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Compulsory Courses – the Core Curriculum

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Compulsory GCSE Subjects (The Core Curriculum)

Girls at HMSG usually take 10 subjects.

Core Subjects

- English Language
- English Literature
- Mathematics
- A Modern Foreign Language - either French, German or Spanish
- Science IGCSE (see below for details)

There is a choice in Science:

**EITHER**

(A) Double Award (equivalent to 2 Science IGCSEs)

OR

(B) Triple Award (3 IGCSEs in the separate sciences)

If you choose (A), you will have 4 choices in the Options List. If you choose (B), you will have 3 choices.

In addition to the GCSE/IGCSE subjects, pupils will also have four Physical Education lessons and follow a PSHE programme.

Welsh is also be available as a beginners’ course as an extra-curricular subject. This course is run jointly with Monmouth School.

Please let Mrs Treasure know if you would like more information.
Selecting Your Options

This booklet and the Options Evening are designed to help you. Your aim should be to follow a broad and balanced curriculum.

In addition to reading this booklet you should also discuss your options with a number of people:

**Subject teachers** will be able to advise you on the suitability of you taking their subject at GCSE.

**Heads of Department** will be able to give you more detailed information on the content of the various courses.

**Your Form Tutor and Head of Year** have an overview of your progress and will be able to advise you.

**The Director of Studies** can give you advice about combinations of subjects and careers.

**Your Parents** know your strengths well and will be able to guide you.

**Plus**
In due course, you may wish to seek advice from our **Examinations Officer** (Mrs. F. Hughes) (exams@hmsg.co.uk)

If you have any queries further please contact:

**Mrs. Jayne Treasure**
Director of Studies
Tel. 01600 711168
jtreasure@hmsg.co.uk
CORE
WJEC English Language Specification 2013

Overview:
- The course involves Reading and Writing assessments as well as Speaking & Listening assignments. Students will not have set texts for examination but they will use literature texts for coursework. It is busy but enjoyable and rewarding. They will discuss a wide variety of texts, issues and themes. Sharing opinions and responding to those of others is an enjoyable part of the course. Consolidating English Language skills is a vital part of the programme of study. Students will write letters, reports, reviews and magazine articles as well as further their understanding of language and a writer’s techniques. They will study and write fiction and non-fiction as well as spoken language.

- The Language GCSE examination consists of two non-fiction examinations. Coursework will consist of two controlled assessment units, i.e. work completed in supervised conditions in class. The full specification can be found at: http://www.wjec.co.uk/uploads/publications/17195.pdf

Summary of assessment

EXAMINATION 60%

WRITTEN PAPER 30% (1 hour 45 mins)
Unit 1: Studying written language
Reading: fiction texts
Imaginative Writing

WRITTEN PAPER 30% (1 hour 45 mins)
Unit 2: Using written language
Writing: information and ideas

CONTROLLED ASSESSMENT 20%

Unit 3: Reading and Writing Persuasive/Explanatory Texts

CONTROLLED ASSESSMENT 20%

Unit 4: Spoken language
Using language: Speaking and Listening (Communicating and adapting language; interacting and responding; creating and sustaining roles) (20%)
WJEC English Literature Specification 2012

Overview:

- GCSE Literature involves reading a variety of literary texts including plays and poetry. The course is an enjoyable balance of pre and post 19th century literature and an excellent precursor to AS Literature. Students will discuss a wide variety of texts, issues and themes. Sharing opinions and responding to those of others is an enjoyable part of the course and an understanding of the historical and social contexts in which a text is written is important at GCSE. Researching and presenting contextual information is a rewarding aspect of the course and can provide the student with a fuller understanding of their texts. Consolidating language analysis skills is a vital part of the Literature programme of study; students will look at character, theme and context as well as explore literary techniques and different genres in writing.

- The Literature GCSE examination consists of two examination papers and one controlled assessment unit. The full specification can be found at:

Summary of assessment

EXAMINATION Paper 1  35% (2hrs)
Unit 1: Prose (different cultures) and poetry (contemporary)
Different Cultures Prose
Section B 14% (COMPARATIVE STUDY)
Contemporary: Unseen poetry comparison

EXAMINATION Paper 2  40% (2hrs)
Unit 2a: Literary heritage drama and contemporary prose: OR
Unit 2b: Contemporary drama and literary heritage prose

CONTROLLED ASSESSMENT (LINKED TEXTS) 25%
Unit 3: Poetry and drama (literary heritage)
GCSE Mathematics  
(WJEC)

Studying mathematics to GCSE enables students to increase their numerical skills, performing calculations mentally and on paper, and using a calculator efficiently and recognising when the answer obtained is a reasonable one. Students develop the ability to reason logically and solve problems involving several stages, using a range of methods from different areas of the syllabus. They are taught to express their reasoning clearly both orally and in writing.

The five areas of mathematics studied are:
- Number – e.g. Fractions, decimals, percentages, ratio and proportion, directed numbers, surds
- Algebra – e.g. Expanding and factorising, forming and solving equations, indices, graphs
- Geometry and Measure – e.g. Areas and volumes, Pythagoras’ Theorem and trigonometry, transformations, geometry
- Probability and Statistics – e.g. Probability, statistical diagrams and calculations, sampling and questionnaires
- Using and applying mathematics – problems involving any of the above

These lists provide only a sample of what is included. The complete specification can be obtained from the WJEC website.

We have chosen to follow the linear course, which will be examined by two written papers, each 2 hours long, at the end of Year 11. Each paper carries equal weight. The first is a non-calculator paper.

The entry code is 4370 02

The year group will be divided into five sets. They will all be prepared initially for the higher tier papers, but it may be possible, after consultation with parents, for some girls to sit foundation tier papers.
IGCSE Science

At HMSG Edexcel IGCSEs were introduced in the sciences at the start of 2010. IGCSEs (International GCSEs) are highly respected qualifications, recognised worldwide and by UCAS; they provide an excellent grasp of science at this level as well as a firmer foundation for the study of the sciences at A-level.

New books, tailor-made for the IGCSE courses are used by pupils in Years 9 - 11.

In Year 10, girls can choose between: Double Award science (consisting of all three sciences, worth two IGCSE grades) and Triple Award science (three separate science IGCSE grades).

Double Award
Girls study the Core topics in all three sciences and at the end of Year 11 take three examinations, one for each of Biology, Chemistry and Physics. This course of study is allocated three periods per week for each science, i.e. 9 periods overall.

Triple Award
Girls study exactly the same Core content as for Double Award, but at a faster rate as they have four periods per week for each science, i.e. 12 periods overall. In addition they study extra extension material in most topics in each science subject. At the end of Year 11, Triple Award pupils take two examinations for each science.

Course content

<table>
<thead>
<tr>
<th>Biology IGCSE</th>
<th>Chemistry IGCSE</th>
<th>Physics IGCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The nature and variety of living organisms</td>
<td>Particles</td>
<td>Forces and motion</td>
</tr>
<tr>
<td>Structures and functions in living organisms</td>
<td>Principles of Chemistry</td>
<td>Electricity</td>
</tr>
<tr>
<td>Reproduction and inheritance</td>
<td>Organic Chemistry</td>
<td>Waves</td>
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<tr>
<td>Ecology and environment</td>
<td>Industrial inorganic Chemistry</td>
<td>Energy resources and energy transfer</td>
</tr>
<tr>
<td>Use of biological resources</td>
<td>Chemistry in society</td>
<td>Solids, liquids and gases</td>
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<tr>
<td></td>
<td>Chemistry calculations</td>
<td>Magnetism and electromagnetism</td>
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<td></td>
<td></td>
<td>Radioactivity and particles</td>
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</tbody>
</table>
Coursework
There is no coursework element in Edexcel IGCSE Science. Pupils are assessed by externally marked examination only.

Examinations
A summary of the examination papers is shown below:

- Biology Paper 1
  Untiered
  2 hours
- Biology Paper 2
  Untiered
  1 hour
- IGCSE in Biology

- Chemistry Paper 1
  Untiered
  2 hours
- Chemistry Paper 2
  Untiered
  1 hour
- IGCSE in Chemistry

- Physics Paper 1
  Untiered
  2 hours
- Physics Paper 2
  Untiered
  1 hour
- IGCSE in Physics

IGCSE in Science
(Double Award)

For further information about the courses go to: www.edexcel/igcse2011
GCSE Modern Foreign Languages (WJEC French 4220, German 4260, Spanish 4520)

Introduction
- **Why study languages?**
  - You enjoy communicating with people.
  - You often go on holiday abroad or enjoy travelling and like to speak the language!
  - You enjoy exploring other cultures and traditions.
  - You enjoy manipulating language and understanding how languages work.
  - You appreciate that languages develop your communication skills and are highly valued by employers.

Course Content
- **What will you do?**
  - Have fun learning new topics to build your confidence in everyday situations covering four broad topic areas you have been working on in lower school: Personal and Social Life, Local Community, The World of Work and The Wider World.
  - Develop your skills in listening by studying conversations and songs.
  - Enhance your reading skills through the study of articles and texts.
  - Improve your speaking skills via role-plays and building on your earlier speaking questions and answers.
  - Learn to write in a more sophisticated way.
- **What else is on offer?**
  - A variety of trips to France, Germany and Spain.
  - Regular, small group lessons with a language assistant whose mother tongue is French, German or Spanish.

**Assessment**
- **Speaking 30%:** You will complete a number of Controlled Assessments which you will have been working on with your teacher. For the speaking you will know the topics for the conversation two weeks in advance and will be allowed to bring a list of 30 words to the test.
- **Writing 30%:** You will complete a number of Controlled Assessments which you will have been working on with your teacher. You will be given the essay title two weeks in advance as well as ideas on what to include in your essay. You can prepare this at home and bring with you a list of 40 words to help.
- **Reading 20%:** You will sit an examination at the end of Year 11.
- **Listening 20%:** You will sit an examination at the end of Year 11.
OPTIONS
OCR GCSE in Art and Design: Fine Art
OCR GCSE in Three Dimensional Design (Ceramics)

Pupils will become actively and enthusiastically engaged in the process of Art and Design, specialising in Fine Art, Ceramics or Photography. They will develop creative skills, learning to use imagination and initiative when exploring and creating images or artifacts. The successful student acquires competence in refining and developing personal solutions underpinned by cultural knowledge and critical understanding. Girls develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

Course content

The same units apply to both disciplines:

Unit 1: Art and Design Portfolio - 60%
Pupils produce a portfolio of work from centre-devised starting points. Work should focus on research skills, integral to which are the acquisition of techniques and skills.
Work is completed in school under controlled assessment conditions.
Current themes include: Still Life, the Human Form.

Unit 2: OCR Set Task – 40%
Pupils select one question from an early release paper to which they produce a personal response. After a period of preparation students complete their outcome within a controlled ten-hour examination.

Method and Scheme of Assessment

For the Art and Design Portfolio, controlled assessment is governed by a medium level of control. This means that pupils will conduct visual research and final outcomes within the classroom where the teacher can see them at work. Teachers are allowed to give guidance, but pupils are not permitted to help each other, although they may speak to each other. This is to discourage plagiarism.

Tasks are timed so that each coursework project will comprise no more than 45 hours of work.

For the OCR Set Task the controlled assessment comprises a 10-hour practical examination governed by a high level of control. Here, pupils must work completely independently and are not allowed to communicate with each other.

However, the Set Task unit also demands visual research where controlled assessment constraints are more relaxed. The school is allowed to set its own timescale and pupils can take work home to complete. Pupils will be expected to sign a contract validating that the work is their own.

Pupils’ work is assessed internally by the Art department staff and moderated by a visiting examiner from OCR.
WJEC 4140 01 Design and Technology: Product Design

Design and Technology (D&T) is a subject, which gives pupils the flexibility, originality, imagination and multi-disciplinary approach that is needed in the twenty-first century. It incorporates all the key skills recognised by the Government as being essential for the world of work, enhancing manual dexterity for potential surgeons and developing higher order skills associated with engineering, medicine, materials science etc. Many of the activities involved in D&T cut across traditional subject boundaries and link their ideas, knowledge, values and skills together, it also falls under the Government initiative to link ‘science, technology, engineering and maths’ or STEM subjects within the curriculum. The department has well-equipped workshops and a computer suite, as well as fully-qualified teachers with industrial and commercial experience.

Course Content

The GCSE syllabus provides an opportunity for the pupil to experience the production of their own design prototypes from conception through to testing and evaluation of the finished product. The first year of the course consists of a number of short focussed ‘design and make’ tasks that will give the pupils the skills, knowledge and confidence to tackle the Controlled Assessment Task in the second year. These skills include graphic communication, presentation drawing, Desk Top Publishing, workshop production skills such as machining skills, moulding, CAD/CAM, etc. The specification content also looks at the deeper and broader issues affecting design such as sustainability, legislative issues and commercial manufacturing. Students leave year 10 having covered the majority of the theory and skills required for Year 11 and have a sound grasp of what is expected in the CAT.

Scheme of Assessment

Controlled Assessment Task (CAT) (30 hours) – 60%
This consists of a ‘design and make’ project to be completed in the second year of study. The CAT is completed in lesson time only. The 30 hours does not run consecutively but is broken up to allow appropriate teaching and preparation prior to the completion of each part of the CAT.

Written Examination (2 hours) – 40%
Section A. This part of the paper is focus area specific and will consist of questions based on product analysis, overarching principles, designers and practitioners and the design process.

Section B. This part of the paper consists of questions based on the theory and practical experiences gained during the course and are common to all Design and Technology focus areas.
Students choosing this option will be introduced to the essential skills for making, performing and responding to drama. The course encourages the development of confidence in public performance and presentational contexts. At the outset foundations are established for group work through trust and ensemble building exercises, drama games, movement, and spontaneous improvisation work.

Following this introduction the course explores a wide range of approaches to making drama including realism, physical theatre, the ideas of influential practitioners and a selection of styles and genre. Through mini performance projects the students develop essential acting skills and disciplines and learn the basic elements of stagecraft. Strengths and weaknesses are identified and targets for improvement are set.

Practical work is supported by a written record in which the students reflect on and evaluate their own work and the work of others. Constructive criticism is encouraged.

A selected play is studied in detail in preparation for their final exam. Towards the end of their first year the students work in groups to begin their devised practical project. Each group develops its original piece of drama based on a practitioner or genre of their choice. Most students elect to take the acting option but there is scope for students to focus on design or technical aspects of theatre. The second practical requires the performance of a scene from a published play.

All the main assessment areas are covered in the first year in preparation for formal assessments in year 11. The areas for assessment in the new specification are as follows:

**UNIT ONE (DR1=60%): CONTROLLED ASSESSMENT**
Devised practical performance based on a given stimulus: 40%
Written report of devised performance: 20%

**UNIT TWO (DR2=20%): EXTERNAL ASSESSMENT**
Practical performance from a script by a recognised published playwright.

**UNIT THREE (DR3=20%): EXTERNAL ASSESSMENT**
One and quarter hour written exam:
Analysis of a set text from an actor’s, director’s and designer’s point of view.
Written evaluation of Unit Two practical performance.
GCSE Geography
(OCR J385 B)

Why Choose Geography?
Geography tackles the big issues of today. The world in which we live is expected to witness great change over the next 50 years due to important geographically related issues, e.g. climate change, changing global markets and rapid urbanisation. Studying geography helps explain these changes and it will help to prepare you for the changes that will affect your life. GCSE Geography bridges the gap between the humanities and sciences, it therefore has links with many subjects: Biology, Chemistry, History and Mathematics.

So what will studying Geography give you?
Geography offers you opportunities to develop a wide range of essential life skills: spatial awareness – map skills, enquiry skills – asking questions and finding answers, data collection, presentation and analysis skills and also communication, ICT and report writing skills. Geography also encourages problem solving and decision-making. In a competitive world this broad range of skills is essential.

How is the course structured?
This exciting new course is forward thinking and addresses current global issues and topics; there is a focus on the environment and how societies around the world should be using the Earth's resources and environments in a sustainable way.

The two-year course is based on four themes: Theme One: Rivers and Coasts; Theme Two: Population and Settlement; Theme Three: Natural Hazards and Theme Four: Economic Development.

HOW IS THE COURSE ASSESSED?

<table>
<thead>
<tr>
<th>Examination</th>
<th>Duration</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Unit B561: Sustainable Decision Making</td>
<td>One hour exam</td>
<td>25%</td>
</tr>
<tr>
<td>Unit B562: Geographical Enquiry</td>
<td>Controlled assessment</td>
<td>25%</td>
</tr>
<tr>
<td>Unit B563: Key Geographical Themes</td>
<td>One hour and 30 minutes</td>
<td>50%</td>
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</table>

What is the Sustainable Decision Making Exercise (SDME)?
This element of the course gives you the opportunity to develop decision-making skills. The exam topic is presented as a booklet of resources which pupils study for three weeks before the examination, in the January of Year 11. Pupils are also permitted to use the booklet during the examination.

What does the Geographical Enquiry involve?
This unit replaces the Geography Coursework Project and is delivered through two pieces of work. Part A - Fieldwork Focus – 1200 word report. Pupils use fieldwork data to produce a short report. Most of this work is completed in school in supervised lessons. Part B - Issue Investigation – 800 word research report. Pupils are able to research one of nine topical geographical areas: Disease, Trade, Ecosystems, Sport, Fashion, Energy, Fishing, Crime and Tourism. The final report is completed during lesson time.

What Fieldwork opportunities are there?
Fieldwork is a very important aspect of the course and pupils are offered a full range of fieldwork activities. In Year 10 pupils explore Newport as an urban case study, and in Year 11 there is a four day residential field trip to South Devon to explore rivers, coasts and tourism.
In September 2011 we introduced the new Edexcel iGCSE in History. The new specification makes History enjoyable, interesting and challenging and our new resources will ensure you have the most up-to-date material available for your studies.

There are four taught units which will be examined in two single-tier one and a half hour examinations:

**Section A – Option 3: The Development of Dictatorship: Germany 1918-45 – Michaelmas & first half Lent Term Year 10**
How was the tragedy of Hitler and the Nazis allowed to happen? We study the impact the regime had on the German people, economy, politics and international relations.

**Section A – Option 10: A World Divided: Superpower Relations 1945-1962 – Second half Lent Term and Summer Term Year 10**
What were the causes of the Cold War and how did the world come to the brink of nuclear disaster during the Cuban Missile Crisis of 1962? This unit focuses on the transition from war time alliances to peace time rivalry between the USSR and USA.

**Section B – Option 4: The USA, 1917-1929 – End of Summer Term Year 10 and first half Michaelmas Term Year 11**
This unit looks at the Roaring Twenties in America; a decade of extravagance and excess that was set to the background of fundamental problems in the country which lingered under the surface.

**Section C – Option 4: the Changing Role of International Organisations: the League and the UN, 1919-2000 – Second half Michaelmas Term and Lent Term Year 11**
During the century of extremes where death was witnessed on an unprecedented scale alongside scientific discoveries that would save and enhance the lives of millions of others, how did the world’s governments try to tackle the problems and issues they faced?

Why History?
If you do decide to study iGCSE History you will practise analytical and judgemental skills and be encouraged to think about your subject critically and independently. Your communication skills will improve through written work, presentations, ICT, discussion, debating and drama. Whatever your career ambitions or plans for future study, History will give you the vital skills.

To stretch and challenge our most able students, the department encourages the completion of two research essays in Year 10. These are:

1. Why did the Cold War never become a 'hot' war?
2. To what extent did Hitler follow the example of Mussolini?

They should be submitted during the Lent and Summer Terms respectively and be submitted to your teacher.
GCSE Food and Nutrition
(OCR J431)

OCR J431 Home Economics: Food and Nutrition

This GCSE course in Food and Nutrition should encourage you to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It should prepare you to make informed decisions about further learning opportunities and career choices.

This course in Food and Nutrition will enable you to:

- Engage actively in the processes of Food and Nutrition to develop you as an effective and independent learner;
- Develop your knowledge and understanding of human needs within a diverse society;
- Develop your knowledge and understanding of relevant technological and scientific developments;
- Develop a critical and analytical approach to decision making and problem-solving in relation to the specified context;
- Examine issues that affect the quality of human life, including an appreciation of Diversity;

Scheme of Assessment

UNIT B001: Food and Nutrition Short Tasks 30% of Total Marks
You will be required to complete three short tasks all of which are set OCR tasks. All three tasks should demonstrate different practical skills and knowledge.

UNIT B002: Food Study Task 30% of Total Marks
You will complete one Food Study Task which will assess a variety of skills. You will choose a set OCR theme as a basis for the study.

UNIT B003: Principals of Food and Nutrition 40% of Total Marks
This is the theory section which is externally assessed with a 1 1/2 hour exam and will include:

- Food commodities
- Meal planning
- Food preparation and cooking
- Food safety and preservation
- Consumer education
- Nutrition and health
INTRODUCTION
Information Communications Technology (ICT) is an essential subject in the modern curriculum. Students need to have a firm grounding in ICT for their careers, for lifelong learning and for recreation. The increasing use of technology in all aspects of society makes confident, creative and productive use of ICT an indispensable skill for life. ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding of how to apply these skills purposefully, safely and responsibly. ICT capability is fundamental to participation and engagement in the society of today and of the future.

Nowadays, new and exciting career opportunities are available to those with the knowledge and skills to use ICT creatively, with whole industries emerging around the continuing ICT revolution. Not forgetting that traditional careers now rely heavily on the use of ICT.

ASSESSMENT OBJECTIVES
Candidates should be able to demonstrate their ability to:
✓ Recall, select and communicate their knowledge and understanding of ICT
✓ Apply knowledge, understanding and skills to produce ICT-based solutions
✓ Analyse, evaluate, make reasoned judgements and present conclusions

ASSESSMENT STRUCTURE: Four units over the two years. Two controlled assessments (CA*) one in Year 10 & and one in Year 11. Two theory units will be covered over the two years with two terminal examinations undertaken in Year 11.

Unit 1: Understanding ICT. ICT theory covering a range of systems, as used in the home, at school and in business. How to stay safe when using the internet and being aware of health implications. To learn about emerging technologies and the impact that these advances may have on themselves and others.
Assessment: 1½ hour written examination

Unit 2: Solving Problems with ICT. The WJEC will set a different assignment each year to be completed using a range of everyday software applications to demonstrate ability in the practical application of ICT skills. To be able to manipulate and process data effectively, and efficiently, and to present information in a format suitable to their audience.
Assessment: Controlled Assessment (approximately 22½ hours – in the classroom)

Unit 3: ICT in Organisations. WJEC will set a theory examination with questions related to a business and industry context. Some of the areas covered include: Networks, Multimedia Industries e.g. web design and animation, and the Social and Environmental impact of ICT.
Assessment: 1½ hour written examination

Unit 4: Developing Multimedia ICT solutions. The study of a range of creative software applications in order to create a multimedia solution to a given problem. To learn how to research, design, develop, test and evaluate the solution to the problem. To complete a task by creating and developing a multimedia solution with appropriate elements such as: sound clips, video, animation and graphics. Solutions may include: a multimedia presentation, a multimedia website or a computer game.
Assessment: Controlled Assessment (approximately 22½ hours)

*Controlled Assessments (CA) replace coursework. In essence, the pupils are taught the ICT skills needed to solve a given problem. Teaching revolves around practical work and undertaking exercises and tasks similar to the live CA tasks. Pupils then tackle the live tasks on their own without further direction from the teacher. Classroom time is given over to the CAs in an informally supervised environment. Any pupils missing classroom time, due for example to illness, will be given plenty of opportunity to catch up and be allowed as much of the allotted 22½ hours as they personally need. To this end, the pupils’ time will be individually logged.
Latin GCSE offers students the opportunity to study elements of the language and literature of the Roman world; it aims to provide a rigorous, academic course which is not only satisfying in itself, but will also provide a sound foundation for further study.

Students will develop an appropriate level of competence in the Latin language, together with a sensitive and analytical approach to language in general. They will read and appreciate some of the literature of the classical period in the original, and will learn how to evaluate, analyse and produce a personal response to the verse and prose set texts; they will also gain an insight into certain aspects of Roman civilisation and the continuing influence it has had on our own.

The GCSE assessment will consist of four short written examinations at the end of the course which will test ability in translation and comprehension, and knowledge and appreciation of the set texts; the marks are weighted equally between language and literature. All translation is from Latin into English. There is no translation from English into Latin. There is no coursework or controlled assessment.

Classical Greek GCSE may also be available (by mutual agreement) and, depending upon numbers, may be taught within the curriculum or as an extra-curricular subject. The course in Classical Greek follows a similar structure to that in Latin. Any pupil who wishes to follow this course needs to be coping well with Latin, to be extremely industrious and willing to rise to the challenge. In recent years Classical Greek has been offered as an extra-curricular subject, which involves tuition after school and during lunchtimes.
We have recently moved to the WJEC GCSE specification which we believe allows all pupils to explore their own interests in a well balanced, exciting course. This specification gives candidates opportunities to develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity and emotional and cultural development.

**Performing Music 30%**

Two contrasting performances. One solo and one as a member of an ensemble.
- Total performance time must not exceed ten minutes;
- One piece should connect with an Area of Study;
- Teacher assessed and externally moderated by a visiting moderator.

**Composing music 30%**

Two contrasting compositions.
- Total playing time of both compositions should be at least 5 minutes;
- Each composition should be linked to a different Area of Study;
- Candidates to complete a composition log;
- Teacher assessed and externally moderated in April/May.

**Appraising music 40%**

1½ hour listening / written examination based on unprepared musical extracts under each of the Areas of Study and an evaluation of a performance/composition undertaken during the course. Assessed externally in May/June.

All areas of the course are linked to the four Areas of Study:

1) **Music in Wales**
   - Welsh songs – Art, Folk, Cerdd Dant and Pop
   - Welsh instrumental music
   - Celtic connections

2) **Music for Stage and Screen**
   - Opera
   - Ballet
   - Musicals
   - Film and TV

3) **Music Evolution**
   - Popular music (jazz, rock and pop)
   - Other styles of music from the 20th and 21st centuries

4) **Musical Forms and Devices**
   - Western Classical Tradition
   - Popular music (jazz, rock and blues)

With such a diverse range of musical styles to study, perform and compose, the girls complete GCSE music possessing an exciting depth of knowledge and experience of the subject. Many choose to further develop and refine their knowledge by opting for AS level music, which is more academic but still highly creative.
Why should you choose Physical Education?
This course provides exciting opportunities to lead a healthy and active lifestyle. You are able to choose from a variety of roles and activities in which to participate. The course is designed to enable you to understand the benefits of living a healthy and active lifestyle. It also provides a route to further study e.g. AS and A2 Physical Education.

How you will be examined

<table>
<thead>
<tr>
<th>Theoretical written paper</th>
<th>Practical Controlled Assessment</th>
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<td>40%</td>
<td>60%</td>
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Exam Paper – 1 hour 30 minutes
80 marks
- 5 multiple-choice questions
- 5 short answer questions
- 1 section on pre-studied scenario

Controlled Assessments:
- Key Process A = 40 marks
- Key Process B = 40 marks
- Key Process C = 10 marks

Practical Assessment KPA and B is split into 4 sports/activities of which you must perform in at least 2 different roles; however 2 must be as player/performer for example:
- Performer in Rowing
- Performer in Indoor Rowing
- Coach in Rowing
- Performer in Circuit training
- KPC written task on Rowing

Theory topics you will study
- Individual differences: age, gender, physique, environment and risk and challenge
- The demands of performance: fatigue and stress, injury, levels of exercise;
- Health, fitness and leading a healthy lifestyle;
- Types of training;
- Influence of schools on physical activity;
- Diet and healthy eating;
- Health and well-being;
- Cultural and social factors: leisure time, social groupings and ethnicity;
- How individuals can be involved in physical activity: roles and qualifications
- International and other factors: media, sponsorship, competition, role models, sports events, equipment, health and safety and technology.

Activities to choose from and develop

<table>
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<tr>
<th>Group 1</th>
<th>Games Activities</th>
<th>Outwitting opponents</th>
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<tbody>
<tr>
<td></td>
<td>e.g. hockey, lacrosse and netball</td>
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<tr>
<th>Group 2</th>
<th>Gymnastics</th>
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<td>e.g. artistic gymnastics, trampolining and cheerleading</td>
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<th>Group 3</th>
<th>Dance</th>
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<td>e.g. modern educational dance and street dance</td>
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<tr>
<th>Group 4</th>
<th>Athletics</th>
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<td>e.g. athletics, cross country running and competitive swimming</td>
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</table>
Controlled Assessments will take place:
- In the Michaelmas term of Year 11 – Key Process C
- In practical PE lessons in Year 11 – Lent term
- Final moderation in PE lessons in Year 11 Lent or Summer term

Research for KPC
All research for the KPC will be completed under teacher supervision; time allocated to computer research will be implemented into your timetable for academic PE.

| Group 5 | **Outdoor and Adventurous Activities**  
e.g. horse riding, lifesaving, mountain activities, personal survival and rowing or sculling | Identifying and solving problems to overcome challenges of an adventurous nature |
|---------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Group 6 | **Health and Fitness**  
e.g. aerobics, circuit training, pilates and indoor rowing | Exercising safely and effectively to improve health and well-being |

| Group 5 | **Outdoor and Adventurous Activities**  
e.g. horse riding, lifesaving, mountain activities, personal survival and rowing or sculling | Identifying and solving problems to overcome challenges of an adventurous nature |
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| Group 6 | **Health and Fitness**  
e.g. aerobics, circuit training, pilates and indoor rowing | Exercising safely and effectively to improve health and well-being |
This specification is intended to be open to candidates of any religious persuasion or none and provides a broad structure for the study of religion, emphasising its educational basis.

**Aims**
To promote an enquiring, critical and sympathetic approach to the study of religion in the contemporary world.

To help candidates to identify and explore questions about the meaning of life and to encourage candidates to reflect on moral and ethical issues.

**Scheme of Assessment**
There will be two examination papers lasting 1¾ hours each which will make up 100% of the marks.

**The Examination**
The paper includes Knowledge (50%) and ‘opinion’/‘evaluation’ questions where the pupils’ ideas on ethical and moral issues will be explored.

**Syllabus**
This will be divided into two sections:

1) Christianity and Contemporary Society – which look at the religious attitude to certain issues:
   - Personal Relationships / the Family. Looking at the effects of marriage, adultery, divorce and homosexuality and the Christian Church’s reaction to it;
   - Crime and Punishment in Society, Death Penalty. Investigating the reasons for and against. The aims of punishment; reform, retribution, deterrence etc.;
   - The Developing World and Poverty. Reaction of aid agencies to national disasters and long term poverty;
   - War and Peace, Martin Luther King – his non-violent actions. Can a nuclear conflict be a Just War?
   - Concept of evil in the world. The effects of natural and moral evil and the suffering that they cause.

2) A study of one of the World Religions – Christianity.
   - Festivals. Looking at the Christian year with particular emphasis on Christmas and Easter.
   - Pilgrimage. With particular reference to Bethlehem, Jerusalem and Lourdes.
   - Human life and how it reacts to the temptation of alcohol, tobacco and illegal drugs.