



GCSE Options 2020-22

Queenswood

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CHOOSING YOUR OPTIONS FOR GCSE AND IGCSE

In this booklet you will find details of all the courses available to you over the next two years. It is intended for you, the student, but your parents or guardians will want to see it too in order to help you to make your choices. Please note that some subjects lead to the International GCSE qualification (IGCSE). These are viewed as exactly equivalent to GCSEs. In this booklet, the term (I)GCSE will be used to describe GCSE and IGCSE.

The first part of the booklet deals with the **Core** curriculum. This is the group of subjects studied by everyone and is designed to ensure that you keep a balance in your studies, leaving as many doors open for you as possible. Universities will expect you to have studied these subjects and they will form a sound basis from which to select your Sixth Form courses later.

At the same time, it is important for you to exercise some choice and judgement at this stage of your education, so in addition to the **Core** you can choose **three or four Options**. These are described in the second half of the booklet. You will see that they are grouped under three headings: **Humanities**, **Modern Languages** and **Arts and Technology**. Separate Science is also an **Option**.

The grouping is to help you to identify the types of subject available, with a view to maintaining some breadth in what you choose. It is normal to choose at least one from the Humanities, and we expect the vast majority of our girls to study a Modern Language, although in both cases the choice of which is up to you. For each individual there will be different factors to consider. At the very least you will need to think about:

Higher Education

Some of you will already have particular careers in mind and be asking: "What subjects are required?" A very few courses, careers and professional bodies demand competence in certain subjects which they regard as essential, but the vast majority do not. In addition, you might have difficulty deciding which subjects to choose and be reluctant to opt for one course at the expense of another. This is normal, and unfortunately part of being able to allocate sufficient time to study a subject effectively.

Your Abilities and Preferences

If you are already successful in a subject, can cope with its demands and enjoy the lessons, then it is likely that you will continue to succeed at (I)GCSE. However, we are not always good at the things we like and sometimes do not like the things we are good at. In any case, remember that your interest must be in the subject itself, not the teacher. Liking your teacher is a poor reason for choosing a subject, particularly as you may well have a different one next year. Above all, take time to consult your parents, subject teachers, Tutor, Senior Tutor and Housemistress, as well as the Head of Middle School. All these people know you well. They know your strengths and weaknesses and how you cope under pressure. Your friends may try to persuade you to follow their courses, but remember: **it is your choice, your learning, and in the end, your results**.

Finally, bear in mind that it is not necessarily beneficial to take a very large number of (I)GCSEs. Most girls at Queenswood take nine subjects, although ten is possible with some combinations. Even the very top universities say that they look first at the quality of the best eight (I)GCSEs, so eight subjects is the minimum that we would recommend at the beginning of Year 10.

THE QUEENSWOOD (I)GCSE CURRICULUM

The following subjects must be taken by all Year 10 and 11 girls:

English (leading to English Language and English Literature GCSEs) Mathematics, Biology, Chemistry and Physics (taught separately but exam marks are aggregated, leading to two GCSE grades for Combined Science)

The Core therefore provides for five (I)GCSEs.

In addition, all girls will have Physical Education on their timetable. Girls can opt to study full-course GCSE PE or short-course (counting for half a GCSE) GCSE PE, or not to be examined at all.

In addition to the **Core** you should choose **three or four** further **Option** subjects from the following subject groups:

Humanities	Modern Languages	Arts and Technology
<ul style="list-style-type: none"> • Classical Civilisation • Geography • History • Latin • Religious Studies 	<ul style="list-style-type: none"> • French • Japanese • Spanish 	<ul style="list-style-type: none"> • Art & Design • Computer Science • Design & Technology (we ask you to indicate a preference for Product Design or Textiles specialism within this subject) • Drama • Music • Dance

Finally, Separate Science can be taken as one of the **Options** chosen. Separate Science leads to GCSE grades in each of the three Science subjects.

ENGLISH LANGUAGE AND ENGLISH LITERATURE

All girls will follow the **AQA GCSE** courses in English Language and English Literature course throughout Years 10 and 11.

There are two 55-minute lessons for English Language and two for English Literature, usually taught by the same teacher. Students are expected to complete up to two hours of Study each week. They are also expected to read widely, watch high quality drama productions, and challenge themselves with increasingly demanding texts, both fiction and non-fiction.

GCSE English Language is designed to develop the ability to communicate clearly, accurately and effectively, in a range of different forms and for a range of audiences and purposes. At the same time, students learn how to analyse the communication of others, making inferences, detecting bias, and exploring the ways a text affects its audience.

There are two English Language exams at the end of the course, one focused on fiction and the other on non-fiction. Both require students to produce analytical responses to a previously unseen text or texts, and to complete a challenging writing task. There is also a separate spoken language assessment.

GCSE English Literature involves students studying a range of poetry, prose and drama. The course will enable learners to deepen their appreciation of the ways in which writers use English to express meaning and achieve effects, and to explore wider issues, gaining understanding of themselves and of the world.

All girls are required to study a Shakespeare play, a nineteenth-century novel such as *Pride and Prejudice* or *Jekyll and Hyde*, another substantial text such as *Lord of the Flies*, and a range of poetry. There are two English Literature exams at the end of the course.

We hope that many of the girls will be inspired to continue their study of English Literature in the Sixth Form, and these syllabuses provide an excellent foundation for this. For all girls, these courses develop valuable skills for life, and are recognised by universities as a sound basis for higher education.

MATHEMATICS

We currently enter students for the Edexcel International GCSE (IGCSE) qualification. This two tier system has a higher tier covering grades 9-4 and a foundation tier covering grades 5-1. It is our intention that almost all students will be entered for the higher tier. The IGCSE in Mathematics has been recognised by universities who believe it to be conceptually more demanding than the current GCSE and a reliable indicator of ability. The examination is taken at the end of Year 11 by all students.

The course builds on the work of earlier years and students are increasingly able to apply their knowledge and skills to solve and investigate a wide variety of problems. The IGCSE is also able to develop additional techniques in algebra which are essential for any further study of the subject. We believe that the IGCSE is excellent preparation for girls going on to study for AS-Level or A-Level Mathematics. In addition, topics related to mathematics in the world of work, leisure and life are introduced and discussed.

Students in the top set may be given the opportunity to study Additional Mathematics (OCR) alongside the IGCSE/GCSE, which is a challenging free standing mathematics qualification that extends students' mathematical learning beyond the IGCSE syllabus, exploring aspects of Sixth Form Mathematics. If taken, this examination would also be sat in the summer of Year 11.

SCIENCE

CORE SUBJECT: GCSE Combined Science

For their core science, Queenswood girls will follow the Edexcel GCSE specification for Combined Science, with all examinations being taken at the end of Year 11. The assessment consists of two written papers for each science (i.e. six papers in total), each of which is 1 hour 10 minutes.

Each science is taught separately by specialist teachers. Two GCSE grades are awarded, based on the average of the scores from each paper, which can be any combination of the new 9-point scale, e.g. (9,9), (7,6) etc.

The course has been chosen to develop an interest in, and enthusiasm for, science. It also allows for a wide choice of career pathways as no individual science is excluded from study. It provides a sound base for the study of any of the sciences to A-Level, although additional support may be necessary at the beginning of the A-Level courses. All students are expected to have a broad and balanced scientific education, and this course ensures such a breadth.

Practical skills are separately assessed by “core practicals” which students will carry out as part of their normal laboratory work, during which students develop experimental skills based on correct and safe laboratory techniques.

There is no controlled assessment component to this course.

OPTION: GCSE Biology, Chemistry and Physics

This option is proving to be increasingly popular both nationally and at Queenswood. The course is designed for those who have a particular aptitude for, or special interest in, any of the three sciences. It is excellent preparation for A-Levels in science, and any scientifically-based career choice or degree pathway. The specification is the same as that for Edexcel GCSE Combined Science, with additional topics then being offered in each of the three sciences. All examinations are taken at the end of Year 11. The assessment consists of two written papers for each science (i.e. six papers in total), each of which is 1 hour 45 minutes.

Practical skills are separately assessed by “core practicals” which students will carry out as part of their normal laboratory work, during which students develop experimental skills based on correct and safe laboratory techniques.

There is no controlled assessment component to this course.

PHYSICAL EDUCATION

Core Curriculum

Students also have the opportunity to complete the Level 1 or Level 2 Sports Leadership Award. This is a nationally recognised vocational qualification for students who show signs of leadership, teamwork and responsibility. Students opting for this award will pursue the leadership course via one of their Year 11 PE lessons.

To achieve Level 1 it is beneficial, but not essential, for students to help with a co-curricular club to practise their skills with groups other than their peer group.

The Level 2 qualification will require a minimum of 10 hours demonstration of leadership. The course will offer opportunities within the curriculum to practise with younger children in the weeks leading up to assessment. Co-curricular time may also be used to demonstrate leadership. Further information can be found online at www.sportsleaders.org

CLASSICAL CIVILISATION

Classical Civilisation focuses on the world of Ancient Greece and Rome. It is a wide ranging subject involving the study of literature, history, art, artefacts, and archaeological sites.

You don't need to know any languages as all the texts are in translation, and it doesn't matter if you haven't studied the Greeks and Romans since primary school. All you need is an interest in the Ancient World and its cultures, from the study of women, to religious beliefs, epic poems, and ancient history. If you are interested in how our world has grown, and the ancient cultures which have influenced us, then Class Civ is the place for you.

To be awarded OCR's GCSE (9–1) in Classical Civilisation learners take one component from Group 1 and one component from Group 2.

Component Group 1: Thematic Study (50%)

There are two themes for this paper, both of which are explored through literary and visual sources.

- **Myth and Religion:** learning about gods and goddesses, sacrifices, tales of heroes and ancient myths.
OR
- **Women in the Ancient World:** where we learn about how women were treated and thought of in Greece and Rome over 2000 years ago.

Component Group 2: Literature and Culture (50%)

There are three options for this paper, either:

- **The Homeric World,** studying the Iliad and the Odyssey.
OR
- **Roman City Life,** learning how different types of people lived in Ancient Rome.
OR
- **War and Warfare,** exploring famous battles throughout the Ancient World.

All of these components contain two elements; one in-depth cultural study and one study of related literature.

GEOGRAPHY

Geography is a subject that combines very well with others in the curriculum and that aims to develop a range of transferable skills as well as breadth of knowledge. The Geography GCSE course brings in current geographical concerns as well as a sound grounding in key ideas.

Studying Geography at GCSE will allow you to deepen your knowledge of a range of topics drawing from physical, human and environmental aspects of the discipline.

Course Outline

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. We follow the Edexcel IGCSE Geography course which includes an interesting mix of topics such as urban issues, world development, resources and sustainability, extreme environments, coasts and hazards to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

There are many ways of learning in Geography. It is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs.

A Place for Geography

This course is designed to equip you with many skills that are useful in other subjects and in the workplace. You will become confident at handling a variety of data sources and develop competent decision making skills through the use of Geographical Information Systems (GIS). You will also understand the complexities of managing the environment and use your problem-solving skills to suggest and evaluate solutions to many problems facing our planet today.

Fieldwork Opportunities

Fieldwork is an integral part of Geography GCSE and will actively develop research skills and reinforce ideas that we cover within the classroom. All students will have the opportunity to take part in field trips to destinations in the UK on the coast and in an urban area where you will complete contrasting geographical enquiries which are a compulsory element of the course. The department also organises an international Geography field trip every two years.

Looking further into the future, the course provides an excellent basis for moving towards our new and exciting A-Level course and then onwards towards university. Geography students will be well rounded and well prepared for the challenge of A-Level courses. Geography is a broad based subject that combines well with both the arts and sciences and is well respected by employers with geographers entering a very wide range of careers.

HISTORY

Are you an inquisitive person who likes a challenge? Do you enjoy finding out about people's lives in the past? Do you want to discover what events shaped the world we live in today?

We follow the Edexcel IGCSE in History at Queenswood. It is a fascinating and rewarding subject which deals with the creation of the modern world and events that will help you understand what is going on in the world today. You will be able to study in more depth some of the most famous or infamous characters from history: Martin Luther King and Malcolm X, Kennedy, Nixon, Stalin and Hitler. You'll discover how ordinary people's lives were shaped and changed by the decisions of those in power. The course concentrates on understanding the modern world and is concerned with changes in the twentieth century. There are two written papers and include units on the development of dictatorship in Germany, Russian history from 1917-1924, the history of Civil Rights in the USA from 1945-1974, and China from 1900-1989. There is no controlled assessment in the IGCSE. Examination is by two set exams at the end of Year 11.

In lessons a range of source material is explored, from propaganda posters and films to diary accounts and official documents. Discussion, debate, research and presentations are used to help interpret the material and share our ideas with each other.

The department usually organises trips in every year. Recently we have been to the British Library for a Propaganda exhibition, trips to the Imperial War Museum and an interactive theatre revision day for Nazi Germany. The History department has a variety of subscriptions to numerous History magazines, a growing video resource library to allow and encourage research around topics we study and we run a Humanities magazine to encourage research skills. GCSE pupils are also encouraged to develop an editable digital catalogue and encyclopaedia of their work across the two years. The GCSE course builds on the Year 9 work at Queenswood but new students will not be at a disadvantage.

In the longer term, the skills gained by studying History are particularly useful in the fields of law, journalism, the media, government and similar professions but historians' skills are valued in a huge range of fields.

LATIN

Latin is a challenging but rewarding subject, which is highly respected by top universities. At Queenswood we follow the OCR syllabus, which contains a combined study of language and literature, giving girls the chance to read some original un-adapted Latin for the first time.

You will study:

Paper 1 – Language (50%)

- This paper includes translation, comprehension, and a few simple English-into-Latin sentences.

Paper 2 – Prose Literature (25%)

- For this we study the story of Germanicus and Piso, a member of the Roman Imperial family, who was allegedly poisoned! We will also look at the wider context in which the text was written, learning more about Ancient Rome.

Paper 3 – Verse Literature (25%)

- In this paper we study Passions and Poisons. This includes reading a selection of texts including the turbulent relationship of Jason and Medea, some of Catullus' love poems, and other myths.

Latin is a varied subject which will complement any GCSE portfolio by increasing your understanding of language, whilst providing an insight into the history and literature which influenced the course of Western Civilisation. Not only do all Classical subjects involve extended writing, developing core essay and analysis skills, but the act of learning an ancient language can be invaluable in improving the English language skills of students. Moreover, the fact that relatively few students learn Latin enables those who do to stand out. Latin will help you to develop the analytical skills and powers of logical thought required to pursue a wide range of careers and further study, and most importantly, it is great fun!

RELIGIOUS STUDIES

THEOLOGY, PHILOSOPHY AND ETHICS

The Edexcel GCSE in Religious Studies allows students to study the broad themes in Theology, Philosophy and Ethics from more than one religious perspective. Students will learn not only a body of knowledge but will acquire the key academic skills of research, analysis and evaluation and use these throughout the course, thus providing a firm foundation for academic study beyond GCSE in other subjects as well as in Religious, Philosophical and Ethical Studies.

The course content includes two taught studies of faith, currently Christianity and Islam and Philosophy and Ethics. This content is taught in two modules and does not include coursework. This gives students longer to learn and practice their examination techniques for the written examinations. There will be 1 hour and 45-minute examination for Paper 1: Religion and Ethics which will focus on Christianity. The second module is a 1 hour and 45-minute examination for Paper 2: Religion Peace and Conflict which will focus on Islam.

The studies in Christianity and Islam cover the key beliefs and practices of both religions. Students will apply core beliefs to these ethical issues:

- Marriage and the family
- Matters of life and death
- Crime and punishment
- Religion peace and conflict

Students will learn and consider non-religious, (Humanist and Atheist views), as alternative responses to ethical dilemmas.

FRENCH

The aims of the course are to develop the ability to use French effectively for purposes of practical communication and to form a sound base for the skills, language and attitudes required for further study, work and leisure.

Lessons are conducted substantially in the target language and cover the following range of topics:

Theme 1 – Identity and Culture

- Topic 1: Me, my family and friends
- Topic 2: Technology in everyday life
- Topic 3: Free-time activities
- Topic 4: Customs and festivals in French-speaking countries/communities.

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

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
- Topic 3: Global issues
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

The teaching is based on a communicative approach and gives equal importance to listening, reading, speaking and writing. These activities are underpinned by the need to acquire a firm grasp of grammar and a wide vocabulary.

Students may access magazines to practise further reading in study time. In order to perfect fluency and pronunciation in Year 10 and 11, all students also attend a weekly conversation class conducted by a French teacher.

The course leads to the AQA GCSE qualification. It is assessed in the skills of writing, speaking, reading and listening by examination at the end of Year 11.

JAPANESE

Japanese is an important international language with more than 120 million native speakers. It is of particular significance in the world of commerce and industry, business, science, technology and fashion as well as being a language of literature, music and art. Japan has the 3rd largest economy in the world and whether you are in the field of business, engineering, manufacturing, research, economics, politics, fashion or design, the chances are you will be competing with, if not working for, a Japanese entity. It is undeniable that being able to communicate with potential customers in their own language is key to winning their business. Also, Japanese-speakers are the Internet's 3rd largest language group which also provides powerful networking opportunities. In addition to learning the Japanese language you also gain an insight to the culture.

Understanding the Japanese work ethic, their business etiquette, customs and knowing which cultural faux pas to avoid can often make or break an important business deal. Japanese cultural exports are also exploding. From anime to sushi bars, karaoke to manga (comic books), bonsai to origami, Japanese culture has more recently become part of international culture, especially in London.

Japanese is sometimes considered to be a difficult language choice, but in fact the grammatical structures and vocabulary required for GCSE are achievable for all girls. The grammar of Japanese in particular is in many ways simpler than that of European languages. For example, Japanese nouns have no genders, plural forms, or accompanying articles to learn. The language only has two verb tenses, present and past, with few irregular verbs. Spoken Japanese has only 5 vowel sounds and spelling is phonetically consistent, making the language relatively easy to pronounce. It's true that Japanese has a very different system of writing than English or any other European language. However, students become proficient in learning to read and write Japanese by learning the 44 phonetic characters that represent sounds in much the same way as the English alphabet does.

There are now several universities offering single or combined degree courses in Japanese, and these are becoming increasingly popular. Exciting job opportunities for those proficient in the language exist not only in Japan itself but in London and across the UK, in Europe and across the world. Japanese is also a gateway to other Asian languages & cultures. For example, learning Japanese brings you a step closer to taking on Korean or even Chinese because many of the concepts underlying the language are similar.

Japanese GCSE is a two-year course with a final examination in each of the four skill areas: Listening, Speaking, Reading and Writing. There is no coursework. Currently, the topics covered in lessons observe the following broad themes: Identity and culture, Local area, holiday and travel, School, Future aspirations, study and work, International and global dimension. We aim at a degree of proficiency in the language that will enable students to converse in the language when visiting Japan or otherwise communicating with Japanese people. Background information about geography, history, culture and society is considered an important element of the course and as such students will be provided with varied opportunities to embrace this cultural heritage.

Further to our links we have established with the Konan Girls' High School in Kobe – an independent girls' school located in central Japan – there is also the opportunity to participate in a cultural visit to Japan. The trip involves a sightseeing tour of key cultural and historic cities, including a visit to the Konan School and Homestay experience. Often regarded as a trip of a lifetime, this trip offers an insight to one of the most exotic and fascinating countries in the world.

SPANISH

There are over 300 million native speakers of Spanish throughout the world and Spanish is the second most widely spoken language after English. Indeed not only is it thriving in its traditional heartland of Spain and Latin America, but there are increasingly large areas of the United States where it is the main language. The Hispanic world is enormously diverse and many of its aspects are open to study, be they sociological, historical, artistic or literary.

The aims of the course are to develop the ability to use Spanish effectively for purposes of practical communication and to form a sound base for the skills, language and attitudes required for further study, work and leisure. Lessons are conducted substantially in the target language and the students have a weekly speaking lesson with our Spanish Language Assistant.

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

Lessons are conducted substantially in the target language and cover the following range of topics:

Theme 1 – Identity and Culture

- Topic 1: Me, my family and friends
- Topic 2: Technology in everyday life
- Topic 3: Free-time activities
- Topic 4: Customs and festivals in Spanish-speaking countries/communities.

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

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
- Topic 3: Global issues
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

The course leads to the AQA GCSE Certificate in Spanish. It is assessed in the skills of writing, speaking, reading and listening by examination at the end of Year 11.

ART AND DESIGN

Edexcel GCSE (9–1) consists of two internally assessed and externally moderated components.

Component 1: Personal Portfolio (60% of the qualification)

Students will learn to:

- apply a creative approach to problem solving
- consider and develop original ideas from initiation to realisation
- analyse critically their own work and the work of others
- express individual thoughts and choices confidently
- take risks, experiment and learn from mistakes.

Students create a personal portfolio of work that allows them opportunities to:

- develop and explore ideas
- research primary and contextual sources
- experiment with media, materials, techniques and processes
- present personal response(s) to theme(s) set by the centre.

Component 2: Externally Set Assignment (40% of the qualification)

- The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.
- Students' work must comprise preparatory studies – a portfolio of development work based on the ESA broad-based thematic starting point and personal response(s) in a 10 hour sustained focus period.
- During this period, under examination conditions, students will work unaided to produce personal response(s), with reference to their preparatory studies, in response to the ESA broad-based thematic starting point.
- Students' work must show evidence of all four Assessment Objectives.

This component allows students opportunities to:

- develop and explore ideas
- research primary and contextual sources
- experiment with media, materials, techniques and processes
- present personal response(s) to the externally-set theme.

Assessment Objectives

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 Record ideas, observations and insights relevant to intentions as work progresses
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

COMPUTER SCIENCE

The Year 9 Computer Science course at Queenswood is designed to give you a taste of what to expect in the GCSE. If you enjoyed using the programming language Python and have an interest in developing your coding skills, this is the right course for you. Logical thinking, problem solving and a good ability in maths are also desirable attributes. The Computer Science GCSE is a two year course designed to develop your practical coding skills as well as learning the theory behind how computers work.

At Queenswood we follow the new AQA GCSE course consisting of two exam papers and one practical programming project:

Paper 1: Computational thinking & programming skills (50%)

- This paper covers computational thinking, code tracing, problem-solving and programming concepts including the design of effective algorithms. The paper also covers the designing, writing, testing and refining of code in our chosen programming language (Python).

Paper 2: Computing Concepts (50%)

- This paper covers data representation, computer systems, computer networks, cyber security, relational databases and the ethical, legal and environmental impacts on society.

Practical Programming: Programming Project

- This involves the practical development of a computer program along with the programming code itself which has been designed, written and tested by the student to solve a problem.

Computer Science is one of the fastest developing areas in the UK. There are numerous and varied career opportunities within this industry. In addition many skills covered in the course such as logic and problem solving would be useful in all career paths. Please also note that GCSE Computer Science is a requirement if you wish to take the subject as an A-Level.

DANCE

“Dance is vital, an activity both exhilarating and liberating to watch or do. The instinct to dance is fundamentally joyous and no matter how hard you try you can’t get away from that for long. It can also be a huge force for good, effectively drawing people together and levelling everyone through sheer hard work. It can speed up your heart rate, it can enliven your being, and it can change your life.”

– *Richard Alston CBE*

Component 1: Performance and choreography (60%)

Performance (30%)

- Students will learn 2 short set phrases from AQA to perform as a solo composition
- Students will perform a group piece choreographed in collaboration with the teacher. Team co-operation and collaboration skills are essential. Candidates will have the opportunity to incorporate their ballet, tap, jazz or street dance skills in this unit.

Choreography (30%)

- Candidates create a solo/duo/group composition inspired by a starting point or stimulus from a prescribed AQA list. Candidates will be required to direct others and work collaboratively.

How it's assessed

- Internally marked and externally moderated through video moderation.

Component 2: Dance appreciation (40%)

Candidates will study 6 professional works and will be required to describe and analyse these productions. Students will also be required to demonstrate their knowledge and understanding of choreographic processes and performing skills have a critical appreciation of own work.

Choreography (30%)

- Candidates create a solo/duo/group composition inspired by a starting point or stimulus from a prescribed AQA list. Candidates will be required to direct others and work collaboratively.

How it's assessed

- Written exam: 1 hour 30 minutes

DESIGN AND TECHNOLOGY

At Queenswood we are pleased to offer a Design and Technology qualification which allows students to specialise in their preferred material area; either Textiles or Product Design.

Our Design and Technology course is engaging and inspiring, and reflects the demands of a truly modern and evolving society. Students will be able to gain awareness and learn from wider influences on Design and Technology including historical, social, cultural environmental and economic factors. They will have the freedom to be innovative with their design thinking and learn how to apply their technical and practical expertise when making. During Year 10, some of the subject knowledge will be taught through practical activities as the ability to make high quality prototypes is an essential aspect of the NEA project.

The course

Pearson Edexcel GCSE (9-1) Design and Technology (1DT0) comprises two components:

Component 1: Externally examined paper

Section A: Core (all students) and Section B: Material categories (1DT0/1E Textiles or 1DT0/1F Timbers)

- Written exam 1 hour and 45 minutes in length, taken at the end of Year 11.
- Weighting 100 marks, 50% of the overall GCSE marks.

Component 2: Non-Exam Assessment (NEA)

Testing students' skills in investigating, designing, making and evaluating a prototype of a product

- Project: Students will undertake a project based on a choice of six contextual challenges released by Edexcel on 1st June of Year 10. The project comprises of a concise portfolio of written and design work and a prototype. The project will be internally assessed and externally moderated.
- Weighting 100 marks, 50% of the overall GCSE marks.

Career Progression

GCSE Design and Technology is an ideal introduction for students wishing to undertake further study at A Level in 3D Design or Textiles as well as Product Design, Interior Design, Fashion or Architecture at university. It is also well regarded as a complementary subject by admissions tutors at universities for a wide range of subjects.

Due to the specialised subject knowledge and practical skills gained in the course, we strongly advise students to have studied Design and Technology if they wish to take A Level.

DRAMA

A course in Drama should aim to encourage pupils to develop:

- An understanding of and a response to a wide variety of play texts, an appreciation of the ways in which
- playwrights achieve their effects and authors communicate their intentions to an audience
- An awareness of social, historical or theatrical contexts and influences through an investigation of plays
- and other styles of dramatic presentation
- Increased self and group awareness and the ability to appreciate and evaluate the work of others
- Skills of creativity, self-confidence, concentration, self-discipline and communication

There are three components to the course.

1. Understanding Drama

- This is a written paper: 1 hour and 45 minutes. It is worth 40% of the GCSE.
- In this paper, you will be asked to:
 - respond to a given extract from a set-text
 - respond to multiple choice questions
 - respond critically to a live theatre performance seen

2. Devising Drama (practical)

- This is a practical assessment, in groups. Students may contribute as performers or designers. There is also a performance log which must be completed which documents the process of creating devised drama. It is worth 40% of the GCSE and is marked by teachers and moderated by AQA.

3. Texts in Practice (practical)

- This is a practical assessment, in groups. Students may contribute as performers or designers. There is also a performance log which must be completed which documents the process of creating devised drama. It is worth 20% of the GCSE and is marked by teachers and moderated by AQA.

It is important to note that all GCSE Drama candidates are required to visit the theatre during this course, taking in a wide variety of amateur or professional performances. They should attend Queenswood productions (there are 8 a year and they are free for the girls) and Queenswood theatre trips (minimum 1 per year) but also visit the theatre in their own time to support their work in this subject. This is a delightful course which boosts self-esteem and encourages creative flair whilst complementing other academic subjects.

MUSIC

GCSE Music (OCR) follows on from the curriculum in Years 7 – 9 and is an excellent choice for any girl actively involved in the musical life of the school. GCSE Music is also a good preparation for further musical studies and a solid foundation for the A-Level Music option. Girls already taking instrumental lessons – with the prospect of reaching ABRSM Grade 4 or equivalent by March of Year 11 – would be well placed to take Music GCSE as an option as a third of the coursework is based on performance.

The course will benefit and be enjoyed by anyone wishing to study a subject that involves:

- Performing
- Composing or arranging
- Listening to music all of styles – Jazz, rock, disco, house, classical, world, etc.
- Making music with others in a band, an orchestra, jazz ensemble, string quartet, etc.

The coursework requires candidates to perform one solo piece on their chosen instrument or voice and to write a short composition for that instrument, You will also have to perform as part of an ensemble and to write a short composition with the brief specified by the examining board. Collectively this is worth 60% of the marks. The remaining 40% is a written paper which asks questions about areas of music covered during the course – this takes the form of a listening exam – extracts are played from a CD with questions being asked about the music heard.

There are also plenty of opportunities to explore IT music software such as *Sibelius* and *Cubase* during the GCSE Music course.

PHYSICAL EDUCATION – SHORT AND FULL COURSE

The course provides students with the opportunity to consider their sporting performance and the effectiveness of their training in greater depth. While the new specification will have an increased focus on the theoretical content we would expect students to be representing the Queenswood Teams or an external club in their chosen activities. Those opting to study the Short Course will do so in Year 10, transferring to the core PE group for Year 11. Both courses will however be taught simultaneously so the option to transfer to the Full GCSE Course will be available.

Short Course – students are examined in two components:

Component 1: Theory

- Written examination 1 hour and 30 minutes
- 80 marks comprised of multiple choice, short answer and one extended writing question
- 60% of the qualification
- Students will study the following topics: applied anatomy and physiology, movement analysis, health, fitness and well-being and use of data.

Component 2: Practical Performance

- Internally marked and externally moderated
- 40% of the qualification
- 70 marks (35 per activity).

Full Course – students are examined in four components:

Component 1: Fitness and Body Systems

- Written paper (36%) including multiple choice, short answer and extended writing questions
- This theoretical component considers applied anatomy and physiology, movement analysis, physical training and use of data.

Component 2: Health and Performance

- Written paper (24%) including multiple choice, short answer and extended writing questions
- This theoretical component considers health, fitness and wellbeing, sport psychology, socio-cultural influences and use of data. 70 marks (35 per activity).

Component 3: Practical Performance

- Internally marked and externally moderated (30%)
- Students must choose three activities: one team activity, one individual and one free choice.
- Students are encouraged to check the accepted activities as the options have been reduced from previous years, for example Fitness, Fencing and Personal Survival are no longer available for assessment. Tennis and Badminton can be offered as either a team or individual activity. Guidance will be offered with regard to the choice of activities to ensure that the best possible mark can be achieved in this area

Component 4: Personal Exercise Programme

- Internally marked and externally moderated (10%)
- This practical component requires students to plan and produce a Personal Exercise Programme (PEP) and will require students to analyse and evaluate their performance.

The practical assessment marks for Short and Full Course candidates will be internally marked throughout the course and externally moderated in March. Students sitting the full course qualification will not be externally examined in Year 10. The list of individual and team activities can be found at: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016>.

WHEN TO MAKE YOUR CHOICES

Please complete the online Options Form by Monday 28 January 2019.

Although an early Options deadline is essential for planning next year's timetable, it will be possible to accommodate changes as long as these still fit within the subsequently published timetable structure and there is room in the relevant sets, at any time through to September 2019. Please come to my office to request changes.

Ian Sheldon
Deputy Head Academic