



KING EDWARD VI HIGH SCHOOL FOR GIRLS

Options Subject Details

2024-2026

ART & DESIGN

Specification – Eduqas

Aims

The course aims to provide pupils with opportunities to develop technical skills across a wide range of materials, techniques and processes in order to develop their understanding of the visual language. Practical techniques such as drawing, painting, engraving, block printing, sculpture and ceramics are taught but in addition pupils are encouraged to develop work through a process of personal experimentation. The sequential development of ideas through recording, analysing, experimenting, refining and evaluating is at the heart of each thematic enquiry. Lessons are structured to make purposeful links with the work of other artists, designers and craftspeople and it is our aim to ensure that all pupils understand the wider social, political, historical and cultural contexts within which their work is placed.

The course is designed for pupils who have a commitment to and love of the subject and feel motivated to develop their skills and express their ideas from thematic starting points.

The GCSE course is suitable for pupils who:

- are driven by curiosity and are intrinsically motivated
- understand that a committed and sustained approach is the key to success
- are independent, proactive and well organised
- can think in a divergent as well convergent manner
- are willing to take risks and understand that failure is part of the learning process
- reflect on outcomes and modify and refine their work as it progresses

Content

GCSE Art and Design follows on from the Upper Fourth foundation year. As pupils gain confidence in their technical ability, they are encouraged to take greater responsibility for developing their ideas, working practices and outcomes. The culmination of the course is to present an individual portfolio of work consisting of:

- a series of outcomes supported by preparatory material covering the four assessment objectives.
- an outcome produced under timed examination conditions supported by preparatory material that cover the four assessment objectives

Assessment

Each pupil's work is assessed in accordance with the specified assessment criteria. Work is assessed holistically on its own merits against these criteria.

Marks available are divided into two components. There are 72 marks available in each component.

The personal portfolio (coursework)	60% of the total marks available
The externally set assignment	40% of the total marks available

All work is internally assessed and externally moderated. Pupils working well on the course will be awarded levels 5 and 6 on the assessment taxonomy. This translates as 'confident

and assured'. Pupils who make outstanding progress will be awarded level 6 which translates as exceptional.

The course is concerned with the generation of ideas and the expression of those ideas in a variety of forms. Consequently, work in individual areas of study will overlap. The most successful pupils will be those who recognise the benefits of approaching the subject in the widest possible manner, always prepared to consider the full range of alternatives and never underestimating the importance of exhaustive investigation.

CLASSICS

GREEK

Specification - OCR J292

Aims

OCR's GCSE (9–1) in Classical Greek will enable learners to:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Classical Greek
- develop their knowledge and understanding of ancient literature, values and society through the study of original texts, adapted and abridged, as appropriate
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied to:
 - demonstrate knowledge and understanding of the historical, literary and cultural context of a text
 - identify and appreciate its literary form and impact on the reader
 - develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources

GCSE (9–1) in Classical Greek will encourage learners to:

- develop insights into the relevance of Classical Greek and of ancient literature and civilisation to our understanding of our modern world of diverse cultures
- deploy their knowledge and understanding of Classical Greek to deepen their understanding of English and other languages
- relate their knowledge and understanding of the ancient world to other disciplines
- develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities and sciences.

Content

This is a demanding but rewarding course which takes pupils from scratch to GCSE level. The course involves the study of Classical Greek language, literature and culture. John Taylor's *Greek to GCSE* is used as the principal course book to cover language content. The course incorporates grammar and a large amount of lively reading material, often taken from Greek myth. Towards the end of the Lower Fifth, we embark on set text literature work, where pupils read real, original Classical Greek literature.

Assessment

This is by examination at the end of the course. There is no coursework. The examination tests knowledge and understanding of the two elements of the course: language and literature.

- (i) *Language*: this component is worth 50% of the GCSE. There is one examination of 1 hour and 30 minutes with passages in Classical Greek for translation and comprehension. A vocabulary list (c. 400 words) contains all the words used in this paper and is learnt in advance.
- (ii) *Literature*: this component is worth 50% of the GCSE and is examined in two papers, each worth 25%. For each paper, pupils study a Classical Greek set text. In the examinations, they answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied. The selections for 2026 are Homer's *Odyssey* 7 lines 184–297 and Euripides' *Medea* lines 230–291 and 358–409.

Background

A GCSE in Classical Greek distinguishes pupils from the crowd for their scholarly aptitude, their attention to detail and their willingness to embrace challenge. Classical Greek imparts a broad mix of transferable skills. In a great range of careers, employers look for skills, not subject specialities. Those who go on to study Classical Greek at A level and degree level find employment in a wide variety of careers, such as management, law, advertising, journalism, the Civil Service, finance and education, to name but a few.

Beyond that, to study Classical Greek is to study a society which is intrinsically interesting and valuable. Pupils acquire a knowledge, understanding and appreciation of the major achievements of the Greeks in such fields as literature, art, architecture, science, medicine, technology and law. Studying ancient societies involves exploring the origins of our own culture. The Greek world makes a unique contribution to modern society: our literary, political, philosophical, social, religious, cultural and legal concepts owe much to Classical Greece. Greek also helps with the learning of modern languages, in terms of structure, grammar and vocabulary. It also has many links with other subjects, for example English, History, Drama, Art, and Religious Studies.

Each year a group of between ten and twenty pupils choose Classical Greek for GCSE. Our results are outstanding: for the last five years of the previous GCSE, all candidates achieved an A* grade. For the last two years, 80% of pupils gained a grade 9.

LATIN

Specification – OCR J282

Aims

OCR's GCSE (9–1) in Latin will enable learners to:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Latin
- develop their knowledge and understanding of ancient literature, values and society through the study of original texts, adapted and abridged as appropriate
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied to:
 - demonstrate knowledge and understanding of the historical, literary and cultural context of a text
 - identify and appreciate its literary form and impact on the reader
 - develop and apply their critical, analytical and reflective skills to evaluate evidence from range of sources

OCR's GCSE (9–1) in Latin will encourage learners to:

- develop insights into the relevance of Latin and of ancient literature and civilisation to enhance our understanding of our modern world of diverse cultures
- deploy their knowledge and understanding of Latin to deepen their understanding of English and other languages
- relate their knowledge and understanding of the ancient world to other disciplines
- develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities and sciences.

Content

The GCSE course builds on the knowledge and understanding pupils have gained in their study of Latin in the Lower School. The course book 'Suburani' is completed in the Lower Fifth year; during the Upper Fifth year, John Taylor's Latin to GCSE, Essential GCSE Latin and other GCSE readers are used to deliver the outstanding linguistic content of the course and to practise translation and comprehension skills.

Towards the end of the Lower Fifth year we embark on set text literature work, where pupils read real, original Latin literature.

Assessment

This is by examination at the end of the course. There is no coursework. The examination tests knowledge and understanding of three elements of the course: language; literature and culture; literature (in Latin).

- (i) *Language*: this component is worth 50% of the GCSE. There is one examination of 1 hour and 30 minutes with passages in Latin for translation and comprehension. A vocabulary list (c. 400 words) contains all the words used in this paper and is learnt in advance.
- (ii) *Literature*: this component is worth 50% of the GCSE and is examined in two papers, each worth 25%. For each paper, pupils study a Latin set text. In the examinations, they answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied. The selections for 2026 are taken from Virgil's *Aeneid* 1, the historian, Tacitus, and Pliny the Younger's letters.

Background

In studying GCSE Latin, pupils continue to develop their knowledge and understanding of our cultural, literary and linguistic heritage. Pupils are encouraged to appreciate further the unique contribution made by the Roman world to modern society. This aids understanding of the origin of many concepts in areas such as literature, politics, philosophy, society, religion and law. General language skills continue to be enhanced, and this helps to reinforce language learning, particularly, but not solely, with reference to the Romance Languages (English, French, Spanish, Italian, Portuguese, Romanian) into which Latin evolved. Pupils are introduced to selections of Latin literature, among the finest ever written. Intrinsically interesting and valuable in content, this study of literature also allows pupils to acquire skills of literary appreciation, analysis and comment.

Since GCSE Latin comprises language work, literary appreciation and work on historical background, it provides excellent support for many other subjects. Those who continue to A-level combine Latin with a wide variety of other subjects. Graduates who have studied for a classical degree such as Classics, Latin and French, Latin and English, Archaeology, Ancient History etc. find employment in an enormous variety of fields; some vocational (research, teaching librarianship, archive and museum work etc.), many in the public sector (civil service, local government, social work, health service etc.) and most in the private sector (managerial, public relations, accounting, banking, computer analysis, law, publishing, journalism, advertising etc.) The study of Latin involves a broad mix of transferable skills; in a great range of careers employers look for skills, rather than subject specialities.

COMPUTER SCIENCE

'Everybody should learn how to program because it teaches you how to think.' Steve Jobs

Specification: OCR J277

Why study Computer Science?

Computers and digital devices have redefined our modern lives, but too few of us know how they work, or how to program them. GCSE Computer Science is an engaging and practical course intended to promote a detailed knowledge and understanding of core computing concepts, whilst encouraging creativity and problem solving.

The course is a mixture of both theory and practical program development. Students learn about how computer hardware works, how data is stored and transmitted, as well as ethical and cultural debates around computing. Students will learn the computing language Python, continuing from their studies in the Upper Fourth, and will undertake a range of practical programming projects.

Studying GCSE Computer Science directly supports university study and careers in Computing, Engineering, Maths, Physics and other sciences. There remains a global shortage of female computer programmers, in particular, and careers in programming are lucrative and rewarding.

Students will be taught GCSE Computer Science in the new KEHS Design Centre, which will include two purpose-built computing suites featuring both PCs and Macs.

How will I be assessed?

Assessment is by two 1h 30m examinations:

Examination 1: **Component 01: Computer systems** - 80 marks – 50% of qualification

Examination 2: **Component 02: Computational thinking, algorithms and programming** - 80 marks – 50% of qualification

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

DESIGN AND TECHNOLOGY

Specification AQA

Aims

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design 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.

Content

<p>Core Technical Principles</p> <ul style="list-style-type: none"> ● new and emerging technologies ● energy generation and storage ● developments in new materials ● systems approach to designing ● mechanical devices ● materials and their working properties 	<p>Specialist technical principles</p> <ul style="list-style-type: none"> ● selection of materials or components ● forces and stresses ● ecological and social footprint ● sources and origins ● using and working with materials ● stock forms, types and sizes ● scales of production ● specialist techniques and processes ● surface treatments and finishes
<p>Designing and making principles</p> <ul style="list-style-type: none"> ● investigation, primary and secondary data ● environmental, social and economic challenge ● the work of others ● design strategies ● communication of design ideas ● prototype development ● selection of materials and components ● tolerances ● material management ● specialist tools and equipment ● specialist techniques and processes 	

Assessment

Paper 1	
<p>Written exam: 2 hours 100 marks 50% of GCSE</p> <p>In addition:</p> <ul style="list-style-type: none"> ● At least 15% of the exam will assess maths ● At least 10% of the exam will assess science 	<p>Section A- Core technical principles (20 marks)</p> <p>Section B- Specialist technical principles (30 marks)</p> <p>Section C- Designing and making principles (50 marks)</p>

Non-examined assessment (NEA)

Non-examined assessment (NEA): 30-35 hours (approx)
100 marks
50% of GCSE

Pupils will undertake a substantial design and make task where they can specialise in a material area(s) of their choice:

- Timber
- Plastics
- Metals
- Textiles
- Paper and board.

Contextual challenges are released annually by AQA on 1 June in L5.

Students will produce a prototype and a portfolio of evidence.

Background

A brand new Design Centre is due to be completed ready for September 2022. This will include a purpose built workshop and separate Design Technology classroom, as well as ICT suite with industry recognised software. The workshop will have a designated CAD/ CAM area, to include laser cutter and 3D printer, as well as more traditional hand tools and machinery. This will allow girls to develop a wide range of practical skills in order for them to problem solve in a way that appeals to them.

DRAMA GCSE (2 YEAR COURSE)

Specification - AQA

There are several good reasons for choosing GCSE Drama:

- You enjoy drama: there are probably between 10 and 30 pupils in U4th who have appeared in a Junior Production. GCSE Drama gives an opportunity to get a qualification in something you enjoy doing – what's not to like?
- Drama provides an opportunity to build confidence in essential presentational skills. We are in an age of communication and the ability to express yourself effectively is the most important of life skills.
- Breadth of study: there's evidence that employers and universities like a CV with something that marks candidates out as "a bit different". The creative subjects give pupils a different way of looking at themselves and the world.
- You have the opportunity to specialise in a number of areas and approach the course as a performer, director, designer, script writer or deviser or a combination of these.
- A change: not everyone works effectively behind a desk for eight periods a day.

The Scheme of Assessment:

The Scheme of Assessment comprises of three components:

1. Understanding Drama (written examination)

Written Paper – 1 hr 45 minutes (40% of the total marks)

What's assessed

- Knowledge and understanding of drama and theatre.
- Study of one set play from a choice of six.
- Analysis and evaluation of the work of live theatre makers.

The Written paper comprises three sections:

A – multiple choice

B – 4 questions on a given extract of the set play chosen

C – Study of a live theatre production seen

2. Devising Drama (practical)

Practical performance & coursework (40% of the total marks)

What's assessed

- Process of creating devised drama.
- Performance of devised drama (pupils may contribute as performer or designer).
- Analysis and evaluation of own work.

3. Texts in Practice (practical)

Practical Performances (20% of the total marks)

What's assessed

- Performance of two extracts from one play (pupils may contribute as performer or designer).

Timing

Components 1 & 3 take place in the second year, component 2 will take place in the first year.

Teaching methods

There is an emphasis on group work and practical workshops, with occasional performances, together with discussion, role play, improvisation, technical tuition, and research.

Theatre Visits

Seeing live performance is an essential part of developing an appreciation and understanding of theatre. There is an exciting and varied programme of theatre visits throughout the year, which pupils are expected to attend.

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Specification - EDEXCEL

The English Language and English Literature IGCSE specifications offered by Edexcel are designed to be complementary. Candidates are entered for both English Language and English Literature.

ENGLISH LANGUAGE

Aims

The specification aims to develop candidates' abilities in the three key areas of **reading**, **writing**, and **speaking**.

Content

Candidates must demonstrate their ability in the three key areas as follows:

Speaking

- communicate clearly, structuring and organising their talk and adapting to different situations, using standard English appropriately;
- be ready to express and defend their views with courtesy, acknowledging differing opinions presented by others;
- be able to answer questions on their chosen subject from their audience;

Reading

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- distinguish between fact and opinion and evaluate how information is presented;
- follow an argument, identifying implications and recognising inconsistencies;
- select material appropriate to their purpose, collate material from different sources, and make cross references;
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes.

Writing

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes;
- organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;
- use a range of sentence structures effectively, with accurate spelling and punctuation.

Assessment

All candidates sit Paper 1 (2hrs 15mins) on nonfiction texts and transactional writing (worth 60%). Centres then choose to enter candidates either for Paper 2 (1hr 30mins) on poetry and prose, reading and imaginative writing, **or** two coursework essays (worth 40%).

Speaking

Marks for speaking do not contribute to the final grade awarded for Language. Instead, it is an endorsement reported as a separate line on the certificate.

ENGLISH LITERATURE

Specification – EDEXCEL

Aims

The specification aims to give candidates opportunities to explore their literary interests and to learn the skills necessary for literary study. The specification encourages them to develop:

- the ability to read, understand and respond to a wide range of types of literary text, to appreciate the ways in which authors achieve their effects;
- awareness of social, historical and cultural contexts and influences in the study of literature;
- the ability to construct and convey meaning in speech and writing, matching style to audience and purpose.

Content

Candidates must demonstrate their ability to:

- respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate;
- explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations;
- explore relationships and comparisons between texts, selecting and evaluating relevant material.
- relate texts to their social, cultural and historical contexts and literary traditions.

Assessment

All candidates sit Paper 1 (2hrs) on poetry and modern prose (worth 60%). Centres then choose to enter candidates either for Paper 2 (1hr 30 mins) on modern drama and a text from our literary heritage, **or** two coursework essays (worth 40%).

GEOGRAPHY

Specification – Edexcel International GCSE

Aims

- To stimulate your curiosity in geography, to develop a sense of place and ‘awe and wonder’ which will allow you to fully appreciate and learn from the world around you.
- To learn about the global challenges which face us all, such as population growth, dwindling environmental resources and the impact of rapidly developing economies, plus the complexities of physical systems such as river and coastal flooding, earthquakes, volcanoes and climate change.
- To enable you to acquire knowledge and understanding of a range of places, environments and geographical processes operating at local through to global scales.
- To develop your awareness of the way in which people and environments interact, and appreciate the opportunities, challenges and constraints that face people in different places, encouraging your development as citizens in the rapidly changing 21st Century.
- You will acquire and apply the range of geographical skills that is needed to conduct geographical enquiry, including those of fieldwork, independent research, ICT and map work.

Overview of content

- **Section A – The natural environment**

Two of three topics will be completed:

1. River environments
2. Coastal environments
3. Hazardous environments

- **Section B – People and their environments**

Two of three topics will be completed:

4. Economic activity and energy
5. Ecosystems and rural environments
6. Urban environments

- **Section C – Global issues**

One of the three topics will be completed:

7. Fragile environments
8. Globalisation and migration
9. Development and human welfare

Overview of assessment

- The assessment of this qualification is through two examinations (1 hr 10mins and 1 hr 45mins) set and marked by Edexcel.
- There is **NO** assessed coursework as part of this syllabus, nor is there any controlled assessment.
- There are compulsory day trips to Clevedon in Somerset and to various locations within Birmingham, which give an exciting opportunity to explore real geographical issues and

learn some important data collection and analytical techniques. Fieldwork experiences will be assessed within the written examinations.

Background

Geography is concerned with the real world - past, present and future. Geographers employ a variety of skills in their studies – such as literacy, numeracy and graphicacy - and aim to discuss their subject matter in an articulate way. Geographers are analytical in their approach: problem-solving is an integral part of geographical study involving identification of key issues, data collection, information retrieval, data presentation, analysis, synthesis and evaluation.

A geographical education develops knowledge, and skills useful in careers such as:

Administration	Law
Accountancy	Leisure and recreation work
Armed Services	Management Consultancy
Business Analysis	Marketing
Cartography and Surveying	Medicine
Computing	Planning
Dentistry	Personnel
Education	Publishing
Engineering	Research
Environmental Management	Retail Management
Financial Services	Research
ICT Industries	Transport
Law	

At Advanced Level the breadth of skills and content of Geography will allow you to study it as part of any subject combination (along with sciences, maths, arts, or humanities).

HISTORY

Specification – Edexcel International GCSE (IGCSE 4HI1)

Aims– to enable pupils to:

- acquire knowledge and understanding of important periods and aspects of the past;
- explore the significance of historical events, people, changes and issues;
- use historical sources critically, in context, to reach reasoned conclusions;
- organise and communicate their knowledge and understanding of the past;
- draw conclusions and make historical judgments;
- gain an appreciation of key historical developments during the twentieth century;
- develop an enhanced framework for understanding the twenty-first century world;
- build upon the knowledge, skills and enjoyment of History developed in the previous three years.

▪ **Paper 1: Thematic Depth Studies** (*Two topics are studied for this paper*)

● **Development of Dictatorship: Germany, 1918-45**

- The end of the First World War and the early problems of the Weimar Republic
- The recovery of Germany, 1924-29
- The rise of Hitler and the Nazis
- Life in Nazi Germany
- The impact of the Second World War on Germany

● **A World Divided: Superpower Relations, 1945-72**

- The end of the Second World War and reasons for the Cold War
- Early developments in the Cold War, 1945-49
- The Cold War in the 1950s: the Korean War, the nuclear arms race and the Hungarian Uprising
- Three crises: Berlin, Cuba and Czechoslovakia
- The Thaw and moves towards Détente, 1963–72

▪ **Paper 2: Historical Investigation and Study in Change** (*Two topics*)

● **The USA, 1918–41**

- The Economic Boom
- The 'Roaring Twenties': leisure industry, cinema, jazz, dancing, sport, radio, advertising, and motoring
- The changing position of women, including the flappers
- Increased social tensions in the 1920s: attitudes towards immigration, the position of Black Americans, and the Ku Klux Klan
- Prohibition and the gangsters
- The Wall Street Crash (1929) and Great Depression, 1929 - 33
- President Roosevelt and the New Deal, 1933–41

● **Conflict, Crisis and Change: China, c.1911-c.1989**

- The fall of Qing Dynasty and the Warlord period
- The triumph of Mao and the CCP, 1934-49
- Communism under Mao, 1949-63
- The impact of the Cultural Revolution
- China after Mao, 1969-89

Assessment

This course is assessed by two examinations of 1 hour 30 minutes each taken in the summer of the Upper Fifth year. Each of the above examination papers is equally weighted, as is each of the four topics studied.

There is no coursework or controlled assessment.

Background

At this level we approach twentieth-century History from a global perspective, and pupils electing to study the subject will gain a broad knowledge of the modern world and the influences upon it. Overall, this course is designed to aid pupils' abilities to interpret elements of the past that both have shaped and continue to influence the twenty-first century world that they will inhabit.

Most pupils continue to study History at this level because of the relevance of the course, and of the concepts and themes it introduces, to the world in which we live, while also enjoying the challenges and skills of the discipline of History. The IGCSE course is excellent preparation for further study of the subject at A-Level as well as a qualification in its own right which is highly valued by employers and universities for the transferable skills it teaches and the knowledge and understanding of the world which the pupils acquire.

MATHEMATICS

Specification - Edexcel

We follow Edexcel Examination Board International GCSE (4MA0) administered by Pearson.

The aims of the course are to explore mathematics through practical tasks, to work on problems which pose a challenge and to encounter and consider different lines of mathematical argument.

The content of the course can be separated into four parts in which candidates are expected to demonstrate their ability to

Number

- . use numerical skills in a purely mathematical way and in real life situations

Algebra

- . use letters as equivalent to numbers and as variables
- . understand the distinction between expressions, equations and formulae
- . use algebra to set up and solve problems
- . demonstrate manipulative skills
- . construct and use graphs

Geometry

- . use properties of angles
- . understand a range of transformations
- . work within the metric system
- . understand ideas of space and shape
- . use ruler, compasses and protractor appropriately

Statistics

- . understand basic ideas of statistical averages
- . use a range of statistical techniques
- . use basic ideas of probability.

Calculators and computer software will be used where appropriate throughout the course, but mental calculation and estimation will be encouraged.

Each candidate needs a full set of mathematical equipment, i.e. a ruler, pair of compasses, protractor and their own scientific calculator.

The IGCSE is examined through two examination papers each lasting 2 hours. The course has no coursework component. All pupils will work towards the Higher Tier examination.

In addition, the pupils are offered the opportunity to work towards the Free Standing Mathematics Qualification in Additional Mathematics (6993), offered by OCR. This course is intended as a bridge between GCSE and A Level Mathematics. Details of the specification can be found at

<https://www.ocr.org.uk/Images/457916-specification-from-2018-.pdf>

MODERN LANGUAGES
GENERAL INFORMATION

Aims

- to develop the ability to use the foreign language effectively for purposes of oral and written communications
- to offer insights into the culture and civilisation of other countries
- to encourage positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilisations
- to develop an awareness of the nature of language and language learning
- to provide enjoyment and intellectual stimulation
- to provide a sound basis for study at a higher level

MODERN LANGUAGES

FRENCH

Specification - AQA Code No. 8658

Content

French is taught through a range of topics relevant to everyday life.

Our aim is to enable pupils to develop their French language skills to their full potential, equipping them with the knowledge to communicate with confidence in a variety of contexts.

Students will learn about the culture of different French-speaking countries around the world.

- **Identity and culture**

Me, my family and friends, Technology in everyday life, Free-time activities, Customs and festivals in French-speaking countries/communities

- **Local, national, international and global areas of interest**

Home, town, neighbourhood and region, Social issues, Global issues, Travel and tourism

- **Current and future study and employment**

My studies, Life at school/college, Education post-16, Jobs, career choices and ambitions

Assessment

Students will be tested in all four skills of reading, listening, writing and speaking in the final examination. Each skill is worth 25% of the final GCSE mark.

Why study French?

- French is spoken on every continent by more than 300 million native speakers.
- Learning French will give you access to a world of culture: French is the main language in many areas of art, cuisine, dance, cinema, literature, architecture and fashion.
- French is the official language of many international organisations: the United Nations, the EU, UNESCO, The international Olympic Committee, Doctors without Borders...
- As one of the world's largest economies and a leading destination for foreign investment, France is a key economic partner so having a good knowledge of French will give you many job opportunities. You can also work in many French-speaking countries around the world.
- France is the world's top tourist destination and attracts 87 million visitors a year.
- Learning French will give you opportunities to study at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world.
- The French department runs a study/penpal trip to France for GCSE students in which they are given the opportunity to meet French students, visit their school and enjoy many activities with them in order to practise their spoken French, as well as enjoying some visits to local museums, shops and businesses to learn more about French culture.

MODERN LANGUAGES

GERMAN

Specification – AQA (Full Course), Code No. 8668

Aims

- To communicate in German, with confidence and enjoyment, on a range of topics.
- To understand and appreciate the culture of countries in Europe and further afield, where German is spoken.
- To develop skills and understanding which will provide a basis for further language learning, not only in German, but also in other new languages.

Content and Assessment

- Pupils will study various topics from the following thematic areas:
Theme 1: Identity and Culture
Theme 2: Local, national, international and global areas of interest
Theme 3: Current and future study and employment
Assessment: All four skills of Reading, Listening, Speaking and Writing will be tested in the final examination. Each skill is worth 25% of the final GCSE mark.

Why Study German?

- With 120 million native speakers, German is Europe's most widely spoken mother tongue.
- Studying German will put you ahead of the competition: there is a huge shortage of German speakers in the UK and choosing German at GCSE will help you with university and future job applications. Studying German is an investment in your future.
- Germany is the UK's largest non-English speaking trading partner.
- Over half of employers (51 per cent) have said German would be useful for their business. This is an increase from 47 per cent in both 2016 and 2017 (quoted from The Telegraph, 6 November 2019)
- There are many opportunities for study and work experience in German-speaking countries. Not many British young people have the German language skills required to take up the generous funding and scholarships available for these.
- The internet is filled with German: with 8 million internet sites using '.de' as their domain, German is second only to '.com' in terms of the number of internet pages.
- The opportunity for trips and exchanges: the German department runs frequent trips to Germany so that pupils can practise their language skills in authentic situations. There are also penpal programmes so that pupils can make new friends and practise their writing skills at the same time.
- The opportunity to explore Germany's rich heritage: the richness of German literature, music and culture is unparalleled, making learning German at GCSE much more than just learning a language.
- Learning German is fun and you will find that similarities between German and English and even between German and Latin will help you to make quick progress.

CHINESE (SPOKEN MANDARIN)

Specification - AQA Code No. 8673

Aims

To understand and respond, in speech and writing, to spoken and written Chinese

To learn about the culture and everyday life in China and other Chinese speaking countries and communities.

To explore effective ways of language learning and develop independent learning skills.

Content and Assessments

The specification covers three distinct themes. These themes apply to all four question papers (Speaking, Writing, Reading and Listening). Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/ communities where Chinese is spoken.

Theme 1: Identity and Culture

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

Theme 3: Current and future study and employment

All four skills of Reading, Listening, Speaking and Writing will be assessed and each skill is worth 25% of the final GCSE mark.

Our enriched learning opportunities can include: China cultural trip, British Council National Mandarin Speaking Competition, Chinese film club and additional teacher surgeries for extra support.

A useful and an important language

Mandarin Chinese is the world's most prevalent language and one of the five official languages at the United Nations. Knowledge of this fascinating language will place you one step ahead, at a time when China is at the forefront of the global economy. Studying Mandarin also opens up a rich and fascinating world of Chinese civilisation – full of poetry and stories, as well as politics and history.

While English is widely spoken in many other countries of the world such as India, and those of the European Union, this is not the case in China. Being able to collaborate and communicate with Chinese people, in all fields – from engineering and science, through to law, business and politics – will give you the edge when it comes to moving your career, and perhaps the world, forward in the future. You could choose to continue studying Chinese language or culture at university level, or pursue a complementary subject such as not limited to international business, international relations, economics, law, politics, psychology, education, art and journalism.

MODERN LANGUAGES

SPANISH

Specification – AQA GCSE 8698

Aims

- To understand and respond, in speech and writing, to spoken and written Spanish.
- To learn about the culture and everyday life in Spain, Latin American and other Spanish speaking communities.
- To make language learning an enjoyable and intellectually stimulating experience

1. What is new?

It is a linear course with assessments at the end of the course. There is a new grading structure from 1-9; where 1 is the equivalent to A* and 9 will be equivalent to G.

2. Content

The syllabus introduces a range of topics relevant to every day life. You will learn language skills in a variety of contexts and learn to express yourself in Spanish. You will be expected to understand and provide information and opinions on the three themes studied.

Theme 1 – Identity and culture

Theme 2 – Local, national, international and global areas of interest

Theme 3 – Current and future study and employment

A useful and an important language

Spanish is the second most internationally spoken language in the world. It is spoken by 430 million people worldwide and growing at a million a year in the USA. It is one of the five official languages at the United Nations.

The emergence of the global economy means that there are more opportunities to use the language and more economic incentives. Spain is one of the UK's major trading partners and it is the country most visited by UK tourists. The value of trade between the UK and Spanish-speaking Latin America is growing rapidly.

Trading with China and India has increased considerably in Latin America in recent years. The region has become the regular source of imports of crude oil, edible oil, minerals, timber and other products which India and China need to sustain their high growth.

Spanish is already a very important language in the business world. The US have more Spanish speakers from Spain.

MUSIC

Specification - Edexcel

Content

The format of the course in Music continues to build on the work in Listening and Appraising, Composing and Performing that is done through years 7 to 9.

Assessment

During the two years of the course you will:

- prepare the Performance of two pieces of music - one solo and one ensemble. These performances are recorded after thorough rehearsal, and should total a minimum of four minutes. Performances are marked in school and externally moderated.
A standard equivalent to Grade 5 will achieve the highest grade.
- Compose two pieces of music, totalling a minimum of three minutes. This is coursework which is marked in school in 'controlled' time and sent on for external moderation. One composition is free choice and the other is from a choice of briefs set by the examination board.
- prepare for a Listening & Appraising examination, based on 8 set works which provide pupils with a focus for their learning. These set works include the study of instrumental music, vocal music, music for stage and screen, and fusions, and they cover a wide range of genres from classical to pop. The Listening test is a formal examination with recorded extracts, based on the set works.

2 Performances 30%	2 Compositions 30%	Listening & Appraising Examination 40%
---	---	---

Background

If you play an instrument or sing and are either at / will be at a good Grade 5 standard by the Upper Fifth (so you are at least Grade 3 or 4 now), you will be in a good position to take GCSE music. You can easily use exam pieces in the performing component, so why not get credit for them a second time? **Music GCSE is not theory**, but some theoretical knowledge is always helpful. We will cover keys, cadences and intervals in addition to building on musical knowledge you have acquired since the Thirds. We shall learn the following to help you organise your compositions and maximise your marks:

- how to extend melodic ideas
- how to harmonise a melody by adding chords
- how to write a successful accompaniment
- how to set words to music
- how to structure pieces
- how to compose pieces to fit a given brief

PHYSICAL EDUCATION

Syllabus – AQA

Aims

Physical Education is a combination of physical performance and academic challenge. It provides an exciting opportunity, encourages students to immerse themselves in the world of sports and PE, gives them the chance to perform and delve into the how and why of physical activity and sport.

Subject content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and wellbeing

Assessments

Paper 1: The human body and movement in physical activity and sport

What's assessed?

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

How it's assessed?

- Written exam: 1 hour 15 minutes
- 78 marks
 - 30% of GCSE Questions
- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed?

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

How it's assessed?

- Written exam: 1 hour 15 minutes
- 78 marks
 - 30% of GCSE Questions
- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Non-exam assessment: Practical performance in physical activity and sport

What's assessed?

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed?

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE Questions
 - For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
 - Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

RELIGIOUS STUDIES

Specification – AQA (A)

This new specification requires all pupils to study two faiths as well as four different Ethical and Philosophical issues. The two religions that will be studied are the key beliefs, teachings and practices of Christianity and Islam. The Ethical issues include the investigation of the ethics of animal experimentation, abortion and euthanasia; whereas the Philosophy paper involves an exploration of different arguments surrounding whether humans have rights and if we are free.

The emphasis throughout the course is the development of key skills such as evaluation, synthesis and application as well as the development of knowledge and understanding. Furthermore, it is a qualification that supports other subject choices and which is valued by all universities as well as providing an excellent grounding for various career paths.

Assessment

There is no coursework or controlled assessments at GCSE level. Instead, pupils will sit two terminal examinations, each of 1 hour 45 minutes in duration. One paper will focus on the beliefs, teachings and practices of Christianity and Islam, and the second on the four Ethical and Philosophical issues studied.

Assessment objectives are split 50/50 and are awarded for (1) knowledge and understanding (2) the ability to evaluate, analyse and discuss the contemporary relevance of issues arising.

Background

Universities and major employers recognise Religious Studies as a challenging, academic subject which offers an insight into world views, values, and the human desire to search for meaning. Religious Studies is also a 'People Subject' and employers value skills of empathy and a willingness to engage with a wide variety of world news. Candidates with both GCSE and A level Religious Studies have recently accessed places at 'top flight' universities to read subjects as varied as Theology, Philosophy, English, History, Psychology, Law, Classics, Pharmacy, Dentistry and Medicine.

The analytical and evaluative skills required at both GCSE and A level make this an excellent subject for those pursuing diverse courses such as Law, Philosophy and the Arts. The skills within the GCSE course also provide excellent support for those wishing to study English Literature at both Advanced and University level. For those considering A Religious Studies, the GCSE programme is an excellent springboard into A level study. Equally, many pupils studying Sciences at A-level also study Religious Studies with many of them going on to read Medicine or related subjects. All universities recognise the worth and academic rigour of Religious Studies. The Department has a stunning record of success at both GCSE and Advanced level.

This course tests knowledge, understanding, evaluation and analytical skills not an individual pupil's faith-stance; pupils of all faiths or none have studied and continue to study this subject – all are welcome and all have thrived. Work is carefully paced and structured so that no pupil should feel overburdened by this GCSE course, but should, instead, feel challenged and stimulated.

SCIENCE

BIOLOGY

Specification - AQA

This science, dealing with living systems, enables pupils to appreciate and evaluate major developments occurring in the real world from a position of knowledge. Topics ranging from stem cell research and genetic engineering, to the greenhouse effect and global warming profit by examination from a biological perspective. Biotechnology advances from vaccines to novel foodstuffs are having a profound effect on our lives. The Society of Biology states “Many of the problems facing the world in the future, such as food supply, drug development and infectious disease, will be solved by Biologists”. The twenty first century will need an informed general public as well as specialists. This science is an essential basis for Medicine, Veterinary Science, Psychology, Dentistry and a whole range of Biological Sciences from Biochemistry and Molecular Biology to Environmental Science and Agriculture.

The specification in biology enables pupils to:

- develop scientific knowledge and conceptual understanding of biology
- develop understanding of the nature, processes and methods of biology through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments.
- develop their ability to evaluate claims based on biology through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

This specification contains a broad range of biological topics that are designed to engage and stimulate pupils' interest in biology whilst providing the knowledge and understanding required for progression to A level qualifications. The specification emphasises practical work in order to support and consolidate scientific concepts, develop investigative skills and allow pupils to gain confidence in handling equipment.

Subject content

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Assessment is linear, with pupils taking two 1 hour 45 minutes written papers, each worth 50% of the GCSE. There is no controlled assessment, AQA specify eight 'required practicals': knowledge of these will be assessed by questions in the written examinations.

Topics 1 – 4 are assessed on Paper 1

Topics 5 – 7 are assessed on Paper 2

Assessment is by a mixture of multiple choice, structured, closed short answer and open response questions on both papers.

SCIENCE

CHEMISTRY

Specification – AQA

Aims

- To stimulate curiosity, interest and enjoyment in Chemistry.
- To acquire knowledge of Chemistry its principles and vocabulary.
- To enable pupils to understand and use scientific method, with safety being a major consideration.
- To enable pupils to see Chemistry in the context of a wider body of knowledge and skills.
- To develop wider scientific understanding and for pupils to be able to support their views with reasoned arguments.
- To look at the implications of Chemistry on environmental, technological, economic, ethical and social issues.

Content – The main sections in the specification are given below:

- Atomic Structure and the Periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemistry analysis
- Chemistry of the atmosphere
- Using resources

Assessment

Written assessment will take place at the end of Year 11 and consists of two papers each 1 hr 45 minutes in duration

Background

There is hardly an area of our lives that is not touched by Chemistry: food; pharmaceuticals; materials; the environment; and much more. Life is what it is due to atoms and molecules and Chemistry explains much of this and more. In a technologically advancing world Chemistry is a necessity for a future scientifically literate society.

Chemistry is essential for careers in medicine, veterinary science, dentistry, pharmacy, forensic science, materials sciences and food sciences.

SCIENCE

PHYSICS

Specification- Edexcel iGCSE

This is the Edexcel International GCSE Physics Specification. We have chosen this course as it is less prescriptive than the other specifications, so we are able to enrich the content using a wide range of resources and learning experiences. The GCSE course is started in the Upper Fourth and the examination is sat at the end of the Upper Fifth.

Aims

Edexcel iGCSE Physics aims to give pupils opportunities to:

- develop their interest in, and enthusiasm for, Physics;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society;
- acquire scientific skills, knowledge and understanding necessary for progression to further learning

Teaching Areas

Area 1 Forces and Motion

- Movement and position
- Forces, movement, shape and momentum

Area 2 Electricity

- Mains electricity
- Energy and potential difference in circuits
- Electrical charge

Area 3 Waves

- Properties of waves
- The electromagnetic spectrum
- Light and sound

Area 4 Energy resources and Energy transfer

- Energy transfer
- Work and power
- Energy resources and electricity generation

Area 5 Solids, liquids and gases

- Density and pressure
- Change of state
- Ideal gas molecules

Area 6 Magnetism and electromagnetism

- Magnetism
- Electromagnetism
- Electromagnetic induction

Area 7 Radioactivity and particles

- Radioactivity
- Particles
- Fission and fusion

Area 8 Astrophysics

- Motion in universe
- Stellar evolution
- Cosmology

Assessment

Paper 1 Examination Paper: Two hours

Weighting 66.6%

A written paper that tests the knowledge, the understanding of the theory and the investigative skills developed during the course

Paper 2 Examination Paper: One hour 15 minutes

Weighting 33.3%

A written paper that tests the knowledge, the understanding of the theory and the investigative skills developed during the course.

There is no coursework component

Background

Physics is an exciting and fascinating subject. It provides explanations for almost all that is around us in the world, and in the worlds beyond. It helps us to an understanding of every aspect of our lives from the tiniest parts of the matter of which we are made, to great clusters of galaxies. It is fascinating too in terms of the time scales it encompasses, from the minute to the immense, and its ability to look to the future as well as to explain the origins of the Universe. The fundamental ideas of physics – matter, force and energy – are the basis of all other sciences and most of our modern technologies. Through appropriate applications of physics and the technologies that it underpins, we should be able to create better conditions of life for all. Although you may not yet realise it physics affects every aspect of our lives – work, travel, communications, our environment, health care, hobbies, recreation etc. Physics is important for a range of careers in industry and commerce, transport, health and medicine, leisure, communications, energy, the environment and space.