

Senior School

(I)GCSE Options 2024-2026



STREATHAM
& CLAPHAM
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST



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Introduction



You are at such an exciting moment in your educational journey: your GCSE options are the first significant crossroad that you reach in your educational pathway in terms of curriculum choice and you will need to choose your learning route wisely. Please take the time to read this booklet carefully, to speak with your teachers about the different GCSE options, and to talk with your family and friends who know you well and who can guide you on your way.

At this educational crossroads you need to look to the distant horizon and to think about the different destinations you hope to reach: the A Level studies that excite you; the university course that ignites your curiosity; the career path that you hope to follow. Don't worry if you don't yet know any of these destinations: we will help you turn towards these opportunities and bring them into focus.

The most important thing now is to choose wisely: follow your gut instinct about the subjects that you most enjoy and those which you know you are good at. Think about maintaining a balance of skills and interests so that you are developing your critical thinking and knowledge of the world across a range of aptitudes, keeping in mind the importance of creativity and a balanced curriculum too.

I am sure that there are subjects that you are ready to leave behind, and others you are excited to gain a greater depth of understanding in. I hope that you will feel a very special learning energy in the classes where you have all chosen the subject, and you are gaining new skills and understanding together.

GCSEs are demanding but remember that school is about so much more in terms of your learning and your wider life. I hope that many of you will continue your engagement with the Muse project for academic enrichment, taking on an HPQ to show off your independent learning and research. Your participation and leadership in sport, drama and music, as well as Kinza, clubs and societies, community work and DofE are just some of the ways in which your growth and education happen so powerfully beyond the classroom too.

You are the SCHS women of the future, and we hope to help you build the courage and conviction to strive for your dreams, however ambitious, quirky or demanding they might be. We are on this journey together with you, with your friends, family and teachers, sharing the way. Do keep talking to us about which GCSE options would best suit you and I wish you every success with all that lies ahead.

Ms Elliott
Head

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

Options Timetable 2024

Date	Event	Who is this for?
Wednesday 17 January	Options Evening	Parents and Pupils
Thursday 25 January	U4 Parents' Evening	Parents and Pupils
Friday 9 February	Deadline for choices	Parents and Pupils
Thursday 28 March	Options Blocks published	Deputy Head - Academic

Options Evening provides the opportunity to find out more about each (I)GCSE, along with a presentation for parents and pupils explaining the process.

Other Forthcoming Events

Summer Term 2024 May 2024 July 2024	Upper Fourth Examinations Upper Fourth Reports
Autumn Term 2024 September 2024 October 2024	Lower Fifth Parents' Induction Evening Sixth Form Open Evening

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 core subjects and options subjects.

Points to consider when making your options choices:

- We strongly recommend you choose at least one Language, Classical or Modern, (I)GCSE
- It is advisable to choose one of the Humanities: Geography, History or Philosophy, Religion & Ethics (PRE).
- We recommend choosing subjects from a range of disciplines to support with further education opportunities.
- Choose the subjects that you want to study.
- Make sure that you enjoy the subjects and are interested in studying each subject for another two years.
- Consider subjects that you are good at as well as the subjects that you enjoy.
- Research the different courses by using this booklet and speaking to your subject teachers.
- Make informed choices by reviewing the course content and assessment criteria.
- 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. We recommend that you consider the demands of combinations of courses.
- If you are not sure then ask. Your tutors, Head of House and the Deputy Head (Academic) are all here to listen to your queries and offer advice.

Please also note the following important information.

When applying 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.



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 select.

- Art & Design: Fine Art
- Classical Civilisation
- Classical Greek
- Computer Science
- Design & Technology: Product Design

- Drama
- Engineering
- French
- Geography
- History
- Latin

- Mandarin
- Music
- Philosophy, Religion and Ethics (PRE)
- Physical Education
- Spanish
- Astronomy (GDST Twilight GCSE, online)

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.

ENGLISH

Cambridge: IGCSE English Literature (0992)

Cambridge: IGCSE English Language (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.

Pupils sit assessment 1, 3 and 4 only.

ASSESSMENT 1

Poetry and Prose

1 hour 30 minute examination. (50%)

- 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.

ASSESSMENT 3

Drama - Open Text

45 minute examination. (25%)

- Candidates answer one question on one drama text.
- There is a choice of two questions (one passage-based and one discursive essay) on the set text.

ASSESSMENT 4

Unseen Poetry and Prose

1 hour 15 minute examination. (25%)

- 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.

Pupils sit assessment 1 and 2 only.

ASSESSMENT 1

Reading and Comprehension

2 hour examination. (50%)

- Three questions, made up of a series of sub-questions, are answered on three passages of 600–700 words.

ASSESSMENT 2

Directed Writing and Composition

2 hour examination. (50%)

- 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.



MATHEMATICS

Edexcel: IGCSE Mathematics A (4MA1)



The Edexcel IGCSE Mathematics course is a linear specification. The examination consists of two papers, each worth 100 marks and lasting 2 hours. Calculator use is permitted in both papers, and it is vital that pupils have a good scientific calculator (casio fx-991 classwiz) that they bring to every lesson. There is no coursework assessment.

Throughout the course we encourage the use of technology to aid both calculations and understanding of techniques. We aim to use a variety of teaching and learning styles, and to apply the knowledge and techniques to real-life situations. This helps to make the learning accessible, enjoyable and relevant to everyone. The websites, www.mymaths.co.uk and drfrostmaths.com are widely used in class and for homework, and is available 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.

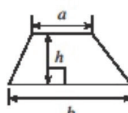
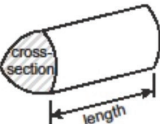
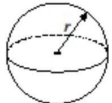
COURSE CONTENT:

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 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
- Problem-solving skills that contribute to the development of logical, abstract and critical thinking
- The ability to reason logically through presenting arguments and proofs, and making deductions and drawing conclusions from mathematical information

Area of trapezium = $\frac{1}{2}(a+b)h$	
Volume of prism = area of cross-section \times length	
Volume of sphere = $\frac{4}{3}\pi r^3$	
Surface area of sphere = $4\pi r^2$	

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. Practical skills are developed as well as problem-solving and logical thinking, all of which 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 on 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 are 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 STEAM (Science, Technology, Engineering, the Arts, 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 seven topics:

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

ASSESSMENT

The course will be examined over two papers consisting of closed short answer and open response questions based on mainly content, however some questions will assess the skills and knowledge acquired in the required practicals.

ASSESSMENT 1

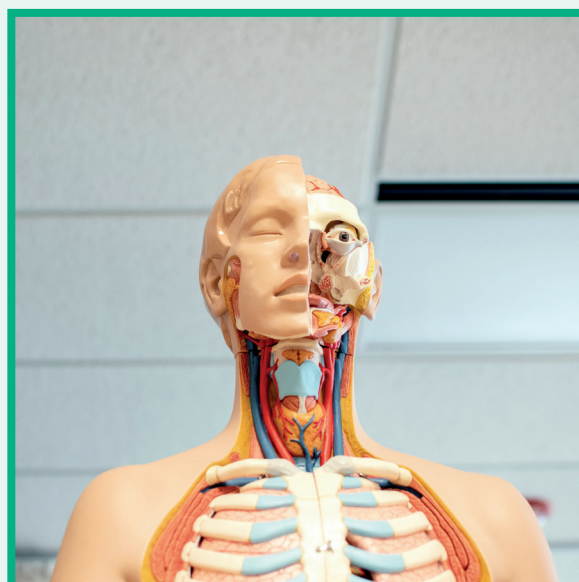
Written examination. 1 hour 45 mins (50%)

- Cell biology
- Organisation
- Infection and response
- Bioenergetics

ASSESSMENT 2

Written examination. 1 hour 45 mins (50%)

- Homeostasis and response
- Inheritance, variation and evolution
- Ecology



THE SCIENCE CURRICULUM TRIPLE SCIENCE

(continued)



GCSE CHEMISTRY – AQA 8462

The AQA GCSE Chemistry course consists of 10 topics:

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

ASSESSMENT

The course will be examined over two papers consisting of closed short answer and open response questions based on mainly content, however some questions will assess the skills and knowledge acquired in the required practicals.

ASSESSMENT 1

Written examination. 1 hour 45 mins (50%)

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes

ASSESSMENT 2

Written examination. 1 hour 45 mins (50%)

- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources



GCSE PHYSICS– AQA 8463

The AQA GCSE Physics course consists of eight topics:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics (physics only)

ASSESSMENT

The course will be examined over two papers consisting of closed short answer and open response questions based on mainly content, however some questions will assess the skills and knowledge acquired in the required practicals.

ASSESSMENT 1

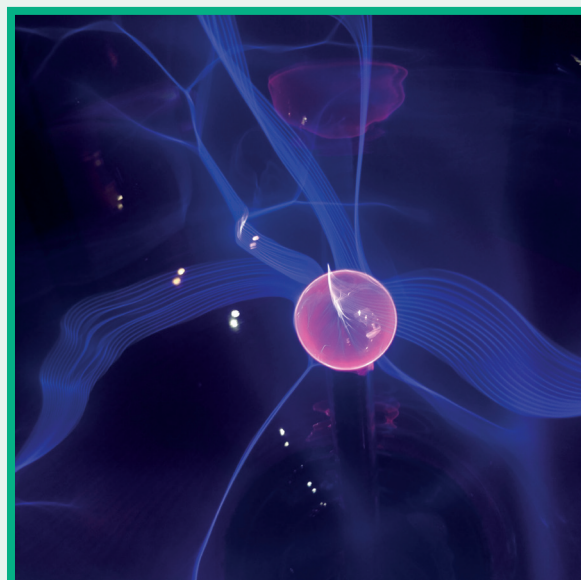
Written examination. 1 hour 45 mins (50%)

- Forces
- Energy
- Waves
- Electricity

ASSESSMENT 2

Written examination. 1 hour 45 mins (50%)

- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics (physics only)



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.

Each course will be examined over two papers consisting of closed short answer and open response questions based on mainly content, however some questions will assess the skills and knowledge acquired in the required practicals.

BIOLOGY

ASSESSMENT 1

Written examination. 1 hour 15 mins (16.7%)

- Cell biology
- Organisation
- Infection and response
- Bioenergetics

ASSESSMENT 2

Written examination. 1 hour 15 mins (16.7%)

- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

CHEMISTRY

ASSESSMENT 1

Written examination. 1 hour 15 mins (16.7%)

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes

ASSESSMENT 2

Written examination. 1 hour 15 mins (16.7%)

- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere

PHYSICS

ASSESSMENT 1

Written examination. 1 hour 15 mins (16.7%)

- Forces
- Energy
- Waves
- Electricity

ASSESSMENT 2

Written examination. 1 hour 15 mins (16.7%)

- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

Space physics (physics only)

ART

AQA: Fine Art (8202)



The GCSE course in Fine Art 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 10 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. The art diaries 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 starting 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 (each with Adobe Photoshop installed), seven 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; 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 CIVILISATION

OCR: Classical (J199)



Classical Civilisation offers students an expansive, coherent, and rewarding study of the classical world through the literature and material culture of Greece and Rome. You will learn about the history, culture, and society of the people of Greece and Rome and compare the two civilisations. This provides you with cross-curricular skills, like critical-thinking and analytical and evaluative skills that will provide an excellent foundation for further study. There is no Latin language involved in this course; all sources are given in translation.

COURSE CONTENT:

Lower Fifth - Thematic study:

Women in the Ancient World

1 hour 30 minute exam, 50% of course

This study of women in the ancient world has been designed to enable learners to explore the lives of women in a variety of capacities, and what we can infer about women as both historical and legendary / mythological figures. Learners will develop knowledge and understanding of the roles of women primarily in the societies of Athens and Republican Rome, although wider material, such as that from Sparta or Pompeii, is also included. Learners will examine the realities of life as a woman in these societies; both women who are portrayed as living a respectable, ideal life of virtue, and those who created more scandal. This enables discussion of how such women are represented and what this reveals about ancient ideas about gender. The role of women in religion will also be examined as an interesting and important area where women have possibly their greatest degree of parity with men. Conversely, their lack of voice in the state decision-making processes will be studied, as will the way in which this is portrayed and perceived. For learners in a society where issues of equality and political rights are central, this area of study will be interesting and engaging as they inevitably draw comparisons with their own experiences. There are a wealth of famous women in classical myth and legend. From Helen of Troy to Cleopatra, learners will enjoy learning about these figures in more depth and exploring how the ancient world thought about these figures, about whom stories are still written.

TOPICS:

- Women of Legend
- Young Women
- Women in the Home
- 'Improper' Women
- Women and Religion
- Women and Power
- Warrior Women
- Women to be Feared

Upper Fifth - Literature and Culture:

Roman City Life

1 hour 30 minute exam, 50% of course

In this component learners will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum.

The Culture section of this component comprises a study of a variety of aspects of Roman society. Examining typical Roman housing can be an excellent way to make learning tangible and relatable for learners, as can the study of education and the lives of young people in the Roman world. The Roman social system was notorious for its intrigues and politics and this, coupled with the study of the spectacle provided by Roman entertainment, provides an exciting and enjoyable course for learners.

The Literature topics examine poetry and prose, fiction and non-fiction texts to provide learners with an introduction to a variety of literature.

The Satires of Horace and Juvenal, fiction of Petronius and letters of Pliny will give learners an insight into different literary styles and techniques, as well as into interesting areas of Roman life and society.

TOPICS:

- Roman Housing
- The Roman Home and Family
- Roman Society
- Leisure and Entertainment
- Satire and Fiction
- Pliny's Letters
- Experiencing Roman City Life
- Relationships and Roman Society

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 has already been 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 ASSESSMENT:

ASSESSMENT 1

Greek Language:

1 hour 30 min (50%)

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.

ASSESSMENT 2

Greek Prose Literature:

1 hour (25%)

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

ASSESSMENT 3

Greek Verse Literature:

1 hour (25%)

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

Edexcel : Computer Science (9-1) - 1CP2



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. 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.

This course will allow pupils to:

- Understand the internal workings of a computer system
- 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

Pupils 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.

COURSE CONTENT

The major units are:

Principles of Computer Science

- **Computational Thinking** - Understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables
- **Data** - Understanding of binary, data representation, data storage and compression
- **Computers** - Understanding of hardware and software components of computer systems and characteristics of programming languages

- **Networks** - Understanding of computer networks and network security
- **Issues and Impact** - Awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues

Application of Computer Science

- Understanding what algorithms are, what they are used for and how they work in relation to creating programs
- Understanding how to decompose and analyse problems
- Ability to read, write, refine and evaluate programs

ASSESSMENT

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

ASSESSMENT 1 - Principles of Computer Science

1 hour 30 min (50%)

ASSESSMENT 2 - Application of Computer Science

2 hours (50%)

Completed using a computer and writing code

FUTURE OPPORTUNITIES

A Computer Science GCSE will give pupils a good insight into careers which use computers to create solutions to problems. 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.

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.codecademy.com.

DESIGN & TECHNOLOGY

Design & Technology: Product Design (OCR J310)



Pupils choosing this course will have enjoyed their Design & Technology lessons throughout Key Stage 3; have completed their projects, coursework, and homework, all to a high standard. They may have already expressed a keenness to progress with Design & Technology into A-Level and on to a career in the STEAM industries.

The GCSE focuses on Product Design, which is a combination of several topics including: identifying the requirements for a product, analysing existing products, understanding materials and manufacturing, wider issues such as ethics and social factors, and new and emerging technologies.

All of the topics will be taught through written and practical activities such as research, discussions and presentations, worksheets, watching videos, and extensive and detailed problem solving through sketching, mathematical drawing, card modelling, and computer software (CAD/CAM), involving the use and development of skills in the workshop. All the while, keeping a detailed journal of progression, successes, and challenges, as these will be essential to a pupil attaining a higher grade.

Aspects of the curriculum encourage individuality and independence, while others demand collaboration, seeking advice and recommendations from external professionals in industry and customers. Design & Technology 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. The course seeks to help pupils to become discriminating and informed users and creators of products.

Design & Technology at GCSE is a demanding and rewarding course. Pupils need to be self-motivated. Product Design offers a stepping stone to a wide range of careers, including in those in STEAM, industrial design, architecture, film, TV and theatre design, furniture and many others in the creative industries.

ASSESSMENT

The OCR GCSE in Design & Technology is broad and detailed. It is reflective of current trends in degree courses and the wider design industry. It also encourages good application of maths in problem solving and creativity in design.

The Lower Fifth year will focus on learning theory and experimenting with techniques, as well as attending a trip. In June, pupils will begin their Non-Examined Assessment project, from a choice of three, set by the exam board, and previous GCSE past papers.

The Upper Fifth year will continue to complete their NEA, topping up on theory and exams practice.

The final grade is from two equal parts of 50% each:

- **The Non-Exam Assessment (NEA):** The coursework will culminate in a design portfolio and a manufactured (working) prototype. It will be completed in March of the Upper Fifth year.
- **One Written Exam in Two Parts:** The general principles of design and technology, then a deeper study on one main material – polymers. The exam will be sat in June of the final year of study.



DRAMA

Edexcel: GCSE Drama (1DRO)



Drama GCSE is an extremely varied course which introduces you to all aspects of Theatre, from acting and directing, through to devising and designing original pieces of theatre. Throughout the course you will continue to develop your acting skills, including the use of; voice, physicality, characterisation and improvisation. Lessons are very practical and involve a great deal of collaborative work.

Alongside these practical skills we also undertake the study and analysis of play texts to experience how a production team of actors, designers, technicians and directors might transfer a play from 'page to stage'. Finally, you will attend various live theatrical performances to support you in both the performance and written aspects of the course.

The Edexcel Drama course divides into three components:

ASSESSMENT

ASSESSMENT 1 - Devising

40% of the qualification – 60 marks

- 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 this assessment:

- 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.
- A devised performance/design realisation (15 marks).

ASSESSMENT 2 - Performance from Text

20% of the qualification – 48 marks

- 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.

ASSESSMENT 3 - Theatre Makers in Practice

40% of the qualification – 60 marks

Written examination: 1 hour 45 minutes

- A 105-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.

There are two parts to this assessment:

- **Bringing Texts to Life** - 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. (45 marks)
- **Live Theatre Evaluation** - Two questions requiring students to analyse and evaluate a live theatre performance they have seen. This is usually The Woman in Black. (15 marks)



ENGINEERING

AQA (8852)



A GCSE in Engineering is an exciting qualification that complements the STEAM curriculum which comprises Science, Technology, Engineering, the Arts & Maths. Collectively, these give rise to the fastest-paced growth industries, each with potential for the widest choice of careers. Engineering is increasingly innovative. It affects every aspect of modern life through civil, electrical, mechanical, chemical, and software and hardware disciplines.

Pupils choosing this qualification will enjoy a course that applies scientific, mathematical, and logical principles to problem-solving, research tasks, and practical projects. The curriculum covers technical skills, a wide range of materials, equipment, and industrial processes. There is the use of ICT in computer-aided design and manufacture (CAD/CAM), and pupils are encouraged to make full use of software and our laser cutter and 3D printers and workshop, as well as the school's computer science facilities and library.

There are natural overlaps with the other subjects in the STEAM curricula, especially Design & Technology, however, they are different in their approach and expectations. Pupils will grow through this shared learning. They are expected to research and solve various design challenges, develop working models and prototypes, and test their ideas; learn theories and challenging ethical issues surrounding the impact and future of engineering. The course seeks to help pupils to become discerning and informed creators of engineering opportunities.

ASSESSMENT

The AQA GCSE offers a broad and detailed theory, flexible allocation of marks and higher crediting of project work. As a department, we also feel it is more reflective of current trends in degree courses and the wider industry.

All assessment takes place during summer in the final year of study.

The final grade is from two main parts:

- **A Non-Exam Assessment (NEA)** - The practical project 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 portfolio and a manufactured outcome.
- **A Written Exam** - This covers knowledge and application of engineering topics; materials, energy, systems, processes, and the ethical impact of its own progress. The paper will also test candidates' scientific and mathematical skills as applied application of context.



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.

ASSESSMENT

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.

- **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 however, this is marked externally by Edexcel.

FUTURE OPPORTUNITIES

Language skills are a vital tool for success in the twenty first 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 GCSE Geography course 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.

ASSESSMENT

ASSESSMENT 1 - Living with the Physical Environment

1 hour 30 minutes (35%)

- Challenge of natural hazards: Tectonic hazards; weather and climate
- Physical landscapes in the UK – Two coastal and river landscapes.
- Living world; Ecosystems and tropical rainforest; hot deserts

ASSESSMENT 2 - Challenges in the Human Environment

1 hour 30 minutes (35%)

- Urban issues and challenges
- Changing economic world
- Resource management - with focus on food

ASSESSMENT 3 - Geographical Application

1 hour 30 minutes (30%)

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 two days of field work. On one day they will collect
- data to investigate a physical geography question, and on the other the pupils will conduct human geography field work.

FUTURE OPPORTUNITIES

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 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.

ASSESSMENT

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

CONTENT OVERVIEW

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.



MANDARIN

AQA: GCSE Chinese (Spoken Mandarin) (8673)



The study of Chinese gives students the opportunity to discover a non-Latin language, one that uses characters rather than an alphabet, and uses different speech tones instead of multi-syllabic words. Learning Chinese allows students to understand a system that solves the same communication objectives as European languages but in a completely different way. These insights allow students to hold a mirror up to assumptions about their own language, and they develop a greater appreciation of both Chinese and European culture.

Teaching is, as far as possible, in the foreign language. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. In the GCSE Chinese classroom, our native speaker teachers expand our students' cultural knowledge whilst developing their language skills. Chinese (Mandarin) GCSE courses encourage our students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of the course will broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

ASSESSMENT

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

ASSESSMENT 1 - Listening

Understand and Respond to Spoken Language (25%)

Questions are studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed. Students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English.

ASSESSMENT 2 - Speaking

Communicate and Interact Effectively in Speech (25%)

The speaking test is conducted and audio-recorded by the teacher and marked by an AQA examiner. It consists of three parts: role-play, photo card and general conversation. All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events.

ASSESSMENT 3 - Reading

Understand and Respond to Different Types of Written Language (25%)

The reading paper consists of a variety of short and longer written texts. Students are required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites.

ASSESSMENT 4 - Writing

Communicate in Writing (25%)

Students are required to complete two writing pieces, a structured writing task with approximately 75 characters; an open-ended writing task with approximately 125 characters, which demonstrates their ability to make independent, creative, and more complex use of the language, express and justify individual thoughts and points of view. A translation from English into Chinese with a minimum of 40 words is also required.

FUTURE OPPORTUNITIES

Recurrent surveys and reports on employer attitudes and needs indicated high levels of unmet demand for language skills in employment and notable gaps in language proficiency amongst the UK workforce. At university, Chinese language can be combined with many other subjects, including vocational degrees such as Law, Journalism, the Sciences and Engineering and Business Studies.

Rather than a major, language is a must-have skill. An understanding of the Chinese language, culture and business methodology is becoming an essential part of many business operations. Many companies operate in the Chinese market including finance, engineering, computing, manufacturing and travel. Many universities are offering the study of Chinese independently or with a combined degree.



LATIN

Eduqas: Latin (C990QS)



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 Latin literature prescriptions. You will study both prose and verse literature.

ASSESSMENT

ASSESSMENT 1 - Latin Language

1 hour 30 mins (50%)

- **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.

ASSESSMENT 2 - Latin Literature and Sources (Themes)

1 hour 15 mins (30%)

- This paper tests understanding and appreciation of a collection of texts on a prescribed theme. Questions require short answers, tick box responses and more extended responses in English.

ASSESSMENT 3 - Latin Literature (Narratives)

1 hour (20%)

- This paper tests understanding and appreciation of a prescribed text with a Latin section and an English section. Questions require short answers, tick box responses and more extended responses in English. This is an open-book examination.



The study of Latin at this level is undoubtedly challenging, but a GCSE in the subject is very highly regarded. 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.

MUSIC

AQA: GCSE Music (8271)



The AQA Music GCSE is recognised by universities and employers worldwide as 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 a range of A-Level Music courses 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 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 be working at approximately ABRSM Grade 5 Theory level by the time they are in U5. This knowledge will help to guide pupils to compose with greater understanding.

ASSESSMENT

AQA GCSE Music candidates take three compulsory components:

ASSESSMENT 1 - Listening (40%)

A combined paper of listening based on CD recordings supplied by AQA, as well as a written section on the set-works. Externally marked.

ASSESSMENT 2 - Performing Coursework (30%)

Two prepared performances, one individual and one ensemble. Internally marked/externally moderated.

ASSESSMENT 3 - Composing Coursework (30%)

Two contrasting compositions – one free and one to a brief. Internally marked/externally moderated.

FUTURE OPPORTUNITIES

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.



PHYSICAL EDUCATION

Edexcel: Physical Education (1PE0)



A GCSE in Physical Education provides a wide ranging knowledge into the how and why of physical activity and sport. The combination of the physical performance and academic challenge develops Pupils theoretical knowledge and understanding of physical activity and sport; and offers the opportunity to use this understanding to improve performance through application of the theory.

Throughout the course pupils will also,

- 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	BMX Cycling (racing and tricks)	Cross-country Running
Cricket	Basketball	Badminton
Volleyball	Figure skating	Hockey
Rugby Union	Netball	Rowing
Rugby League	Sailing	Table Tennis
Tennis	Water Polo	Windsurfing
Long Distance Running (5k & 10k track)	Dance	

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

INDIVIDUAL ACTIVITIES

Acrobatic Gymnastics	Athletics - Field Events	Athletics -Track Events
Golf	Rock Climbing	Skiing
Track Cycling	Road Cycling	Diving
Snowboarding	Swimming	Gymnastics
Trampolining	Futsal	Gymnastics
Figure skating	Ice hockey	Sculling
Equestrian	Sailing	In-line/Roller Hockey

*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.

ASSESSMENT

ASSESSMENT 1 - Fitness and Body Systems

Written examination: 1 hour and 45 mins (36%)

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

ASSESSMENT 2 - Health and Performance

Written examination: 1 hour and 15 mins (24%)

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

ASSESSMENT 3 - Practical Performance

Non-examined assessment (30%)

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. 105 marks (35 marks per activity). Internally marked and externally moderated.

ASSESSMENT 4 - Personal Exercise Programme (PEP)

Non-examined assessment (10%)

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Internally marked and externally moderated. 20 marks.

FUTURE OPPORTUNITIES

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. This subject is referred to as PRE in Upper Fourth.

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. In class there is an emphasis on group work and discussion.

ASSESSMENT

ASSESSMENT 1 - Study of Religions

Christianity and Islam

1 hour 45 minutes (50%)

- Christian beliefs
- Christian Practices
- Muslim beliefs
- Muslim Practices

ASSESSMENT 2 - Thematic Studies

Philosophy and Ethics

1 hour 45 minutes (50%)

- Religion and Life
- Religion Crime and Punishment
- Religion & Philosophy
- Religion peace and Conflict

FUTURE OPPORTUNITIES

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.

Religious Studies provides valuable expertise if you decide to work in the fields of medicine, law, journalism, publishing, education and project management.



SPANISH

Edexcel: IGCSE Spanish (4SP1)



An IGCSE language qualification is of immense practical value for future employment opportunities.

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.



ASSESSMENT

ASSESSMENT 1 - 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.

ASSESSMENT 2 - 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 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.

ASSESSMENT 3 - Speaking (25%)

The examination is conducted by the candidate's own teacher but is marked externally by Edexcel.

FUTURE OPPORTUNITIES

Language skills are a vital tool for success in the twenty first 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.

ASTRONOMY

GDST TWILIGHT GCSE (online)
Edexcel: GCSE Astronomy (4SP1)



Taught over two years, five lessons per half term, Wednesdays 16:00-17:30. Ideal as an "extra" GCSE starting in Year 9/U4, but open to all. First exam summer 2025.

Learn more about the structure and motion of the Earth, Moon and Sun. Discover our place in the Milky Way and how we explore our Solar System and beyond. Study cosmology and find out what the future holds for our Universe.

CROSS-TRUST TEACHING

All lessons delivered live remotely by teachers from Howell's School. Some independent study. Set tasks completed and marked online.



PHYSICAL EDUCATION FOR NON-EXAMINATION CANDIDATES

Pupils are encouraged to continue to develop and maintain a healthy lifestyle, and as such, Physical Education remains compulsory for everyone in the Upper Fifth. 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 Upper Fifth 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.





STREATHAM
& CLAPHAM
HIGH SCHOOL

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GIRLS' DAY SCHOOL TRUST

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