

Senior School

(I)GCSE Options 2021-2023



STREATHAM
& CLAPHAM
HIGH SCHOOL

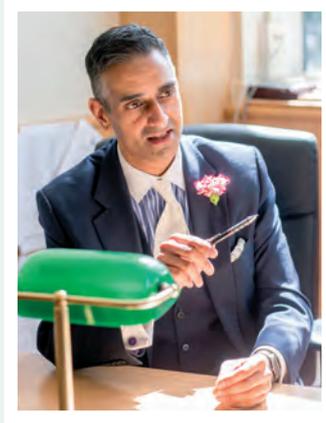
GDST
GIRLS' DAY SCHOOL TRUST



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Introduction



Choosing the courses you wish to study at GCSE or IGCSE might seem a daunting enterprise. To begin with, there are a large number of options available, and deciding which courses to take and which ones not to take is certainly not easy. In addition, you might be concerned about the implications of your choices. Might deciding not to take a particular course mean that you effectively close the door to a particular university course or career?

Believe me, do not be daunted. Rather, I hope you will be excited by the array of opportunities that are currently presented to you. Few careers, you will be glad to know, depend on a specific combination of subjects at (I)GCSE. In any case, you may pursue more than one career during your working lifetime. You should, of course, seek advice from your teachers and the careers' department about your decisions; for instance, you should seek to be as well informed as possible about the university courses that have specific requirements at (I)GCSE.

Above all, you should opt for subjects that you enjoy, in which you have an interest, and for which you have demonstrated aptitude. Do not choose courses that do not engage your interest or inspire your curiosity! In addition, I urge you to choose a balanced portfolio of subjects, so that you can explore your strengths and develop a wide range of skills. This will help you to keep your options open in the future.

I am very happy to help you in the decision-making process, along with your teachers and other relevant members of staff. The school has an excellent record of success at (I)GCSE, and I know that, if you choose your subjects carefully, and work systematically and conscientiously, you too will achieve great success. Good luck!

A handwritten signature in black ink that reads "Millan Sachania". The signature is written in a cursive style.

Dr Millan Sachania
Head Master

We build the curriculum to fit the needs of each girl,
rather than trying to fit the girls to the curriculum.

Options Timetable 2020-2022

Date	Event	Who is this for?
Wednesday 20th January	Options Evening	Parents and Pupils
Thursday 28th January	U4 Parents' Evening	Parents and Pupils
Friday 5th February	Deadline for subject choices	Parents and Pupils
Friday 26th March	Options Blocks published	Academic Director

Options Evening is an introduction to the process of choosing subjects to study at (I)GCSE. Girls are asked to submit their subject choices in order to help us create option blocks that will suit most people's requests.

Other forthcoming events

Lent Term 2021	
January 2021	Upper 5th Spring Assessments
February 2021	Head Master's Reception: Universities Evening
Summer Term 2021	
April 2021	Lower 5th Examinations
May 2021	Lower 5th Parents' Evening
Michaelmas Term 2021	
September 2021	Lower 5th Parents' Induction Evening
October 2021	6th Form Open Evening
...and so into the Sixth Form.	

Points to consider when making your options choices:

- We strongly recommend you choose at least one Language, Classical or Modern.
- It is advisable to choose one of the Humanities: Geography, History or Philosophy, Religion & Ethics (PRE).
- Make sure no doors are closed to you in further education by choosing subjects from a range of disciplines.
- Choose the subjects you want to study and not those of your friends.
- Make sure you enjoy the subjects you choose and are interested in studying each subject for another two years.
- Consider the subjects you are good at as well as the subjects you enjoy.
- Research the different courses by using this booklet and speaking to your subject teachers.
- What do you study in each of the two years? How is the (I)GCSE examined? Make informed choices.
- Remember you should try to keep up with general reading, sport and music as well as academic work and aim for a sensible and healthy balance between school and social life so consider the demands of combinations of courses.
- If you are not sure then ask! Your tutors, House Mistress or Master and Academic Director are all here to listen to your queries and offer advice.

It is important for us to make you aware of the following at this point even though it may appear we are jumping a few years. When you apply to university, at the beginning of the Upper Sixth, admissions tutors will look at your (I)GCSE results as a clear indicator of your academic ability. It is therefore crucial that you embark upon subjects in which you feel well motivated and committed to achieving the highest grade possible. In all subjects, the importance of spelling, punctuation and grammar cannot be underestimated; failure to grasp these essentials will result in lower grades at (I)GCSE level.

General Guidelines on Choice of Subjects

You have nearly completed your first three years of senior school education, which have been designed to give you as much breadth of opportunity as possible. Most of you will now have some idea of where your particular interests and strengths lie.

At this time in Upper Fourth we ask you to make provisional choices of the option subjects you wish to study at (I)GCSE and from your selection we build the option blocks and timetable. We aim to give you your preferred combination of subjects, but occasionally we cannot. If this does happen, we will do our best to provide suitable alternatives for you.

All pupils will embark on 10 (I)GCSE level courses. These courses are made up of the following.



Core Subjects

Core subjects at (I)GCSE level (studied by all pupils).

- **English Language**
- **English Literature**
- **Mathematics**
- **Science Option**

We offer two routes of Science study at (I)GCSE, Triple Science or Trilogy Science. Both options consist of the study and examination of Biology, Chemistry and Physics but equate to a different number of GCSEs.

Triple Science (3 GCSEs)

Biology GCSE
Chemistry GCSE
Physics GCSE

OR

Trilogy Science (2 GCSEs)

The study of the three (Biology, Chemistry and Physics) scientific areas, with examinations in each but equating to two GCSEs

This equates to either 5 or 6 (I)GCSEs.



Options Subjects

In addition to the core subjects and science option you have a choice of four optional subjects to be taken.

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Art & Design: Fine Art• Classical Greek• Computer Science• Drama• Philosophy, Religion and Ethics (PRE)• Design & Technology: Product Design | <ul style="list-style-type: none">• French• Geography• History• Italian | <ul style="list-style-type: none">• Music• Physical Education• Spanish• Latin |
|---|--|--|

Types of Assessment

Examination

Many (I)GCSE subjects are examined fully by a final examination but some courses include a coursework element worth a final percentage of the overall grade. All subjects have some form of examination at the end of the two-year course.

Preparation for the examinations takes place in many forms, for example revision lessons, completion of past-examination papers and the opportunity to experience the examination process in the mock examinations in the Upper Fifth.

Coursework/ Non-Examined Assessment

Where subject specifications include a project or non-examined assessment this will account for a percentage of the final mark. A coursework element has the following key features:

- Enables a more integrated approach to teaching, learning and assessment
- Enables teachers to choose the timing of the coursework
- Enables teachers to select from a choice of tasks and contextualise them
- Is viewed as part of the work of the course, rather than a separate activity
- Usually takes place in the classroom, within the normal timetable
- Features levels of control designed to maximise reliability and authenticity

It is important pupils realise the importance of any coursework elements and that they try to be present whenever such an activity is taking place.



ART

AQA: Fine Art (8202)



The GCSE in Fine Art course is an exciting challenge for creative and expressive individuals who wish to explore artistic ideas further and work with a focus on both two and three dimensional art (including drawing, painting, printmaking, textiles, sculpture and mixed media). It has an adventurous and enquiring approach, whilst developing skills to express individual ideas and aims.

AQA's Fine Art Specification is followed and pupils will be encouraged to work from direct observation and personal experience as an important part of the whole course. Candidates may decide to relate the development and realisation of their projects to social, moral, ethical, spiritual and cultural issues. Understanding and making connections between their own work, art historical precedents and contemporary practice, using a specialist vocabulary, are also important elements of the course. Experimentation with a wide range of materials and techniques is also encouraged.

The final examination consists of:

- A final outcome created under examination conditions for ten hours, using preparatory studies made during the previous term. (40%)
- Two units of coursework completed during the two-year course. (60%)

Assessment of work is continuous throughout the course, with personal tutorials and both written and verbal feedback provided regularly. Pupils are always welcome to request any additional support that they may need.

Throughout the course, pupils will produce a series of art diaries, which are a visual and verbal train of thought, which work along-side their practical pieces, to demonstrate the development of their ideas. Both visual and written communication skills are essential elements of the examination, as pupils are expected to be both practitioners and critics. In addition, practical research and developmental work is required each week. Pupils are encouraged to work in environments both inside and outside school and to be able to use, develop and process this source material in the Studio. Pupils' ideas, experiments, imagination and innovations are important features of their coursework.

It is essential that pupils have an aptitude for the subject and the ability to work effectively from direct observation. They must be highly motivated to develop their studies with a degree of independence; a practical subject such as art takes a great deal of time, commitment and perseverance.

A lightweight A2 portfolio, A4 sketch book, art pencils and paintbrushes should be purchased in advance of the start of the course. For independent work at home, pupils should also have access to other artistic materials including acrylic paint and oil pastels as the course develops.

FACILITIES AND EQUIPMENT

We are fortunate to have three studios in the department, a kiln, a printing press, four iMacs and a PC (all with Adobe Photoshop installed), five DSLR cameras and four digital video cameras available for pupils to use.

FUTURE OPPORTUNITIES

The recommended route for those who wish to continue with their art studies is to take A-Level Art, then either use it to support other subjects or ideally apply to a Foundation Course lasting one year at an Art College and then apply to undertake a degree in a specialised field.

The research, problem-solving and assimilation skills acquired at GCSE level will help all other subjects chosen by pupils, and the awareness of the world around and different aspects of visual culture give added breadth to all their interests.

There are many opportunities for future careers; fashion, architecture, set design, interior design, product design and illustration are becoming popular options, as well the many other professions which require an individual to be creative, risk-taking and innovative.



CLASSICAL GREEK

OCR: Classical Greek (J292)



GCSE Classical Greek provides the opportunity to study language and literature of the ancient Greeks, through which you will also gain an insight into Greek culture and society. During the course you will reflect upon the ways in which Greek civilisation and culture continue to shape our own society.

In the Lower Fifth we start the course by revising and consolidating the Greek that the girls have covered as part of their Latin course over the past two years. This will include learning the Greek alphabet and developing translation, comprehension and composition skills. We will then make use of Greek to GCSE, supplemented by Greek Stories, which contains exciting tales of Greece's historical and mythological past.

In the Upper Fifth the focus of the course is on reading the set texts and preparing for the GCSE papers. You will have the opportunity to study both verse and prose literature.

SCHEME OF EXAMINATIONS:

Paper 1

Greek Language: 50% (1 hour 30 minutes)
Translation and comprehension of Greek passages. The stories in the paper will cover elements of Greek history as well as episodes from ancient mythology. The paper will also include a choice between a grammatical comprehension and prose composition sentences.

For this paper the grammatical requirements are clearly prescribed and the examination board publishes a list of vocabulary. The girls will learn this vocabulary over the course of L5 with weekly vocabulary tests and revise it in U5.

Paper 2

Greek Prose Literature: 25% (1 hour)
This paper tests understanding and appreciation of a prose set text. Questions require short answers, tick box responses and more extended responses in English.

Paper 3

Greek Verse Literature: 25% (1 hour)
This paper tests understanding and appreciation of a verse set text. Questions require short answers, tick box responses and more extended responses in English.

Over the two years girls will familiarise themselves with a new alphabet and will develop linguistic skills as well as their understanding of the ancient world. It is of enormous benefit to students of both the arts and the sciences, as it encourages clear and logical thinking, analytical reasoning, an ability to handle evidence and much more. Classical Greek is highly regarded by employers and universities alike and will certainly stretch all students.



COMPUTER SCIENCE

OCR: Computer Science (J277)



WHAT IS COMPUTER SCIENCE?

GCSE Computer Science explores the principles of digital technology and a way of working that is called 'computational thinking', with coding as a core of the course. You will need to be able to think logically, solve puzzles, and never give up if your coding does not work first time (it rarely does!). However, developing your creative skills will be essential; you will be taught the tools and techniques to solve problems in a computational framework, but you will need to find your own solutions. You will get a real buzz out of getting something to work yourself, especially when programming. So if you enjoyed Python programming or the HTML web-design work from previous years then you will find computing is for you. Computer Science will stretch you and test your powers of logic and patience. It might even drive you a bit crazy at times. In short, Computer Science is serious fun!

This course will allow pupils to:

- Develop their understanding of current and emerging technologies and how they work;
- Look at the use of algorithms in computer programs;
- Become independent and discerning users of digital technology;
- Acquire and apply creative and technical skills, knowledge and understanding of digital technology in a range of contexts;
- Develop computer programs to solve problems;
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

WHAT WILL LESSONS BE LIKE?

Busy, but hopefully fun! You will learn new material, combining the 'computational theory' with lots of practical tasks and challenges. There will be practical work on the computers, skills building, learning to program, doing the projects and conducting tests and experiments for your research. In addition, there will be extra reading and exercises to develop your thinking skills.

CURRICULUM

The major units are:

- Computer Systems
- Memory and storage
- Network security
- Ethical, legal, cultural & environmental impacts of digital technology
- Systems architecture
- Computer networks, connections & protocols
- Systems software

Computational Thinking, Algorithms and Programming

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Practical Programming

All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming. Please note that the practical programming is not assessed.

ASSESSMENT

To complete the course candidates must take the following three assessments, which are linked to the units described above.

Unit	Duration	Weighting Of GCSE
Computer Systems	1 hr 30min	50% of the total GCSE
Computational Thinking, Algorithms & Programming	1 hr 30min	50% of the total GCSE

CAREER PATHS

Clearly, a Computer Science GCSE will give pupils a good insight into careers which use computers to create solutions to problems: for example, the UK video game industry could face a shortage of programmers during the next 10 years. Another key area will be cyber security. However, a Computer Science GCSE teaches pupils the concepts behind computational computing, namely the ability to identify the key aspects of problems and create solutions using logical steps and creativity. These skills will be applicable to almost any career path chosen by pupils.

FURTHER READING

To gain a deeper understanding of how computer science is influencing education, visit the Computer Science for Fun website at www.cs4fn.org. To practise coding, try www.codeacademy.com.



DESIGN & TECHNOLOGY

Design & Technology Product Design (OCR J310)



Girls choosing this course should enjoy both designing and making. The course is broad in content, covering both technical and aesthetic aspects of design, and the girls work with a wide range of materials. They will look at some of the key design movements of the modern era, and learn how to take inspiration from these in their own designing. They will learn how to apply scientific and mathematical principles to designing products. There is a significant use of ICT and computer-aided design and manufacture (CAD/CAM), and girls are encouraged to make use of our laser cutter and 3D printers.

Girls will be expected to initiate design solutions, develop working models and prototypes, and test and trial their ideas. There is considerable scope for pupils to develop their ideas, and more able pupils in particular will benefit from the open-ended nature of much of the work. Girls will have the opportunity to focus on the technical or the artistic aspects of the subject, or to combine the two.

Individuals will be encouraged to work together for some aspects of their work, developing the kind of collaborative skills which are much valued in the world beyond school. The course seeks to help girls to become discriminating and informed users and creators of products. It encourages pupils to think and intervene imaginatively to improve the quality of life, and to adopt a questioning approach to products and the need for them.

This is a demanding but rewarding course for pupils who are self-motivated. The department promotes the development of organisational skills and a holistic approach to problem solving. Girls taking Product Design at GCSE have gone on to a wide range of careers, including in engineering, industrial design, architecture and in the creative industries.

SCHEME OF ASSESSMENT

We have opted for the OCR specification due to its flexible allocation of marks and higher crediting of creative practices. As a department, we also feel it is more reflective of current trends in degree courses and the wider design industry.

- All assessment will be in summer 2022.
- There will be a traditional style examination covering knowledge and application of design issues, worth 50% of the total GCSE grade. Fifteen percent of the paper will test candidates' mathematical skills as applied within a design and technology context.
- Candidates will carry out a design-and-make project, known as the Non-Exam Assessment (NEA), which will also be worth 50% of the total GCSE grade. This will be introduced in June of the Lower Fifth, and carried out in lessons and homework during the Upper Fifth. This coursework will culminate in a design portfolio and a manufactured prototype.



DRAMA

Edexcel: GCSE Drama (1DRO)



The Edexcel Drama course divides into three components:

Component 1: Devising 40% of the qualification – 60 marks

Content overview:

- Create and develop a devised piece from a stimulus in a group.
- Presentation of this devised piece or design realisation in an evening performance in front of an invited audience of family and friends.
- Analyse and evaluate the devising process and performance in a written portfolio of no more than 2000 words. Girls are permitted extensive feedback on one draft of each of the 6 questions that make up this portfolio according to the guidelines of the examination. This will be done in lessons and as homework.
- Internally assessed by SCHS staff and externally moderated by Edexcel.

There are two parts to the assessment:

- 1) A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks). Can be handwritten/typed evidence between 1500–2000 words. Can also be spoken if preferred.
- 2) A devised performance/design realisation (15 marks).

Component 2: Performance from Text 20% of the qualification – 48 marks

Content overview:

- Students will either perform in and/or design for two key extracts from a performance text.
- We can choose the performance text.
- Externally assessed by a visiting examiner from Edexcel during the school day with an evening performance to family and friends.
- Girls will work in groups of 3–6 students but are marked individually on their performance/design.

Component 3: Theatre Makers in Practice 40% of the qualification – 60 marks

Written examination:
1 hour 30 minutes

Content overview:

- A 90-minute written examination sat in May of the final year of study.
- Two sections, one based on the performance of a section of the taught set text and one based on how a piece of live theatre communicated intention to its audience through design and performance.
- Texts are taught practically in order to develop understanding of how to bring the page to the stage.

Assessment overview:

Section A: Bringing Texts to Life: 45 marks

- This section consists of one question broken into five parts (short and extended responses) based on bringing to life a random extract of 80–90 lines from the chosen performance text *DNA* by Dennis Kelly.

Section B: Live Theatre Evaluation: 15 marks

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. This is usually *The Woman in Black*.



ENGLISH



Cambridge: IGCSE English Literature (0992)

Cambridge: IGCSE English (0990)

For Literature, pupils study one play, a novel, a collection of poetry and learn how to write on an unseen prose text or poem.

For Language, pupils learn how to write in different styles, such as narrative and descriptive, as well as how to read for different purposes, such as comprehension and summary.

For Literature, pupils sit components 1, 3 and 4 only.

Component 1

- (Poetry and Prose) is worth 50% of the Literature IGCSE and consists of one 1 hour 30 minute examination.
- Candidates answer two questions on two texts: one piece of poetry and one prose text.
- There is a choice of two questions on each text.

Component 3

- (Drama – Open Text) is worth 25% of the Literature IGCSE and consists of one 45 minute examination.
- Candidates answer one questions on one Shakespeare text.
- There is a choice of two questions (one passage-based and one discursive essay) on the set text.

Component 4

- (Unseen Poetry and Prose) is worth 25% of the Literature IGCSE and consists of one 1 hour 15 minute examination.
- There is a choice of two questions. Candidates either answer a question on an unseen prose text or answer a question on an unseen poem.

For Language, pupils sit papers 1 and 2 only.

Paper 1

- (Reading and Comprehension) is worth 50% of the Language IGCSE and consists of a 2-hour examination.
- Three questions, made up of a series of sub-questions, are answered on three passages of 600–700 words.

Paper 2

- (Directed Writing and Composition) is worth 50% of the Language IGCSE and consists of a 2-hour examination.
- One question will be answered from a passage or passages of 700–800 words. One composition question will be answered from a choice of four.

SKILLS DEVELOPED

- The ability to participate effectively in a variety of speaking and listening activities, matching style and language to audience and purpose;
- The ability to read, understand and respond to all types of text; recognise and appreciate themes and attitudes and the ways in which writers achieve their effects; and the development of information retrieval strategies for the purpose of study;
- The ability to construct and convey meaning in written language, matching style to audience and purpose.



FRENCH

Edexcel: IGCSE French (4FR1)



An IGCSE language qualification is of immense practical value for future employment opportunities, as well as for travel and holidays.

Teaching is, as far as possible, in the foreign language and is based on lively, interactive course materials and books as well as supplementary authentic material such as magazines and DVDs. All pupils in the Lower and Upper Fifth will have one lesson per week with the language assistant to refine and hone their spoken skills in preparation for the oral examination at the end of the course.

Pupils are encouraged to use the language both orally and in written form in situations which are relevant to their own experience. Grammatical accuracy is important, but spontaneity and communication are also essential. Pupils are encouraged to put their skills into practice in the context of visits abroad, wherever possible, and by listening to authentic materials in the various broadcast media.

The examination consists of three parts and all elements form part of a linear course: all examinations are taken at the end of the two-year course.

The components are as follows:

- Listening comprehension (25%) – Questions are posed on recorded items of varying length and difficulty requiring a response of a written or non-verbal nature in order to demonstrate understanding.
- Reading, Writing and Grammar (50%) – Reading questions are posed on printed items varying from street signs to newspaper articles and require a short written or non-verbal response to demonstrate understanding. The written section revolves around stimuli to which pupils must write their reply and incorporate the requisite information which has been requested using a number of tenses and various fields of vocabulary. There is a grammar-based task, where students will be required to manipulate the words in brackets so that they fit the context of the sentences, i.e. putting verbs and adjectives into their correct form. Grammatical accuracy, punctuation and spelling will be assessed.
- Speaking (25%) – The examination is conducted by the candidate's own teacher but is marked externally by Edexcel.

Language skills are a vital tool for success in the 21st century. Many international companies across the world now seek to recruit applicants with good skills and oral competence in at least ONE foreign language. At university, a language can be combined with almost any other subject, including vocational degrees such as Law, Journalism, the Sciences and Engineering and Business Studies. Language graduates have forged excellent careers in the Civil Service, advertising, publishing and banking as well as in senior positions in major UK and international global corporates, as their language skills facilitate their international career choices and breadth of experience. Graduates have also entered the more traditional routes of teaching, translating and interpreting for the UN, EU and NATO, as well as in smaller organisations.



GEOGRAPHY

AQA: Geography (8035)



The specification consists of three main themes that are outlined below. The course will give an excellent overview of the processes that combine to create physical landforms and the challenges of managing these processes. It also focuses on changing human geography and looks at urbanisation, globalisation and management of resources. The final theme requires pupils to apply geographical skills both by responding to materials about a geographical issue that are pre-released by the examination board, and questions based upon fieldwork.

COURSE OUTLINE

Paper 1: Living with the physical environment: 35% of GCSE examination (1 hr 30 minutes)

- **Section A:** Challenge of natural hazards: Tectonic hazards; weather and climate
- **Section B:** Physical landscapes in the UK – 2 Coastal and river landscapes.
- **Section C:** Living world; Ecosystems and tropical rainforest; hot deserts

Paper 2: Challenges in the human environment: 35% of GCSE examination (1 hr 30 minutes)

- **Section A:** Urban issues and challenges
- **Section B:** Changing economic world
- **Section C:** Resource management – with focus on food

Paper 3: Geographical application: 30% of GCSE examination (1 hr 30 minutes)

Questions on this paper will be based on:

- An issue evaluation which is based on a topic that they will have studied as part of the course which is related to pre-release materials that are provided by the examination board.
- The pupil's own fieldwork. Pupils will be taken on a three-day fieldtrip where they will collect data from a coastal site and study the physical and human geography of this location. On the other day the pupils will conduct urban field work.

CAREER PATHS

Geography is a bridge between the arts and sciences, giving flexibility for entry into higher education. It offers a wide range of job opportunities and is an excellent basis for many career options such as business and finance, scientific services, information services, environmental planning and management, leisure, travel and tourism, management and administration, education, professional and social services.



HISTORY

Cambridge: IGCSE History (0977)



The Cambridge IGCSE History course offers an exciting opportunity to investigate modern European and world history. You will study the history that is most relevant to understanding the world in which you live, tracing events from the end of the First World War through to the First Gulf War. The course will give you an insight into the current international situation as well as an in-depth understanding of some of the major events and developments of the twentieth century, including the rise and rule of the Nazi Party in Germany.

The emphasis of this engaging course is on both historical knowledge and on the skills required for historical research. History IGCSE will help you to develop an appreciation of cause and effect, continuity and change, as well as understand how to critically evaluate historical evidence. You will analyse complex source material and form well-supported conclusions based on your interpretation of the evidence, offering plenty of scope for discussion.

Beyond historical knowledge, this course offers rigorous training in the skills of critical thinking and debate. You will become an all-purpose analyst, able to make sense of and draw conclusions from many different types of information and evidence. In short, this course offers a thorough preparation for independent thought and investigation that you will be able to apply to virtually any subject or pursuit.

The course is assessed through two external examinations at the end of the Upper Fifth, and a coursework essay written in the Lent Term of the Upper Fifth.

Key Topics

The course will cover the following key topics focusing on twentieth century international and diplomatic history since 1919:

- The peace treaties that ended the First World War
- The rise and fall of the League of Nations
- The outbreak of the Second World War
- The rivalry between the United States and the USSR
- The Korean War, the Cuban Missile Crisis and the Vietnam War
- The Cold War in Eastern Europe

In addition, you will undertake an in-depth study focusing on German history in the period 1919–45, with a close examination of Hitler's rise to power and the impact of the Nazi dictatorship on German and European history.

Future Opportunities

History is an intellectually rewarding subject and you will learn to use a wide range of critical enquiry skills, including the ability to handle evidence, think analytically, construct arguments and make informed judgements. These skills are useful and valued in a wide range of jobs and careers. Those considering law, journalism, politics, finance and media might find History particularly relevant. However, learning about the past is, of course, fascinating and valuable in its own right.



ITALIAN

Cambridge: IGCSE Italian (7164)



An IGCSE language qualification is of immense practical value for future employment opportunities, as well as for travel and holidays.

Teaching is, as far as possible, in the foreign language and is based on lively, interactive course materials and books as well as supplementary authentic material such as magazines and DVDs. All pupils in the Lower and Upper Fifth will have one lesson per week with the language assistant to refine and hone their spoken skills in preparation for the oral examination at the end of the course.

Pupils are encouraged to use the language both orally and in written form in situations which are relevant to their own experience. Grammatical accuracy is important, but spontaneity and communication are also essential. Pupils are encouraged to put their skills into practice in the context of visits abroad, wherever possible, and by listening to authentic materials in the various broadcast media.

The examination consists of three parts and all elements form part of a linear course: all examinations are taken at the end of the two-year course.

The components are as follows:

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- Reading comprehension (25%) – Reading questions are posed on printed items varying from street signs to newspaper articles and require a short written or non-verbal response to demonstrate understanding.
- Speaking (25%) – the examination is conducted by the candidate's own teacher but is marked externally by Cambridge.
- Writing (25%) – The written section revolves around stimuli to which pupils must write their reply and incorporate the requisite information which has been requested using a number of tenses and various fields of vocabulary.

Language skills are a vital tool for success in the 21st century. Many international companies across the world now seek to recruit applicants with good skills and oral competence in at least ONE foreign language. At university, a language can be combined with almost any other subject, including vocational degrees such as Law, Journalism, the Sciences and Engineering and Business Studies. Language graduates have forged excellent careers in the Civil Service, advertising, publishing and banking as well as in senior positions in major UK and international global corporates, as their language skills facilitate their international career choices and breadth of experience. Graduates have also entered the more traditional routes of teaching, translating and interpreting for the UN, EU and NATO, as well as in smaller organisations.



LATIN

OCR: Latin (J282)



GCSE Latin is a broad subject which allows you to study language and literature, through which you will also gain an insight into Roman culture and society. During the course you will also reflect upon the ways in which Roman civilisation and culture continue to shape our own society.

In the Lower Fifth we commence the course, using Latin to GCSE, supplemented with Latin Stories which feature tales from Rome's history and mythology. You will learn the remaining grammar necessary for GCSE and practise your language skills through comprehension and the translation of the stories in the course books. There will also be some consolidation of the grammar and vocabulary covered in the Lower and Upper Fourth.

In the Upper Fifth the focus of the course is on reading the two set texts in preparation for the literature papers. You will study both prose and verse literature.

SCHEME OF EXAMINATIONS:

Paper 1

Latin Language: 50%
(1 hour 30 minutes)

- Translation and comprehension of Latin passages. The stories in the paper will cover elements of Roman history as well as episodes from ancient mythology. The paper will also include a choice between a grammatical comprehension and prose composition sentences.
- For this paper the grammatical requirements are clearly prescribed and the examination board publishes a list of vocabulary. The girls will learn this vocabulary over the course of Lower Fifth with weekly vocabulary tests and revise it in Upper Fifth.

Paper 2

Latin Prose Literature: 25%
(1 hour)

- This paper tests understanding and appreciation of a prose set text. Questions require short answers, tick box responses and more extended responses in English.

Paper 3

Latin Prose Literature: 25%
(1 hour)

- This paper tests understanding and appreciation of a verse set text. Questions require short answers, tick box responses and more extended responses in English.

The study of Latin at this level is undoubtedly challenging, but a GCSE in the subject is very highly regarded and well worth having. It helps to develop linguistic skills and improves one's command of English. It is of enormous benefit to the student of both the arts and the sciences, as it encourages clear and logical thinking, analytical reasoning, an ability to handle evidence and much more.



MATHEMATICS

Edexcel: IGCSE Mathematics A (4MA1)



The Edexcel IGCSE Mathematics Course is a linear specification, with the public examination at the end of the Upper Fifth. The examination consists of two papers, each worth 100 marks and lasting two hours. Calculator use is permitted in both papers and it is vital that pupils have a good scientific calculator (preferable a casio) that they bring to every lesson. There is no coursework assessment in this course.

Throughout the course we encourage the use of ICT to aid both calculations and understanding of techniques. We always aim to use a variety of teaching and learning styles, and to apply the knowledge and techniques learnt to real-life situations. This helps to make the studies accessible, enjoyable and relevant to everyone. The website www.mymaths.co.uk is also widely used in class and for homework, and is available from home as a revision aid.

Mathematics is not only a beautiful and exciting subject in its own right but also one that underpins many branches of learning. The skills and logical thinking processes developed in Mathematics are essential for life. Higher education institutions and employers value a competent grounding in Mathematics, which can be achieved by studying the IGCSE specification, whether you continue along a mathematical, scientific or arts based path.

Mathematics at Key Stage 4 is an important stepping stone for many A-Level courses such as Biology, Chemistry, Physics, Economics, Geography, and Psychology.

COURSE CONTENT:

The course is divided into 4 sections.

- Number: covering types of number and their properties, fractions, percentages, set language and notation, ratio and proportion, degree of accuracy and standard form
- Algebra: covering formulae, equations, graphs, functions, sequences, rules of indices, direct and inverse proportion, inequalities, functions and calculus
- Geometry: covering angle properties in various shapes, bearings, constructions and scale drawing, Pythagoras' theorem, trigonometry, surface areas and volumes, similarity, symmetry, vectors and transformations
- Statistics: graphical representation of data using bar and pie charts, cumulative frequency diagrams and histograms. Statistical measures like mean, mode, median, range and interquartile range. Determine the probability to simple problems and when there are a combination of events

SKILLS DEVELOPED

- Using mathematics as an effective, and efficient, means of communication
- The ability to solve problems in a purely mathematical way and in real-life situations
- The ability to reason logically through presenting arguments and proofs, and making deductions and drawing conclusions from mathematical information
- The ability to use calculators and computers effectively and become aware of new technology careers



MUSIC

AQA: GCSE Music (8271)



If you enjoy:

- composing and performing music
- learning an instrument or singing
- creating music on computers
- learning about all types of music, including classical, world, film and gaming music and popular music

Then music is the ideal subject for you!

The AQA GCSE in music is an exciting and innovative course which has been chosen as it matches closely the skills and interests of the musicians and singers at Streatham & Clapham High School. The course is wide-ranging, stimulating and fun and accepted by universities and employers worldwide as providing proof of musical skills, knowledge and understanding, as well as wider skills such as logic, teamwork and creativity. The GCSE syllabus offers pupils the opportunity to develop their own practical musical skills through performing and composing. They also develop their listening skills by studying music from the main historical periods and styles of Western music as well as from selected non-Western traditions, looking at the social and cultural influences that have led to music development. The emphasis within the syllabus is as much on developing lifelong musical skills as on acquiring knowledge.

It follows a similar structure to the A-Level course and acts as an excellent springboard to further study, but will also suit committed musicians who do not envisage studying music beyond Upper Fifth.

Pupils studying AQA GCSE Music at Streatham & Clapham High School are given the opportunity to:

- listen to and learn about music from a wide range of historical periods and popular and world cultures
- develop their skills in performing music, both individually and in a group with other musicians
- develop their skills in composing music with one free composition and one to fit a brief

PRIOR LEARNING

Pupils beginning this course are expected to have, as a minimum, some background in practical music making, with a playing standard of around Grade 3. The course encourages pupils to perform music of their own choosing, and in any style, as a soloist and also in a group. Pupils would normally be receiving regular instrumental or singing lessons so that the performance element of the course can be met with confidence. Music theory is an important part of musical understanding and pupils would be expected to attend Theory Club and to have taken the Grade 5 theory examination by the Michelmas Term of the U5. This knowledge will help to guide pupils to compose with greater understanding.

PROGRESSION

Candidates who succeed at GCSE Music are well prepared to follow A-Level Music. An A-Level in Music can be combined with any selection of other subjects.

ASSESSMENT AT A GLANCE

AQA GCSE Music candidates take three compulsory components:

Components	Weighting
1. Listening A combined paper of listening based on CD recordings supplied by AQA, as well as a written section on the set-works. Externally marked.	40%
2. Performing Coursework Two prepared performances, one individual and one ensemble. Internally marked/externally moderated.	30%
3. Composing Coursework Two contrasting compositions – one free and one to a brief Internally marked/externally moderated	30%



PHYSICAL EDUCATION

Edexcel: Physical Education (1PE0)



QUALIFICATION ASSESSMENT

Units of work	Assessment	Topics
Component 1: Fitness and Body Systems	Written examination: 1 hour and 45 minutes 36% of the qualification	Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data
Component 2: Health and Performance	Written examination: 1 hour and 15 minutes 24% of the qualification	Topic 1: Health, fitness and well-being Topic 2: Sport psychology Topic 3: Socio-cultural influences Topic 4: Use of data
Component 3: Practical Performance	Non-examined assessment: internally marked and externally moderated 30% of the qualification 105 marks (35 marks per activity)	One team activity, one individual activity and a free choice from the list published. Skills in isolation and a skill in a competitive or formal situation are marked for each activity
Component 4: Personal Exercise Programme (PEP)	Non-examined assessment: internally marked and externally moderated 10% of the qualification 20 marks	Aim and planning analysis Carrying out and monitoring the PEP Evaluation of the PEP

QUALIFICATION AIMS AND OBJECTIVES

The aims and objectives of this qualification are to enable pupils to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance;
- understand how the physiological and psychological state affects performance in physical activity and sport;
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas;
- develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- understand the contribution that physical activity and sport make to health, fitness and well-being;
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

PHYSICAL ACTIVITIES

The list below contains the permitted team and individual activities that pupils must select from. This list has been set by the Department for Education. Pupils must select one individual and one team activity. Their third activity can be either individual or team based.

TEAM ACTIVITIES

- Association Football
- Netball
- Cricket
- Volleyball
- Hockey
- Basketball
- Table tennis
- Badminton
- Rowing
- Tennis

•Dance (*acceptable dances include: ballet, ballroom, contemporary/modern, hip-hop, jazz, salsa, street, tap*)

INDIVIDUAL ACTIVITIES

- Athletics-Field events
- Athletics -Track events
- Track Cycling
- Snowboarding
- Gymnastics
- Gymnastics
- Rock climbing
- Road Cycling
- Golf
- Trampolining
- Sculling
- Skiing
- Diving
- Swimming

*Badminton, Dance, Table Tennis and Tennis are permitted as either team or an individual activity. You must already be taking part in the sports that you decide to take at GCSE. We will assess you in school in netball, hockey, gymnastics, dance, athletics and rowing. If you belong to a club in any of the above sports, you can be assessed at your club through video evidence.

WHY SHOULD YOU TAKE PHYSICAL EDUCATION?

A GCSE in Physical Education would be advantageous in the following career options: sports coach or instructor, events management, sports equipment design, sports journalism, physiotherapy, dietician and nutritionist.

The nature of the GCSE PE course requires pupils to develop a variety of transferable skills that are relevant in a number of other academic areas. The course is also designed so that pupils learn self-discipline and perform aspects of the course independently and become responsible learners for the future.



PHILOSOPHY, RELIGION & ETHICS

AQA: Religious Studies (8062)



Does God exist? Why do people suffer? Is there life after death? Are women seen as equals in world religions? Should assisted suicide be legalised? Is it a woman's right to choose an abortion? How have family life and attitudes to relationships changed? Why is the UK a multi-faith society? Should criminals be punished or helped to become better people?

If you want to think about the 'big issues' of life, GCSE RS is a good place to start. (You know this subject as PRE in U4).

In the wider world, universities and employers look for someone with an enquiring mind, an appreciation of different viewpoints, and an ability to come to clear, balanced decisions. These skills are all developed through Religious Studies, a course which is an excellent preparation for working with people from many different backgrounds. Religious Studies helps to give you a frame of reference with which to make your own decisions and work out your own feelings and opinions.

The specification aims to stimulate interest in and enthusiasm for the study of ethics and religion, and to promote exploration of and reflection on questions about the meaning and purpose of life. It covers moral issues and philosophy in everyday life, festivals and beliefs in both Christianity and Islam in depth. There will also be an opportunity to explore non-religious viewpoints.

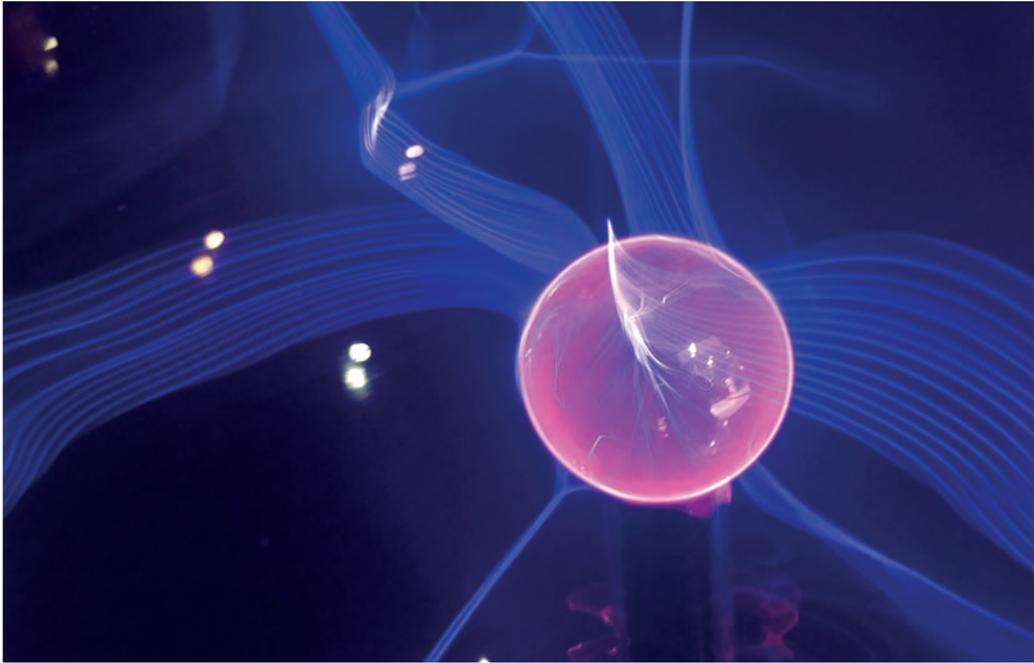
A major part of the course probes the effect of the religions studied on moral behaviour and social practices – personal relationships, ethics, life and death issues, animal rights and humanity's relationship to the environment.. You will be encouraged to take an enquiring approach and place yourself in another person's shoes. You will also be asked to evaluate the importance and relevance of these beliefs in contemporary society. The Department has excellent resources and makes use of written texts, online learning and film, DVDs and ICT-based research. We invite the occasional speaker into lessons, visit local places of worship, and also attend exhibitions at, for example, the British Museum, the Wellcome Trust and the Islamic Cultural Centre. In class there is an emphasis on group work and discussion.

Whatever you are thinking of studying at A Level, Religious Studies is a valuable entry qualification accepted and welcomed by all universities, where it can also be studied in many combinations of arts and sciences as well as in specific courses in Philosophy or Theology. If you want to work with people, in medicine, law, journalism, publishing, education, project management or to work abroad or in a cosmopolitan setting, in almost any arena, Religious Studies will give you plenty to think about and valuable expertise.

COURSE OUTLINE

Paper 1 Study of Religions Christianity and Islam:
1 hour 45 minutes: 50%

Paper 2 Thematic Studies (philosophy and Ethics):
1 hour 45 minutes: 50%



THE SCIENCE CURRICULUM

TRIPLE SCIENCE



AQA: Biology (8461), Chemistry (8462), Physics (8463)

The study of Science has great relevance. It stimulates curiosity, interest and confidence in an increasingly technological world. Whilst helping to prepare pupils for vocational courses such as medicine, pharmacy, veterinary and engineering, it also encourages deeper thinking when faced with the moral dilemmas surrounding scientific developments. Skills such as problem-solving and logic are developed as part of the course and these are useful in other subject areas.

Girls studying Science will study the AQA specification. For Triple Science, much of the content is the same as Trilogy Science (combined science), however, topics are studied in more depth and the content and mathematical demand will be greater. Following the Lower Fifth examinations, the students will be advised of the most suitable course to follow. The Trilogy Science Course is good preparation if students wish to pursue sciences for A-level, although the topics studied for Triple Science will provide more challenge and may support a better foundation for the transition between GCSE and A-Level.

There is no coursework at GCSE; however, there will be required practical tasks throughout the course as specified by AQA. By focusing on the reasons for carrying out a particular practical, teachers will help their pupils understand the subject more and develop the skills required for further study or jobs in STEM (Science, Technology, Engineering and Mathematics).

Questions in the written examinations will draw on the knowledge and understanding pupils have gained through practical activities. These questions will count for at least 15% of the overall marks for the qualification.

GCSE BIOLOGY – AQA 8461

The AQA GCSE Biology consists of 7 topics

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

Assessment

The course will be examined over two papers:

	PAPER 1	PAPER 2
What is assessed?	Topics 1 – 4	Topics 5 – 7
How is it assessed?	Written examination	Written examination
Questions	Multiple choice, closed short answer & open response structure questions	Multiple choice, closed short answer & open response structure questions
Time	1 hr 45 mins – 50%	1 hr 45 mins – 50%

GCSE CHEMISTRY – AQA 8462

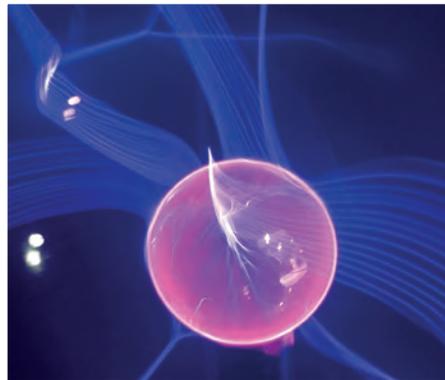
The AQA GCSE Chemistry course consists of 10 topics

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

Assessment

The course is examined over two papers

	PAPER 1	PAPER 2
What is assessed?	Topics 1 – 5	Topics 6 – 10
How is it assessed?	Written examination	Written examination
Questions	Multiple choice, closed short answer & open response structure questions	Multiple choice, closed short answer & open response structure questions
Time	1 hr 45 mins – 50%	1 hr 45 mins – 50%



THE SCIENCE CURRICULUM TRIPLE SCIENCE



(continued)

GCSE PHYSICS – AQA 8463

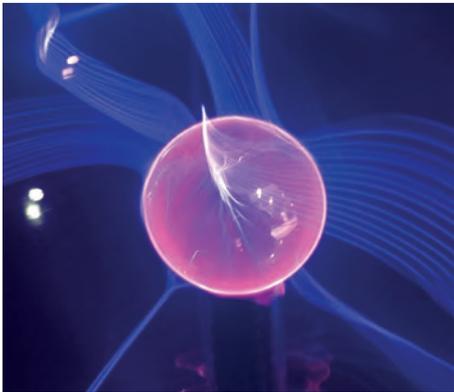
The AQA GCSE Physics course consists of 8 topics

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

Assessment

The course is examined over two papers

	PAPER 1	PAPER 2
What is assessed?	Topics 1 – 4	Topics 5 –8
How is it assessed?	Written examination	Written examination
Questions	Multiple choice, closed short answer & open response structure questions	Multiple choice, closed short answer & open response structure questions
Time	1 hr 45 mins – 50%	1 hr 45 mins – 50%



THE SCIENCE CURRICULUM TRILOGY SCIENCE



AQA: Trilogy (8464)

Pupils will gain two GCSE qualifications based on six examinations as shown below. The topics are common with the Triple Science course but examinations will be less demanding in terms of questions and time allocated.

BIOLOGY

	PAPER 1	PAPER 2
What is assessed?	Topics 1 – 4	Topics 5 –7
How is it assessed?	Written examination	Written examination
Questions	Multiple choice, closed short answer & open response structure questions	Multiple choice, closed short answer & open response structure questions
Time	1 hr 15 mins –16.7%	1 hr 15 mins–16.7%

CHEMISTRY

	PAPER 1	PAPER 2
What is assessed?	Topics 1 – 5	Topics 6 –10
How is it assessed?	Written examination	Written examination
Questions	Multiple choice, closed short answer & open response structure questions	Multiple choice, closed short answer & open response structure questions
Time	1 hr 15 mins –16.7%	1 hr 15 mins–16.7%

PHYSICS

	PAPER 1	PAPER 2
What is assessed?	Topics 1 – 4	Topics 5 –7
How is it assessed?	Written examination	Written examination
Questions	Multiple choice, closed short answer & open response structure questions	Multiple choice, closed short answer & open response structure questions
Time	1 hr 15 mins –16.7%	1 hr 15 mins–16.7%



SPANISH

Edexcel: IGCSE Spanish (4SP1)



An IGCSE language qualification is of immense practical value for future employment opportunities, as well as for travel and holidays.

Teaching is, as far as possible, in the foreign language and is based on lively, interactive course materials and books as well as supplementary authentic material such as magazines and DVDs. All pupils in the Lower and Upper Fifth will have one lesson per week with the language assistant to refine and hone their spoken skills in preparation for the oral examination at the end of the course.

Pupils are encouraged to use the language both orally and in written form in situations which are relevant to their own experience. Grammatical accuracy is important, but spontaneity and communication are also essential. Pupils are encouraged to put their skills into practice in the context of visits abroad, wherever possible, and by listening to authentic materials in the various broadcast media.

The examination consists of three parts and all elements form part of a linear course: all examinations are taken at the end of the two-year course.

The components are as follows:

- Listening comprehension (25%) – questions are posed on recorded items of varying length and difficulty requiring a response of a written or non-verbal nature in order to demonstrate understanding.
- Reading, Writing and Grammar (50%) – Reading questions are posed on printed items varying from street signs to newspaper articles and require a short written or non-verbal response to demonstrate understanding. The written section revolves around stimuli to which pupils must write their reply and incorporate the requisite information which has been requested using a number of tenses and various fields of vocabulary. There is a grammar-based task, where students will be required to manipulate the words in brackets so that they fit the context of the sentences, i.e. putting verbs and adjectives into their correct form. Grammatical accuracy, punctuation and spelling will be assessed.
- Speaking (25%) – the examination is conducted by the candidate's own teacher but is marked externally by Edexcel.

Language skills are a vital tool for success in the 21st century. Many international companies across the world now seek to recruit applicants with good skills and oral competence in at least ONE foreign language. At university, a language can be combined with almost any other subject, including vocational degrees such as Law, Journalism, the Sciences and Engineering and Business Studies. Language graduates have forged excellent careers in the Civil Service, advertising, publishing and banking as well as in senior positions in major UK and international global corporates, as their language skills facilitate their international career choices and breadth of experience. Graduates have also entered the more traditional routes of teaching, translating and interpreting for the UN, EU and NATO, as well as in smaller organisations.



PHYSICAL EDUCATION FOR NON-EXAMINATION CANDIDATES



You are encouraged to continue to develop and maintain a healthy lifestyle. As part of this, Physical Education remains compulsory for everyone in the Fifth Form. It is the Department's aim to encourage a continued interest in sport but also to develop new interests in sporting activities that you can continue to pursue when you leave school as part of a healthy lifestyle.

Curriculum sports, hockey, netball, rounders and athletics, will still form part of the lessons. However, you will also take part in fitness-based activities such as uni-hockey, tag rugby, American football, basketball, badminton, Ultimate Frisbee, fitness, dance, Zumba and table tennis. You will also have the opportunity to choose some of your own activities.

Pupils in the Fifth Form are encouraged to continue to participate in extra-curricular activities and a variety of clubs will be available to all pupils before, during and after school.

Lower Fifth pupils are encouraged to assume leadership roles within the department and will assist, where possible, with clubs for the younger year groups.

In support of our commitment to reduce our carbon footprint, this prospectus has been carbon balanced in partnership with World Land Trust.



STREATHAM & CLAPHAM HIGH SCHOOL

G D S T
GIRLS' DAY SCHOOL TRUST

Head Master Dr Millan Sachania, MA (Cantab), MPhil, PhD, FRSA
Streatham & Clapham High School 42 Abbotswood Road, London SW16 1AW Tel: 020 8677 8400 Email: senior@schs.gdst.net

www.schs.gdst.net  @SCHSgdst  Streatham & Clapham High School