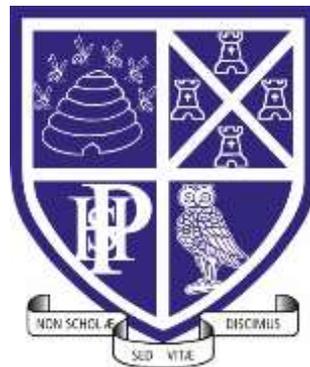


Plymouth High School for Girls

“For life, not school, we learn”



Year 9 GCSE Options Booklet 2019



January 2019

Dear Parents, Carers and Year 9 Students

I am delighted to write this introduction to our Options Booklet for Year 9 who have reached a very important stage in their school career. By September 2019 they will have begun their Key Stage 4 GCSE courses which will lead on to further education and/or training post-16. The time has now come for us to provide you with information and guidance about the curriculum during Years 10 and 11.

During Key Stage 3 (Years 7, 8 and 9) it is the policy of the school to provide every student with a broad and balanced education. The Key Stage 3 curriculum has been designed to provide students with important knowledge, understanding and skills. In Key Stage 4, many subjects remain compulsory in order to continue this breadth and balance in preparation for their future lives.

In Key Stage 4 the students can exercise a degree of choice about their personal curriculum. Details of each subject are enclosed in this booklet. We firmly believe that children learn best and will succeed when they are motivated and following courses which allow them to pursue their individual talents, interests and aspirations. Students will no doubt be guided by this and will receive detailed guidance from subject staff, tutors and Mrs Longford, our careers expert. Students will follow two different pathways through KS4 and the number of lessons spent on the core compulsory subjects will vary between individuals. This is to ensure that students maximise their potential in the important core subjects of Maths, English and the Sciences while still completing KS4 with 9 or more GCSEs.

Before the talks (4pm or 6pm) on the **Options Evening on Wednesday 30th January** you will be able to meet with staff to receive information and advice about the subjects available. This is also **Year 9 Parents Evening** when you can also talk to current teachers about progress to help you in deciding on option choices.

The Curriculum choice form will be issued on the Options Information Evening. Please ensure this is returned by **Friday 8th February**. A sample is shown in this booklet. We will do our best to ensure that every student is able to pursue the subjects of their choice, but when this is not possible, we will discuss alternatives with parents and students.

I look forward to meeting you and welcoming you again to Plymouth High School.

Yours faithfully

Miss Z Boyle
Head of Year 9

Year 10 Courses

In Year 10 the majority of pupils will study 9 or 10 subjects for GCSE. They will additionally spend some periods of each week on other compulsory elements of the curriculum. Pupils will, therefore, follow a curriculum which is both broad and balanced, thus giving them the widest possible range of opportunities for subsequent career decisions.

Compulsory Elements and Core Subjects:

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics
- Religious Studies
- Physical Education
- ICT/Computing
- Personal, Social, Health Education and Citizenship (PSHE)
- Careers education and Work experience

There are two main pathways through these core subjects and these in turn dictate the degree of choice available beyond the Core. Students have already been allocated one of two pathways based on their Key Stage 3 data.

X Pathway

Students following this pathway will:

- Have seven lessons per fortnight of English and six lessons per fortnight of Maths
- Follow at least one GCSE Modern Foreign Language
- Follow at least one of History and Geography
- Have a choice of two free options from: History, Geography, GCSE Religious Studies, Art, Drama, Music, GCSE P.E., Computing, Design and Technology, Food Preparation and Nutrition and further languages
- Will study Biology, Chemistry and Physics. Each student has four lessons per fortnight for each science subject.

Y Pathway

Students following this pathway will:

- Have eight lessons per fortnight of English and Maths
- Follow at least one of History and Geography
- Have a choice of two free options from: History, Geography, GCSE Religious Studies, Art, Drama, Music, GCSE P.E., Computing; Design and Technology, Food Preparation and Nutrition
- and any one Modern Foreign language
- Will study Biology, Chemistry and Physics. Each student has four lessons per fortnight for each science subject.

After consulting with your subject teachers, would you please complete the choice form which you have been given, and return it to your form tutor by **Friday 8th February**.

Compulsory Curriculum Content 2019-2020



Work Experience is an important practical step towards career action planning. It is a scheme designed to let you feel what it is like to be at work while you are still at school.

The idea behind work experience is to provide you with the opportunity to explore the world of work and, at the same time, find out about yourself, your talents, personality and skills.

It is also an important part of your full time education and brings together many of the things you have learnt in your subject lessons. You can then begin to think realistically about the education and training opportunities which are best suited to you. The experience of a work placement may also give you some surprising insights into the nature of work and so provide you with useful pointers to your eventual career. Ultimately, work experience is likely to increase your motivation to work to your full potential in school in order to achieve your goals.

What will it involve?

Work experience will involve a considerable amount of effort on your part if you are to gain the maximum benefit from it. You will be expected to spend time considering the skills you would like to practise and develop and, if possible, to select your own placement in an area of employment which is of genuine interest to you. You will need to draft letters to employers in the Autumn Term of Year 10, demonstrating your commitment and enthusiasm for the placement. Throughout the process of selecting a placement you will be expected to listen carefully to instructions and abide by the deadlines. Prior to taking up your placement, you will be asked to attend a brief interview with the employer and this will be your opportunity to discuss your targets and expectations for the week. There will be important forms to be signed and returned to school before your placement commences.

Finally, you will be expected to record your progress in the placement, and to write an assessment as to how well you felt you performed during the week. On returning to school you will have an opportunity to share your experiences with your year group. As a result of your work experience you will be in a much better position to take charge of your own career development through research, forward planning and setting objectives for Year 11 and beyond.

Work experience takes place in the summer term of Year 10, during the School's Curriculum Enrichment week. Please note that it is the expectation that work experience takes place within the Cornwall, Devon and Torbay area. Placements which are set up further afield will incur a charge due to insurance and checking procedures.



All students will be given the opportunity to meet with Mrs Longford for careers guidance on an individual basis.

Year 10

By the end of this year you will be able to:

- Take charge of your own career development through research, forward planning, setting objectives and recording your progress
- Write a curriculum vitae
- Write an Action Plan to set challenging goals for Year 11
- Participate successfully in Work Experience. You will discuss your aspirations for Work Experience and draw up a detailed Action Plan for the week (Enrichment Week)
- You will be encouraged to participate in Enterprise activities in School and to learn about work through Vocational Contexts in the different subject areas
- You will have been introduced to the main concepts involved in enterprise and entrepreneurship
- Take part in a Debrief Session; working in career teams to explore and reflect on the main skills required for that job sector. Write a presentation focusing on the skills and personal qualities needed for the career, using examples from their own experience.

Year 11

The aim of the Careers Programme is to prepare you for making the transition to the next stage of your education, but you will be encouraged to research and plan to the age of 19 and beyond. You will be expected to use the Careers Library facilities to research Higher Education Courses (including the UCAS Website), and to seek advice from tutors and Mrs Longford as appropriate. You may need to research Vocational (work related) courses at this time. This will equip you to make appropriate, well-informed decisions about courses of study.

- You may have the opportunity to participate in a careers convention
- You will learn about the options open to you in Years 12 and 13
- You will discuss interview technique and learn how to conduct yourself at an interview
- You will revise and update your CV
- You will be encouraged to seek further Work Experience if it is appropriate to your chosen path of study

Every student in Year 11 will be asked to fill in a "Careers Profile Form" prior to being offered a Careers Interview with Mrs Longford. Careers Interviews take place individually, or in small groups, as appropriate, with some students choosing to wait until Year 12.

Compulsory Rotation Subjects

In addition to Core, Option and other compulsory elements such as P.E. students will also study a block of work in Computing/ICT, R.S. and PSHE/Citizenship. These elements of the curriculum ensure that all KS4 students at PHSG receive a broad and balanced education and fulfil the requirements of statutory guidance.

The three elements will be taught on a rotation with approximately 12 lessons in each area being taught across the year. On completion of one block of work each group will rotate onto their next subject. The rotation will be repeated in Year 11.

These short courses are not certificated.

IT and Computing



Skills which are learned in IT and Computing are used in all subjects and can directly help your performance and levels at both GCSE and A levels. Current and emerging digital technologies impact on the lives of individuals, organisations and societies. It is important that you are aware of these impacts and learn how to manage your use of IT safely, securely and responsibly.

Through project based tasks, students will be encouraged to:

- Develop their capability, creativity and knowledge in computer science, digital media and information technology
- Develop and apply their analytic, problem-solving, design, and computational thinking skills
- Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns

There will be a short course in computer programming through a higher level text based programming language. This course will be internally certificated upon completion which you can show to an employer.

Religious Studies



All pupils in full time education are entitled to Religious Studies. The subject area provides students with the opportunity to ask and be asked challenging questions about what it means to be human, issues of right and wrong, the nature of reality and belief about God.

Religious Studies at KS4 will build on learning in KS3 in these areas. Students will be able to explore some of the ethical issues making the news, such as looking at religious teachings about conflict and pacifism. Students will have the opportunity to think carefully about the topics and develop and present their own views.

Those opting for GCSE Religious Studies will find that this compulsory unit will enhance their GCSE studies.

Head of Department - Mrs F Banks

Why study PSHE & Citizenship?

At 14 - 19 the philosophy driving the PSHE programme is to provide our young people with balanced factual information on a range of issues which may now, or in the future, directly affect them. We aim to develop well rounded, thoughtful, responsible young adults who are able to play a full and active role in our modern technological society.



Citizenship education is provided through a combination of opportunities in a range of subject areas (in particular RE), whole school and suspended timetable activities and through the students' involvement in the life of the school and wider community. It gives pupils the knowledge, skills and understanding to enable them to become informed, active and responsible members of local, national and global communities. It enables them to address real life issues and shows them how they can make a difference. The strands developed at Key Stage 3 are revisited and extended at Key Stage 4 & Key Stage 5.

What will you study?

In year 10 you will study

- First Aid (CPR), drug education, road safety, E-safety, well women, growth mindset and revision techniques.
- Citizenship, government and parliament; work and careers.

If you require further detail to support lessons at home, please contact Mrs F. Banks

Where will it lead?

PSHE & Citizenship can make a unique contribution towards our students' education and the development of their personal and social skills. It promotes their moral, social and cultural development making them more self-confident and responsible both in and beyond the classroom. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. The skills they develop will enable them to reflect on issues, take part in discussions, and play an active part in the life of their schools, neighborhoods', communities and the wider world.

Physical Education

Head of Department – Miss K Luscombe



All pupils in full time education are required to participate in Physical Education lessons. We aim to make them enjoyable and beneficial. We aim to ensure that all girls at Plymouth High School are fully aware of the importance of health-related fitness, educating them to be healthy and to have the opportunity to develop the skills to maintain basic fitness and well-being.

This complements the academic curriculum as a healthy body is essential to support a healthy mind. It helps to let off some steam during the week, enabling a fresher attitude to class work.

A good grounding in a range of activities is essential for active participation in later life, stimulating an interest in sport and physical recreation for fitness, self-esteem and social activity. Apart from the opportunity to perform, the syllabus also enables students to have the knowledge and understanding to be a more informed spectator and provides the initial opportunity to assume the roles of coach, umpire or referee.

The Key Stage 4 syllabus introduces students to a wide range of activities, aiming to stimulate a lifelong interest in sport and physical activity. Students are given the opportunity to opt to follow a stream of activities each year, including: Health and Fitness, Dance or Sports Leadership, Individual Competitor and Team Games. Activities are then tailored as far as possible to each group to enable students to follow a curriculum of activities suited to their interests.

In order to provide the best opportunities for our students, we make the most of facilities across Plymouth accessing:

- YMCA Kitto Centre for use of the fitness suite and exercise classes
- Life Centre for climbing
- Mount Batten for rowing
- Plym Bridge Woods for mountain biking
- Zumba and aerobics instructors
- Plymouth University sports hall
- PureGym Fitness Suite

This allows students to make links with clubs and facilities across the city encouraging further physical activity away from school.

Core and Option Subjects

Art

Head of Department - Mr T Varrall

Exam Board - Edexcel

Assessment - Coursework 60% Exam Project 40%

Why study GCSE Art?



GCSE Art & Design at Plymouth High is an exciting and enriching course that builds on the Art knowledge and skills learned in Key Stage 3. The course provides a solid foundation for pupils wishing to pursue a wide variety of creative career paths, teaching core skills, experiences in a wide range of media and a deep understanding of Art theory. Through two challenging and exciting projects (a coursework project and an exam project) you will be given the skills to develop your own ideas and run your own project independently, to “read” artwork by others and to apply your learning to your own work.

The course

The GCSE begins in Year 9 where we investigate a number of artists and their techniques in a series of mini-projects that all sit under the title: Human Nature. This “foundation” year can be very useful; if the work is of a high enough standard it can contribute towards the coursework project. The mini-projects are connected either to the natural world or to the man-made urban environment. A design based on the bizarre natural work of Katie Scott; a sculpture inspired by one of William Kidd or Peter Randall-Page; and a lino print inspired by the city and print makers Frans Masereel or Palle Nielsen. Students opting for GCSE will then complete three more mini-projects at the start of Year 10: stylising photography into an acrylic painting and using Photoshop to create a digital graphic design.

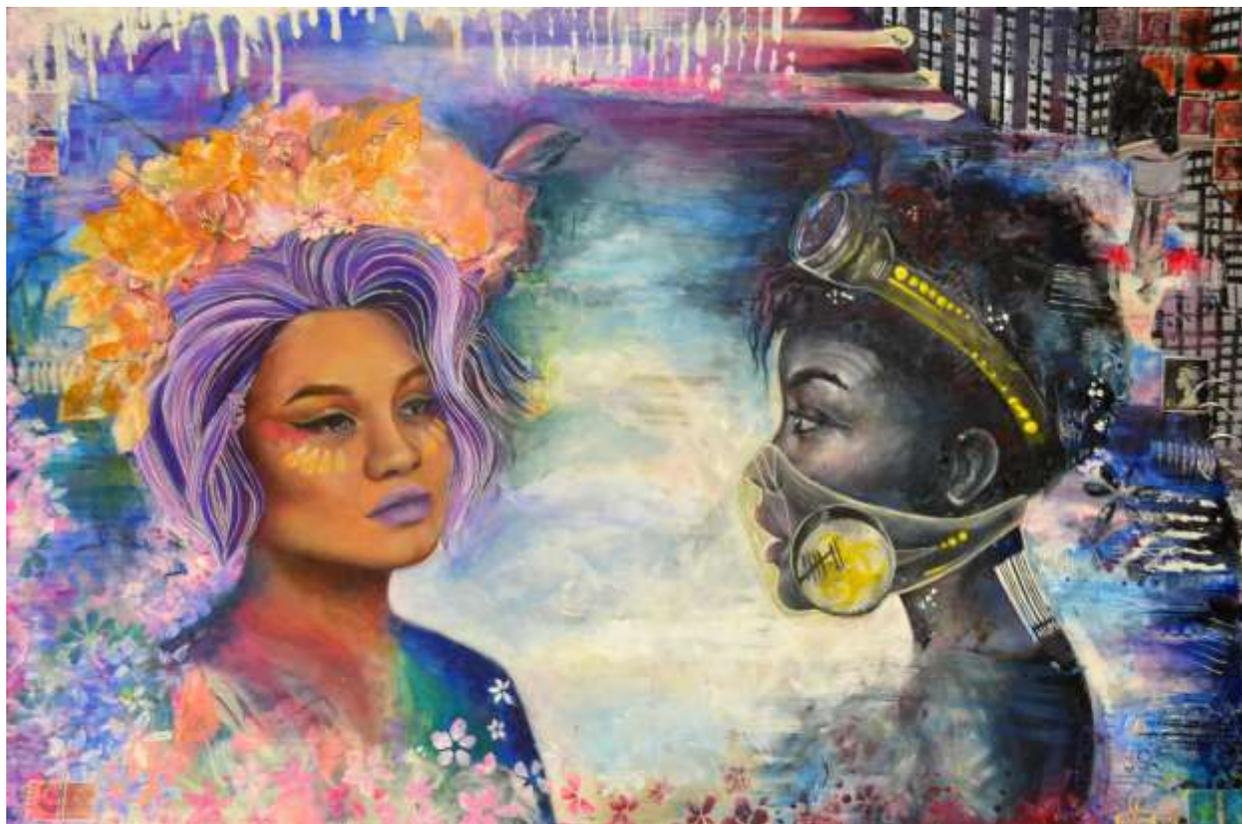
By this point, students will have completed six mini-projects in their GCSE coursework, all using very different processes and visual language. Students then develop their own project in one of three directions: purely Natural Forms, purely Urban Space, or a mixture/juxtaposition of the two – Human Nature. Students will build upon their experiences in the six mini-projects and have until the end of January in Year 11 to develop their own artwork through independent study. Here the role of the teacher changes to being one of a coach – supporting students to make their own critical decisions to enable them to move their project forward to higher and higher heights. This allows students to introduce artists and techniques of their own, to make artwork that they care about and are proud of.



The coursework project is worth 60% of the final mark, with the exam project making up the remaining 40%. The exam project is a completely personal project – the exam board will provide us with a title which all students must use as a starting point at the start of February in Year 11. The titles are usually very vague, allowing students to create in a huge variety of directions. Students then have eight weeks

to develop their idea in art lessons and in their own time, preparing and then creating a final piece in a 10 hour exam, taken over two school days.

The Art & Design course is ideal for you at this point in your education, allowing you to explore and test your skills, discover your own potential and develop confidence in your ideas and ability. It also allows you to use art to discuss your world, to engage with who you are and how you fit into the world. The course requires guts and determination from the start, but is as enjoyable as it is challenging. You will learn and have fun, while creating a solid foundation for a bright future in many creative directions in exciting, growing industries.



Computer Science

Lead teacher – Mr P Richards

Exam Board - OCR

Assessment - 100% Exam

Why study GCSE Computing?

Computer Science opens doors to your future. You are already familiar with the use of computers and related technology, this course gives insight into what goes on “behind the scenes”. The course will develop your critical thinking, analysis and problem solving skills through the study of computer programming. You will also have the chance to do some in-depth research and practical work.

What will you study?

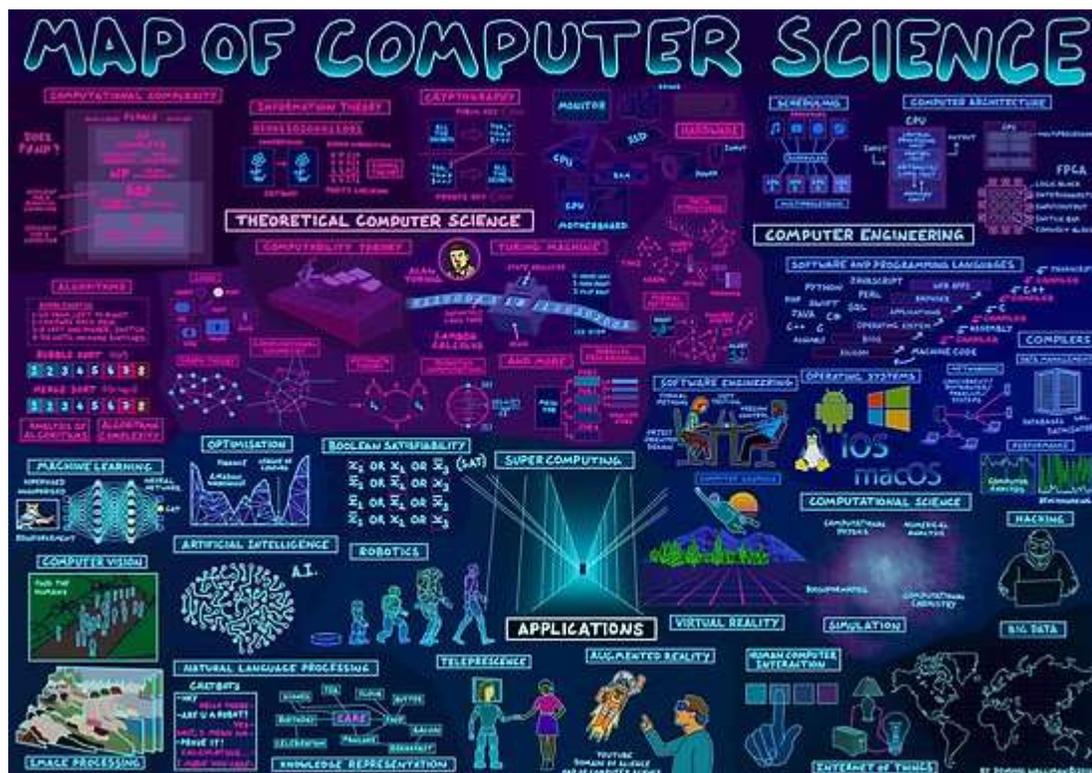
The three unit course is designed to give you an in-depth understanding of how computer technology works.

		Marks	Duration	Weighting
Component 01	Computer Systems <ul style="list-style-type: none">· Systems architecture· Memory· Storage· Wired and wireless networks· Network security· System software· Moral, social, legal, cultural and environmental concerns	80	1 hour 30 minutes	50% of the Total GCSE
Component 02	Computational Thinking, Algorithms and Programming <ul style="list-style-type: none">· Translators and facilities of language· Algorithms· High and low level programming· Data representation	80	1 hour 30 minutes	50% of the total GCSE
Component 03	Programming Project <ul style="list-style-type: none">· Programming techniques· Design· Development· Effectiveness and efficiency· Technical understanding· Testing, evaluation and conclusions		Approx. 20 hours	

Where will it lead?

If you take GCSE in Computing and then go on to study the subject at A level or university, you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field.

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.





Design and Technology

Head of Department: Miss G Westaway and Mrs P Brown

Exam Board - Edexcel

Assessment - 50% Coursework 50% Exam

Why study GCSE Design and Technology?

GCSE Design and Technology (Edexcel examination board) will prepare students to participate confidently and successfully in an increasingly technological world. It is useful for those with direct interest in the subject as well as other interests and aspirations. Students can benefit from the many transferable skills inherent in this course of study which are highly desired by higher education and employers. It is an inspiring, rigorous and practical subject in which learners use creativity and imagination to develop their design ideas both independently and as part of a team; solving problems and making critical decisions that build their ability to learn and adapt. The UK's creative industries contribute almost £90bn net to GDP and employment in this sector is growing faster than any other. There is a shortage of workers to fill these posts and these jobs are also among the least likely to be lost to automation. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE will be assessed in two ways:

- A substantial design and make task worth 50% of the overall GCSE
This will include: investigation, designing, making and analysing and evaluation
Projects will be based on a contextual challenge provided by the Examination Board in June of Year 10
- A final examination which is also worth 50% of the overall GCSE

There are three different areas you can choose to work in:

Graphics

We are constantly surrounded by graphical communication. The Graphics course aims to encourage students to be able to design and make products using creativity and originality, using a range of graphic and modelling materials. Students will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn to use, understand and apply colour and design through images, to develop spatial concepts, and to understand graphic materials and their

manipulation. They will design and make product(s) using graphic media and new technologies to prepare them for the world of work.

During Year 10 the course will cover basic technical drawing and graphical communication skills and a number of mini-projects such as packaging, leaflets, logos and advertising. They will complete an industry led project in the winter term to consolidate knowledge learnt in the first term. The major project for GCSE will begin during the summer term of Year 10.

A wide range of techniques and media are used, ranging from: basic design drawing with pencils, use of colour, computer imagery, 3-D modelling and advertising practices. The materials used for these projects can be various paper, card and board but can also consist of plastics such as: acrylic, correx or polypropylene, ICT and CAD / CAM (Computer aided design / computer aided manufacture) also play a key part in this GCSE. The project

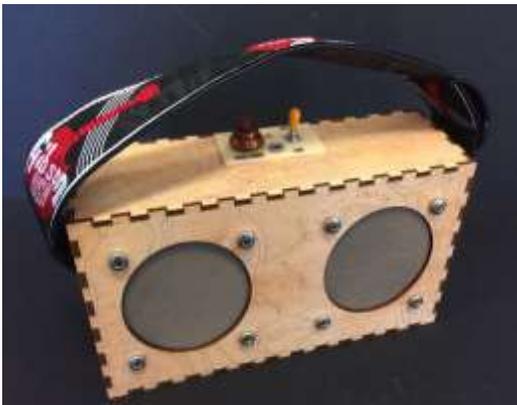
is supported by a folio which shows the development of the project from concept to finished article and also looks at moral issues and industrial practice.



If you require further information about the course please contact Miss Westaway at gwestaway@phsg.org

Resistant Materials

Resistant Materials is primarily involved with creative design and development of products produced using plastics, metals and wood, although other elements can be incorporated such as electronics e.g. lamps, mp3 players and amplifiers. Look around at the new and trending products on the market today. The designers focus has moved more and more towards innovation and creativity, this is the key to developing a career in product design and a multitude of other careers where being creative and enjoying the development of the latest innovations from the concept to the market place will bring success.



In Year 10, you start the year by designing a new clock using any materials you wish – we encourage you to try new things, develop your sketching and OR computer graphic skills and help you to discover the real world of product designing. We will explore: 3D printing, computer controlled carving using a CNC router, and of course, the laser cutter and machine tools you will have used already. Much of the folio work focuses on the why, when and how specific materials are used so that you can develop as an independent designer.

If you have any questions about the course then please feel free to contact Mr Watson at dwatson@phsg.org

Textiles

Textiles offer students the opportunity to be introduced to a variety of experiences with the chance to be innovative, exploring a range of textile media, techniques and processes, including both traditional and new technologies. The textile and clothing (T&C) industries form a major part of manufacturing production, employment and trade in many countries with the UK having more than 79,000 businesses employing over 340,000 people. There is a huge range of career roles available from designers, to technologists, quality controllers and engineers. Many of these careers offer wider opportunities where you will travel and learn about business as well as transferable skills such as project management and decision making. This GCSE allows you to use your creative flair and ability to generate ideas and concepts to solve existing problems and invent new products for the new and changing world.

In Year 10, students will undertake a series of quick projects focusing on building skill, knowledge and technique. They will gain experience with alternative materials and build their problem solving skills to redesign the PHSG school skirt. After the first term they will undertake an industry led project, providing them with the chance to explore different decorative techniques and learn the core construction techniques that will enable them to be successful throughout Year 11. This will include a trip to Plymouth College of Art where they will gain experience with screen printing facilities and sublimation printing. We will then move onto a construction project where students will complete a folder of key techniques they will take with them throughout their time in the subject. Computer aided design



and manufacturing skills are taught and students are encouraged to utilise this into various projects undertaken so that their skills are stretched and developed. An understanding of the textile industry aids this.

During the summer term students will embark on their final coursework where students undertake an extended design and make task based on a context that will be set by the examination board producing an imaginative and original design. Past projects have included students producing: children's clothing, fashion clothing, sport clothing, theatre costumes and interior furnishings.

If you have any questions about the course please email Miss Westaway at gwestaway@phsg.org

Where will it lead?

The Product Design course at A Level offers a natural progression from GCSE studies in Graphics, Resistant Materials or Textiles. It is intended to be of interest to a wide range of candidates including those who are intending to directly follow a higher education course or career in Design and Technology, as well of those with other interests and aspirations who can benefit from the many transferable skills inherent in the study at A Level.

Food Preparation and Nutrition (Exam board – Eduqas)

Food Preparation and Nutrition GCSE -This course focuses on the building of practical cooking skills so the students will cook most weeks producing: pastry dishes, bread products, meat, vegetable and fruit dishes. They will learn and understand the scientific principles underpinning preparation and cooking processes e.g. how and why yeast works, gelatinisation of starch, enzymic browning and why egg whites become more stable with the addition of an acid. To investigate and understand these principles the students will complete scientific food experiments.



Nutrition is the other main area of study where the students will learn about: protein, carbohydrates, fat, vitamins and minerals in relation to accepted healthy eating guidelines. This also includes: menu planning, individual dietary requirements and dietary related health issues.

There are 2 formal Non-Examined Assessments:

- NEA 1 is the 8-hour food science task completed in September of Year 11 (15% of total mark)
- NEA 2 is a 12-hour assessment with a different brief set by the exam board each year, culminating in the planning and production of a three different dishes served with accompaniments. NEA 2 is completed in Year 11 beginning in November and ending in March. (35% of total mark)

In June of Year 11 there is a 1 ¼ hour written examination paper. (50% of total mark)

If you have any questions about the course then please feel free to contact Mrs Brown at pbrown@phsg.org

Where will it lead?

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of WJEC Level 3 Food, Science and Nutrition, and other food-related courses at either AS or A level. In addition, this specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

Drama

Head of Department - Miss C Crouch

Exam Board - AQA

Assessment - 40% Portfolio 20% Performance 40% Written Exam

Why study GCSE Drama?

GCSE Drama provides opportunities to develop confidence and creativity. The subject draws on your imagination and enthusiasm through its practical content. It provides plenty of opportunities to work with others, exploring various ideas and issues on a variety of themes. It helps you become more articulate when expressing ideas and provides you with the freedom to discuss and develop thoughts and opinions in a supportive environment.

What will you study?



Unit 1: 40% of the qualification

Devising

Students are required to use a variety of stimulus material to create their own piece of theatre and it is assessed through a live performance and a written portfolio of evidence which is 1500-2000 words and should set out their developmental process and evaluate their final production.

Unit 2: 20% of the qualification. This unit is internally assessed and externally moderated.

Performance from Text

Students will choose and perform two key extracts from a published text. The text is not prescribed by the examination board and so can be from any play that interests and inspires them.

This unit is assessed by a visiting examiner.

Unit 3: 40% of the final qualification

Theatre Makers in Practice

Written examination of 1hr and 30 minutes

Section A - This section consists of one question broken into six parts (both short and extended answers) based on one extract from a performance text that they have studied. They will write about how a text can be realised in performance-from 'page to stage.' It is a closed book examination.

Section B - Is a live Theatre evaluation. (Pupils are required to see as much live theatre as possible and we provide as many opportunities for this as we can) This section consists of two questions requiring students to analyse and evaluate a live theatre production they have seen.

They are permitted to take theatre evaluation notes of up to a maximum of 500 words in to the examination with them.

Where will it lead?

There are opportunities to study Drama and Performing Arts at A Level and then at university, leading to careers in teaching, acting, stage management, technical advice, set design and many more. At the very least you should emerge at the end of Year 11 with a greater belief in yourself and an ability to communicate successfully with others.

English Language and English Literature

Head of Department - Miss T Bullocke

English Language

Exam Board - OCR

Assessment - 100% Exam

The OCR English Language GCSE comprises two examinations and an internally assessed Spoken Language component.

Paper One: Communicating information and ideas (50% of total mark)

This two hour examination focuses on reading and writing non-fiction texts. Students will be asked to compare one 19th century non-fiction text and one 20th or 21st century text. They will also write one piece of original non-fiction.

Paper Two: Exploring effects and impact (50% of total mark)

This two hour examination focuses on reading literary prose texts and creative writing. Students will be asked to read and respond to literary fiction and non-fiction from the 20th or 21st century. They will also write one piece of original creative writing.

Spoken Language: non-exam assessment

This is a compulsory element of the course. Students will be asked to present information and ideas in spoken presentations and listen and respond to others.

English Literature

Exam Board - OCR

Assessment - 100% Exam

The OCR English Literature GCSE comprises two closed book examinations.

Paper One: Exploring modern and literary heritage texts (50% of total mark)

In this two hour examination students will be asked to write on one studied modern prose or drama text, including making connections with a thematically linked unseen modern, same-genre extract. They will also be asked to write on one studied 19th century prose text.

Paper Two: Exploring poetry and Shakespeare (50% of total mark)

In this two hour examination students will be asked to write on one studied thematic poetry cluster, including making connections with a thematically linked unseen poem. They will also be asked to write on one studied Shakespeare play.

Geography

Head of Department – Mr L Graves

Exam Board - Edexcel B

Assessment - 100% Exam



Why study GCSE Geography?

The study of Geography provides awareness, knowledge and understanding of a changing and interconnected world. Geography is for the student that wants to better understand the world around them. It provides a *unique bridge* between the humanities and natural sciences.

Geography students:

Develop their knowledge of the world and the physical and human processes operating in it

Learn to appreciate different cultures in this country and abroad

Gain a good understanding into sustainability and into their responsibilities towards the issue

Geography helps to develop intellectual, practical and social skills including:

Numeracy and literacy, mapping, ICT, fieldwork, problem solving and decision making, team work, citizenship, communication and enquiry.

Fieldwork is a compulsory part of any GCSE Geography specification. This will be at the end of Year 10 studying Coastal Environments and at the beginning of Year 11 studying regeneration of Urban areas. This will require some basic, yet obvious, equipment such as a waterproof coat, trousers that are not leggings or jeans and sensible shoes. Please be mindful of this when choosing the subject.



What will you study?

3 topics from the Unit have already been completed in year 9

Specification B: Global Geographical Issues	UK Geographical Issues	People and Environment – Making Geographical Decisions
<p>Hazardous earth Studies of tropical storms and tectonic hazards</p>  <p>Development dynamics A study of an emerging country</p> <p>Challenges of an urbanising world A study of a mega city in a developing or emerging country</p>	<p>The UK's evolving physical landscape Two studies of coastal and river landscapes and issues</p>  <p>Fieldwork investigation – physical</p> <p>The UK's evolving landscape Two studies of dynamic inner cities and changing rural settlements</p> <p>Fieldwork investigation – human</p>	<p>People and the biosphere Forests under threat Consuming energy resources</p> <p>All three topics will form the basis of the decision-making context as students draw together understanding and skills from the whole course</p> 
<p>37.5%</p> <p>90 marks</p> <p>1 hour 30 minutes</p> <p>written paper</p>	<p>37.5%</p> <p>90 marks</p> <p>1 hour 30 minutes</p> <p>written paper</p>	<p>25%</p> <p>60 marks</p> <p>1 hour 15 minutes</p> <p>written paper</p>

Where will it lead?

The study of GCSE Geography is relevant to most careers and higher education. Some jobs which need GCSE Geography include: surveying, town and country planning, civil engineering, landscape architecture, transport and tourism, estate management, cartography, exploration. It can be combined successfully with many other subjects at A Level and is recognised by universities both as an Art and a Science.

If you want to find out more about GCSE Geography please ask your teacher.

History

Head of Department – Mr R Mallard

Exam Board - Edexcel

Assessment - 100% Written Exam

Why study GCSE History?

Students find this an exciting and stimulating course which gives a greater understanding of the world around us and every opportunity is taken to draw parallels between material studied, and contemporary events that dominate the news today. Students have already begun the GCSE topics in both Year 8 and Year 9 so have a head start.



The new GCSE course, covers aspects of 20th Century History such as the Cold War and Nazi Germany and also encourages a far broader study of History across a range of periods, including Elizabethan England as well as a period study of Crime and Punishment over time.

History students will develop skills such as:

- *Selection of information:* virtually every job requires you to read and select the most important facts
- *Analysis:* improves your thinking skills by sorting and ranking your information into most to least important reasons
- *Problem solving:* asking and finding out why things happen
- *Evaluation of source material:* trains you to spot whether newspapers or reports you might read at work are reliable or not
- *Interpretation:* understanding why historians have different opinions of the same events

Structuring your thinking and writing about these complex issues: means you will be able to transfer these skills into producing reasoned arguments, **important in most jobs**.

History is useful because:

- Not only do you learn about the world around you today and why it is as it is but you also develop skills you can transfer into virtually any job. Employers very much respect History GCSE
- Above all History is fascinating, rich and enjoyable.

Where will it lead?

History GCSE is highly thought of by employers as it shows you can cope with large amounts of information and have developed good analytical skills, which you can express clearly in fluent writing. You do not have to pursue a career that is directly related to history such as an archivist; many journalists, advertising executives, bankers and even accountants have history degrees.

<p style="text-align: center;">Paper 1 1 hour 15 minutes exam 30%</p> <p>Crime and Punishment in Britain 1000-present</p> <ul style="list-style-type: none"> • How the nature of crime changed over time • How the nature of law and order have changed over time • How the nature of punishment has changed over time from trial by ordeal, witchcraft to abolition of the Death Penalty <p>Historic Environment</p> <ul style="list-style-type: none"> • Study of Whitechapel and the Jack the Ripper murders between 1870-1900 	<p style="text-align: center;">Paper 2 1 hour 45 Minutes exam 40%</p> <p>Early Elizabethan England 1558-1588</p> <ul style="list-style-type: none"> • Religion and Mary Queen of Scots • Foreign threats and the Armada • Society in England <p>The Cold War 1941-91</p> <ul style="list-style-type: none"> • The origins of the Cold War • Cuban Missile Crisis, the Berlin Wall and Prague • Gorbachev, Reagan and the end of the Cold War 	<p style="text-align: center;">Paper 3 1 hour 20 minutes exam 30%</p> <p>Weimar and Nazi Germany 1918-39</p> <ul style="list-style-type: none"> • The Weimar Republic – the legacy of WW1 and the fight for survival • Hitler's rise to power – why and how did Hitler become chancellor in 1933 • How did the Nazis control Germany? • What was life like for people living in Nazi Germany? 
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It is not just the knowledge of history which will help you; the skills you develop are just as highly regarded.

You can combine History with most A-Level subjects; many scientists take it to broaden their studies. **If you want to find out more about History GCSE please ask your teacher.**

Mathematics

Head of Department - Miss D Roughton

Exam Board - OCR

Assessment - 100% Written Exam

Why study GCSE Mathematics?

In all cultures and across the centuries mathematics has been a core subject in schools and universities. It has an inner beauty and majesty capable of stimulating the imagination. It is the universal language used to describe and understand the world we live in. It possesses a rich core of puzzles and problems that continue to entertain and bemuse.

The GCSE course continues the work started in Years 7-9 using specific GCSE Higher text books, additional texts and supplementary tasks. The four areas of mathematics covered are:

- Mathematical Processes and Applications
- Number and Algebra
- Geometry and Measure
- Handling Data

The course is comprised solely of traditional examination. The examinations not only test the core mathematical concepts but also the applications of mathematical concepts in different scenarios. It is anticipated that all of the girls will follow the OCR specification for mathematics at the Higher Tier.

Higher tier, grades 9 to 4 <ul style="list-style-type: none">• Paper 4 (Higher tier) J560/04• Paper 5 (Higher tier) J560/05• Paper 6 (Higher tier) J560/06	Written paper 100 marks 1 hour 30 minutes Calculator permitted	33$\frac{1}{3}$% of total GCSE
	Written paper 100 marks 1 hour 30 minutes Calculator not permitted	33$\frac{1}{3}$% of total GCSE
	Written paper 100 marks 1 hour 30 minutes Calculator permitted	33$\frac{1}{3}$% of total GCSE

The aim of these examinations is to encourage students to:

- Develop a positive attitude to Mathematics
- Meet appropriately challenging work
- Apply mathematical knowledge and understanding to real life functional problems
- Think and communicate mathematically- precisely, logically and creatively

- Appreciate the place and use of Mathematics in society
- Apply mathematical concepts to situations arising in their own lives
- Understand the interdependence of different branches of Mathematics
- Acquire the skills needed to use technology such as calculators and computers effectively
- Acquire a firm foundation for further study

Achieving the highest grades demonstrates competence that allows you to understand the mathematical content of many other subjects. Many, if not most, A Level subjects are made more accessible through gaining a high grade in GCSE mathematics.

For all those who gain the highest grades at GCSE the opportunity exists to take A Level mathematics. Any individual taking an A Level in mathematics will have a most enriching and enjoyable experience and will be well placed to take a multitude of paths into the future. It is one of the most useful A Levels that an individual could consider taking.

Modern Foreign Languages

French and German

Head of Languages - Mrs H Walsh

Exam Board - AQA

Assessment - 100% Exam (Listening, Speaking, Reading and Writing)

Why study GCSE Language?



The stronger you become in a foreign language, the more you can do with it. You can have a conversation, buy things, surf the net and enjoy books and films or simply win an argument. After two or three years, you've already developed a reasonable vocabulary and are able to form sentences in three different tenses. With more time and practice, you will begin to find yourself more confident and independent. Travel abroad is more interesting when you can speak the language and simple things like shopping and having a meal are easier.

What will you study?

French and German – AQA specification

There are three themes:

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Study and Employment

There will be four exams at the end of Year 11 in Listening, Speaking, Reading and Writing, each carrying 25% of the overall marks.

Where will it lead?

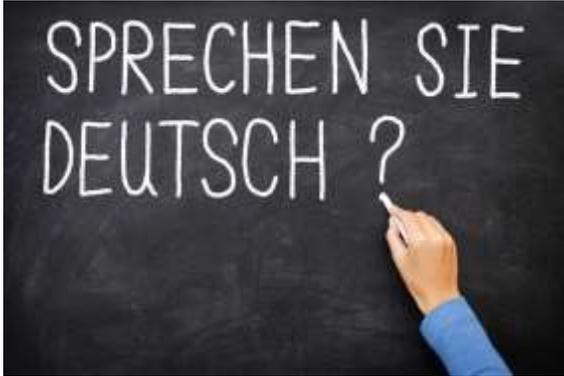
With one or more languages, you immediately widen your choices. You can choose to carry on learning, following an A' level course or going into vocational training in leisure and tourism or business. Even if you do not keep up languages in KS5, you will have developed the study skills to learn a new language, perhaps at University. If you do decide to go on to University and choose a subject with a language added, you will spend a year abroad in your third year of study. Here are just a few jobs where languages are important: accountant, air hostess, computer games designer, engineer, journalist, marketing manager, tourist guide. For those of you who love languages, jobs in translation, interpreting, business, teaching, international law are all open to you. You will find your skills are in demand and are a lasting source of pleasure.

According to an article published in THE INDEPENDENT:

German and French are ranked 1st and 3rd for getting you the highest paid jobs in Great Britain.

As an economic powerhouse the demand for **German** has risen as a corporate language and is in high demand in a range of industries, particularly banking as well as pharmaceuticals and medicine. Due to the rise in demand for German it has been identified as a language which will increase your salary

negotiating powers and will give you an advantage with one of the many German companies that operate throughout the world. **French** is spoken in over 40 countries and is becoming extremely useful as certain French speaking Africa countries gain more leverage on the business world stage. It is also extremely useful dialect in Europe as French is one of the three procedural languages of the European Union, and is the sole language used in the Court of Justice of the European Union.



Music

Exam Board - OCR

Assessment - 30% Portfolio 30% Practical 40% Exam

Why study GCSE Music?

"I would teach children music, physics, and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning." – Plato



The benefits of studying Music have long been catalogued: it improves academic skills, it develops physical skills, it cultivates social skills, it refines discipline and patience, it boosts self-esteem and it introduces students to other cultures, while the entire time fostering individual taste and creativity. The Music Department currently follows the OCR specification for GCSE Music, whose details are set out below.

Component 01/02: Integrated portfolio

Students develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing.

They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation. In the composition element of this component, they demonstrate knowledge of composition techniques within a free composition of their choice using musical elements and resources, including specific instrumental and technology techniques.

Component 03/04: Practical component

Students develop their skills and understanding of performance and composition. The focus of the performance aspect of this component is on the demands of performing with an ensemble. Students are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief.

Component 05: Listening and appraising

This component focuses on areas of study including film music, rhythms of the world, pop music and concerto through time. Students demonstrate their knowledge and understanding of musical elements, contexts and language.

Although not a requirement for taking GCSE Music, it will be very much to your advantage if you are already having instrumental or singing lessons, or if you perform as part of a music group in or out of school.

GCSE Physical Education

Head of Department – Miss K Luscombe

Exam Board - AQA

Assessment - 40% Practical 60% Exam

Why study GCSE PE?

The GCSE PE course will appeal to students who take part in sport and recreation outside of school and want to know more about the key body systems and how they impact on health, fitness and performance in physical activity and sport. Students will develop knowledge and understanding of the psychological factors that can affect performers and the socio-cultural factors that impact on sport.

What will you study?

Content	What is Assessed	How Assessed?	Weighting
Theory The human body and movement in physical activity in sport	<ul style="list-style-type: none">• Anatomy and Physiology• Movement Analysis• Physical Training	Exam: 1 hour 15 minutes (78 marks)	30%
Theory Socio-cultural influences and well-being in physical activity and sport	<ul style="list-style-type: none">• Sports psychology• Socio-cultural influences• Health, fitness and well-being• Use of data	Exam: 1 hour 15 minutes (78 marks)	30%
Practical Practical performance in physical activity and sport	<ul style="list-style-type: none">• Performance in 3 different physical activities in the role of player/performer (one in a team activity, one in an individual activity)• Analysis and evaluation of performance to bring about improvement in one activity	Practical assessment	40%

Theory

Both exam papers contain a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Practical

The practical element of the course (40%) will allow students to develop their skills/techniques/tactics and look at how they learn skills. During the 2 year syllabus, students will cover different physical activities with the grades from the top 3 activities being put forward for moderation. In addition to the activities covered within school, students can also be assessed using DVD evidence of sports in which they participate in outside of school. The activity list can be found on www.aqa.org.uk. Please see Miss Luscombe if you would like further information.

Where will it lead?

The GCSE in Physical Education can provide a route to further study and is ideal preparation for the A level PE course. The course also develops key skills that employers look for and can lead to further training in areas such as physiotherapy, the armed forces, leisure and recreation, teaching, the fitness industry and sports coaching.



GCSE Religious Studies

Head of Department - Miss T McAuliffe

Exam Board - AQA

Assessment - 100% Written Exam

Why study Religious Studies?

For good or for ill religion has been and still is a force to be reckoned with. Not only has religion been directly or indirectly responsible for some of the bloodiest times in our history, it has also enriched our lives with a wealth of music, art, culture and academic discipline.

Whether you are sympathetic to religion or are one of those who would rather see religion eliminated, we ignore religion at our peril. Sadly, in today's information-saturated world, precious few people have stopped to really develop an informed understanding of 'Religion' with its many faces.

By studying Religious Studies, you will begin to develop the skills of clear, critical thinking and evaluation whilst learning about and also learning from the world's religions. You will have to examine your own values and attitudes and fundamental questions concerning the meaning and purpose of life. These skills will be infinitely transferable, providing you with an ability to make better decisions based on reason and to evaluate arguments and it will also improve your literary and expressive powers.

Where will it lead?

Studying GCSE Religious Studies will be excellent preparation for continuing to study the subject at A level and beyond. The subject is very compatible with other subjects such as English, History and Government and Politics. It is, not only, a good partner for the above subjects and similar, but it also compliments subjects of a mathematical and scientific nature.



What will you study?

Students opting for GCSE Religious Studies will be following the AQA Religious Studies specification full details of this draft specification can be found here: <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content>

The GCSE course comprises two components:

Component	Topics For Study
<p>The Study of Religious Beliefs and Teachings & Practices:</p>	<p>Hinduism Beliefs and teachings:</p> <ul style="list-style-type: none"> • Ideas about the nature of God and existence • Beliefs about the nature of human life <p>Practices:</p> <ul style="list-style-type: none"> • Worship and festivals • Lifestyle <p>Judaism Beliefs and teachings:</p> <ul style="list-style-type: none"> • Key beliefs • The covenant and the mitzvot <p>Practices:</p> <ul style="list-style-type: none"> • The synagogue and worship • Family life and festivals
<p>Thematic Studies (Examining a variety of Christian perspectives and other world views)</p>	<p>Students answer 4 questions from:</p> <p>Relationships and families:</p> <ul style="list-style-type: none"> • Sex, marriage and divorce • Families and gender equality <p>Religion and life:</p> <ul style="list-style-type: none"> • The origins and value of the universe • The origins and value of human life <p>The existence of God and revelation:</p> <ul style="list-style-type: none"> • Philosophical arguments for the existence of God • The nature of the divine and revelation <p>Religion peace and conflict:</p> <ul style="list-style-type: none"> • Religion, violence, terrorism and war • Religion and belief in 21st century conflict <p>Religion, crime and punishment:</p> <ul style="list-style-type: none"> • Religion, crime and the causes of crime • Religion and punishment <p>Religion, Human rights and social justice:</p> <ul style="list-style-type: none"> • Human rights • Wealth and poverty

Sciences (Biology, Chemistry and Physics)

Head of Science - Mr D Britz-Colwill

Exam Board - AQA

Assessment - 100% Exam

Why the sciences matter

Scientific understanding is changing our lives and is vital to the world's future prosperity. It is important that we teach you the essential knowledge, methods, processes and uses of the sciences so that you can participate in that future. The sciences are not just a list of facts to be remembered. You must develop a dynamic understanding of these concepts which can then be applied to familiar and unfamiliar situations. We will also help you to appreciate how the many complex phenomena of the world can be described and explained using some universal scientific ideas. These ideas include:

- The use of models and theories to make sense of natural phenomena
- The assumption that every effect has one or more causes
- That different interacting systems can lead to change
- That objects and systems can interact over distance and time without direct contact
- The Scientific Method: hypothesise, experiment, observe, theorise and review

The Sciences in Years 10 and 11

You will be taught by three science teachers, one for each of Biology, Chemistry and Physics. You have already begun the Biology and Chemistry courses in Year 9 and it is important that you keep your exercise books as these topics will not be taught again. You will begin GCSE level Physics topics in Year 10.

Exams in the sciences

All of you will sit **two** Biology exams, **two** Chemistry exams and **two** Physics exams.

Students in the X population will sit longer exams and be awarded **three** GCSE grades covering more topics.

Students in the Y population will sit shorter exams and be awarded **two** GCSE grades covering fewer topics.

Both of these pathways sufficiently prepare you for A Levels in Biology, Chemistry and Physics, so long as you get grade 6 or higher.

Head of Biology – Mr D Britz-Colwill

Key ideas in Biology

- Life processes depend on molecules whose structure is related to their function
- The fundamental units of living organisms are cells, which can group into tissues and organs
- Organisms form populations, communities and ecosystems which interact
- Living organisms are interdependent and show adaptations to their environment
- Life is dependent on photosynthesis where plants transfer solar energy into chemical energy
- Organic compounds are used in cellular respiration to allow the other chemical reactions of life
- The chemicals in ecosystems are continually cycling through the natural world
- The characteristics of a living organism are influenced by its genome and its environment
- Evolution occurs by natural selection and is responsible for all organisms' shared ancestry.

Exams	Duration
Paper 1: 1: Cell biology 2: Organisation 3: Infection and response 4: Bioenergetics	1 hour 45 minutes (X) or 1 hour 15 minutes (Y)
Paper 2: 5: Homeostasis and response 6: Inheritance, variation and evolution 7: Ecology	1 hour 45 minutes (X) or 1 hour 15 minutes (Y)

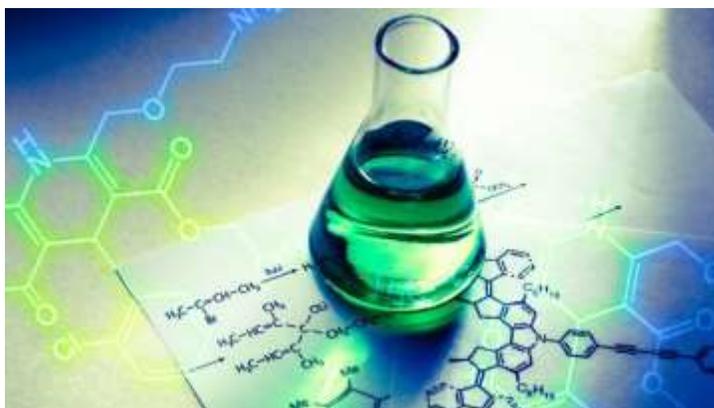


Head of Chemistry – Miss S Joynes

Key ideas in Chemistry

- Matter is composed of tiny particles called atoms
- There are about 100 different naturally occurring types of atoms called elements
- Elements show periodic relationships in their chemical and physical properties
- These properties can be explained in terms of the atomic structure of the elements
- Atoms bond by either transferring, or by sharing electrons
- The shapes of molecules giant structures affect the way they behave
- There are barriers to reaction so reactions occur at different rates
- Chemical reactions take place in only three different ways:
 - Proton transfer
 - Electron transfer
 - Electron sharing
- Energy is conserved in chemical reactions so can be neither created or destroyed.

Exams	Duration
Paper 1: 1: Atomic structure and the periodic table 2: Bonding, structure, and the properties of matter 3: Quantitative chemistry 4: Chemical changes 5: The rate and extent of chemical change	1 hour 45 minutes (X) or 1 hour 15 minutes (Y)
Paper 2: 6: Organic chemistry 7: Chemical analysis 8: Chemistry of the atmosphere 9: Using resources	1 hour 45 minutes (X) or 1 hour 15 minutes (Y)



Head of Physics – Mr M Thackray

Key ideas in Physics

- The use of models, as in the particle model of matter or the wave models of light and of sound
- The concept of cause and effect, for example, between:
 - Force and acceleration
 - Between changes in atomic nuclei and radioactive emissions
- ‘Action at a distance’ and ‘the field’ in analysing electrical, magnetic and gravitational effects
- That differences between pressures or temperatures or electrical potentials, drive change
- That proportionality is an important aspect of many models in Physics
- That physical laws and models are expressed in mathematical form.

Exams	Duration
Paper 1: 1: Energy and energy resources 2: Electricity 3: Molecules and matter 4: Radioactivity	1 hour 45 minutes (X) or 1 hour 15 minutes (Y)
Paper 2: 5: Forces in balance 6: Forces and motion 7: Forces and pressure 8. Waves 9. Electromagnetism 10. Space	1 hour 45 minutes (X) or 1 hour 15 minutes (Y)

