

# GCSE OPTIONS BOOKLET

## 2017–2018



CITY OF LONDON  
SCHOOL FOR GIRLS

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# HOW TO USE THIS BOOKLET

Over the course of approximately six weeks you will receive guidance and help from a number of sources to help you make your selection of GCSEs. This is the first time you will take responsibility for your subject choices, and make decisions that will influence the next stages of your education and your future career. Therefore, you need to think carefully about what you want to do. Older girls who have already made their choices will be available to give plenty of help and advice.

This booklet should be your starting point for information; it provides you with a clear outline of all the subjects that are on offer, the aims of the course, examination requirements and coursework. You can read about a day in the life of a Year 10 student and hear about how she made her choices and there's even a map of central London to show how different subjects use our unique location to enrich the teaching of their subject.

Every girl has to take six compulsory GCSE subjects: English Language, English Literature, Mathematics, Biology, Chemistry, and Physics. They then choose four optional subjects but at least one must be a Modern Foreign Language and one must be a Humanity. You will need a good grounding in these subjects, regardless of which particular course you may go on to take at Higher Education. This provides a balanced programme of study that ensures that, after GCSE, you will still have the chance to study sciences, languages, humanities, creative or technical subjects to A level. It keeps the doors open so that you can develop your own interests and have a wide choice of careers.

## WHY DO YOU NEED TO CHOOSE?

1. Each subject taken to GCSE has to be covered in depth through a demanding syllabus, examinations and, in some cases, coursework. It would not be practical for you to do too many subjects.
2. You all have certain abilities, strengths and interests, so it is sensible to choose subjects which reflect these.
3. Most of you do not yet know what career paths you are likely to follow, so it is better to study as broad a range of subjects as possible
4. If you count up all the subjects on offer at School, you could not do them all, so some level of choice is inevitable.
5. Most universities have a minimum requirement of only five GCSEs at Grade 5 and above, including Maths and English.



## MAKING THE TRANSITION TO GCSE STUDY



Year 9 is the year in which you make choices about the GCSEs you want to study in Years 10 and 11. It is an exciting time, because you will have a growing sense of independence. It can also be a bit nerve-racking! Am I making the right decisions? Will the choices I make now affect what I can do after I leave City? What if I like all my subjects; which ones will I choose?

For a lucky few, this will be an easy process, because you have very clear ideas of what you want to do. Those in that position are generally in the minority. However, the majority of you will find it less straightforward and so the purpose of this booklet and the Options Evening at the end of the Autumn term is to enable you to make informed decisions that you are happy with.

Whilst Mathematics, English, English Literature and the three Sciences are compulsory, you will have four main option choices to make. One of these must be a foreign language and another one a humanity. This ensures that you are studying a broad curriculum that will not restrict your choice at Advanced Level and at the same time enables you to gain a varied range of skills.

The majority of students undertake ten GCSE subjects but you may apply to take an additional GCSE option of either Ancient Greek, Physical Education (PE) or One Year Music IGCSE. This will involve further discussion with the relevant department and pastoral team to ascertain your suitability. You should be aware that some of the GCSE Ancient Greek lessons, the One Year Music IGCSE lessons and the occasional GCSE PE lesson will take place outside the normal school timetable. For those studying ten GCSEs, you will be asked in Year 10 whether you would like to undertake a Higher Project Qualification, which is explained later in this booklet.

The key to choosing your options is to select subjects that play to your strengths and that you are inspired by and will enjoy. This is the best guarantee that you will be prepared to apply yourself fully and thus succeed. You should not be choosing a subject because you like the teacher, or your friends are doing it, or indeed because it worked well for a member of your family. As you can imagine, there is no guarantee that the same teacher will actually teach you for GCSE or that you will enjoy the subject if you do not have a genuine interest in it.

All girls in Year 10 and Year 11 also study compulsory non-GCSE courses in: Personal Health and Social Education, Physical Education and Critical Thinking. Year 10 students who are not taking Ancient Greek or GCSE PE take a course in Global Perspectives and have an extra fortnightly PE lesson in addition to the compulsory weekly ones. You will also receive Careers Guidance to assist your choice of Sixth Form subjects and work experience.

We try to accommodate your choice and rewrite the timetable each year in order to do this, therefore the vast majority of you will be able to take the options you select. However, this is not always possible due to timetable constraints. Classes in GCSE subjects are run according to demand and if only a very small number choose a particular option it might not be viable. For these reasons we ask you to choose a reserve subject in case your preferred option is not available.

Best of luck and I look forward to seeing what choices you make.

**Mrs Susannah Gilham**, Head of Senior School

# HELPING YOU CHOOSE

Guidance will be given within your PSHCEE lessons, form periods, subject lessons and informed discussions with staff. You will have a chance to reflect upon your interests, strengths and weaknesses and to make choices in the light of that knowledge. There is a whole section in the library devoted to careers which you can consult at any time. The Head of Careers is available to answer specific enquiries about which subjects are useful for different careers. Your parents will be able to help as well. The school aims to advise you, keeping your best interests in mind. For example, if you have not shown sufficient proficiency in creative subjects, we would discourage you from following such a course. Please also note that in the majority of cases you will be able to study all of your options, but occasionally this is not possible.

Classes are run according to demand and the viability of the final numbers. Other subjects will become available at A level, and some courses can be studied at A level without the GCSE in their subject, but only in consultation with the Head of the Department and on a case by case basis. However, the student would need to have demonstrated great ability, commitment and a good record at KS3 to succeed at A level.

## HOW TO CHOOSE?

1. Think about your ability in a subject. How are your skills best used? Are you good at writing essays, or better with numbers and equations?
2. Think about your interests. It is the subject that needs to interest you rather than the teacher.
3. Think about the career implications. The compulsory core subjects include the disciplines that you must have, but think ahead. If there are subjects which you might want to take at A Level (eg. Music), it may be a requirement to have first taken them at GCSE, but find this out as it is not always necessary.

Remember every subject on offer can help you to develop your knowledge, understanding and skills in some way. You should discuss your choices with your parents and teachers who are here to help you, but **you** will be taking the subjects so **you** need to make the decisions. These are your choices and no one else's. So **you** need to focus on what you enjoy most because you are unlikely to get satisfaction from a career which relies on subjects you dislike. Get as much information as you can from the sources listed above and then choose for yourself.

# TIMELINE & DEADLINES FOR MAKING YOUR CHOICES

## YEAR 9 OPTIONS EVENING – 01/12/2016

This evening gives you and your parents the opportunity to hear from Heads of Department in more detail about the subjects on offer. You will have a chance to ask questions and you should end up with a clear idea of what your choices are.

## FILLING OUT THE FORM

After Parents' Evening, parents will receive an email with a link to an online form which must be completed by **30/01/2017**.

## CHANGING YOUR OPTIONS

If you change your mind after the deadline, your parents need to email Mrs Gilham (gilhams@clsg.org.uk) in the first instance. Please be aware that there is no guarantee that we will be able to accommodate your new option after the initial deadline.

PLEASE NOTE: THE INFORMATION IN THIS BOOKLET IS ACCURATE AT TIME OF PRINTING

You will be notified in writing to confirm your choices.

# THE STUDY CENTRE AT CLSG

The Study Centre is open to all girls in Years 9, 10 and 11. Located on D floor the Study Centre is open from 8:30am until 4:00pm Monday to Friday. Girls are also encouraged to make use of the Study Skills Clinic which takes place every Thursday lunchtime. The Study Centre offers support for developing good study habits including:

• Time Saving Suggestions	• Motivation Techniques
• Organisation	• Creating a revision timetable
• Identification of Learning Styles	• Shortcuts in note making
• Revision & Exam Preparation	• Managing exam anxieties

To make an appointment, pupils should either email Mrs Herbert or drop in to the clinic on Thursdays. The Head of Section and Head of Year can also refer pupils for study support and on these occasions parents will also be informed about the session.

**Mrs Herbert**, SENCO KS4 & KS5/Study Skills Co-ordinator (herberte@clsg.org.uk)



## A DAY IN THE LIFE OF A YEAR 10 CITY GIRL

I am now half-way through my first term in Year 10. I quickly discovered that it was a big jump from Year 9, but despite some significant changes everyone has adjusted to Year 10 very well. To show you what this means see what my school day consists of, here is one of my typical days...

On Monday 31st October, my week began with double biology. Biology, as a core subject is a lesson that I take with my form group. In the first few weeks, I found that these lessons were good for making new friends and meeting new people in my form.

After break I had double RPE and then one period of maths. RPE is one of my options but this is the first year where I have had a double period of it. Although at first I found it quite odd, I found that we are able to do a lot more work and it was still a very enjoyable lesson. At the moment we are learning about Christian beliefs such as the Holy Trinity which is new and interesting. Maths is a subject where the GCSE course began in Year 9 so at first we revised some of the topics we had done quite early on which made it easier to move on to some new topics such as coordinate geometry and completing the square. In addition to maths, I also do advanced maths. However, since it is incorporated into the same lesson I find that ad maths follows on quite seamlessly though it is harder.

During lunch break I attend netball squad. As well as the fact that I love sport and love to play netball, I find that it is a great way for me to see my friends who I might not have any lessons with. After lunch I have English which is another lesson I have with my form group. I find that this is a very enjoyable and engaging lesson since we are able to discuss our ideas and learn from each other. At the moment we are reading the novel *Never Let Me Go* by Kazuo Ishiguro. Afterwards, I have a double period of PE theory. It is one of my options but it is also an extra GCSE I am taking.

It is new to the school but I am very glad that it became available and that I chose it because I find it especially interesting. We have just finished learning about fitness and nutrition which is useful because it is something we can apply to our everyday lives. In addition to that we have begun studying biomechanics otherwise known as the 'Physics of sport'.

Overall, I think that Year 10 is very different to year 9 and the responsibility that comes with the increase in homework (which does seem quite significant at the start) is important and enables you to become more independent and organised.

**Matilda Black**, Year 10





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**AIMS:** When studying GCSE English and English Literature at City, we encourage academic self-discipline whilst promoting intellectual curiosity, so invariably we go beyond the set curriculum. Our teaching is dynamic and challenging; debate and discussion play an active part in lessons as students acquire an understanding of how texts work and how we respond to them in the twenty-first century. Alongside this, students are actively encouraged to develop their own writing skills.

There are two GCSE qualifications: English and English Literature, these are taught simultaneously. There are ten periods of English per fortnight in Year 10 and Year 11, covering: Speaking and Listening, Reading and Writing. Within English the course includes oral and written presentation of ideas and the study of several literary and non-fiction texts. There are also opportunities for creative writing. Within English Literature, prose, poetry and drama are studied in depth alongside the consideration of historical, social and cultural context.

**ASSESSMENT:** There is no longer any coursework in either of the qualifications and the final results are determined by terminal examinations at the end of Year 11. Within English Language, the students undertake a Speaking and Listening presentation that is credited as Pass, Merit or Distinction on their final examination certificate, but this element is in addition to their work in English Language and does not form a part of the final marks for this subject. Here at CLSG we teach both subjects simultaneously, and work is spread over the whole of Year 10 and the first two terms of Year 11. Work includes writing on poetry, prose and imaginative creative writing. See the table below for a breakdown:

ENGLISH LANGUAGE (COURSE CODE 8700)

PAPER 2: WRITERS' VIEWPOINTS & PERSPECTIVES	PAPER 1: EXPLORATIONS IN CREATIVE READING & WRITING
<p><b>WHAT'S ASSESSED</b>  <u>Section A: Reading</u></p> <ul style="list-style-type: none"> <li>Answering questions on one non-fiction text &amp; one literary non-fiction text</li> </ul> <p><u>Section B: Writing</u></p> <ul style="list-style-type: none"> <li>Writing to present a viewpoint</li> </ul> <p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Written exam: 105mins</li> <li>80 marks   50% of GCSE</li> </ul>	<p><b>WHAT'S ASSESSED</b>  <u>Section A: Reading</u></p> <ul style="list-style-type: none"> <li>Answering questions on one literature fiction text</li> </ul> <p><u>Section B: Writing</u></p> <ul style="list-style-type: none"> <li>Descriptive or narrative writing</li> </ul> <p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Written exam: 105mins</li> <li>80 marks   50% of GCSE</li> </ul>

NON-EXAM ASSESSMENT: SPOKEN LANGUAGE
<p><b>WHAT'S ASSESSED</b>  <u>AO7-AO9</u></p> <ul style="list-style-type: none"> <li>Presenting</li> <li>Responding to questions &amp; feedback</li> <li>Use of Standard English</li> </ul> <p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Teacher set &amp; marked throughout course</li> <li>Separate endorsement</li> <li>0% weighting of GCSE</li> </ul>

ENGLISH LITERATURE (COURSE CODE 8702)

PAPER 1: SHAKESPEARE & THE 19TH-CENTURY NOVEL	PAPER 2: MODERN TEXTS & POETRY
<p><b>WHAT'S ASSESSED</b>  <u>Shakespeare:</u> Much Ado About Nothing</p> <p><u>The 19th century novel:</u> Pride and Prejudice</p> <p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Written exam: 105mins</li> <li>64 marks   40% of GCSE</li> </ul>	<p><b>WHAT'S ASSESSED</b>  <u>Modern Texts:</u> Never Let Me Go</p> <p><u>Poetry:</u> Anthology on Power &amp; Conflict</p> <p><u>Unseen Poetry</u></p> <p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Written exam: 135mins</li> <li>96 marks   60% of GCSE</li> </ul>

**CURRICULUM ENRICHMENT:** English and English Literature are 'busy' subjects here at CLSG. We regularly make the most of our excellent position in the heart of the City by attending plays, galleries and performances. The Literary Society and various Book Groups also flourish and we regularly invite visiting speakers. In recent years guests at CLSG have included: Helen Dunmore, Jeanette Winterson and David Vann. Creative writing is celebrated in several publications across the school and the Sixth Form have their own Theatre Club which regularly attends performances of extra-curricular interest. As well as this, debating and participation in the Kids' Lit Quiz (City were World Champions in 2010 and again in 2014) also play a part in the life of the department.

**WHY STUDY ENGLISH & ENGLISH LITERATURE?** English at City is: Wide-ranging, energetic, interesting, rewarding, dynamic, engaging, challenging, proactive and of course: fun!

*"English at City not only gives you a knowledge of literature but it also gives you a wide range of skills that you can use in other subjects and life experiences."*

**AIMS:** The aim of these two years is to prepare you for the IGCSE qualification in Mathematics. In Year 10 you will learn new techniques in algebra, trigonometry, graphical concepts and number work. In Year 11 you will learn about vectors, functions, calculus, histograms and further algebra. You will be encouraged to become more independent in your learning.

**ASSESSMENT:** You will sit an internal examination at the end of Year 10. The External assessment consists of two 2 hour papers at the end of the course in Year 11. There is no coursework component.

**CURRICULUM ENRICHMENT:** Whilst studying the techniques of the subject your teachers will integrate various activities to assist your learning; these are fun and encourage you to think in different ways. You will also participate in the National Mathematics Challenges and possibly represent the school in other Mathematics Competitions.

**WHY STUDY MATHS?** Mathematics is a core subject. Look beneath the surface of mathematics and you will find all manner of patterns and connections together with elegance and intrinsic beauty. The study of mathematics also assists you in developing skills of clear logical thought which transfer to your other subjects.

The thrill of finding a correct solution or mastering a new technique is unrivalled!





**AIMS:** The GCSE course starts in Year 9 and continues through to Year 11. Taking the course over three years allows staff to explore Physics through experimental techniques. Students will be encouraged to discuss Physics from first principles, develop experimental and group work and apply their knowledge to new and stimulating situations. The GCSE course will provide our students with a solid and interesting background in Physics in preparation for study at AS, A level and beyond.

Topics covered: Energy transfer; Thermal Energy; Static Electricity; Density and Pressure; Current Electricity I; Magnetism; Energy Resources; Work Efficiency and Power; Motion Graphs; Properties of Waves; Forces; Changes of State; Current Electricity II; Moments; EM Spectrum; Materials; Mains Electricity; Molecules and Ideal Gas; Momentum; Light; Motor Effect; Radioactivity; Astronomy; Sound; Induction and Transformers; Particles.

**ASSESSMENT:** There is no Coursework and the terminal examinations take place at the end of the course in Year 11. The final assessment is made up of two 1 hour 45 min papers.

**CURRICULUM ENRICHMENT:** Support for students is available during Clinic sessions every Thursday after school and through the mentoring system that is arranged by the Sixth Form students. Engineering club arranges for Engineers to come to City to discuss their chosen careers and what it is like to study different forms of Engineering at University.

**WHY STUDY PHYSICS?** Physics is at the heart of all the Sciences and the world around us. Appreciating the basic principles helps us to understand the Physics behind scuba diving to how the Universe was formed.

*"Physics helped us learn about how things in everyday life work, as well as giving us an insight into how Maths can be applied to real situations."* Zoe and Martha

**AIMS:** The main teaching of IGCSE Biology takes place in Years 9 to 11. We follow Edexcel's IGCSE, which has a broad and fascinating specification. Topics lead on from each other logically so that students are guided through the workings of organisms at the cellular level all the way to looking at how individuals fit into their ecosystems. The course is an excellent preparation for A Level Biology (we also follow Edexcel's specification at A Level), and has a good focus on the AS topics, e.g. heart, lungs and genetics.

Some questions you will be able to answer by the end of your Biology IGCSE are:

- What causes infectious diseases and how do our bodies defend against them?
- Why are individuals of the same species different from each other?
- Why have some species of plants and animals died out?
- How do dissolved substances get in and out of cells?
- What happens to energy and biomass at each stage in a food chain?
- What are enzymes and what are some of their functions?
- Which human characteristics show a simple pattern of inheritance?
- How do exchanges in the kidney help us to maintain the internal environment in mammals and how has biology helped us to treat kidney disease?
- How are microorganisms used to make food and drink?

**ASSESSMENT:** IGCSE Biology is assessed at the end of Year 11 in 2 exam papers. There will be a strong emphasis on being able to apply information to a range of unfamiliar contexts and on using biological knowledge to explain what will happen in novel situations. Just memorizing the textbooks will not work! We will show you how to work through situations using theory and experimental work to reach interesting and innovative conclusions. There is no coursework in Biology IGCSE.

**CURRICULUM ENRICHMENT:** Extension and enrichment opportunities are offered throughout the IGCSE years and beyond in Biology. Students are encouraged to read materials from our extensive bank of biology articles stored in shared area, and students are given a BioEnrichment record sheet where they can note any additional research they do in their spare time.

**WHY STUDY BIOLOGY?** Despite being a core subject for all students to study at GCSE level, we think you will enjoy a course which is both interesting and varied!

*"Biology gives me an understanding of our place in the world and allows me to question how our bodies survive in a complex set of conditions. My advice would be to put aside an hour or two each week to work on Biology and I find the additional reading interesting and useful. New Scientist is my favourite magazine!"* Sarah

**AIMS:** The IGCSE Chemistry course builds on the Year 9 work which is part of the Chemistry IGCSE. In Year 10, students revise atomic structure and apply this knowledge in their study of chemical structure, bonding and properties. Chemical energetics and calorimetric experiments provide opportunities to develop practical skills and develop critical analysis of experimental techniques. The majority of the organic chemistry component in the IGCSE completes the Year 10 course with crude oil, alkanes, alkenes and alcohols being studied. The use of organic chemicals in society and their environmental impact are studied.

In Year 11, students learn how to complete chemical calculations, so that reaction can be conducted efficiently. The use of electricity to produce useful chemicals is studied. Quantitative methods of analysis including titrations complements and the chemistry of acids, bases and salts provide numerous opportunities for students to develop their practical skills. The chemistry of industrial processes and polymers illustrate how chemistry is highly relevant to society. Rates of reactions are revisited, building on the work met initially in Year 8. At the end of the course revision and practicing past paper questions help to fine tune exam technique that has been developed throughout Years 7 to 11.

**ASSESSMENT:** The Edexcel IGCSE is assessed by two examinations at the end of Year 11. There is no formal coursework component. The practical work that students complete as an integral part of their chemistry lessons is examined within both of the two papers. The key assessment objectives and weightings within the two examinations include:

- Knowledge and understanding 45–55%
- Application of knowledge and understanding, analysis and evaluation 25–35%
- Investigative skills 20%

The practical skills developed throughout the course are examined in the Investigative Skills component. This replaces coursework that students completing GCSE chemistry would have completed prior to the examinations in 2014.

**CURRICULUM ENRICHMENT:** Regular support to all students is available at the Chemistry Clinic which takes place every Wednesday lunchtime. Support through the mentoring system can also be arranged with Sixth Formers helping students in Years 10 or 11. Chemistry Enrichment sessions run on Thursday lunchtimes where current topics are discussed in further detail beyond the syllabus. Lectures are attended at the Institute of Education. Students are encouraged to enter the International Chemistry Olympiad and we take part in the Salters' Festival every year.

**WHY STUDY CHEMISTRY?** All students study IGCSE Chemistry as part of their core subjects. This subject is very popular at AS and A level. Chemistry combines the opportunity to develop practical manual skills with problem solving skills. Students develop an understanding of materials and processes that occur in biological systems, everyday life and industrial processes. These factors combine to make chemistry a highly valued A Level subject which is required for access to medical and materials, engineering and chemical courses at university.





# OPTIONS

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**AIMS:** The aim of the course is to develop a clear view of the world in the 21st Century. A range of skills are taught which include: graphical and cartographic skills; technological skills such as ICT and GIS; interpersonal skills through debate and discussion and entrepreneurial skills through an understanding of the way that businesses work. All topics covered are considered in relation to Developed and Less Developed countries in order to give a global perspective.

Topics covered during the two years include: Challenge & Natural Hazards; Physical Landscapes in the UK; Urban Issues & Challenges; The Changing Economic Worlds; Challenge of Resource Management & the Living World

**ASSESSMENT:** There are 2 examinations that are sat in June:

<u>Unit 1</u>	Living with the Physical Environment 90mins                      37.5% of full GCSE
<u>Unit 2</u>	Living with Human Environment 90mins                      37.5 % of full GCSE
<u>Unit 3</u>	Geographical Applications 75mins                      25% of full GCSE

The Coursework element is completed entirely in school and is undertaken in the September of the final GCSE year.

**CURRICULUM ENRICHMENT:** There are trips to the South Coast – Seaford or Eastbourne and Olympic Park. There is a Geography club to become involved in and when appropriate the students are taken to study days. There is an optional trip to Iceland.

**WHY STUDY GEOGRAPHY?** "Geography is really fun and it makes you think about the important issues that are threatening our world" Emily

"Geography makes you appreciate the need to work together in order to collect meaningful data." Joanne

"It is a stimulating subject developing a wide range of skills and it enables you to appreciate how the world works." Anna

**AIMS:** The study of History is fascinating in itself and the content is what draws most students in. In year 10, we study International Relations between the wars: the disastrous Treaty of Versailles, the League of Nations, the Great Depression and the causes of the Second World War. We also make an in depth study of Germany between the wars and the rise of the Nazis. In Year 11, the focus is on Russia from 1905-1941 which is tested by a piece of coursework and the causes of the Cold War. The study of History facilitates the acquisition of important and highly transferable skills. These include: the ability to select information and then use it to form a coherent argument and the ability to come to a judgment and to be able to back it up with evidence. Studying sources helps develop powers of analysis and to strengthen a critical approach which can weigh evidence and consider how far it can be trusted.

**ASSESSMENT:** Two examination papers which are taken in June of Year 11. There is also a coursework essay which is completed at home in the Autumn of Year 11.

PAPER	TIME	CONTENT	% FINAL GRADE
Paper 1	2h	International relations & Germany	40
Paper 2	2h	Why had international peace collapsed by 1939? Sources Paper	33
Coursework		Russia	27

**CURRICULUM ENRICHMENT:** There is a biennial trip to Berlin which is always very popular. Every girl is given a reading list of relevant novels and other books and they are encouraged to read at least one of them by writing a book review. We look out for relevant exhibitions and plays which will be of interest.

**WHY STUDY HISTORY?** History is highly regarded by universities and employers because it is seen as academically rigorous and developing the power to think logically and construct an argument. This is not why most people will choose to study it. Rather, history attracts most students because it is endlessly thought-provoking. Finding out about the (sometimes incomprehensible) decisions that have been made in the past and how the modern world was shaped engages and interests students.

"I enjoyed learning about really interesting events in the past and also linking them to things that are happening now." Hannah



**AIMS:** We study two papers. The first addresses Christianity and Islam – exploring theological, philosophical and ethical issues within these belief systems including the nature of God, logos, post-mortem existence, sacrament, poverty, religion and community, jihad and Sunni and Shi'a distinctions. The second paper addresses four themes – Religion and life; peace and conflict; crime and punishment; and, human rights and social justice. Our GCSE syllabus delivers an exciting exploration of how and why religion has had such a massive impact on our world and our behaviour. Our skills-based approach encourages pupils to acquire a whole range of skills which are wholly transferable, for example: persuasive skills; students are required to defend and discredit ethical views which may not reflect their own views. Debating skills, as much of work is discussion-based, encouraging pupils to become more articulate and provide evidence for their views or even argue for an opposing view. Finally, logic skills, as pupils need to think through some complex and challenging philosophical ideas and arguments.

**ASSESSMENT:**

PAPER 1	1 exam (Summer of Year 11), 1h 45mins
PAPER 2	1 exam (Summer of Year 11), 1h 45mins

**CURRICULUM ENRICHMENT:** The Department organises a trip a regular trip abroad. In the past we have visited Rome and a return visit is planned for October 2017. We arrange for a variety of speakers and trips over the two year period. Previous trips/ speakers have included: visits to the Imperial War Museum and National Army Museum; half-termly Philosophy club sessions; speakers from the Campaign for Nuclear Disarmament and attendance at Philosophy Conferences focused on the work of Descartes.

**WHY STUDY RPE?** RPE is the only subject in the curriculum which allows students to consider what it means to be human and to explore and challenge the established norms of society. Students are challenged to develop a deeper understanding of some of the controversial religious and secular issues faced by the modern world; it is a vital and relevant discipline.

*"Our RPE lessons are very special. I've just been set A Level homework – at my new school – on Kierkegaard and, not for the first time, have found exactly what I needed in my philosophy notes! The GCSE course was an absolute joy, in the process contributing to what is now an almost obsessive love of 'scholarly detail' (I have a quote for nearly every situation!) and helping me go from being unhelpfully dogmatic to being able to nearly always see both sides of the argument, a skill which I really value. We did philosophy in a way that gave us loads of room to debate and think things over, but insisting on forming opinions and learning to defend them. I doubt the Year 9s know how much they have to look forward to!" Martha*





**AIMS:** In GCSE French you'll learn to understand and use the language effectively for the purposes of practical communication; learn how to use the language both imaginatively and creatively; develop a much deeper and broader understanding of French grammar and gain insights into the culture of France.

We'll do all of this by studying the following themes:

**THEME 1: Identity & Culture**

- Me, my family & friends
- Relationships with family & friends
- Marriage/partnership
- Technology in everyday life
- Social media
- Mobile technology
- Free-time activities
- Music
- Cinema and TV
- Food & eating out
- Sport
- Customs & festivals in French-speaking countries/communities

**THEME 2: Local, national, international & global areas of interest**

- Home, town, neighbourhood & region
- Social issues
- Charity/voluntary work
- Healthy/unhealthy living
- Global issues
- The environment
- Poverty/homelessness
- Travel and tourism

**THEME 3: Current and future study & employment**

- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

In short, GCSE French will enable you to enter a world of language and culture that sets you on the road to the important things in life: Food, Wine, Cinema, Countryside, Literature, Art and Revolution.

**ASSESSMENT:** You'll be examined in all four skill areas at the end of Year 11, as follows:

**Paper 1: Listening (25%)**

**Paper 2: Speaking (25%):** Role-play, photo-card & General Conversation

**Paper 3: Reading (25%):** Reading comprehension & translation into English

**Paper 4: Writing (25%)**

**CURRICULUM ENRICHMENT:** You will find our 'Club de Soutien' of great use. In Year 11, you will have access to the French Assistants. There is also an abundance of online resources including reading, writing, grammar and listening exercises.

**WHY STUDY FRENCH?** "French is actually loads of fun. It is cool being able to chat to your friends in another language and Mr Tyrrell is really helpful so if you ask questions then French isn't too hard." Callista

**AIMS:** You will develop your understanding and use of German as well as your awareness and enjoyment of cultural aspects and current issues in the German-speaking world. You will acquire a wide-ranging and useful vocabulary, as well as a very good command of the grammar, so that you can manipulate the language successfully. We study a large range of topics, including media, sport, relationships, life in German schools and holidays to the German-speaking world. Current authentic materials are used regularly to help you expand your learning and access the exciting world of German literature, film and music.

**ASSESSMENT:**

Listening (25%)	Students respond to a range of listening activities in English and German.
Speaking (25%)	Students complete a role-play, a response to a photograph and have a conversation related to the GCSE topics.
Reading (25%)	Students respond to a range of written texts and complete a translation from German into English.
Writing (25%)	Students complete two writing tasks and a translation from English into German.

**CURRICULUM ENRICHMENT:** There is a wide range of extra enrichment on offer within the department including individual subscriptions to German-language magazines and online resources, having a German pen pal, the year 10 exchange to Trier, the lunchtime language and culture club, the German Film Club and whenever possible cultural trips, such as exhibitions, lectures and theatre trips.

**WHY STUDY GERMAN?** With Germany playing such a major role in the European and World stage, there has never been a more important time to learn German. German is the second most commonly used scientific language in the world and it is the language with the most native speakers in the European Union. Subsequently, knowledge of German opens up many job opportunities in a wide range of fields, including law, science and engineering. Furthermore, the German-speaking world has played and continues to play one of the most significant roles in the Arts. Indeed, many of the most important contributions to literature, music, art, film and philosophy come from the German-speaking world.

"Studying German for GCSE was one of the best decisions I have made. It's challenging but fun, and is so engaging. It's one of those subjects I look forward to going to...I like the more challenging reading texts, and being encouraged to work out the meaning of new words from context." Year 11



**AIMS:** The IGCSE in Spanish enables students to: develop understanding and use of the spoken and written forms of the target language in a range of familiar and practical contexts, and for a variety of purposes. Develop the ability to communicate effectively in the target language through both the spoken and written word using a range of vocabulary and structures. Develop a knowledge and understanding of grammar and its practical application.

With Spanish you can gain an understanding of countries and communities where the language is spoken. The course will also help to develop positive attitudes towards modern foreign language learning and builds upon a suitable foundation for further study of the language, or indeed, of another language!

**ASSESSMENT:** All questions in each paper will be in Spanish and students will be required to answer in Spanish.

#### Paper 1: Listening

- The paper is assessed through an examination paper lasting 30 minutes, plus 5 minutes' reading time
- The total number of marks for the paper is 60

#### Paper 2: Reading & Writing

- The paper is assessed through an examination lasting 1 hour and 30 minutes
- The total number of marks for the paper is 60, with 25 marks for reading and 35 marks for writing

#### Paper 3: Speaking Test

- Maximum 10 minutes
- The total number of marks for the paper is 40. The test will be divided into two sections. Each student chooses the topic area for Section A; the examiner chooses two additional topic areas for the two conversations in Section B. Overall, each student will have covered three of the five topic areas.

**CURRICULUM ENRICHMENT:** There is a trip to Granada offered to Year 10 students in October. The trip lasts five days and students attend lessons in the morning and participate in cultural activities in the afternoon. They partake in daily lessons at Castilla, centro de estudios históricos, a well-established language school in the town. They will have three hours of lessons every day by native teachers. The pupils benefit enormously on a cultural and linguistic level. There is a very full programme of events which includes a guided visit to La Alhambra, El Albaicín and el Sacromonte and a day excursion with a guide to Córdoba to visit the Mosque and the old part of the town.

**WHY STUDY SPANISH?** *'It was a well-structured course that, whilst it was challenging, was highly enjoyable and built a solid foundation for our Spanish.'*  
Holly & Hana

**AIMS:** The two-year GCSE Mandarin Chinese course is available to students who have studied Chinese in Years 7 to 9. On this course you will continue to develop your writing, speaking, reading and listening skills by studying a wide range of topics that will enable you to communicate successfully when visiting China for either business or pleasure. These topics include media, free time activities, school and home life, travel and tourism, customs and festivals and global issues such as the environment. An important part of our study is to look at these topics from a Chinese perspective.

#### **ASSESSMENT:**

Listening (25%) - Students respond to a range of listening activities in English and Chinese.

Speaking (25%) - Students complete a role-play, a response to a photograph and have a conversation related to the GCSE topics.

Reading (25%) - Students respond to a range of written texts and complete a translation from Chinese into English.

Writing (25%) - Students complete two writing tasks and a short translation from English into Chinese.

All assessment will be carried out at the end of the two-year course.

**CURRICULUM ENRICHMENT:** There will be an opportunity to visit Beijing in Year 10. This is an 8-day trip that will give you the opportunity to visit Beijing's most iconic sites, try out your language skills, and experience the culture of this amazing country first-hand. You will meet Chinese students at our partner school in nearby Tianjin. You will have access to the Chinese language assistant to help develop your speaking skills.

**WHY STUDY CHINESE?** Chinese is the first language of one-fifth of the world's population. As China's economy grows and global influence increases, so does the importance of increasing the number of people in the UK who are competent at communicating in Mandarin Chinese. Chinese remains a rare and highly-valued skill; knowledge of Chinese a huge asset in today's job market. The ability to communicate in Chinese and to read and write Chinese characters also enables you to develop an appreciation of China's rich history and culture.

*"The China trip was truly an amazing trip, I was able to fully immerse myself in the culture and learn about the way the citizens live their lives."* Drew, Year 11

**AIMS:** The GCSE Latin course gives you the opportunity to study elements of the language, literature and culture of the Roman world. You will develop the ability to translate passages of Latin with highly complex sentence structures. As your understanding of Latin grammar and syntax advances, you will find it benefits your powers of logical and linguistic analysis in general.

You will also have the opportunity to study some of the finest texts from western literature in their original Latin language. Your analysis of this material will develop your powers of expression and literary criticism. The ability to draw reasoned and nuanced conclusions from a passage of Latin literature, supported by judicious choice of textual evidence and expressed in sophisticated English, is a highly valuable skill that can be transferred to many other subjects and professional disciplines.

The Cambridge Latin Course continues to be used to study language. Most of the language work is covered in Year 10. There is a prescribed vocabulary list which we learn. We look at how verbs, nouns and adjectives change to serve different functions in a passage of Latin. We also look at syntactical constructions which are far more complex than their counterparts in English – purpose clauses, result clauses, indirect questions, indirect commands, subordination using participles, ablative absolutes etc.

By the spring of Year 10 we will be reading real Latin literature. We learn ways of spotting and analysing the various authors' stylistic mannerisms and literary and rhetorical purposes and develop our skills of literary criticism.

Final revision is made easier by regular tests of both literature and language in class, and we use computer programs to consolidate vocabulary.

**ASSESSMENT:** Two papers. OCR Board.

Latin language (J281/01) 1 hour 30 mins. 50% of total marks.

Translation and comprehension questions on passages of unprepared Latin. There will also be a question on derivations of words. Students will have a defined vocabulary list.

There is a second section where students either translate short sentences from English into Latin or identify and explain grammatical forms of words and their use in sentences. There is a restricted defined vocabulary list for the sentences and a restricted list of grammatical items for the grammar analysis questions. This section is only worth 10 marks out of 100.

Latin literature (J281/02-05) 2 x 1 hour papers. 50% of total marks.

Two set texts are studied. Each text is examined in a one hour paper. At CLSG, we choose to study one prose and one verse set text. Students answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied.

There is NO coursework.

**CURRICULUM ENRICHMENT:** There are visits to museums, talks and plays as appropriate. We also take trips abroad. To promote appreciation of the cultural history of the ancient world, we run trips to Greece to which all Latin and Greek GCSE students are invited. Sixth formers also run a Classics society open to all students in which they discuss various aspects of Roman civilisation. For help with language work, clinics are held on Fridays in B19. Mentoring with sixth form students can also be arranged. Pupils are also given their own personal vocabulary drilling program to use at home.

**WHY STUDY LATIN?** *'I am very pleased that I chose Latin as I find that language gives me a more wholesome knowledge of how the English Language works and deviations of common English words.'*



**AIMS:** During the Art and Design course you will have the opportunity to explore a range of two and three-dimensional approaches to making artwork, either as related or separate experiences. Work you produce will demonstrate your use of the formal elements and creative skills through painting and drawing, printmaking, sculpture, textiles, photography and new media. Practical work will be informed and enriched by a knowledge and understanding of contemporary and historical art practice gained through visits to museums and galleries.

The Year 10 course provides experiences which will develop your visual language skills and provide opportunities to explore new materials and practices. You will research ideas and themes visually and study the work of artists and designers. A study day in Margate visiting the Turner Contemporary Gallery provides visual research, which will inform practical work for Unit 1, Portfolio.

During Year 11 you will complete your portfolio submission and an externally set assignment. Your work will be more individual and you will have the confidence to take risks and work independently. You will aim to create work which reflects your abilities and preferences.

**ASSESSMENT:** Each unit is assessed separately out of 80 marks. You will be assessed using 4 assessment objectives of develop, review/ experiment, record, present.

<u>Unit 1</u> Personal portfolio Internally set and marked; assessed through controlled assessment.	Unit 1 is completed at the end of the Autumn Term in Year 2
<u>Unit 2</u> Externally Set Assignment in Art and Design Externally set theme and internally marked	Unit 2 is completed at the end of the Spring Term Year 2. This is a 10 hour examination which takes place over two days.

**CURRICULUM ENRICHMENT:** Regular visits to galleries and exhibitions as a group and individually; practical workshops to develop new skills and opportunities to work in the studios at lunchtime and during study periods. You will also be able to use the dark room in your own time (when trained).

**WHY STUDY ART & DESIGN?** Studying Art and Design gives you the opportunity to be creative, risk taking and imaginative. You will be able to develop your own ideas and realise them in unique personal outcomes. Studying Art will give you skills and abilities that go beyond the subject and will enrich all aspects of your life in school and beyond.

*"I am very happy that I chose Art. We do not just focus on one aspect and everything we do is really interesting. I particularly like making responses to different artists."* Skylar

*"The Art GCSE course is very interesting and it is the lesson I look forward to most in the week."* Daisy

**AIMS:** The GCSE Drama and Theatre Arts course is divided into two areas: The Practical Component and the Written Component. The course aims to develop:

1. An interest in, and understanding of, a range of drama and theatre experiences
2. Increased self and group awareness
3. Imaginative, creative, cognitive, communication and social skills
4. Theoretical, analytical and practical study of play texts and the professional practice of making theatre

The syllabus reflects the practical nature of Drama and is designed to incorporate differing approaches and philosophies. Students may be examined in acting or design / technical areas. The course is also designed to offer a smooth transition to the requirements of Advanced Level Drama and Theatre Studies specifications. There will be regular theatre visits to differing theatrical events and experiences. The course can be great fun and hugely rewarding.

**AIMS:** As well as a study of broad range of musical styles it offers opportunities to explore your own musical interests in addition to develop an awareness of different musical styles and cultures over time. There are no requirements that a student must have achieved a certain level or standard to be able to undertake this course, but you should be learning an instrument or voice in or out of school. The coursework is written over the two years, with all work submitted and the examination taken in Year 11.

- The course aims to develop and enhance:
- Critical listening skills developed through the study of a wide variety of music over time and from different parts of the world
  - Individual creativity through composing your own music
  - Performing skills developed as a soloist and in an ensemble

**ASSESSMENT**

PERFORMING	COURSEWORK Marked internally Externally moderated	One solo and one ensemble performance recorded.
COMPOSING	COURSEWORK Marked internally Externally moderated	Two compositions; one should be Western Classical in style.
LISTENING	EXAM 75 minutes	Unprepared listening and set topics. In 2019 the World Music topic will be China. Classical set work will be EITHER Mendelssohn: Italian Symphony (Mvts. 2 and 4) OR Mozart: Clarinet Concerto (Mvt. 1).

**CURRICULUM ENRICHMENT:** Extra-curricular activities include Senior Choir, Senior Orchestra, Recorder Group, Swing Band and Chamber Ensembles. Opportunities to attend concerts occur throughout the year and also trips. Recent trips include a visit to the Bhavan Centre of Indian Culture and a Gamelan workshop.

**WHY STUDY MUSIC?**

*"A fun and creative way to explore many types of music."*

*"Pop, rock, classical and baroque - this course has got it all."*

*"Music is a universal language that is easy to relate to and involves everyone."*

For details on the additional option of One Year Music IGCSE, see page 44.





**AIMS:** Design and Technology; Product Design is the inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world. We are focused on giving you the tools, knowledge and information you need to become the designers and engineers of the future.

With an emphasis on authentic practice, our GCSE Product Design course develops thinking skills leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, preparing learners to become critical and creative designers, engineers and consumers of the future. Students will learn to deliver their thinking and design skills through iterative design processes that allow them to follow practices and strategies used by the creative, engineering and manufacturing industries.

The specification has no material bias; girls will develop their skills through working with any appropriate material including, where and when appropriate, the use of ICT. The course is an exciting opportunity for girls that wish to gain a greater understanding of design in the real world and will open avenues for further study in the fields of design, engineering and architecture.

ASSESSMENT	OVERVIEW	CONTENT
Principals of Design and Technology (01)	100 Marks   50% of Total GCSE (9-1)	Written Exam 120mins
Iterative Design Chal- lenge (02, 03)	100 Marks   50% of Total GCSE (9-1)	Non-Exam Assessment

**CURRICULUM ENRICHMENT:** During the course, visits to relevant exhibitions and conferences will take place. We visit the New Designers Exhibition during the summer term of Year 10, allowing students to see inspirational work of design graduates from a number of universities and design fields. Other trips have included: Pewterers' Hall, Ron Arad Restless Exhibition, Bauhaus Exhibition, and visits to the V&A and Design Museum. We are also planning an optional pilot trip to Germany to tour the BMW and Audi factories, attend design masterclasses and visit the Deutches Museum.

**WHY STUDY PRODUCT DESIGN AT GCSE?** Product design is cross-functional, knowledge-intensive work that has become increasingly important in today's fast-paced, globally competitive environment. Everything in this world is designed and the future requires designing. There will always be a need for British grown designers and engineers.

*"Design and technology should be the subject where mathematical brainboxes and science whizzkids turn their bright ideas into useful products". James Dyson*

*"Product Design offers a great level of independence and freedom, allowing us to reach our full creative potential and develop our skills for further education." Anais*

**AIMS:** The main aim is to develop the students understanding of current and emerging technologies and how they work and apply this knowledge and understanding in a range of contexts. The student will develop computer programs to solve problems, develop the skills to work collaboratively, evaluate the effectiveness of computer programs/solutions and investigate what impact the use of computer technology has in society.

ASSESSMENT	HOW IT'S ASSESSED
<u>Paper 1:</u> Computational thinking & problem solving	Written exam set in practically based scenarios: 90mins   80 marks - 40%
<u>Paper 2:</u> Written assessment - Theoretical knowledge	Written exam: 90mins 80 marks - 40%
Non-exam assessment (NEA) Coursework	Report: detailing 20h of NEA work 80 marks - 20%

**CURRICULUM ENRICHMENT:** Part of this course will be developed using eLearning, using the new Virtual Learning Environment (VLE) plugin for WordPress, LearnDash.

**WHY STUDY COMPUTER SCIENCE?:** Computer Science prepares young people for a world that doesn't yet exist, involving technologies that have not yet been invented, and that present technical and ethical challenges of which we are not yet aware. We live in a digitised, computerised, programmable world, and to make sense of it, we need Computer Science. Computing has an immense impact on modern life.

The job prospects are excellent and the field is rigorous, intellectually vibrant, and multifaceted. Computing students learn logical reasoning, algorithmic thinking, design and structured problem solving - all concepts and skills that are valuable well beyond the computing classroom.



# ADDITIONAL OPTIONS

Classical Greek	40-41
PE (GCSE)	42
PE (Core Curriculum)	43
One Year Music IGCSE	44
PSHCEE	45
Global Perspectives	46
Higher Project Qualification (HPQ)	46

You may apply to take on a further GCSE option from a choice of three additional subjects: Classical Greek, Physical Education **OR** One Year IGCSE Music. This will involve further discussion with you, the relevant Head of Department and pastoral team to ascertain your suitability to undertake this extra subject.

One Year IGCSE Music takes place over four periods per fortnight in Year 10. Physical Education GCSE takes place over eight periods per fortnight in Years 10 and 11. Classical Greek takes place over seven periods per fortnight in Years 10 and 11, however some of these lessons will take place before or after normal school hours (three periods per fortnight in Year 10 will be taught outside of the timetable and one per fortnight in Year 11). If you chose to take an additional option, you will not do the Global Perspectives or the HPQ courses and doing One Year IGCSE Music or Classical Greek will mean you will have two periods less of PE a fortnight.

**AIMS:** The GCSE Greek course is a fast-moving course for enthusiastic, able linguists. You will develop the ability to translate passages of Greek with highly complex sentence structures. Greek is a highly expressive and versatile language which is very suited to the expression of abstract ideas. Detailed study of its grammar and syntax will sharpen your powers of logical and linguistic analysis.

You will also have the unique opportunity to study some of the finest and oldest texts from western literature in the original Greek language. Your analysis of this material will develop your powers of expression and literary criticism.

Most of the language work is covered in Year 10. We use many computer programs, produced in-house, which are a huge boost to grammar and vocabulary learning. We work our way through a prescribed vocabulary list and we look at how verbs, nouns and adjectives change to serve different functions in a passage. We also look at syntactical constructions which differ from their counterparts in English – purpose clauses, result clauses, indirect questions, indirect commands, subordination using participles, genitive absolutes etc.

We start the literature in the summer term of Year 10 and learn ways of spotting and analysing the various authors' stylistic mannerisms and literary and rhetorical purposes and develop our skills of literary criticism.

Year 11 is spent reading the two set texts and practicing translation with regular tests of both language and literature.

**ASSESSMENT:** Two papers. OCR Board.

Greek language (J292/01) 90mins. 50% of total marks.

Translation and comprehension questions on passages of unprepared Greek. There will also be a question on derivations of words. Students will have a defined vocabulary list.

There is a second section where students either translate short sentences from English into Greek or identify and explain grammatical forms of words and their use in sentences. There is a restricted defined vocabulary list for the sentences and a restricted list of grammatical items for the grammar analysis questions. This section is only worth 10 marks out of 100.

Greek literature (J292/02-05) 2 x 1h papers. 50% of total marks.

Two set texts are studied. Each text is examined in a one hour paper. At CLSG, we choose to study one prose and one verse set text. Students answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied.

There is NO coursework.

**CURRICULUM ENRICHMENT:** There are visits to museums, talks and plays as appropriate. We also take trips abroad. We run trips to Greece to which all Greek GCSE students are invited. Sixth formers also run a Classics society open to all students where aspects of Greek civilisation are discussed. For help with language work, mentoring with sixth form students can also be arranged. Pupils are also given their own personal vocabulary and grammar drilling programs to use at home. When studying set texts, we provide further background reading suggestions to help promote awareness of the culture of the classical world.

**WHY STUDY GREEK?** *"Studying Greek GCSE has enhanced my appreciation of literary devices and improved my analytical skills."*



**AIMS:** To continue to develop students as practical performers in sport and give a stronger understanding of the science behind the bodies' performance whilst exercising.

THE COURSE AIMS TO DEVELOP AND ENHANCE:

- The skills, tactical knowledge and understanding of games or individual sports events.
- Analysis and evaluation skills through watching performance and suggesting improvement.
- An ability to perform more confidently under pressure in their chosen sports.
- A physiological understanding of the human body and how it works in relation to exercise and whilst performing sporting activities
- An understanding of social and psychological factors affecting participation and performance in sport.

#### ASSESSMENT:

##### 40% Practical Performance in Sport

Continual assessment over the 2 years with an external moderation in Year 11. You will need to show a high performance level in 3 sports. 1 individual sport, 1 team sport and 1 free choice (either individual or team). The PE Department have a full list of accredited activities that can be used for assessment. You will also need to show a high level of analysis of skills in your chosen sport and understand where improvement in performance or technique could be made.

##### 30% Theory Paper 1 (1hr 15mins)

The human body and movement in physical activity and sport.

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

##### 30% Theory Paper 2 (1hr 15mins)

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

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

WE EXPECT GIRLS TO BE PART OF **AT LEAST 2** SCHOOL SPORTS TEAMS/SQUADS TO TAKE GCSE PE.

**WHY STUDY PE?** For the love of all sporting activities. To challenge yourself mentally and physically!

To provide opportunities for further career development.

## CORE CURRICULUM PHYSICAL EDUCATION

**COURSE CONTENT:** As part of your year 10 and 11 curriculum, you will have access to lessons in a range of different activities (similar to the lower school). You can also take part in our full extra-curricular sporting programme fixtures programme with competitive opportunities in netball, football, cross country, gymnastics, athletics, swimming, badminton, tennis, fencing and cheerleading.

There will also be the opportunity of trips to see high level sporting events such as Wimbledon Tennis and England netball matches, plus additional sporting excellence visits.



**AIMS:** This one-year IGCSE Music offers a wide variety of activities that should appeal to all musicians. You should have passed Grade 5 Theory (ABRSM) and Grade 6 Practical on any instrument to be eligible. This option has no advantage over the two year IGCSE Music other than it allows you to take more subjects overall. The course content is identical but all coursework and the examination are completed by the end of Year 10. The course aims to develop and enhance:

- Critical listening skills developed through the study of a wide variety of music over time and from different parts of the world
- Individual creativity through composing your own music
- Performing skills developed as a soloist and in an ensemble

## ASSESSMENT

PERFORMING	COURSEWORK Marked internally Externally moderated	One solo and one ensemble performance recorded.
COMPOSING	COURSEWORK Marked internally Externally moderated	Two compositions; one of which should be in the Western Classical Style.
LISTENING	EXAM 75 minutes	Unprepared listening and set topics. In 2018 the World Music topic will be Latin American. Set Works for examination in 2018: EITHER: Mendelssohn: Italian Symphony (Mvts. 1 & 3) or Bach: Brandenburg Concerto No. 1.

This additional GCSE takes place in the same block as Greek and Physical Education. You would only be able to take one of these extra GCSEs.

## WHY STUDY MUSIC AT IGCSE IN ONE YEAR?

*"You have to be committed but it is a great experience and really furthers your musical knowledge, in a short period"* Naomi

The PSHCEE programme is constantly under review and is updated to reflect the latest guidance and best practice. The content needs to be flexible enough to allow for impromptu topic delivery to a particular year group or form as needs arise and it also seeks to address the metacognitive development of each student through the use of Al Costa's 'Habits of Mind' and Carol Dweck's 'Mindset' strategies.

For each year group the programme will include aspects on the following areas:

- Health, Emotional Health and Well being, including e-Safety
- Identity Citizenship
- Work Related Learning and Careers Education
- Sex and Relationships Education
- Drugs Education
- Financial Capability

PSHCEE is a cross-curricular activity that is delivered in timetabled lessons, across the curriculum and through the general culture and ethos of the school. It forms part of the School's commitment to deliver effective Spiritual, Moral, Social and Cultural Education to all students.

Each half term all the girls from Year 9 upwards take part in the 'Life after City' talks given by guest speakers which provide students with an insight into a variety of career options.

The aim of PSHCEE is to encourage students to develop skills in five key areas:

- Self-management
- Working with others
- Critical and creative thinking
- Leadership
- Reflection and Enquiry

This will allow students to grow into young women with confidence and self-esteem, able to face the challenges presented at the different stages of their development.



## GLOBAL PERSPECTIVES

This course is taught in a double lesson every fortnight. Its aim is to provide students with the opportunity to be made more aware of and to think critically about serious economic, political and social problems facing the world today. We choose issues that students will not necessarily come across in their other school subjects. The topical nature of the course means subject content is continually updated but issues recently covered include: causes and solutions to world poverty, an introduction to international relations and the promotion of peace, the impacts of technological change, and international trade.

In Year 10 three teachers each deliver a series of five lessons and then the students get a new teacher so that by the end of Year 10 the students would have been taught by three teachers. Each teacher specialises in a different global concern. We also invite approximately three guest speakers in. Every Year 10 student who does not study Ancient Greek, One Year Music IGCSE or GCSE PE attends these lessons.

In Year 11, the lessons are weekly 40 minute sessions and take place in the first term only. They are attended by students who do not study Ancient Greek or GCSE PE and who did not choose to continue Critical Thinking or opt to do an HPQ. From January the 40 minute session becomes a private study session under teacher supervision to relieve pressure on Year 11s.

## HPQ

The Higher Project Qualification (HPQ) is a Level 2 (GCSE standard) qualification that is worth half a GCSE. It involves: the production of a well researched 2000 word report into a topic of a girl's choice, the production of a learning log describing and evaluating the planning and production of her work, and a presentation to other students and her teacher about her findings and the skills she learnt. We offer this option to students who study ten rather than eleven school taught GCSEs and we limit the number who can take the course to 15 students. If more than 15 were to apply to undertake an HPQ we would select which candidates were permitted to do the course based firstly on how well they were coping with their GCSE workload and secondly the quality and feasibility of their research title. Applications for HPQs take place in the Summer Term of Year 10. Weekly 40 minute lessons will take place during Year 11 and include either the teaching of the necessary skills to complete an HPQ or a workshop where students will work on their projects and have the opportunity to discuss it with their supervisor. They would need to do most of the work in their own time. If you have any other questions about HPQ please e-mail Mr. Atkins ([atkinsa@clsg.org.uk](mailto:atkinsa@clsg.org.uk))

All students will have one lesson per week in Year 10.

AIMS: Critical Thinking develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Critical Thinking course enables students to approach their other subjects with an improved ability to interpret, analyse and evaluate ideas and arguments. It also helps students to prepare arguments to improve their powers of persuasion. As a result, students will find the course of great benefit when preparing for Higher Education and for a wide range of careers. It also has direct parallels with the requirements of a number of university entrance examinations.

If you continue Critical Thinking into Year 11 it becomes University Exam Practice sessions.

## CRITICAL THINKING





NUMBER OF PERIODS PER FORTNIGHT DURING THE NORMAL SCHOOL DAY

	YEAR 10 (GIRLS TAKING 10 GCSES)	YEAR 10 (GIRLS TAKING 11 GCSES)	YEAR 11 (GIRLS TAKING 10 GCSES)	YEAR 11 (GIRLS TAKING 11 GCSES)
MATHS	8	8	8	8
ENGLISH	10	10	10	10
BIOLOGY	6	6	6	6
CHEMISTRY	6	6	6	6
PHYSICS	6	6	6	6
OPTION A	8	8	8	8
OPTION B	8	8	8	8
OPTION C	8	8	8	8
OPTION D	8	8	8	8
Option E (ADDITIONAL OPTIONS)*	0	4	0	6
PE	6	4	6	4
CRITICAL THINKING	2	2	2**	0
GLOBAL PERSPECTIVES	2	0	0	0
SUPERVISED STUDY PERIODS	0	0	2	0
PSHCE	2	2	2	2
TOTAL	80	80	80	80

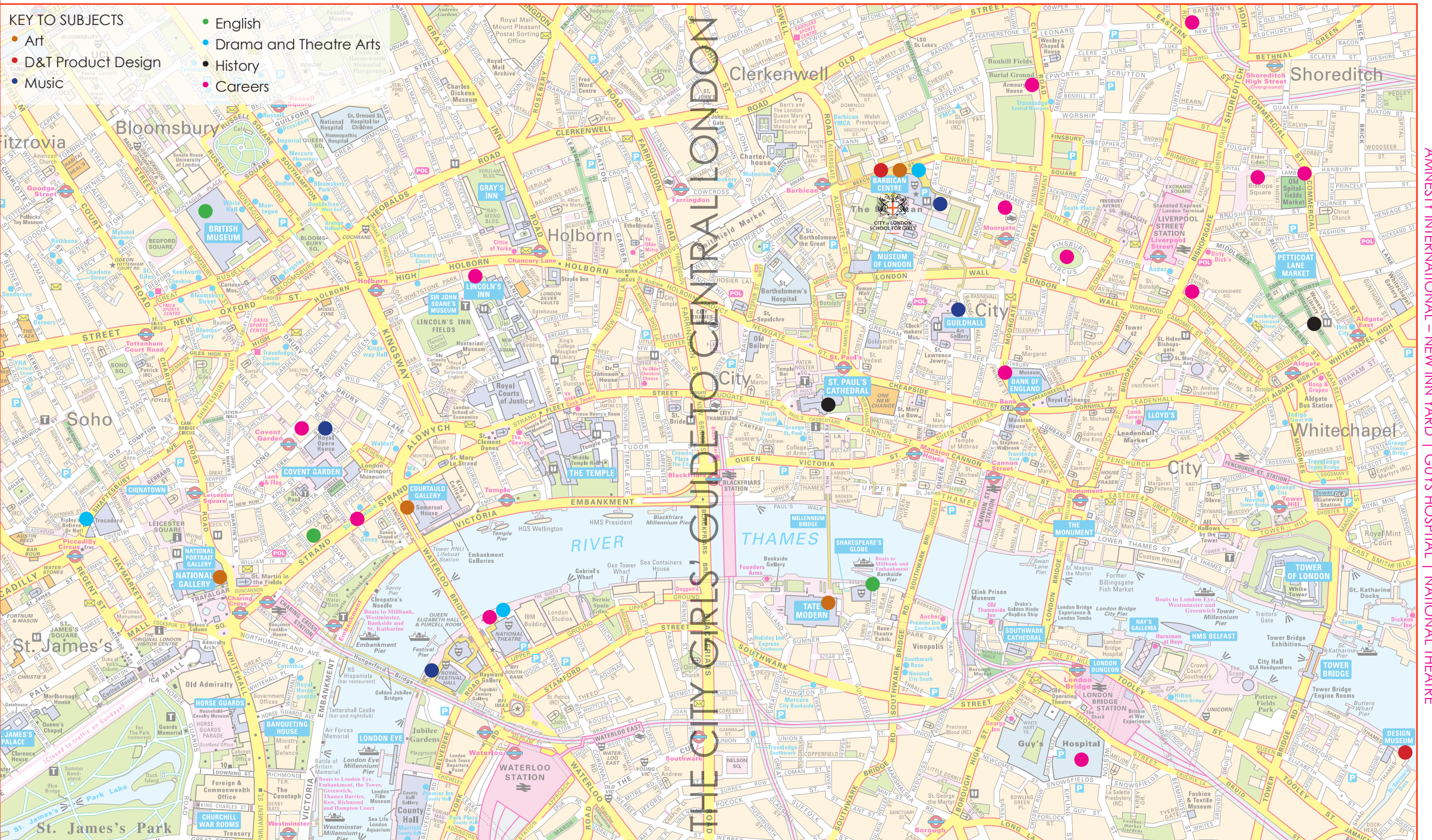
\* Option E includes Greek and GCSE Physical Education. Some Greek lessons will take place outside the normal school day.  
\*\* Girls have the choice of continuing Critical Thinking, choosing Global Perspectives, or they can begin a Higher Project Qualification.



SEE MORE ON EACH SUBJECT & RELATED  
EXTRA-CURRICULAR ACTIVITIES AT

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