

Durham High School GCSE Option Choices 2021



Welcome to Key Stage 4

You are entering an exciting stage in your education, where you are able to choose for yourself some of the subjects you study. The purpose of this booklet is to explain to you and your parents the courses which will be available to you over the next two years when you join Key Stage 4.

You will be required to study a core of subjects (English Language, English Literature, Mathematics and Science) and also additional subjects chosen from the list of options. Details of all the courses are given on the following pages. In some subjects, practical assessment is used in addition to written examination papers at the end of Year 11. Examples are Modern Languages, Music, Art, Drama and P.E.

GCSE subjects do not form the whole curriculum. An enrichment programme includes lessons on PSHE and RE. Within PSHE, a wide range of topics are covered, including study skills, health education, citizenship, and careers education. Physical Education remains an important part of the curriculum, though you will have more choice of the activities you take part in than has been the case in Key Stage 3. Of course, there are still all the extra-curricular options ranging from academic interests such as Classical Greek, Drama, Music, Sport and the Duke of Edinburgh's Award. Many pupils also become involved in 'buddying', supporting younger pupils in Junior or Senior House. The extent of your interests out of the classroom may influence your choice of GCSEs. Girls may choose a maximum of nine subjects, as the new reformed GCSE subjects are more rigorous and content heavy. Employers and universities look for quality, not quantity, so do not fall into the trap of 'GCSE grabbing'!

GCSE courses place great emphasis on the acquisition of skills and the application of knowledge to problem-solving. You will be expected to take more responsibility for your own studies and to develop independent working practices. Not only will these skills prove a valuable base for A-level but also for University and beyond.

The work that you are currently doing in the Careers lessons is preparing you to make these option choices. In addition, you should consult your teachers and, of course, your parents. In January 2021 there is an Information Evening for you and your parents about the options process, to help in the decision-making. Then, in **February 2021**, there is a Parents' Evening when you and your parents will have the opportunity to consult your subject teachers about option choice and about your progress in general. Senior Staff will be discussing option choices with all members of Year 9 from January onwards.

The completed option form should be returned to your Form Tutor by Monday 1 March 2021. The option blocks will then be created, reflecting your choices as far as possible. However, not all combinations will be possible, and subjects with a very small take up may not run, so please see this as the first stage of making your choices. Once the blocks have been created, you will then be able to finalise your choices

Above all, I hope you will thoroughly enjoy your time in Key Stage 4.

Mrs Simone Niblock
Headmistress

Life in Key Stage 4

Pastoral Care

As a member of Key Stage 4 you will continue to belong to a form, each form having its own Form Tutor. It is the primary aim of myself and the Form Tutors to ensure that each and every girl in Key Stage 4 is happy and achieves her full potential inside and outside the classroom. Preparing for GCSEs can be a stressful time; time management will therefore be an important skill to develop. If you experience any difficulties, pastoral or academic, we would encourage you to talk to your Subject Teachers, Form Tutor or myself as soon as possible; we are all here to help and support you through these two very important years of your life.

Community Spirit

Key Stage 4 has a fine tradition of pulling together as a team and we are proud of our strong community spirit. As senior girls, you can take the lead in ensuring Durham High School is a place where people feel valued. Supporting each other, both your peers as well as members of the school community in other year groups, is at the heart of our ethos.

Monitoring your progress

As well as looking after your welfare, your Form Tutor and I will keep a close eye on your academic progress, giving advice when this is requested or required and helping you to achieve the very best results you are capable of. "Working hard and playing hard" is something we are very keen on in Key Stage 4!

Thinking of others' needs

In Key Stage 4 we have always found time to think about the needs of others and to support local and national charities as best we can. In school, many girls in Key Stage 4 are involved in "buddying" younger girls, giving up their time to share their experience and expertise. This scheme works to the advantage of both age groups and we sincerely hope that you will be keen to continue this tradition.

"All work and no play"

Although your studies will rightly be your Number One priority, it is also important that you have plenty of other interests, as this will help you to keep a balanced outlook on life. Your Form Tutor and I will encourage you to take part regularly in extra-curricular activities other than work. We also believe in the value of Section excursions and outings which contribute hugely to the sense of belonging which is so much a part of life in Key Stage 4. Girls have greatly enjoyed a variety of activities such as the annual excursions to Leeds or York for Christmas shopping, a trip to Lightwater Valley and of course the Yr11 Prom!

Opportunities for growth

One thing I can assure you of is that life in Key Stage 4 will not be dull! You will face new demands and new opportunities but you will not do this alone: we are here to ensure that you can cope with the demands and take full advantage of the opportunities. At the end of your time in Key Stage 4 I hope that you will feel that you have grown in a number of different ways and that you will feel ready for life in the Sixth Form.

Miss Schofield
Head of Year

Core Subject Information

All pupils follow courses leading to GCSEs in:

- **English Language**
- **English Literature**
- **Mathematics**
- **Science (either all three separate sciences or the Trilogy Combined Science option)**

We also advise that, in order to maintain breadth in your GCSE courses, you also study:

- **A Humanities subject**
- **A Language**

You may choose to study two languages or two humanities if you wish.

Remaining subjects may be chosen from the subjects detailed in this booklet.

Key Stage 4 Physical Education

Physical Education is compulsory in Year 10 and Year 11. However, the focus at Key Stage 4 is the development of personal fitness and the continuation of a healthy active lifestyle.

Year 10 and 11 will both have a double lesson of PE weekly. This allows time to offer activities offsite. We operate a pathway system allowing all pupils some flexibility to tailor a personal PE programme to suit their own needs in sports they enjoy.

The range of sports includes badminton, dance, hockey, netball, athletics, rounders, rowing, tennis, golf, rowing, hockey, trampolining and fitness. This wide range of activities is changed each half term. These activities take place either at school or at other local sporting venues: in the fitness option all pupils receive a detailed induction into a local gym and learn how to develop and monitor their own personal exercise programme.

The Key Stage 4 PE programme is designed to be inclusive regardless of ability, to develop leadership skills, which will be useful throughout life - and for all pupils to have fun.

English Language and English Literature (AQA)

Introduction

As a core subject, GCSE English Language is compulsory for all our pupils, developing further the essential skills of reading, writing, speaking and listening required for whatever path they choose to take in the future. GCSE English Literature is also compulsory and the course develops pupils' understanding of our literary heritage.

English Language:

This will require the study of a range of prose literary and non-fiction from the 19th to the 21st century in order to examine writers' techniques. The pupils' own creative and informative writing will be assessed, as will their speaking and listening skills in a formal presentation.

Paper 1

Explorations in Creative Reading and Writing

- Respond to an unseen prose extract
- Descriptive or narrative writing

Paper 2

Writers' Viewpoints and Perspectives

- Response to two non-fiction extracts
- Writing for a specified purpose, audience and form on a given theme

Non-examination Assessment

Spoken Language

- Deliver a formal presentation and respond to questions

English Literature:

This course provides the opportunity to study a selection of texts from our literary heritage, covering prose, poetry and drama texts and ranging over time from Shakespeare to more contemporary works.

Paper 1

Shakespeare and the 19th Century Novel

- Response to *Macbeth*
- Response to *A Christmas Carol*

Paper 2

Modern Texts and Poetry

- Essay question on *An Inspector Calls*
- Analysis of two poems from a studied collection
- Response to unseen poetry

Homework

Homework will involve preparatory reading and annotation of set texts, practice examination questions and preparation of the spoken presentation.

Assessment

English Language

Paper: 1 50%

Paper: 2 50%

English Literature

Paper 1: 40%

Paper 2: 60%

Spoken Language is assessed by the teacher and appears as an endorsement to English Language (Pass, Merit or Distinction)

Biology (AQA)

Introduction

Biology is the study of the living world. The GCSE course covers all fundamental biological concepts while keeping up to date with advances in the modern scientific world and therefore provides an ideal basis for further study. For example, we will look at MRSA in our studies of antibiotic resistance; discuss the issues concerning the use of stem cells from embryos in medical research and treatments and pupils will make judgements concerning embryo screening, cloning and genetic engineering, including GM crops.

We will use our scientific knowledge and understanding to investigate the effects of science in addressing industrial, social and environmental issues. Lessons consist of a mix of theory and practical work where you will be encouraged to develop many skills such as experimental techniques, observation and communication, investigating problems and questions in a logical way and working in a team.

Biology opens up an exciting range of career choices, particularly in the Health and Food industries, such as Medicine, Dentistry and Veterinary work, Psychology, Sports Sciences and Food Sciences. Skills learnt in science can be useful in almost any job that requires using equipment, planning, solving problems, teamwork and report writing.

Summary of Content

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

Homework

Please see GCSE Combined Science:Trilogy for details.

Assessment

Paper 1: Questions on topics 1-4, 1 hour 45 minutes, 100 marks

Paper 2: Questions on topics 5-7, 1 hour 45 minutes, 100 marks

Questions:

Multiple choice, structured, closed short answer, and open-response.

15% of GCSE marks will be for practical skills and 10% of the marks in GCSE Biology will require mathematical skills.

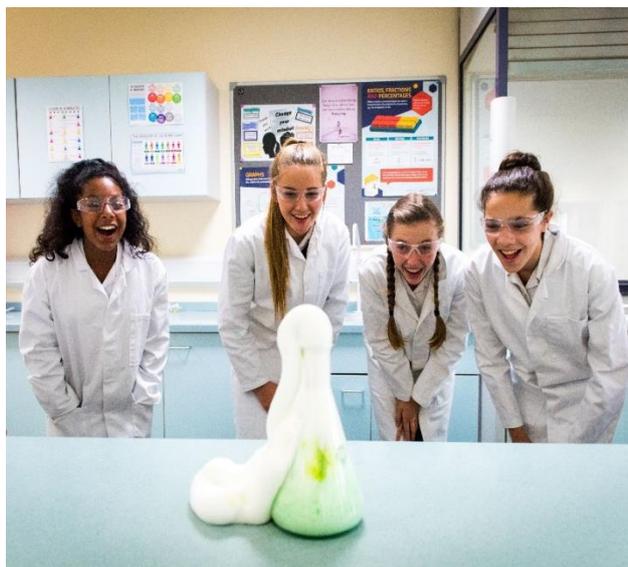


Chemistry (AQA)

Introduction

Chemistry may conjure up images of test tubes and bubbling mixtures, or the fascinating Periodic Table with its symbols and patterns. But what is chemistry? Why does it matter? What do chemists do?

The GCSE course provides grounding in fundamental concepts of Chemistry and a platform to build upon for further study. Lessons are designed to foster original thinking and encourage questioning; essential for success in this subject. GCSE Chemistry also aids development of a range of skills desired by employers including application, processing, mathematical manipulation, attention to detail, recording and analysis.



Practical work is a vital part of Chemistry. Skills will be developed through regular practical work carried out in Years 10 and 11, including the eight required practicals.

A qualification in Chemistry is essential for anyone intending to study Medicine, Dentistry, Pharmacy or Veterinary Science and other medical courses, as well as some engineering disciplines and is desirable for many other Higher Education courses.

Summary of Content

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Homework

Please see GCSE Combined Science:Trilogy for details.

Assessment

Paper 1: Questions on topics 1-5, 1 hour 45 minutes, 100 marks

Paper 2: Questions on topics 6-10, 1 hour 45 minutes, 100 marks

Questions:

Multiple choice, structured, closed short answer, and open-response 15% of GCSE Chemistry marks will be for knowledge and skills developed in carrying out the required practicals and 20% of the marks will require mathematical skills.

Physics (AQA)

Introduction

Physics is the study of the entire universe; from the structure of the nucleus of an atom to the structure of the entire universe and everything in between.

As well as building a knowledge of the principles that underpin all of Science, Physics builds skills; data handling, processing and presentation, analysing information and drawing conclusions based on evidence, mathematical and graphical skills, using and interpreting technical language, planning projects and carrying out investigations.

The knowledge and skills you will acquire will be useful in a wide range of future careers; Engineering, Medicine, Dentistry, Veterinary Science, Finance, Business, Journalism, Optometry, Architecture, Computer Programming, Software Design, to name but a few.

Summary of Content

The course consists of eight topics and ten required practical exercises. The topics are;

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

Assessment

Paper 1: Topics 1-4

Paper 2: Topics 5-8 (and relevant content from topics 1-4)

Each paper is

- Written exam: 1 hour 45 minutes
- Foundation or Higher Tier
- 100 marks

The papers carry equal weighting. Questions on each paper will be a combination of multiple choice, structured, closed short answer and open response.



GCSE Combined Science: Trilogy (AQA)

Introduction

This counts as two GCSEs. The three separate areas of Science are taught by specialist teachers.

Course content

The specification continues to develop the work done in KS3 and maintains the distinctive nature of the three separate Sciences. Practical work is a vital part of any Science course. Skills will be developed in regular practical work through Years 10 and 11 including the sixteen required practicals that must be carried out.

Summary of Content

Biology

- Cell Biology
- Organisation
- Bioenergetics
- Infection and response
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

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

Physics

- Forces
- Waves
- Magnetism and electromagnetism
- Energy
- Electricity
- Particle model of matter
- Atomic structure

Homework

Homework will consist of questions to consolidate work covered in a lesson, or to introduce the next lesson. Pupils will usually complete an end of topic test. They will be given advance warning of topic tests and will only be expected to spend their normal homework time revising for them. Pupils should see this as an integral part of their Science courses. It will prove extremely beneficial for them to learn work throughout the year, as they will often need knowledge and understanding to move on to the next topic. It will also help them to improve their examination technique, help teachers to identify areas of weakness to work on and not leave pupils with a large amount of unfamiliar work to learn for the end of year examinations. In line with the specifications, the emphasis of some homework exercises will address required mathematical and practical skills. Other activities will improve pupils' ability to analyse and evaluate results, design experiments or consider the limitations of scientific evidence.

Assessment

Pupils will complete six written papers at the end of Year 11: two Biology, two Chemistry, and two Physics papers. Each written paper will be 1 hour and 15 minutes, 70 marks.

There are two tiers of examination, Higher and Foundation.

15% of GCSE Combined Science: Trilogy marks will be for knowledge and skills developed in carrying out the required practicals and 20% of the marks will require mathematical skills.

Mathematics (Edexcel)

Introduction

Mathematics is a compulsory subject providing a coherent discipline in its own right, a qualification required by most employers and many universities, and an essential foundation for the study of science and other subjects at A Level and beyond. Mathematicians develop to a high level their ability to think with precision and to analyse problems logically and quickly. These are skills valued by a wide range of employers.

The current specification contains up to 50% more content to ensure that it is fit for a more technological society. Given this increased content and complexity it is most likely that pupils in Sets A and B will follow the Higher course and pupils in Set C will follow the Foundation course.

Course Content

The syllabus is broken down into three assessment objectives and then subdivided into five content domains. Relative weightings differ between Foundation and Higher as follows

Assessment Objective	Foundation	Higher
Applying standard techniques	50%	40%
Reasoning, interpreting and communicating	25%	30%
Solving non-routine problems	25%	30%

Content Domain	Foundation	Higher
Number	25%	15%
Ratio, proportion and rates of change	25%	20%
Algebra	20%	30%
Statistics and probability	15%	15%
Geometry and Measure	15%	20%

Pupils will start their GCSE course after the Year 9 summer examinations to ensure good progress is made with a fuller syllabus in Years 10 and 11. The current course is designed to stretch the most able and better prepare them for A Level Mathematics whilst, at the same time, equipping the less able to cope with the increasing mathematical demands that will be made of them in their futures.

Homework

Homework will enable new methods to be practiced and consolidated. Regular testing will also help to ensure each pupil has gained a high level of understanding of the current topic.

Assessment

Examination (100%)

The full content will be examined in three 1½ hour papers. Paper 1 will be a non-calculator examination, whilst Papers 2 and 3 require proficient use of a scientific calculator. All three papers will carry equal weight.

Under the current specification solving non-routine problems is much more important. As such, pupils will be taught to develop greater confidence when faced with unfamiliar situations and will be equipped with a range of skills to support their individual investigations.

Modern Foreign Languages – French and Spanish (AQA)

Introduction

The study of a foreign language will help you to communicate with people of other nationalities, develop your understanding of different cultures and traditions and it may also give you broader opportunities when looking for jobs in the future. Many universities prefer applicants to have studied a language to GCSE level and a qualification at GCSE is obviously essential for language study beyond this level. We currently offer French and Spanish at GCSE. Pupils can opt to study one of these languages or both.

Course content

The course is divided into three Themes: Identity and Culture; Local, national, international and global areas of interest; Current and future study and employment.

Assessment

Listening, Reading, Speaking and Writing skills are of equal weighting in the examination and are thus worth 25% each. All of these skills are assessed through end-of-course examinations. Listening and Reading Comprehension are assessed through a series of short and longer items in the target language with comprehension questions in both English and the target language. The Reading paper also includes translation from the target language into English. Speaking skills are assessed through a role-play, a conversation based upon a photo card and a general conversation about topics and themes studied throughout the 2 year course. Writing skills are assessed through writing tasks closely supported by bullet-points, a more open-ended writing task and translation from English into the target language. There are two tiers of examination, Higher and Foundation, but a student must opt for assessment in all skills at either Higher or Foundation Tier.

Extracurricular

There may be the opportunity to participate in French or Spanish conversation sessions with volunteers from Durham University in the second year of the course.

Option Subjects

Art and Design Guidance (AQA)

Introduction

In Art and Design at GCSE level, there are four different kinds of course you can choose from:

- **Fine Art**
- **Graphic Communication**
- **Textile Design**
- **Photography**

Each subject leads towards a GCSE qualification in that specialism. This gives you the chance to develop basic Art and Design skills and then merge these skills into ideas and artwork determined by your personal response to the projects set in that course.



Course content and assessment

All courses are structured in the same way and have the same assessment objectives:

- *Coursework Portfolio (60% of the final mark)*
The portfolio is all the project work that you create during years 10 and 11; both preparatory work and final pieces are assessed.
- *Externally Set Task (40% of the final mark)*
The Set Task is an Examination Project that the pupils create at the end of Year 11. They select a question from an early release paper and have ten hours to create a project with advance preparatory work, leading to a final piece.

Is this subject right for you?

By the time you start a GCSE course in Art and Design you will be familiar with most of the skills and techniques required for success. At GCSE you will be able to go much further with your ideas; you will have the time to explore themes in more depth and with greater freedom, in any medium, based on decisions taken by yourself. The course is very flexible and will suit all approaches and styles.

If you have the interest, enthusiasm and energy, Art will open up opportunities to demonstrate your imagination and creativity, providing you with immense satisfaction with your results and setting you apart from others; useful when compiling interests for university entrance.

Homework

The amount of Homework is kept at a reasonable level and is no more demanding than other subject courses. This is generally defined by the direction a personal project is taking and agreed on an individual basis. The homework is almost entirely focused on the development of research work, drawing and gathering photoshoots which relate to classwork. On occasion whole class homework tasks will be set, particularly in the first term of Year 10.

Fine Art

In Fine Art we work with the usual materials and techniques you have seen in years 7 – 9; drawing, painting using watercolour gouache, acrylic and on occasion oil. We sometimes venture into three-dimensional work in clay, wood or foamboard. We use cameras frequently to obtain information and detail and to assist in drawing from observation with accuracy.

The basic skills required are that you like to express yourself in drawing and painting, based on a brief that you will be given for each coursework assignment (there are two assignments and one examination piece).

Part of the course involves looking at and exploring the work of artists and by understanding their techniques, developing your own skills further.

Graphic Communication

Pupils produce practical and critical/contextual work in one or more areas including illustration, advertising, packaging design, poster design, design for print, communication graphics, computer graphics, multimedia, web design, lens-based and/or digital photography.

This course creates an excellent grounding for GCE A level Graphic Communication which extends the possibilities and skills initiated during the GCSE course and give pupils an opportunity to look into areas of design such as Illustration, Architecture and Interior Design as part of the project work they develop.

Textile Design

Pupils produce practical and critical/contextual work in one or more area(s) including fashion and costume, printed and/or dyed fabrics and materials, domestic textiles, constructed and/or stitched and/or embellished textiles.

This course is an exciting opportunity to further your understanding of the subject; expanding your ability to research, develop and experiment with advanced techniques. It is independently focused with workshop style skills sessions to increase your knowledge of Textile art as a whole. We work with both contemporary and traditional ideas, artists and materials to produce striking and imaginative pieces of work. It is an excellent preparatory qualification for those who wish to consider further study at A level. Many of our pupils go on to enjoy careers in Art and Design and indeed other occupations which benefit from creatively led process and research.

Photography

Pupils will be taught a range of basic skills using the digital SLR camera. Portraiture, landscape and experimental photography form the basis of the course; learning how to manipulate the camera and surroundings to create exciting visual images. Adobe Photoshop is used to work with the images in post-production as well as learning the fundamentals of photography through research and exploration of artist work. The structure of the course is identical to the other Art and Design disciplines, with two projects and an examination project set throughout the two year course. Girls are not expected to have their own professional camera – these are available to borrow in school but having the use of a camera at home would be beneficial. There is a full set of studio equipment and software available to all photography students.



Classics (OCR)

Classical Civilisation

Introduction

In following this course students will be able to pursue their interest in classics without the demands of language work. They will develop a variety of skills - interpreting and evaluating works of literature, drawing comparisons between classical and later times and making critical use of historical and literary evidence.

The course is intended to allow students to acquire an understanding of ancient civilisations in an historical context and to study the works of classical literature in translation.

Course Content

1. Thematic study: Myth and religion.

Students will have the opportunity to make direct comparisons between Greece and Rome. They will explore the role of the gods and heroes in the founding of Athens and Rome as well as the importance of Hercules to both the Greek and Roman world. They will also look at the role of religion and make a study of temples, sacrifice, festivals and beliefs about the afterlife.

2. Literature and culture: Roman city life

This module allows students to explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. Topics include leisure and entertainment, Roman housing and society.

Assessment

Thematic study: 50%, 1 hour 30 minutes

Literature and culture: 50%, 1 hour 30 minutes

Latin (OCR)

Introduction

Latin is a highly-regarded but enjoyable GCSE subject. In year 9, you are already familiar with the language and are nearly at the point where you can begin to read original texts in Latin. The achievement of a qualification in this subject is proof of mental discipline and academic rigour. However, it is a richly-rewarding subject area, with a wealth of stories to read and links to be made to the present day.

Course content

You will study the language in the depth required to enable you to read original texts. For example, you might learn of Caesar's exploits in his own words or read Pliny and Tacitus, lyric poetry by Horace, mythological poetry by Ovid or love poetry by Catullus. You will study some background history and you will read lots of mythological stories in Latin.

Homework

Homework will vary: there will, of course, be language work and vocabulary to learn. You will prepare set texts for discussion and write some short essays about the literature you are studying.

Assessment

Examination: 100%

Classical Greek (OCR)

Introduction

Greek is a most exciting subject to study for GCSE. To come to terms with a language so removed from our own in time and form creates a very special challenge. Studying Greek complements the study of Latin, and will enable you to understand the root origin of even more words in our own language. It is a really impressive GCSE to have.

It is likely that Classical Greek will be taught as an extra-curricular activity to open it up to more pupils than would otherwise be possible.

Course content

In **Year 10** you will concentrate on learning the basics of grammar to enable you to read original texts. In **Year 11** you will continue to work on language but also encounter your first 'real' Greek. This will probably be an extract from a play or epic and some history or a law case.

Homework

Homework will be language and vocabulary in the first year with the addition of preparation of set texts in the second.

Assessment

Examination: 100%

Fieldwork, Trips, Extracurricular

For students of Latin, Greek and Classical Civilisation, there may be an opportunity to visit Italy or Greece in the two years of the GCSE course. We visit museums and the theatre when appropriate.



Computer Science (OCR)

Introduction

Computing is an academic qualification. It will enable pupils to develop their understanding of current and emerging technologies, an understanding of how they work and the ability to apply this knowledge and understanding in a range of contexts. Pupils will learn how to solve problems using programming using languages such as JavaScript, SQL and Python. The Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where students can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. The Computer Science qualification will value computational thinking, helping students to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for students who want to go on to study Computer Science at A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills especially Science and Maths.



Course Content

Component 01:

Computer systems - Introduces students to the central processing unit (CPU), computer memory and storage, 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, translators and data representation.

Assessment

Written Paper: Computer Systems which will consist of multiple choice, short answer and extended answer questions.

Written Paper: Computational thinking, algorithms and programming which will consist of writing and refining algorithms using the Python programming language.

Practical programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02

Drama (AQA)

Introduction

Drama is an exciting, challenging and creative course that encourages you to develop a deeper understanding of the world in which you live. You will be considering and exploring the impact of social, historical and cultural influences on the development of drama. Your critical skills will be developed as you reflect upon and evaluate your own work as well as the work of others. You will study play texts, create your own original theatre works and perform extracts from published texts

Course Content and Assessment

Component 1 - Understanding Drama

Written Paper

1 hour 45 Minutes

40% of total grade.

This component focuses on:

- Knowledge and understanding of drama and theatre
- Study of one set play
- Analysis and evaluation of the work of live theatre makers

Component 2 – Devised Drama

Practical

40% of total grade.

This component assesses:

- Process of creating devised drama
- Performance of devised drama
- Analysis and evaluation of own work

For this unit you will need to keep a devising log to show how your ideas have developed. The devising log and the creative process are marked as well as the final performance.

Component 3 – Texts in Practice

Practical

20% of total grade.

In preparing for this component you will:

- Perform two extracts from one play

This play will be chosen by the teacher and must contrast with the play you have studied for Component 1.

For both of the practical components you can choose to be assessed as a **performer** or a **designer**.

Homework

Homework will be set on a regular basis and will involve a variety of activities including reflecting upon and evaluating your practical work, learning lines, researching theatre history, planning and designing for technical work and occasional script writing.

Trips and Extra-Curricular activities

You will be expected to participate in frequent trips to local theatres to see a variety of work. You will also be expected to support extra-curriculum drama work at Key Stage 3 where you will apply the technical and design skills you have acquired during the course. You will be strongly encouraged to take part in the Senior Play and the Main School Production which will give you an opportunity to further develop your acting and performance skills.



Geography (AQA)

Introduction

Geography is the study of where places are, what they are like, what life is like in them, and how and why they are changing. It is thought-provoking, fascinating and fun. You will develop an ability to interpret data and understand a range of viewpoints and issues. Geography helps you to understand current events, appreciate different cultures, be observant and become aware of the environment around you.

Course Content and Assessment

Paper One – Living World/Physical Environment (35%)

- **The Challenge of Natural hazards including** Earthquakes and volcanic eruptions, Tropical storms, Extreme weather in the UK, Climate change.
- **Physical Landscapes in the UK:** Coastal and Glacial landscapes.
- **The Living World:** Ecosystems, Tropical rainforest, Hot deserts.

Paper Two – Challenges in the Human Environment (35%)

- **Urban Issues and Challenges:** Urban growth in Low Income Countries and Newly Emerging Economies, Urban changes in the UK.
- **The Changing Economic World:** Economic development and the quality of life; Strategies for reducing global development gap; LIC / NEE case study: development brings change; UK: economic changes affect employment and regional growth.
- **The Challenge of Resource Management:** Food supplies.

Paper Three – Geographical Applications - Issue Evaluation and Fieldwork (30%)

Homework

Homework tasks are varied and include reading articles, preparing presentations, internet research, working in groups, etc. as well as practice in examination questions.

Fieldwork, Trips, Extracurricular

It is impossible to study Geography without leaving the classroom and the course involves a residential fieldtrip to the Lake District to investigate the effects of glaciation on the landscape and the impact of tourism on Grasmere. We also research changes along a stream by measuring how width, depth, velocity, discharge and load are affected by distance from the source. All the fieldwork completed during KS3 provides a useful basis upon which to build at GCSE. Fieldwork is assessed in Paper Three



History (Edexcel)

Introduction

Do you enjoy argument? Are you fascinated by a great story? Are you a people watcher – analysing actions, emotions, beliefs? Do you enjoy research and sifting evidence? Is communicating and explaining your ideas important to you? These are just some of the things you can look forward to in GCSE History classes.

Course content

The GCSE course aims to connect history with the lives of students. Our tailor-made programme of study is varied and intellectually exciting. This is achieved in three ways:

1. Through a broad study of human history. We have chosen to follow a study of Crime and Punishment in Britain.
2. By two focused depth studies looking at very different societies: Elizabethan England and Weimar and Nazi Germany.
3. Through the study of a particular theme in a period of history. We will be studying the American West.

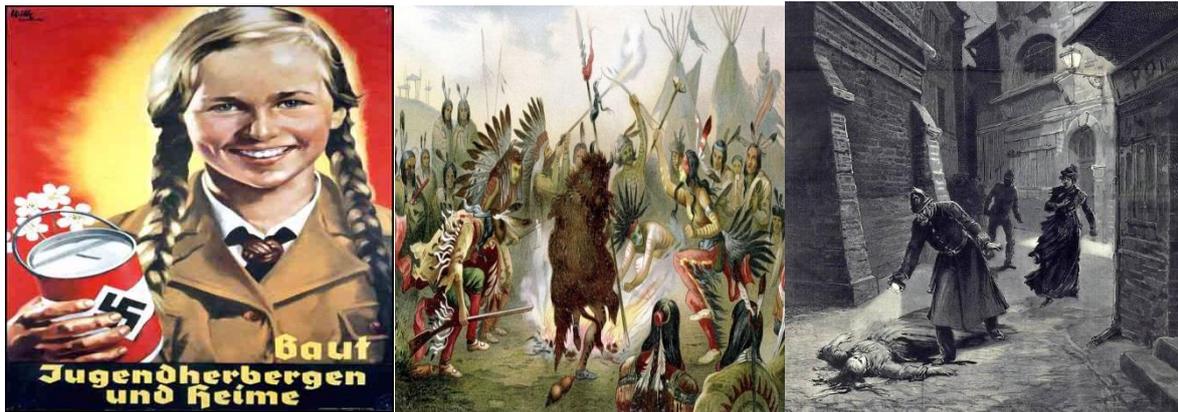
Assessment

Examination (three papers)

Paper 1: Crime and Punishment in Britain, c1000-present and Whitechapel, c1870-c1900: crime, policing and the inner city. (30%).

Paper 2: Early Elizabethan England, 1558-88; The American West, c1835-c1895 (40%).

Paper 3: Weimar and Nazi Germany, 1918-39 (30%)



Homework

There will be a variety of tasks for homework: writing notes; answering questions on worksheets; revising for topic tests; personal research; practice of examination-type questions; directed reading; role-play; preparing for group presentations.

Fieldwork, Trips, Extracurricular

We aim to visit York Castle and Ripon Museums to enhance our study of Crime and Punishment in Britain.

We may also undertake a workshop at the Merchant Adventurers Hall in York as part of our study of Elizabethan England.

In addition there may be an opportunity to take Year 11 students to a national revision conference.

Music (OCR)

Introduction

Music GCSE is the right choice for you if,

- you enjoy playing an instrument or singing and are at least grade 2 standard on an instrument or voice, and want to continue to develop as a performer. (you don't have to have taken your grade 2 examination)
- you enjoy composing your own pieces
- you want to learn more about the ways in which music is created, to increase your enjoyment of listening and playing
- you are prepared to work hard at activities which will challenge you and stimulate your interest in music
- you enjoy learning through a variety of activities and assignments

Is this **you**? If so, Music GCSE will be an exciting and fulfilling option and will be right for you

Course content

Composing (30%)

Year 10: various assignments, to develop skill and confidence and to explore and practise different techniques; these assignments are **not** submitted for GCSE assessment. Learning to make creative use of music technology and ICT is an integral part of the course.

Year 11: Two compositions, composed during terms 1 and 2. One of which is a free composition and the other is in response to a brief set by the exam board.



Performing (30%)

Year 10: developing your performing skills; a performance of one piece is assessed as part of the summer examinations (but **not** used for GCSE assessment).

Year 11: preparation of one solo and one ensemble piece for assessment.

Listening and Appraising (40%)

An examination in May/June of **Year 11** during the final GCSE examinations period. You will learn to respond constructively and knowledgeably to music from various periods and cultural traditions.

Homework

Year 10: you will work on composition skills as well as studying rhythms of the world, the concerto through time and pop music focused on listening and technical development.

Year 11: you will work on your compositions and practise for the performing assessments, as well as learning about music for film and media.

Assessment units:

- Composing
- Performing
- Listening examination

Physical Education (AQA)

Introduction

The AQA Physical Education specification introduces contemporary topics which will help to develop a well-rounded skill set. The specification is engaging, exploring exciting topics in physical activity and sport. 60% theory and 40% practical, allows you to continue participating in your chosen activities, alongside learning the reasons and theories behind your sports. To explore this demanding theoretical content, you will need to have energy, enthusiasm and a love for sport. You must be prepared to continue training out of school in at least two sports and take every opportunity to participate practically and competitively in your chosen activities. You must be prepared to have your performance analysed and to observe and analyse others.

Course content

Paper 1: Written paper

The human body and movement in physical activity and sport;

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

Paper 2: Written paper

Socio-cultural influences and well-being in physical activity and sport;

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



Practical Performance

Practical performance in physical activity and sport;

- Practical performance in three different physical activities in the role of player/performer in a competitive environment (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.

Assessment

Component 1: The human body and movement in physical activity and sport
Written paper: 1 hour 15 minutes (30%)

Component 2: Socio-cultural influences and well-being in physical activity and sport
Written paper: 1 hour 15 minutes (30%)

Component 3: Practical performance and controlled assessment in physical activity and sport (40%)

Religious Studies (Edexcel)

Introduction

A GCSE in Religious Studies is a stepping-stone to a wide range of future opportunities. As a Religious Studies student you will explore ultimate questions and examine the most pressing ethical issues facing our world today. You will develop the skills of open-ended intellectual thinking and rational argument. These skills will support you in further studies and employment. Studying two religions gives you the opportunity to understand religious, political and social issues in the world today.

A good grade at GCSE will help you progress to an A level in Philosophy and Ethics and gives pupils the skills to do any A level that require skills of analysis and evaluation. These may include History, English Literature and Psychology.

Religious Studies is a valued academic subject which employers and universities respect for the skills it offers. GCSE Religious Studies also prepares you to work and deal with people of different cultures and beliefs which can be very useful in today's society. The aims of the course are 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 spiritual and moral development, and contribute to health and wellbeing;
- Enhance personal, social and cultural development, understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion;
- Develop 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.

Course content and Assessment

The course is divided into two units; leading to two examination papers of 1 hour 45 minutes each.

Paper 1: Religion and Ethics (Christianity)

This unit is divided into four sections. The unit requires students to study the relationship between Christianity and philosophical and ethical issues.

The aspects of this unit are:

- Belief in God – a Christian understanding of God
- Marriage and the Family – marriage, divorce, contraception and sexual ethics.
- Living the Religious Life – worship, prayer and pilgrimage.
- Matters of Life and Death – life after death, abortion and euthanasia, poverty.

Paper 2: Religion, peace and conflict (Judaism)

This unit is divided into four sections. This unit requires students to study the relationship between Judaism and philosophical and ethical issues.

The aspects of this unit are:

- Belief in God – a Jewish understanding of the Almighty.
- Crime and punishment - ethical issues about forgiveness and justice in relation to punishment.
- Living the Religious Life - worship, prayer and pilgrimage.
- Peace and conflict – ethical issues about forgiveness and justice in relation to war.

Homework

Two pieces of homework per week are aimed at developing the necessary skills.

Careers Education and Guidance

In Years 10 and 11, the Careers Education and Guidance programme is delivered through PSHE lessons and other stand-alone sessions, and is planned to enable pupils to develop both career and self-awareness, and career management skills. The pupils are encouraged to understand their strengths and weaknesses and to consider their personal interests and needs in order that informed decisions are made at appropriate stages.

During Year 10, the focus of lessons is on employability. Pupils undertake a series of sessions on employability skills, why they matter and how and when they can be developed. Year 10 take the Morrisby Online Assessment, a tool to inform them about themselves and their potential education and career routes. In Year 11, the focus is on work experience and applications. The girls are given guidance and support as they write their first CVs and letters of application. These are then used as they contact companies in order to secure work experience which takes place in the summer term after GCSEs.

In the Autumn term of Year 11, the pupils have an individual interview with the Careers Co-ordinator, a qualified Careers Adviser, obtaining feedback on their Morrisby Test results and also discussing potential career avenues and entry requirements. In the Spring Term, the pupils are also interviewed by a senior member of staff with more of a focus on Sixth Form options. In this way we can ensure that they make relevant, informed choices for their post-16 education. There is also a Sixth Form Presentation Evening for parents and pupils as well as a Year 11 Parents' Evening where A-level Choices can be discussed. Pupils will meet members of the current Sixth Form and will have the opportunity to "be a Sixth Former for a Day" and access A Level taster lessons and experience the Sixth Form facilities in the Spring Term.

In developing both career and self-awareness and career management skills, pupils are enabled to leave school well-equipped and confident in their ability to meet the challenges of adult life, including the demands of a rapidly changing world. They are encouraged to take responsibility for their own personal career paths and to see the inevitable changes in modern society as an opportunity rather than a threat.

The Careers Office and Library are housed within the Hurworth Building. The Careers Co-ordinator offers an "open door" policy for anyone requiring individual careers information, advice and guidance.



Year 9 Options for GCSE

Pupils will take 9 GCSEs. Maths, English and Science are compulsory.

Pupils may choose to study the three separate sciences or the Combined Science Trilogy course.

Pupils choosing 3 Separate Sciences may choose 3 optional subjects from the list below.

Pupils choosing Combined Science Trilogy may choose 4 optional subjects from the list below.

We strongly recommend that pupils study a language and a Humanities subject in order to maintain breadth in their programme of study

All pupils will also follow a common course of RS, PE and PSHE.

Compulsory Subjects:

MATHEMATICS

ENGLISH LITERATURE

ENGLISH LANGUAGE

Choice 1:

Either:

BIOLOGY

CHEMISTRY

PHYSICS

OR

TRILOGY SCIENCE
(counts as two subjects)

Choice 2:

Three or Four further subjects from the following list:

ART (TEXTILES / FINE ART / GRAPHICS / PHOTOGRAPHY)

CLASSICAL CIVILISATION

DRAMA

FRENCH

GEOGRAPHY

HISTORY

COMPUTING

LATIN

MUSIC

PHYSICAL EDUCATION

RELIGIOUS STUDIES

SPANISH

The initial option choice form must be completed by **Monday 1 March 2021**.

A sample form is shown opposite.

GCSE INITIAL OPTION CHOICE FORM - SAMPLE

NAME _____

FORM _____

CORE SUBJECTS

All students will study a core of English Language, English Literature and Mathematics.

English Language	<input checked="" type="checkbox"/>
English Literature	<input checked="" type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>

SCIENCE OPTION

You may choose to study the three separate sciences or the Combined Science Trilogy course. Please indicate your science choice by ticking in the appropriate box below. It should be noted that either option provides the necessary knowledge and understanding to progress to Science A Levels, although, if you are sure that you wish to take Science A Levels the Separate Sciences do provide a more thorough grounding.

Biology & Chemistry & Physics	<input type="checkbox"/>
Combined Science Trilogy	<input type="checkbox"/>

OTHER SUBJECTS

If you chose 3 Separate Sciences, you may now choose 3 optional subjects from the boxes below.

If you chose Combined Science Trilogy, you may now choose 4 optional subjects from the boxes below.

We strongly recommend that you study a language and a Humanities subject in order to maintain breadth in your programme of study. Please indicate your choices by ticking the appropriate boxes.

French	<input type="checkbox"/>	Computer Science	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	Music	<input type="checkbox"/>
Latin	<input type="checkbox"/>	Drama	<input type="checkbox"/>
Classical Civilisation	<input type="checkbox"/>	Fine Art	<input type="checkbox"/>
History	<input type="checkbox"/>	Textiles	<input type="checkbox"/>
Geography	<input type="checkbox"/>	Graphics	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>

CLASSICAL GREEK

Please indicate by ticking below if you wish to study Classical Greek outside of the normal school timetable.

Classical Greek	<input type="checkbox"/>
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Please note that whilst every effort is made to timetable students' choices, it may not be possible to timetable all subject combinations.