



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Year 9 Options Booklet
2020 - 22
Subject Information

How do I choose?

The chances are that you will fall into one of two categories when considering which subjects you would like to take at GCSE:

1. I know exactly what I want to do in the future.
2. I have absolutely no idea what I want to do in the future.

It's very important that you realise that it is okay to fall into either of these two categories.

Whichever is relevant, it is important that you make informed choices that are right for you. The following are some sources of help and guidance that are open to you:

- Use the information in this booklet to see what is included within each subject;
- In lessons over the next few weeks, teachers will be happy to talk to you about what is involved in their particular subject at GCSE and how the subject links with other subjects and future careers;
- The girls in Years 10 and 11 are a valuable source of information – start with the girls in your tutor group. Please remember though that GCSEs have changed recently and the format and content of the subject you will take will have changed with the new specifications if you talk to year 12 and 13 students;
- Mr Blackwall is available to help you if you have questions or need advice. There will be drop-in sessions between now and February to help you with questions about careers;
- The Year 9 Progress Evening is on **Thursday 16th January**. This will be similar to progress evenings in previous years. However, it also includes a briefing about the GCSE years and options available. The first session will be at 4.15pm and the second one at 6.00pm and the third at 7.00pm. In addition to this, there will be the usual appointments with subject staff when you can discuss GCSE courses if you wish, and whether you would be suited to the subject at GCSE (or whether it will suit you!);
- PSHE lessons will also be focusing on careers options over the next few weeks so may help to inform your choices. All girls in Year 9 have been asked to log onto “Unifrog” to support them further in the process.

You must remember that this choice is yours and yours alone. **You need to choose subjects you enjoy and are good at**; it is not a good idea to choose something just because your best friend has. To keep your options for the future open, try to include breadth in your choice.

Remember the advice shared in the options assembly in November.

By **Wednesday 29th January**, you must have completed your options form with three preferred options and a reserve subject, as well as which language you would like to take. At SGGS we let your initial choices have some say in how the option blocks will go together, and the blocks will be designed to accommodate as many students' options as possible. However, we can't make every choice work for everyone. For a significant number of students we will have to use reserve choices. **It is vital, therefore, that this is something that you would be happy to study.** The final option blocks will be published the week beginning **Monday 2nd March** and choices will be confirmed.

Do your research, consider your options, and make the choices that work best for you but remember to be flexible. It is impossible for students at SGGS to make disastrous choices as our curriculum structure ensures a broad and well balanced education that will ensure all paths are open to you at aged 16 and beyond.

Mr J Blackwall
Deputy Headteacher

Introduction

In this booklet you will find a guide to the subjects you could be studying in Years 10 and 11.

Although we think of this time of year as “options time” for Year 9, many of the courses you will be studying are studied by all students, in order to give you a broad education to prepare you for your future.

Core Subjects

These subjects are studied by all students:

English Language and English Literature	GCSE
Mathematics	GCSE
Modern Foreign Language	Choice of French, German or Spanish GCSE
Science	You have already been introduced to key GCSE Science concepts since joining the school. You have been working towards the AQA GCSE qualifications in the three separate Sciences and will continue following these courses during the next two years, leading to final examinations at the end of Year 11.
Information and Communication Technology (ICT)	Time will be allocated throughout the main curriculum to consolidate and extend skills. An examination course is also available in Computer Science as an option.
PE	Everybody takes a non-examined course in P.E.
PHSE / Careers / Work Experience	Non-exam
Core Religion, Philosophy and Ethics	All students in Year 10 follow a core Religion, Philosophy and Ethics (RPE) course designed to fulfil the statutory requirement for Religious Education and to develop their religious literacy. At the end of the course students will be awarded certificates to say that they have completed the course. So far we have completed a unit on the changing patterns, influence and role of religion in Society and are currently studying a unit on Christian beliefs and teachings.

Options

You will choose three further full GCSE subjects from the following list (and also indicate a fourth reserve choice which will be used when the first three choices cannot be accommodated).

Art and Design

Computer Science

Design and Technology

Drama

Food and Nutrition

French

Geography

German

History

Music

Religious Studies

Spanish

Please note that option courses will only run if a sufficient number of girls opt for them.

GCSE Preferred Option Choices

PLEASE KEEP THIS COPY FOR YOUR OWN RECORDS – THE COPY TO HAND IN TO RECEPTION IS FOUND AT THE BACK OF THIS BOOKLET.

Name.....

Tutor Group.....

Please tick your Language choice

Language Choice (<i>tick choice</i>)	
French	
German	
Spanish	

Please number your three option choices in order of preference and put R by your reserve choice

Option Subjects			
Art and Design		Geography	
Computer Science		German	
Design and Technology		History	
Drama		Music	
French		Religious Studies	
Food and Nutrition		Spanish	

Aims

This exciting GCSE in Art, Craft & Design is a diverse course which will give you the opportunity to explore a wide range of disciplines such as painting and drawing; printmaking; photography and digital media such as Photoshop; sculpture; illustration and textiles. 'Creativity' is the third most sought after skill from employers and this course develops the lifelong skills needed to enhance this. You will be encouraged to take creative risks; to develop technical knowledge; to question artists' intentions; to develop skills as an independent learner; and a critical and reflective thinker. You will be taken on visits to local and national galleries, to experience artwork first hand and gain and insight into the works and their meanings.

- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.
- Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.
- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.
- Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.
- Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.
- Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.
- Demonstrate safe working practices in art, craft and design.

How will I be assessed?

Art and Design Portfolio

You will produce a portfolio of work in response to given starting points. This coursework element forms 60% of the total exam and may comprise a variety of outcomes including sketchbooks, mounted sheets and final outcomes.

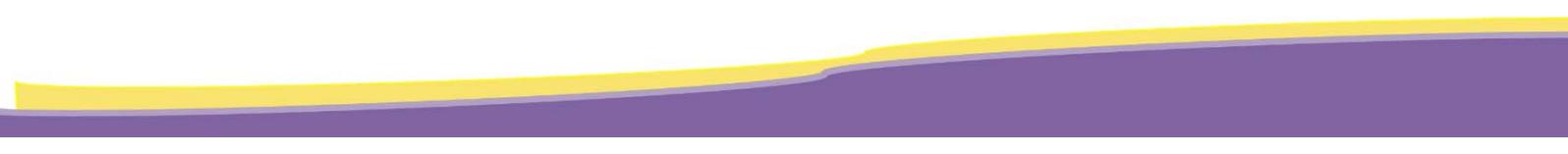
Externally Set Assignment in Art and Design

You will undertake investigations and development, with approximately 20 hours of informal supervision leading to a final 10-hour sustained focus, conducted under formal supervision. The externally set assignment accounts for 40% of the final qualification.

Further Information

A selection of art media such as drawing pencils and paints for use at home, a sketchbook and an A1 size portfolio will be needed. (Sketchbooks and portfolios are available through school at a cost £5.50 for sketchbooks and £0.50 portfolio).

Exam Board: <https://www.eduqas.co.uk/qualifications/art-and-design/gcse/>



Aims

- Provide you with the scientific knowledge and practical skills required to help you to make sense of the world around you and to take an active role in its development.
- Help you acquire and apply skills, knowledge and understanding of how Science works and develop a critical approach to scientific evidence and methods which will help you to decide whether claims made in the name of Science are reasonable.
- Allow you to develop your interest in, and enthusiasm for Biology and to help you to recognise its increasingly essential role in society.
- Give you a glimpse into the extraordinary opportunities and variety of work available to those wishing to continue with Biology beyond GCSE.

How will I be assessed?

At the end of the course there are two written examination papers of 1 hour and 45 minutes, which assess knowledge and understanding of the theoretical content and also include questions of a more general nature requiring understanding of the nature of scientific evidence and its importance in all aspects of everyday life.

Paper 1 50%

Topics 1 – 4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Paper 2 50%

Topics 5 – 8: Homeostasis and response; Inheritance, variation and evolution; Ecology and key ideas

We believe it is important that you do not feel abrupt changes in your Science education as you progress through Years 7 to 11. Although we begin teaching Science as separate subjects from Y9, you will have been introduced to many GCSE concepts in Y7 and Y8 and need to be able to draw on these ideas with confidence as you progress through the courses.

Further Information

Exam Board: AQA

Syllabus; Biology 8461

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Aims

- Provide you with the scientific knowledge and practical skills required to help you to make sense of the world around you and to take an active role in its development.
- Help you acquire and apply skills, knowledge and understanding of how Science works and develop a critical approach to scientific evidence and methods which will help you to decide whether claims made in the name of Chemistry are reasonable.
- Allow you to develop your interest in, and enthusiasm for Chemistry and to help you to recognise its increasingly essential role in society.
- Give you a glimpse into the extraordinary opportunities and variety of work available to those wishing to continue with Chemistry beyond GCSE

How will I be assessed?

Paper 1: Topics 1-5

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Written Paper - 1 hour 45 minutes - 50% of total marks.

Paper 2: Topics 6-10

The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Written Paper - 1 hour 45 minutes - 50% of the total marks.

Each paper will also include questions of a more general nature requiring understanding of the nature of scientific evidence and its importance in all aspects of everyday life. Practical skills gained from experiments during the course will also be examined in these papers.

We believe it is important that you do not feel abrupt changes in your Science education as you progress through Years 7 to 11. Although we begin teaching Science as separate subjects from Y9, you will have been introduced to many GCSE Chemistry concepts in Y7 and Y8 and need to be able to draw on these ideas with confidence as you progress through the course.

Further Information

Exam Board: AQA

Chemistry 8462

www.aqa.org.uk/subjects/science/gcse/chemistry-8462

Aims

This exciting GCSE gives you an excellent opportunity to investigate how computers work, how they're used and to develop computer programming and problem-solving skills. You'll also do some fascinating in-depth research, build computers from their core components and practical programming in languages such as Python or Java Script. The course will help you learn about critical thinking, analysis and problem solving.

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.
- Have fun and leave school with a Computing qualification of the highest level, essential for whatever career path you choose.

How will I be assessed?

Computer systems

You will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Content: Systems architecture; memory, storage; wired and wireless networks; network topologies, protocols and layers; system security; system software; ethical, legal, cultural and environmental concerns. There will be practical activities, including the chance to construct computers and explore the world of VR.

1 hour 30 minutes, written paper (50% of the total GCSE).

Computational thinking, algorithms and programming

You will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. You will become familiar with computing related mathematics.

Computer Science

Content: Algorithms; programming techniques; producing robust programs; computational logic; translators and facilities of languages; data representation.

1 hour 30 minutes, written paper (50% of the total GCSE).

Programming Project

You must think computationally to solve a series of real-world scenarios and while doing so create a report detailing the creation of your solution, explaining what you did and why you did it.

Content: Programming techniques; analysis; design; development; testing and evaluation and conclusions.

Controlled assessment programming task: Design, develop and test a solution to a problem within the OCR-set scenario. Although there are no marks awarded for completion of the project, it is a core component that is submitted to OCR.

Further Information

If you take a GCSE in Computer Science and then go on to study Computer Science 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 is already a growing demand for professionals who are qualified in this field. This GCSE is very highly regarded and will be useful to you, whatever career you eventually embark upon.

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, multimedia, games design, science and medicine.

Exam Board: OCR Syllabus J277

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Aims

In Key Stage 3 Drama you will have been introduced to Drama techniques such as developing characters from scripts and improvisation skills. GCSE Drama is an exciting and challenging course; you will be expected to build on existing skills and create practical work within set limits. Drama will test your ability to co-operate with others, develop ideas during group activities; form an understanding of different theatre styles and require you to provide written evaluations of drama through notes and essays.

How will I be assessed?

Component 1: Devising Theatre - 40%. You will be assessed on either acting or design.

You will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre. You need to produce:

- A realisation of the piece of devised theatre.
- Supporting evidence.
- An evaluation of the final performance or design.

Component 2: Performing from a Text - 20%. You will be assessed on either acting or design.

You will study two extracts from the same performance text chosen by the centre and participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre - 40%. Written exam of 1 hour and 30 minutes.

Section A: Set Text. A series of questions on one set text.

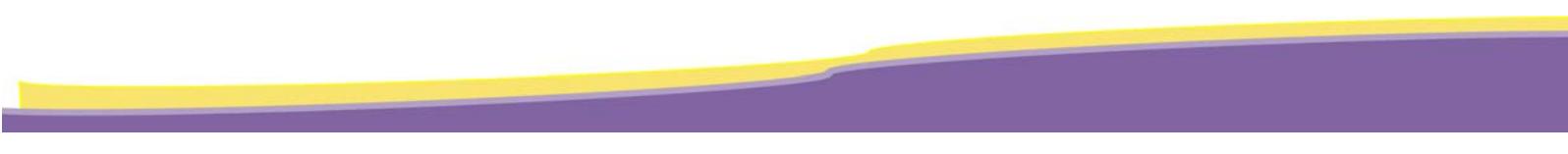
Section B: Live Theatre Review. One question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course. We organise a variety of theatre visits costing £0-£30 per trip. It is a requirement that you attend one of these throughout the course.

Further Information

In Drama we work as a team where nobody is more important than anybody else. You must value the work of others as well as your own. The course promotes imagination, confidence, creation and self-awareness. This qualification also forms a sound basis for those intending to study Drama at A-level or for those looking for a career that involves public speaking, being creative or working as part of a team. It is an exciting and challenging option for those of you who are looking for a subject which allows you to express yourself and develop your creative ability.

Exam Board: WJEC

<http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/>



Aims

GCSE Design and Technology provides you with the opportunity to develop your knowledge and understanding of the design process whilst refining and learning a wide range of modern practical and creative skills. Creativity and flair is a fundamental part of Design and Technology. You are encouraged to use innovation and imagination to design and make products or prototypes that solve real world problems, considering your own and others' needs, wants and values.

- Be able to design and manufacture using a wide range of CAD/CAM.
- Understand the responsibility that designers have in society and to the environment.
- Develop skills such as productivity, resilience, project-management and resourcefulness, highly valued by Russell Group universities.
- Engage in a broad range of projects based upon design, architecture & engineering.
- Design and make quality products that will use most of the materials specified in the specification, making use of a wide range of design processes. This will allow you to enhance your practical skills and develop a greater appreciation of the characteristics of a variety of materials and creative principles.
- Learn all the various technical aspects of the subject so that you can converse at an appropriate level with other experts in this field.

How will I be assessed?

Written Examination unit: 50%: 2 hours: 100 marks

The examination unit will assess your technical knowledge and understanding of design principles. This will be in relation to your understanding of modern materials and manufacturing processes as well as testing their creative and design/communication skills.

Non-examination unit: 50%: 35 hours (class time approx.): 100 marks

The non-examination unit (NEA) will begin in Year 11 requiring you to design and make products and prototypes of high quality based upon a specific design brief provided by the exam board. The experience gained from managing extended project work and solving technical problems creatively is highly transferable.

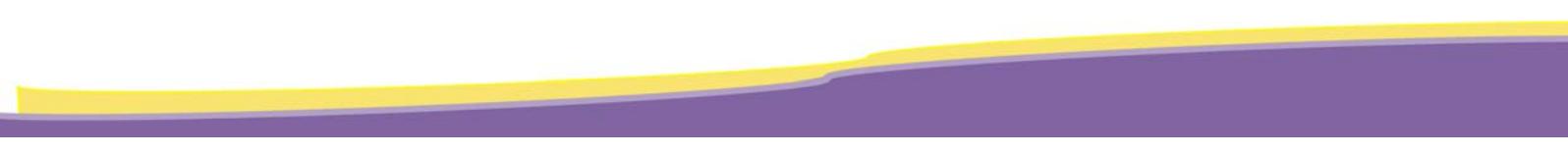
Further Information

DT at SGGS is one of the most successful departments in the country based upon our excellent results. Studying a GCSE in Design & Technology, although creative and expressive, will allow you to apply and reinforce your learning in core subjects, such as Mathematics and Science.

Design and Technology is a pathway to careers in *Engineering, Architecture, the Creative arts, Product & Industrial Design.*

Exam Board: AQA 8552

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>



English Language and English Literature

Aims

We follow the AQA GCSE English Language and English Literature specifications. Through the study of these dynamic and engaging courses you will be inspired, motivated and challenged by the broad range of texts explored.

English Language will allow you to:

- Demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately.
- Express yourself creatively and imaginatively.
- Understand the patterns, structures and conventions of written and spoken English.
- Select and adapt speech and writing to different situations and audiences.
- Become a critical reader of a range of texts, including multi-modal texts.
- Use reading to gain access to knowledge and to develop your own skills as a writer.
- Connect ideas, themes and issues, drawing on a range of texts.

English Literature will allow you to:

- Enjoy the experience of reading literature.
- Understand and respond to literary texts in different forms and from different periods and cultures.
- Communicate an informed personal response appropriately and effectively.
- Appreciate different ways in which writers achieve their effects.
- Experience literature's contribution to aesthetic, imaginative and intellectual growth.
- Explore the contribution of literature to an understanding of areas of human concern.

How will I be assessed?

English Language

Paper 1: Explorations in Creative Reading and Writing. Reading questions based on an unseen passage from a literature text and a descriptive or narrative based writing task.

1hr 45min exam (50% of the total marks)

Paper 2: Writers' Viewpoints and Perspectives. Reading questions based upon one unseen non-fiction and one unseen literary non-fiction text and a piece of writing to express a viewpoint.

1hr 45 min (50% of the total marks)

English Language and English Literature

English Literature

Paper 1: Shakespeare and a 19th century novel. You will write two extended essays based upon extracts from one Shakespeare text and one 19th century novel.

1hr 45min (40% of the total marks)

Paper 2: Modern Texts and Poetry. You will write one essay on a modern prose or drama text, followed by a comparative essay based upon anthology poetry and a response to an unseen poem.

2hr 15 min (60% of marks)

Further Information

The course will provide you with a rich diet of experiences and texts to prepare you with the skills and knowledge required for the above range of tasks. There will be teacher led guidance but also independent research and preparation, group work and collaborative tasks, discussion and active dramatic approaches. Set texts will be decided by teachers during the course.

Exam Board: AQA Syllabus English Language 8700; English Literature 8702

www.aqa.org.uk/subjects/english/gcse/english-language-8700

www.aqa.org.uk/subjects/english/gcse/english-literature-8702

Aims

GCSE Food and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure you develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing your practical cookery skills to give you a strong understanding of nutrition and food science.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health.
- Food science.
- Food safety.
- Food choice.
- Food provenance.

This course will help you to be able to consider the influence of lifestyle and consumer choice when developing meals and recipes; you will consider the nutritional needs and food choices of individuals when selecting recipes, including when making decisions about the ingredients, processes, cooking methods, and portion sizes.

You will develop knowledge and understanding of the functional properties and chemical processes of ingredients as well as the nutritional content of food and drinks which will help you understand the relationship between diet, nutrition and health; including the physiological and psychological effects of poor diet and health.

You will develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, process, cooking methods, and portion sizes and to manage the time and cost of recipes effectively.

You will use testing and sensory evaluation skills to improve the recipe during the preparation and cooking process. You will learn to justify and present your ideas about your chosen recipes and cooking methods to others. You will learn about British and International culinary traditions and cuisines and be able to use them in your assessments.

How will I be assessed?

Theoretical knowledge of food preparation and nutrition from the five core topics.

Multiple choice questions (20 marks).

Five questions each with a number of sub questions (80 marks).

1 hour 45 minutes. 100 marks (50% of GCSE)

Food and Nutrition

Two Non-examined Assessments: to be completed in Year 11 at times set by the Exam Board. There will be a choice of tasks but they will be set by the Board.

Task 1: Food investigation

- Your understanding of the working characteristics, functional and chemical properties of ingredients.
- Practical investigations are a compulsory element of this NEA task.
- A written report (1,500–2,000 words) including photographic evidence of the practical investigation. 10 hours (15% of GCSE).

Task 2: Food preparation assessment

- Your knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food and application of nutrition related to the chosen task.
- You will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.
- A written portfolio including photographic evidence of three final dishes.
- 20 hours including 3-hour final practical (35% of GCSE).

Further Information

You will be actively involved in your learning. A wide range of activities will be used to deliver the course content including discussion, presentations, experimental work, individual and group work as well as practical activities. These will enable you to develop and apply your scientific and practical knowledge.

You will be part of a very successful department who regularly deliver excellent results.

Food and Nutrition will give you the opportunity to develop a range of transferable skills such as time management; independent working and group working. You will develop a critical awareness about the sustainability of resources and how individual needs can be met when making products suitable for a specific target group.

Exam Board: AQA Syllabus 8585

www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585

Aims

This course studies geography in a balanced framework of physical and human themes and investigates the link between them. You will travel the world from the classroom, exploring case studies in the United Kingdom (UK) as well as other high-income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.

You will be encouraged to:

- Understand your role in society by considering different viewpoints, values and attitudes.
- Develop and extend your knowledge of locations, places, environments and processes and of different scales (including global); and of social, political and cultural contexts (know geographical material).
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).
- Develop and extend your competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources, and develop your competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues. Develop well-evidenced arguments drawing on your geographical knowledge and understanding (applying geography) and environments.

The curriculum is divided into three themes which have been designed to develop an understanding of both the natural and human environments – skills are an element common to all themes.

Paper 1: The challenge of natural hazards; physical landscapes in the UK; the living world.

Paper 2: Urban issues and challenges; the changing economic world; the challenge of resource management.

Paper 3: Issue evaluation (the resource sheet will be available in March 2021) and fieldwork (questions will involve an understanding of the techniques used to complete two geographical enquiries in the field – one human and one physical).

How will I be assessed?

Demonstrate knowledge of locations, places, processes, environments and different scales (15%).

Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the inter-relationship between places, environments and processes (25%).

Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments (35%, including 10% applied to fieldwork context(s)).

Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

You will sit three written exam papers at the end of the course.

Paper 1: Living with the physical environment

Written Paper - 1 hour 30 minutes - 88 marks

Paper 2: Challenges in the human environment

Written Paper - 1 hour 30 minutes - 88 marks

Paper 3: Geographical applications

Written Paper – 1 hour 15 minutes – 76 marks

Further Information

You will develop essential skills such as problem-solving, decision-making, synthesizing ideas, identifying issues and communicating findings through the undertaking of fieldwork investigations, individually and as part of a team. The GCSE specification has strong links with other subjects, including citizenship, IT and science; subjects which focus on sustainability and the global dimension.

A three-day fieldtrip will take place towards the end of Year 10 and will cost approximately £225.

Geographical enquiry skills from this fieldtrip will be utilised in all three papers, but especially Paper 3.

Exam Board: AQA Syllabus 8035

www.aqa.org.uk/subjects/geography/gcse/geography-8035

Aims

An opportunity to study British and World history from a variety of perspectives, including political, social, economic and cultural, thereby gaining an appreciation of the diversity of the societies studied.

- To encourage interest and enthusiasm for a study of and feeling for the past.
- To gain knowledge and understanding of human activity in the past.
- To develop an understanding of the nature and use of historical evidence and the analytical study skills associated with such understanding.
- To understand the nature of cause and consequence, continuity and change, similarity and difference.
- To develop a variety of communication skills.
- To provide a sound foundation for the pursuit of personal interests.

Unit 1: Understanding the Modern World

This unit provides an outline study of history. The content covers a 19th and 20th Century period study and a wider world depth study.

Unit 2: Shaping the Nation

This unit requires the study of British History including a thematic study and a study of a British Historical Environment.

How will I be assessed?

Unit 1: Understanding the Modern World

Period of study. Russia 1894 – 1945, Tsardom and Communism.

Wider world study. Conflict and tension between East and West, 1945 – 1972.

Written Paper – 2 Hours - 50% of total marks.

Unit 2: Shaping the Nation

Thematic study. Britain: Health and the people c1000 to the present day.

British depth study including the Historic Environment. Restoration England, 1660 -1685.

Written Paper – 2 Hours - 50% of the total marks.

Further Information

The study of History encourages you to be inspired and to actively engage in the process of historical enquiry to develop as an effective and independent learner. You will be able to base your answers on processing authentic evidence, considering if sources are trustworthy and their relative value to a particular enquiry. You will be allowed to develop your thinking, learning and understanding about the past as well as providing opportunities for you to arrive at your own conclusions.

Exam Board: AQA Syllabus 8145

<http://www.aqa.org.uk/subjects/history/gcse/history-8145>

Aims

The study of maths aims to help you develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in your own life and to society. Success in Maths requires a disciplined approach to study. Being able to understand and use numbers and mathematical concepts will be a valuable asset for many careers.

This specification aims to enable you to:

- Develop fluent knowledge, skills and understanding of mathematical methods.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information.

During the two years, opportunities will be provided for you to:

- Use and apply standard techniques.
- Reason, interpret and communicate mathematically.
- Solve problems within mathematics and in other contexts.

How will I be assessed?

You will be entered for the higher tier (grades 4 – 9) which consists of three written papers. Content from any part of the specification may be assessed on any of the papers. On each paper there will be a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as you progress through the paper.

Each written paper is 1 hour 30 minutes and is worth 80 marks, which is 33⅓% of the GCSE Mathematics assessment.

Paper 1 is non-calculator and Papers 2 and 3 allow a calculator to be used.

The Subject content is split into 6 areas: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; statistics.

Further Information

Exam Board: AQA Syllabus 8300

www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300

Modern Languages (French, German, Spanish)

Aims

In class you will work on a variety of listening and reading materials tied to the topics below. You will also have the opportunity to speak and write about these topics in a variety of contexts using an increasing range of constructions and tenses. You will certainly be expected to have opinions and be able to justify them.

The study of a modern foreign language offers many opportunities to you including the chance to:

- Develop an understanding of a foreign language in a variety of contexts.
- Develop a knowledge of the vocabulary and structures of the language.
- Develop transferable language learning skills.
- Develop the ability to communicate effectively in the language.
- Develop awareness and understanding of countries and communities where the language is spoken.
- Experience enjoyment, a sense of achievement and intellectual stimulation.

You will study all of the following themes on which the assessments are based.

Theme 1: Identity and culture.

Theme 2: Local, national, international and global areas of interest.

Theme 3: Current and future study and employment.

How will I be assessed?

All exams are at the end of the two-year course. The four skill areas of listening, speaking, reading and writing are separately assessed. Each skill has equal weighting and is worth 25% of the final GCSE. The two comprehension skills (listening and reading) are tested through a range of passages or interactions in the foreign language with questions in various forms. These questions types will be in English and in the target language, and will include a variety of written responses to show understanding.

Listening

Section A – questions in English, to be answered in English.

Section B – questions in MFL, to be answered in MFL.

Modern Languages (French, German, Spanish)

Reading

Section A – questions in English, to be answered in English.

Section B – questions in MFL, to be answered in MFL.

Section C – translation from MFL into English (50 words at Higher Tier).

The productive skills (speaking and writing) will also be assessed at the end of the course.

Speaking

You will be expected to communicate and interact effectively for a variety of purposes.

The exam will take 10–12 minutes (Higher Tier) plus preparation time. Speaking exams include three parts:

- Role-play.
- Photo card.
- Conversation.

These will be conducted by your classroom teacher and marked by the exam board.

Writing

You will need to communicate effectively in writing for a variety of purposes.

- Structured writing task producing approximately 90 words in total from a choice of two questions.
- Open-ended writing task producing approximately 150 words in total from a choice of two questions.
- Translation from English into MFL (minimum 50 words).

These assessments are marked by the exam board.

Further Information

All languages offer immersive learning opportunities in the target language country you are learning about. These trips may take the form of an Exchange with a school or a residential and cultural experience. They are always very popular and are a wonderful life experience, as well as the chance to develop your language skills in an authentic context.

The course follows an up-to-date text book linked to the exam board, featuring extensive use of ICT, authentic reading and listening materials and a variety of speaking and writing tasks.

Grammar is taught explicitly as this gives a good grounding for further study. Homework includes work on all four skills as well as grammar. Students have access to on-line learning platforms to support and enhance the learning experience.

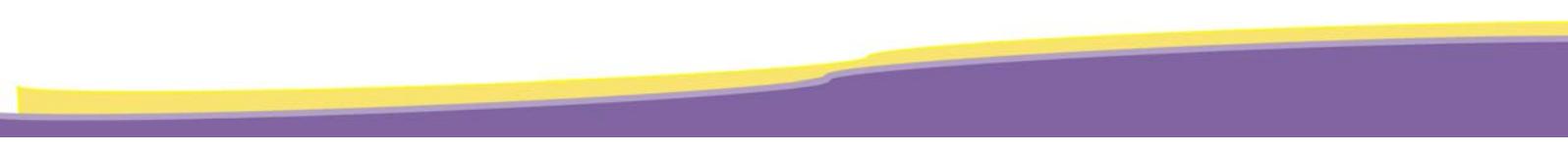
Modern Languages (French, German, Spanish)

Exam Board: AQA - Syllabus French 8658, German 8668, Spanish 8698

www.aqa.org.uk/subjects/languages/gcse/french-8658

www.aqa.org.uk/subjects/languages/gcse/german-8668

www.aqa.org.uk/subjects/languages/gcse/spanish-8698



Aims

You will study a broad range of musical styles through a focused and practical way, fostering the development of a range of skills, interests and talents. Practical musicianship, a willingness to try, independence and curiosity are skills which are valued and nurtured through this course.

- Stimulate and develop an appreciation and enjoyment of music through an active involvement in listening, composing and, most importantly, performing.
- Develop a perceptive, sensitive and critical response to music of different styles in a cultural and historical context.
- Develop broader life-skills and attributes including critical & creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.
- To provide you with a secure and varied range of skills, knowledge and understanding, with a natural progression into A-level Music.

How will I be assessed?

60% is coursework: performances and compositions, which are produced and refined throughout the course.

40% is a written exam based on the music studied during the course.

Component 1: Integrated Portfolio (30%)

- Solo performance: a performance on the candidate's main instrument or voice (15%).
- Composition: a piece for the candidate's main instrument or voice (15%).

Component 2: Practical Component (30%)

- Ensemble performance: a performance as part of a group (15%).
- Board set composition: A composition to a brief set by the exam board (15%).

Component 3: Listening Exam (40%)

This covers a range of topics covered over the two-year course:

- The Concerto Through Time: the development of the concerto from 1650-1910.
- Rhythms of the World: rhythmic traditions from India and Punjab, the Eastern Mediterranean and Middle East, Africa, and Central and South America.
- Film Music: the study of how music is used in films to enhance the action onscreen.
- Conventions of Pop: the study of pop music from 1950 to the present day.

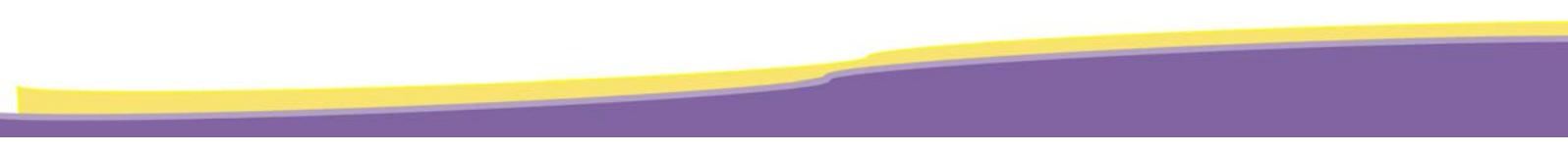
Further Information

All lessons have a practical element - it is the best way to understand how music works. You will work in groups, as a whole class and individuals, and are encouraged to be as creative as possible with every given task.

As part of the GCSE course there is an intensive weekend of composition at a rural outdoors centre in the Spring of Year 10, with access to support from staff and also workshops with professional composers. The current Year 11s were the first to benefit from this opportunity, and it was a resounding success. The cost this year was £90, to include the accommodation, meals, workshops and resources, so a similar price would be estimated for next year.

Exam Board: OCR Syllabus J536

<https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>



Aims

- Provide you with the scientific knowledge and practical skills required to help you to make sense of the world around you and to take an active role in its development.
- Help you acquire and apply skills, knowledge and understanding of how Science works and develop a critical approach to scientific evidence and methods which will help you to decide whether claims made in the name of Science are reasonable.
- Allow you to develop your interest in, and enthusiasm for Physics and to help you to recognise its increasingly essential role in society.
- Give you a glimpse into the extraordinary opportunities and variety of work available to those wishing to continue with Physics beyond GCSE.

How will I be assessed?

At the end of the course there are two written examination papers of 1 hour and 45 minutes, which assess knowledge and understanding of the theoretical content and also include questions of a more general nature requiring understanding of the nature of scientific evidence and its importance in all aspects of everyday life.

Paper 1 50%

Topics 1 – 4: Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2 50%

Topics 5 – 8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Questions in Paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.

We believe it is important that you do not feel abrupt changes in your Science education as you progress through Years 7 to 11. Although we begin teaching Science as separate subjects from Y9, you will have been introduced to many GCSE concepts in Y7 and Y8 and need to be able to draw on these ideas with confidence as you progress through the courses.

Further Information

Exam Board: AQA

Syllabus; Physics 8463

www.aqa.org.uk/subjects/science/gcse/physics-8463

Aims

By 2050, it is predicted that atheists, agnostics and others who do not affiliate with a religion – though increasing in some countries in the West – will make up a declining share of the world's total population (www.pewforum.org). Religion, in all its forms, attempts to understand fundamental questions about human existence and it has shaped our cultures for millennia. These are just some of the reasons why studying GCSE Religious Studies is important and relevant.

In this GCSE you will gain an in-depth knowledge and understanding of the two largest traditions in the UK and the world: Christianity & Islam. You will interrogate some of the biggest philosophical and ethical issues facing humanity:

- Does God exist?
- What happens when we die?
- What is our responsibility to the environment?
- Should abortion be allowed?
- Can war ever be justified?
- How should we deal with criminals?

The specification aims to enable you to:

- Adopt an enquiring, critical and reflective approach to the study of religion.
- Explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally.
- Enhance your spiritual and moral development, and contribute to your health and well-being.
- Enhance your personal, social and cultural development, your understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion.
- Develop your interest in, and enthusiasm for, the study of religion, and relate it to the wider world.
- Reflect on and develop your own values, opinions and attitudes in light of your learning.

In the study of Christianity & Islam, you will cover:

- Key beliefs (nature of God, afterlife, creation, authority).
- Practices (worship, festivals).
- The role of the church in the local and worldwide community.

In religious, philosophical and ethical studies, you will cover:

- God & Revelation (including philosophical arguments for and against God's existence).
- Religion and life (including abortion, euthanasia, animal rights).
- Religion, peace and conflict.
- Religion, crime and punishment.

How will I be assessed?

At the end of the course you will take two exams each lasting 1 hour 45 minutes.

Further Information

This GCSE will be complemented by the core Religion, Philosophy & Ethics (RPE) course followed by all girls at Key Stage 4. We aim to provide opportunities for girls to visit places of worship and to meet people from faith traditions. We also hope to do a residential trip to London to support the GCSE course.

Exam Board: AQA Syllabus 8062

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Personal Social Health Economic and Citizenship Education (PSHE)

Non-Examined

Aim of the Course

- Enhance and foster emotional intelligence, understanding and well-being.
- Help individuals develop a better understanding of themselves, those around them and the issues which society presents to them.
- Helping to make safe choices within a secure, sustainable and healthy lifestyle.
- Foster good interpersonal skills and relationships.
- Respect diversity, the differences between people and their points of view.
- Improve economic understanding and well-being, both now and in the future.

Over the two years you will explore, amongst others, issues relating to the following areas:

- Careers - employment education (including Post-16 preparation).
- Sex and Relationships education.
- Child Sexual Exploitation.
- Consent.
- Developing Emotional Awareness.
- Drugs, alcohol and risk.
- Coping with stress.
- Revision skills.
- Financial understanding: credit cards, loans, student finance.

Further Information

Teaching methods include group discussion and debate; speakers; a range of written resources; further reading and research.

PSHE involves self-assessment and evaluation.

Work Related Learning and Careers

In Years 10 and 11

Careers in Key Stage 4 builds on the concepts of self-awareness and career knowledge introduced in Year 9 to help you to make the next important transition, happily and successfully into post-16 study.

Careers Education, Information, Advice and Guidance (CEIAG)

This umbrella term covers the range of activities that help young people to become more self-reliant and better able to manage their personal and career development. Most students will continue exploring different career options into the sixth form and beyond so rather than focusing on choosing a specific job, our programme is designed to give girls the knowledge, skills and confidence to make good decisions throughout their careers. For students with a clear idea, usually vocational, Mrs Pearson, our Work Experience Co-ordinator is here to help with specialist information and contacts.

The Careers & Skills area of the Moodle has a specific section for KS4 students which is packed



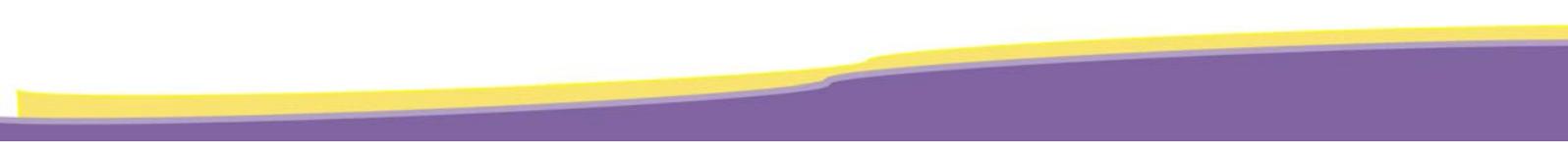
with links and useful information. Students are registered with Unifrog which is available to them until they are 25 and aims to support progression through the GCSE, post 16 and post 18 pathway. Unifrog helps to give the students specific individual feedback regarding career areas that may be suitable for them or of interest. It also provides labour market information and links this to academic subject areas and gives detailed job profiles and entry routes.

Year 10

- Careers events give girls the opportunity to hear from external speakers about different career paths and working environments.
- Through the PSHE programme the girls receive objective information on all the possible pathways open to them post-16. They also have sessions giving in-depth information on entry routes and requirements for popular professions, current labour market information and they complete personal planning sheets to plot out what they need to do to achieve their goals.

Work Related Learning and Careers In Years 10 and 11

Year 11

- “Futures Week” (usually in November) provides a range of opportunities to find out about post 16 courses and options.
 - Every student in Year 11 has an individual transition meeting with a member of staff to discuss their post-16 options and to develop and implement their career plans.
 - Optional work experience during the summer post GCSEs is strongly encouraged and support in finding placements is offered by our Work Experience Co-ordinator.
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GCSE Preferred Option Choices

RETURN THIS COPY TO RECEPTION BY WEDNESDAY 29th JANUARY

Name.....

Tutor Group.....

Please tick your Language choice

Language Choice (tick choice)	
French	
German	
Spanish	

Please number your three option choices in order of preference and put R by your reserve choice

Option Subjects			
Art and Design		Geography	
Computer Science		German	
Design and Technology		History	
Drama		Music	
French		Religious Studies	
Food and Nutrition		Spanish	