group and to help girls to make mature and informed decisions in relation to their personal and social development, preparing them to be responsible citizens. PSE may take the form of a lecture, a workshop or an opportunity for small group discussion. Relevant outside agencies are used whenever possible to provide an alternative source of knowledge and advice.

## **GENERAL RELIGIOUS STUDIES**

All girls continue with general religious studies lessons. During year 10 three religions are studied: Islam, Hinduism and Sikhism. In year 11 various aspects of Buddhism and contemporary ethical and religious issues are explored. These lessons make a valuable contribution to the girls' education, giving them the opportunity to discuss topical issues and discover more about the various faiths. There is no formal assessment but the girls do produce written work during the course and it can be a valuable introduction to AS religious studies for girls who have not taken the subject at GCSE.

## **THE COPE LIBRARY**

The library and adjacent resources room are available to all members of the school throughout the day. All pupils are enrolled onto the library database ECLIPSE which uses biometric recognition and pupils can borrow up to six books for a period of three weeks. When carrying out coursework the number of books can be extended and books can be renewed if a longer loan period is required. Pupils are encouraged to recommend titles for purchase by the library. The library's search facility can be used on any computer within the school and all pupils are trained on how to search for library material. The librarian is always pleased to demonstrate SEARCHSTAR to any pupil needing a reminder and is there at all times to help and advise library users.

The library is very well stocked with over 16,000 titles and pupils are encouraged to use it for academic research, reference and for recreational reading. The library produces a newsletter every term and runs competitions. A wide range of daily newspapers and magazines is available; these are vital sources of current information.

Our newspaper project was set up in September 2007 with the aim of encouraging the pupils to read a newspaper and being more aware of what is going on in the world.

Each form receives a daily newspaper which is collected from the library each morning by the form's newspaper representative who also feeds back to a review meeting held each term. The newspapers rotate between The Times, Guardian, Daily Telegraph and Independent providing an opportunity to vary the exposure to different editorial views. News items are discussed within class time and it is also a topic covered in the PSE programme. Subject staff encourage pupils to be aware of news topics relevant to their subject areas.

The resources room gives pupils access to computers which are all connected to the Internet and a colour printer. There is also a scanner and coin-operated photocopier for general use.

All pupils can visit the library during break and lunchtimes to borrow books and use the library. Pupils also have class visits with their subject teachers when embarking on coursework.

The more that you use the library the more familiar it will become and the more that you will gain from it; the library is yours - so use it!