



Monmouth School for Girls

A Haberdashers' School

GCSE/IGCSE Options

Year 10 2023-2025

A Guide for Parents and Students



Monmouth School for Girls

A Haberdashers' School

Choosing your GCSE/IGCSE pathway

A note for students (and parents)

It may seem like a very early point in Year 9 to be choosing the path you will follow for your GCSE/IGCSE years but planning for September starts now and I know that you are already thinking about the choices you will have to make. Your teachers will spend some time explaining what it is like to study subjects at GCSE/IGCSE during your lessons over the coming weeks.

Very few Year 9 students know what career they want to follow, and this is perfectly normal. If you do have a career in mind, you should do the research necessary to check which subjects are essential for that career. However, the other thing to bear in mind when thinking about your choices is that it is almost impossible to make a disastrous mistake at this stage. We ensure that your choices include the appropriate compulsory subjects and, when looking at the options, we advise you to keep your choices broad, ideally including a humanity (such as History, RS, Geography) and a creative subject (such as Technology, Art, Ceramics, Computing, Music).

If you have no idea what career path you want to follow, keep your choices as broad as possible but, probably, the best indicator of which subjects you choose is whether you like them and how good you are in those subjects. These two aspects very often go hand-in-hand; we are usually successful at things we enjoy, and we enjoy things at which we are able to succeed. Committing yourself to two years of studying a subject you do not enjoy is probably not a good idea.

So, in conclusion, make sure you choose your GCSE/IGCSE pathway for the right reasons. Ask questions of your tutor, your Head of Year, of your subject teachers and of me but do not worry too much about these choices you are currently making turning out to be the wrong ones for your future. This is highly unlikely.

Deputy Head (Academic)

Contents

Compulsory (core) Subjects in Year 10 and 11

- English Language and English Literature
- Mathematics
- Science
- French / German / Spanish

Optional Subjects

- Art and Design
- Computer Science
- Dance
- Design and Technology
- Drama
- Food Preparation and Nutrition
- French / German / Spanish
- Geography
- History
- Latin
- Classical Greek
- Music
- Physical Education
- Religious Studies

Compulsory GCSE/IGCSE Subjects (The Core Curriculum)

Girls at Monmouth School for Girls usually take 10 subjects.

Compulsory Subjects

- English Language GCSE
- English Literature GCSE
- Mathematics IGCSE
- A Modern Foreign Language GCSE - either French, German, or Spanish (unless your daughter currently has EAL lessons*)
- Science GCSE/IGCSE (see below for details)

There is a choice in Science:

EITHER

(A) Double Award (equivalent to 2 GCSEs covering all three sciences)

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, students will also have four Physical Education lessons and follow a PSHE programme.

Grading

Most GCSEs and IGCSEs are now graded using the numbers 9-1. In 2021, all subjects will be graded 9-1. The grading system is illustrated in the figure below.

NEW GCSE GRADING STRUCTURE										
9	8	7	6	5	4	3	2	1	U	
			<div><div><div>4</div><div>and above</div></div><div>=</div><div><div>C</div><div>and above</div></div></div> <div><div>←</div><div>→</div></div> <ul style="list-style-type: none">■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.■ The bottom of grade 1 will be aligned with the bottom of grade G.							
A*			A	B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE										

EAL Provision

At GCSE, the standard provision is that students study at least one Modern Foreign Language. For students who have EAL support this is not required; they will have EAL lessons instead. If EAL students want to study a MFL subject, they can choose to do so when they select their four option choices.

During Year 10, a pupil requiring EAL support may study for the AQA English Language GCSE and commence second language English IGCSE.

During Year 11, a pupil requiring EAL support will continue to study for their second language English GCSE and, if time permits, will receive support for their first language English GCSE and English Literature GCSE. It is the aim that by studying for both first and second language English GCSEs that the students will consolidate their understanding of English which will improve their performance in other academic subjects and provide them with a strong basis for their IELTS course in the Sixth Form.

Compulsory (core) Subjects

English Language (GCSE AQA 8700)

Overview:

The specification offers the attraction of two equally balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper.

Each paper has a distinct identity to better support high quality provision and engaging teaching and learning.

Paper 1, Explorations in Creative Reading and Writing looks at how writers use narrative and descriptive techniques to engage the interest of readers. **Paper 2, Writers' Viewpoints and Perspectives** looks at how different writers present a similar topic over time.

Our approach to spoken language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students. The separately endorsed unit does not contribute towards the GCSE English Language grade.

Summary of assessment:

Paper 1, Explorations in Creative Reading and Writing

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

- in section A, reading a literature fiction text to consider how established writers use narrative and descriptive techniques to capture the interest of readers.
- in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario, or visual image.

Paper 2, Writers' Viewpoints and Perspectives

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- in section A, reading two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader.
- in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

Spoken language (separately endorsed):

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- giving a presentation in a formal context,
- responding appropriately to questions and to feedback, asking questions themselves to elicit clarification,
- using spoken Standard English.

English Literature (GCSE AQA 8702)

Overview:

This qualification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Courses based on this specification should also encourage students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading,
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas,
- develop the habit of reading widely and often,
- appreciate the depth and power of the English literary heritage,
- write accurately, effectively and analytically about their reading, using Standard English,
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Summary of assessment:

Paper 1:

Shakespeare and the 19th-century novel:

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2:

Modern Texts and Poetry

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Mathematics

(IGCSE Edexcel Mathematics A 4MA1)

Studying mathematics to IGCSE enables students to increase their numerical skills, performing calculations mentally and on paper, 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. They are prepared for studying or using Mathematics at a higher level, should they choose to do so, by the introduction of more advanced topics such as functions and differentiation.

Qualification content

The full specification may be found on the Pearson website: <https://qualifications.pearson.com>

The following is an extract from it:

This Edexcel International GCSE in Mathematics (Specification A) requires students to demonstrate application and understanding of the following:

Number

- *Use numerical skills in a purely mathematical way and in real-life situations.*

Algebra

- *Use letters as equivalent to numbers and as variables.*
- *Understand the distinction between expressions, equations and formulae.*
- *Use algebra to set up and solve problems.*
- *Demonstrate manipulative skills.*
- *Construct and use graphs.*

Geometry

- *Use properties of angles.*
- *Understand a range of transformations.*
- *Work within the metric system.*
- *Understand ideas of space and shape.*
- *Use ruler, compasses and protractor appropriately.*

Statistics

- *Understand basic ideas of statistical averages.*
- *Use a range of statistical techniques.*
- *Use basic ideas of probability.*

In addition, there is now more of an emphasis on problem-solving and mathematical reasoning skills, which ensures that the IGCSE is keeping in line with reforms to other GCSE courses.

Assessment

There will be two written examination papers, 1H and 2H, each 2 hours long, at the end of Year 11. Each paper carries equal weight. Calculators may be used for both papers. There is no coursework.

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 the trial examinations in year 11 and after consultation with parents, for some students to sit foundation tier papers.

Science

(IGCSE Edexcel Biology 4BI1, Chemistry 4CH1, Physics 4PH1 & AQA GCSE Double Award 8464)

IGCSEs (International GCSEs) are highly respected qualifications; the examination of choice in many top independent schools and recognised worldwide. This is the qualification for which our Triple Award science students will be prepared.

Since recent national reforms, the quality of GCSE Double Award science courses in particular has markedly improved and in the case of the AQA Trilogy course (8464) this now provides the best preparation to satisfy the wide-ranging aspirations and requirements of all our Double Award students.

Textbooks, tailor-made for the both courses are used by students in Years 9 - 11. In Y9 material common to both IGCSE and GCSE is covered, providing the ideal launch into either a Triple or Double Award route.

In Year 10, girls can choose between:

Double Award science (all three sciences are taught separately leading to 2 GCSE qualifications) and Triple Award science (three separate science IGCSE grades).

Triple Award

Girls study core and higher extension level topics in Biology, Chemistry and Physics. At the end of Year 11, Triple Award students take two examinations for each science, and achieve a distinct grade in each.

Double Award

Girls study core topics in all three sciences and at the end of Year 11 take six examinations, two for each of Biology, Chemistry and Physics. This qualification provides entry at Higher level allowing access to grades from two grade 9's (9,9) to two grade 4's (4,4). Foundation enables access to grades from 5-5 to 1-1. In higher tier there is a safety net grade of 4,3 although where this is a likely outcome, Foundation would provide a better experience and potentially a better grade.

Course content

Biology IGCSE/GCSE	Chemistry IGCSE/GCSE	Physics IGCSE/GCSE
The nature and variety of living organisms (including organisation & cell biology)	Particles	Forces and motion
Structures and functions in living organisms (including infection, homeostasis & bioenergetics)	Principles of Chemistry	Electricity
Reproduction, inheritance, variation and evolution	Organic Chemistry	Waves
Ecology and environment	Industrial inorganic Chemistry	Energy resources and energy transfer
Use of biological resources & applications of biology	Chemistry in society	Solids, liquids and gases
	Chemistry calculations	Magnetism and electromagnetism
		Radioactivity and particles
		Astronomy (IGCSE only)

Coursework

There is no coursework element in any of the science courses. Students are assessed by externally marked examination only. Practical work is an essential part of the teaching and understanding of science and the core practicals stipulated in subject specifications form a necessary part of this: this element will be assessed within the written examination questions.

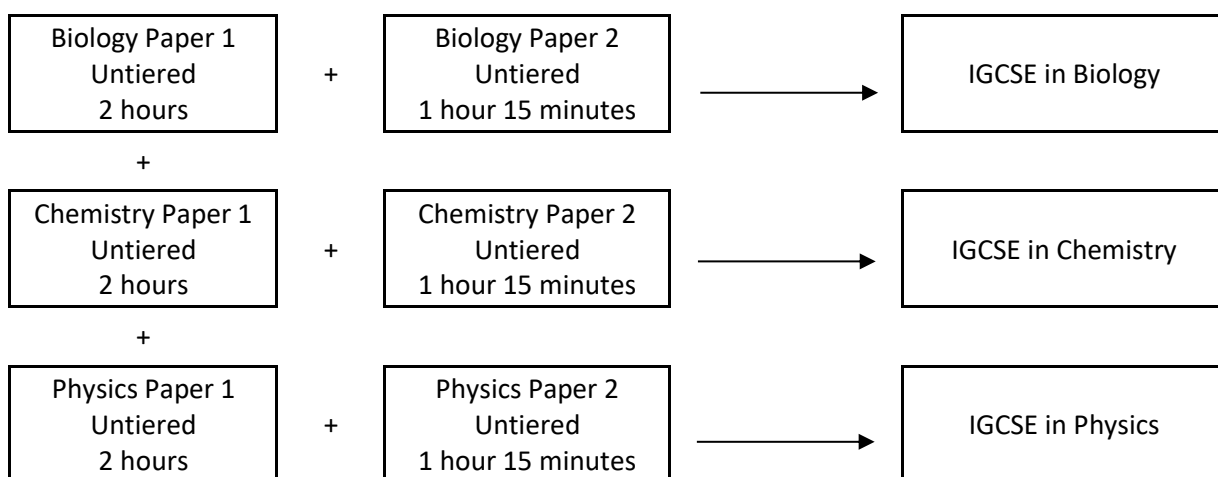
Mathematical skills

The development and practice of the relevant mathematical skills will be inherent within the teaching of all three sciences. These skills will be tested in the written exam papers within the context of science.

Examinations

A summary of the examination papers is shown below:

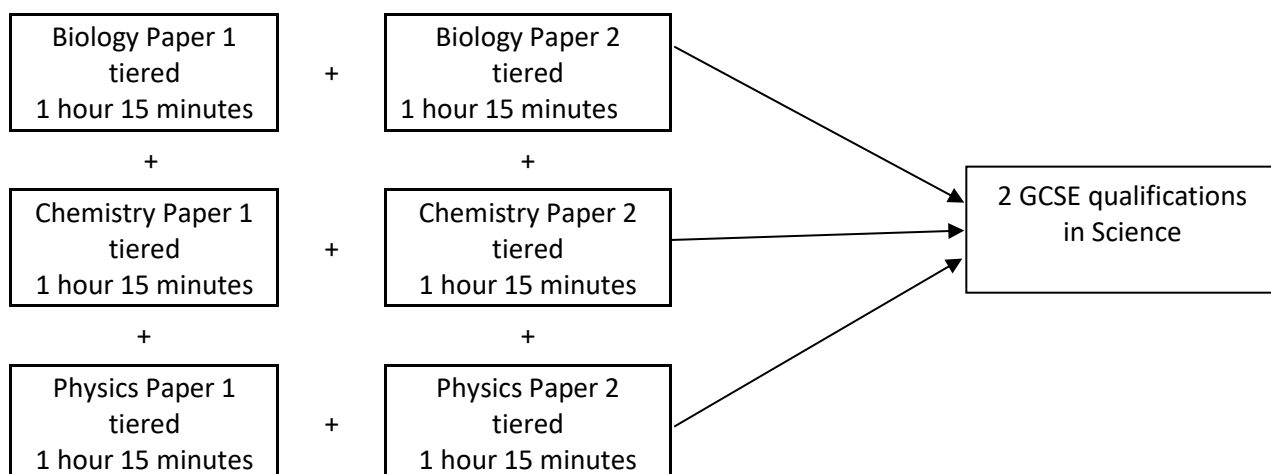
Triple Award



For further information about these Edexcel courses go to:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates.html>

Double Award



For further information about this AQA Trilogy course go to:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Modern Foreign Languages **(GCSE AQA French 8658, German 8668, Spanish 8698)**

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.
 - You recognise that languages can easily be combined with other subjects at university level.

Course Content

- **What will you do?**
 - Have fun learning new topics to build your confidence in everyday situations covering three broad themes: Identity and Culture (e.g., family, free time, festivals), Local, National, International and Global Areas of Interest (e.g., travel, healthy living), Current and Future Study and Employment (e.g., school and career).
 - 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 in conversation and presentation.
 - Develop your grammar skills.
 - Learn to write in a more sophisticated way.

- **Assessment**

All examinations will take place at the end of Year 11.

Speaking 25%: 10-12 minutes, plus preparation time

1 role play.

1 description of a photograph.

1 short conversation.

Writing 25%: 1 hour examination

1 structured writing task (90 words), 1 open writing task (150 words), translation from English into the target language.

Reading 25%: 1 hour examination

Comprehension questions to be answered in both English and the target language.

Short translation from the target language into English.

Listening 25%: 1 hour examination

Comprehension questions to be answered in both English and the target language.

Short translation from the target language into English.

Options

Art and Design (GCSE OCR J171)

J171 OCR GCSE in Art and Design: Fine Art

The GCSE in Art and Design will encourage learners to:

- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.
- Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.
- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.
- Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.
- Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.
- Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work.
- Demonstrate safe working practices in art, craft and design.

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

Unit 1: Art and Design Portfolio - 60%

Learners must produce work in response to a centre set starting point, brief, scenario or stimulus: a portfolio of practical work. This component is a non-exam assessment. It is internally assessed and externally moderated using the marking criteria.

Unit 2: Externally Set Task - 40%

The early release paper will provide learners with five themes each with written and visual starting points or stimuli. From these, **one** option must be selected by the learner on which they must base their personal response. Centres will allow learners a set period of time, at their discretion, to prepare for the Externally set task 10-hour supervised time period. The Externally set task is a non-exam assessment. It is internally assessed and externally moderated using the marking criteria.

Computer Science (IGCSE Cambridge 0984)

Introduction

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners.

Computer Science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

Assessment objectives

IGCSE Computer Science encourages learners to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to computer science.

Assessment structure:

Component 1: externally assessed written paper covering theory topics (50% of total IGCSE)

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, system security and system software. Number systems including binary and hexadecimal will be studied. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. New and emerging technologies including digital currency, cyber security, artificial intelligence and robotics will be studied.

Component 2: externally assessed problem solving and programming written paper (50% of total IGCSE)

This component incorporates and builds on the knowledge and understanding gained in Component 1, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques including arrays, how to produce robust programs, computational logic, and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics. Databases and their important role in computer science will also be investigated.

Dance

(Pearson BTEC Level 2 Tech Award in Performing Arts)

Why choose Dance?

Undertaking a study in dance allows students to combine all elements of their learning into a vocational practice as research structure. The knowledge uncovered in the studio informs the work that is done through reading and writing, which in turn, refuels the approach and intentions of their practice. In this way, students finish the course with embodied, experiential knowledge that is transferable into any and every aspect of their lives and future studies, resulting in life-long learning of skills. Dancers are required to work both independently and collaboratively, developing and sharing ideas, evolving and adapting throughout the creative process and reflecting and improving at the end of a project. Dance students understand the importance of making something from scratch, overcoming hurdles, problem-solving challenges, balancing logistics with creativity and combining spectacle and substance to result in work that is powerful, meaningful, intelligent and fabulous!

What will you study?

- Dance Styles and Genres
- Dance History
- Dance Analysis
- Choreographic Devices and Principles
- Choreographic Stimuli and Influences
- Professional Repertoire
- Performing Arts Roles, Responsibilities and Expectations

What will you learn?

- Interpersonal Communication and Collaboration Skills
- Choreographic Approaches
- Dance Technique
- Multidisciplinary Knowledge
- Demonstration of Ideas & Research through Presentation and Performance
- Project Planning and Evaluation
- Performer and Choreographer Autonomy
- Critical Reflection and Evaluation

Assessments

Component 1: Explore

Explore the processes used to create a performance.

Aim: To get a taste of what it is like to be a professional dancer.

Students will:

- Explore performance styles, creative intentions, and purpose
- Investigate how practitioners create and influence what is performed
- Discover performance roles, skills, techniques, and processes

Internal assessed assignments: 30% of total course

Externally Moderated

Component 2: Develop

Develop performance skills and techniques by reproducing existing performances.

Aim: Develop skills and techniques in dance.

Students will:

- Take part in workshops, classes, and rehearsals
- Gain physical, interpretive and rehearsal skills
- Apply these skills in performance
- Reflect on the performance, progress and how to improve

Internally assessed assignments: 30% of total course

Externally Moderated

Component 3: Apply

Performing to a set brief, students work in groups of 3 to 7 members. They will pull together all they have learned and apply their knowledge to create a performance.

Aim: Consider how practitioners adapt their skills for different context and put this into practice in a performance.

Students will:

- Use their brief and previous learning to come up with ideas
- Build on skills in classes, workshops and rehearsals
- Review the process using an ideas and skills log
- Perform a piece to a chosen audience
- Reflect on the performance in an evaluative report

External assessed task: 40% of total course.

Design and Technology (GCSE AQA 8552)

Design and Technology (D&T) is a subject, which gives students the flexibility, originality, imagination and multi-disciplinary approach that is needed in the twenty-first century. The new specifications do not have the traditional material constraints and allow students to work in the media of their choice. They also fully embrace the concept of iterative design essential for well-engineered solutions. D&T incorporates all the key skills recognised by the Government as being essential for the world of work, enhancing manual dexterity for 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 specification now also includes set mathematical and scientific content appropriate to the subject to enhance these links. The department has well-equipped workshops and a computer suite allowing work with resistant materials, textiles, graphics and CAD-CAM (milling/3D printing/laser cutting), as well as fully qualified teachers with relevant industrial and commercial experience.

Course Content

The GCSE specification provides an opportunity for the students 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 students the skills, knowledge and confidence to tackle the non-exam assessment (NEA) in the second year. These skills include graphic communication, presentation drawing, Desk Top Publishing, workshop production skills such as machining skills, casting, 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 NEA. The briefs for the NEA are released on June 1st allowing time to prepare ready for Year 11.

Scheme of Assessment

Non-exam Assessment Task (NEA) (30-35 hours) – 50%

This consists of a 'design and make' project to be completed in the second year of study. The NEA is completed in lesson time only with prep time used for research and planning of work. The 30-35 hours do not run consecutively but are broken up to allow appropriate teaching and preparation prior to the completion of each part of the NEA. Briefs for the NEA are set by the board and contextualised to allow both easy access and appropriate challenge.

Written Examination (2 hours) – 50%

Section A. Core technical principles (20 marks).

Examines the pupil's breadth of technical knowledge and understanding.

Section B. Specialist technical principles (30 marks).

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C. Designing and making principles (50 marks).

A mixture of short answer and extended response questions including a 12-mark design question.

Drama

(GCSE Eduqas C690QS)

The WJEC Eduqas GCSE in Drama is an exciting and inspiring practical Drama course. The specification promotes involvement in and enjoyment of Drama, both as performers and designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Through following this specification, learners will be given opportunities to participate in and interpret their own and others' drama.

Students have the option to work practically as performers and/or designers in Components 1 and 2 where they will:

- a) Investigate a practitioner or genre of drama
- b) Work collaboratively to develop ideas
- c) Experiment with dramatic conventions, forms and techniques in order to produce, perform and design a piece of original theatre.

They will also have the opportunity to participate in the performance of two extracts from a play text. The students will also demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination. In preparation for this assessment, learners will study their chosen text practically understanding the characters and world of the play as performers, designers and directors.

Assessment

Component 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated 40% of qualification.

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.

Learners must produce:

- A realisation of their piece of devised theatre.
- A portfolio of supporting evidence (900 words).
- An evaluation of the final performance or design (900 words approx.).

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner 20% of qualification.

- Learners will be assessed on either acting or design.
- Learner's study two extracts from the same performance text chosen by the centre.
- Learners participate in one performance using sections of text from both extracts.

Learners may choose the same skill for Component 1 & 2, or a different skill for each component.

Learners must choose from the list below:

- performing
- lighting design
- sound design
- set design (including props)
- costume design (including hair and make-up).

In addition to their own theatre making, learners must also know and understand the roles of performer, designer and director, and participate in theatre as an audience member.

Component 3: Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification

Section A: Set Text

A series of questions on one set text from a choice of seven:

1. *Macbeth*, William Shakespeare.
2. *An Inspector Calls*, J.B Priestley.
3. *Find Me*, Olwen Wymark.
4. *Noughts and Crosses*, Malorie Blackman
5. *Refugee Boy*, Benjamin Zephaniah.
6. *I Love You Mum – I Promise I Won't Die*, Mark Wheeler
7. *The IT*, Vivienne Franzmann

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Food Preparation and Nutrition (GCSE OCR J309)

This GCSE course in Food Preparation and Nutrition covers food science and retains a strong element of practical cookery skills. Students will be able to apply the principles of food science, nutrition and healthy eating to their work. The qualification is one of the newly reformed GCSEs.

This course in Food and Nutrition will enable you to:

- Develop high level knowledge, understanding and skills required to cook.
- Make connections between theory and practice so that you are able to apply your understanding of food and nutrition to practical cooking.
- Improve lives through a better knowledge of food, where it comes from and how it affects our bodies.
- Understand the relationship between diet, nutrition and health.
- Understand economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices.
- Demonstrate and understand functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Demonstrate safe and effective cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.

Scheme of Assessment:

Assessment will be 50% through examination and 50% through centre-based tasks, NEA (Non-Examination Task).

Task 1

Food Investigation Assessment. 15% of the total marks.

Task 2

Food Preparation Assessment. 35% of the total marks.

Plan, prepare and cook a menu of three dishes within a single period of no more than three hours. Planning is done in advance. The task will be set by the examination board.

Examination. 50% of the total marks.

Content Overview	Assessment Overview	
This content should be covered throughout all three components. Section A Nutrition Section B Food: food provenance and food choice Section C Cooking and food preparation Section D Skills requirements: preparation and cooking techniques	Food Preparation and Nutrition (01)* 100 marks** 1 hour 30 minutes written examination paper	50% of total GCSE
	Food Investigation Task (02 or 03)* 45 marks Non-examined assessment (NEA)	15% of total GCSE
	Food Preparation Task (04 or 05)* 105 marks Non-examined assessment (NEA)	35% of total GCSE

Geography (IGCSE Cambridge 0976)

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 prepare students for the changes that will affect their lives. IGCSE Geography bridges the gap between the humanities and sciences; it therefore has links with many subjects: Biology, Chemistry, History and Mathematics.

Geography offers 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.

Why IGCSE Geography?

This exciting course is established, well-resourced and is taught widely in Independent Schools. It is traditional in its format and content, but also 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.

Cambridge IGCSE Geography focuses on developing skills:

- An understanding of the processes which affect physical and human environments.
- An understanding of location on a local, regional and global scale.
- The ability to use and understand geographical data and information.
- An understanding of how communities around the world are affected and constrained by different environments.
- An appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

The two-year course is based on three themes: Theme One: Population and Settlement; Theme Two: The Natural Environment – rivers, coasts, natural hazards, climate and ecosystems; Theme Three: Economic Geography and Development – including studies of globalisation, multinational companies, tourism and resource issues: food, energy and water.

How is the course assessed?

Examination	Duration	Weighting
Paper One: Geographical Themes	One hour 45-minute exam	45%
Paper Two: Geographical Skills	One hour 30-minute exam	27.5%
Paper Three: Coursework Assessment	A 2000-word report linked to a fieldwork investigation.	27.5%

What does the Coursework Assessment involve?

This unit is delivered through one piece of assessed work, a 2000-word report. Students use fieldwork data gathered in Summer Term of Year 10; currently local fieldwork based in Monmouth. Students will be expected to write up their Coursework report over the summer break with guidance from their teacher.

History **(IGCSE Edexcel 4HI1)**

Website: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-history-2017.html>

Since September 2011 we have followed the Edexcel IGCSE History course. The specification has been updated from September 2017. This specification makes History enjoyable, interesting, and challenging and our 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:

Paper 1: Depth Studies

The Development of Dictatorship: Germany 1918-45 – Michaelmas and 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.

A World Divided: Superpower Relations, 1943-72 – 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.

Paper 2: Investigation and Breadth Studies

The USA, 1918-41 – End of Summer Term Year 10 and 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. We then look at the Great Depression and Roosevelt's New Deal.

The Changing Role of International Organisations: The League and the UN, 1919-c.2011 – 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 collectively tackle the problems and issues they faced?

Why History?

If you 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, and debating. Whatever your career ambitions or plans for future study, History will give you vital skills.

Latin (GCSE Eduqas C990A/B)

Why study Latin?

Latin gives you a window onto another world, both strikingly similar to and extremely different from our own. It supports and enhances your study of other European languages, including English. As you study the language in greater depth you will continue to develop skills of close reading and thorough analysis. You will develop greater awareness of other cultures, an essential quality for any modern citizen. Latin is a highly esteemed academic subject which can give you the edge when applying for competitive courses in the future.

Latin GCSE gives you the opportunity to study both language and literature, so you will extend your knowledge of the language to be able to read original literature written by great Roman authors. You will study a diverse selection of topics such as Love and Marriage, Rich and Poor, as well as a narrative study of Ovid's *Metamorphoses* on the adventures of the hero Perseus or Suetonius' account of the life of Nero. These will give you a real flavour of ancient Rome. To complement this study, you will also learn more about the cultural context and its continuing influence on other societies.

The GCSE assessment consists of three written examinations, at the end of the course, which test ability in translation and comprehension, and knowledge and appreciation of the set texts and their historical context; the marks are weighted equally between language and literature/culture. The three components are as follows:

1. **Language:** 1 examination of 90 minutes on the Latin language, 90% of which consists of passages for comprehension, with questions to be answered in English and passages for translation from Latin into English; the final 10% requires students either to identify some aspects of Latin grammar or to translate some simple English sentences into Latin. **This paper is worth 50% of the overall qualification.**
2. **Latin Literature and Sources (Themes):** students study a selection of short texts on 1 specific theme, e.g. *Love and Marriage*, *Rich and Poor*. The texts are accompanied by relevant visual source material which also forms part of this study. This component is assessed by 1 examination of 75 minutes. It is an open-book examination; a clean copy of the resource booklet is provided. **This paper is worth 30% of the overall qualification.**
3. **Latin Literature (Narratives):** students study a continuous narrative text, either verse or prose. They will study the author's style and the historical context in addition to the content. This component is assessed by 1 examination of 60 minutes. It is an open-book examination; a clean copy of the resource booklet is provided. **This paper is worth 20% of the overall qualification.** As an **alternative** to the Narratives component, students may choose to take a component on **Roman Civilisation**. This requires the study of a variety of sources in translation as well as material culture and visual sources, on 1 specific topic, e.g. *Roman Family Life* or *The City of Rome*.
This paper is worth 20% of the overall qualification.

Classical Greek (GCSE OCR J292)

Classical Greek is also available to take up as a new subject in year 10. The course follows a similar structure to that in Latin, with examination requirements of 1 language paper of 90 minutes (worth 50% of the overall qualification) and two further one-hour papers on a choice of literary texts and cultural topics (each worth 25% of the overall qualification).

Literature studied will include stories from Homer and drama featuring gods and heroes. It is a wonderfully rewarding course and not as difficult as you may imagine. Do not be deterred by a different alphabet; that very soon becomes familiar. To thrive in Greek, you need to like language in general, reading, and independent study.

In recent years Classical Greek has been offered as an additional subject, involving tuition outside the regular timetable, usually in a combination of lunchtimes, study periods and after-school lessons. The timing is flexible and agreed between teacher and students every year. If you are considering taking up this subject, speak to your Latin teacher, so that you can make a start on some basics before beginning formal study in the Michaelmas term of year 10. Students who have undertaken and committed to this course have enjoyed it enormously and achieved great success.

Music **(GCSE Eduqas C660QS)**

We follow the Eduqas specification (accredited by Ofqual), which allows students to explore their own musical interests in a well-balanced and exciting course. There is an appropriate balance of practical and theoretical lessons and students are able to write and perform music in their chosen styles. There is no requirement to have gained a particular grade in an instrument/voice, or indeed music theory; however, an understanding of music theory and reading music is useful.

<p style="text-align: center;">Performing (30%)</p> <ul style="list-style-type: none">• Total duration of performances: 4-6 minutes,• At least one piece must be an ensemble performance,• One of the pieces performed must link to an area of study,• Suggested standard: Grade 3+.
<p style="text-align: center;">Composing (30%)</p> <ul style="list-style-type: none">• Total duration of compositions: 3-6 minutes,• One composition must be linked to a brief set by WJEC,• The second composition is a free composition.
<p style="text-align: center;">Appraising (40%)</p> <ul style="list-style-type: none">• Listening examination 1hr 15mins,• Eight questions in total; two on each of the four areas of study.

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

1) Musical Forms and Devices

- A study of the music of the Baroque, Classical and Romantic eras.
- This provides the context for a study of binary, ternary, minuet and trio, rondo, variation and strophic forms.
- They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.

2) Music for Ensemble

- Music for ensemble forms the basis for a study of texture and sonority.
- Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, learners will consider how music is composed for small groups of instruments and voices.

3) Film Music

- Through this area of study, learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.

4) Popular Music

- Through this area of study, learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.

With such a diverse range of musical styles to study, perform and compose, students complete GCSE Music possessing an exciting depth of knowledge and experience of the subject.

Physical Education (GCSE Eduqas C550QS)

Why choose Physical Education?

This course provides exciting opportunities to deepen your knowledge and understanding of key Physical Education topics such as health, training and exercise, exercise physiology, movement analysis, psychology and socio-cultural factors. The relationship between theoretical topics and practical performance will be explored and you are able to choose from a variety of activities in which to participate, whilst analysing and evaluating your performance in one.

The practical element, which requires assessment in 3 different activities, accounts for 30% of the total grade, so the course is only suitable for students who have shown evidence of their ability to compete at the appropriate level across a range of disciplines. **Performers should be regularly representing the school or a club in each of their chosen activities.**

Before opting to study GCSE Physical Education, students should discuss their suitability for the course with the Director of Sport.

How you will be examined:

Component 1: Theoretical written paper 60% - 120 marks 2-hour paper	Component 2: Practical Non-Examined Assessment 30% - 60 marks	Component 2: Written analysis and evaluation Non-Examined Assessment 10% - 20 marks
<p>The syllabus content is divided into the following sections:</p> <ol style="list-style-type: none"> 1. Health, training and exercise 2. Exercise physiology 3. Movement analysis 4. Psychology of sport and physical activity 5. Socio-cultural issues in physical activity and sport <p>The paper entails a range of short and extended questions.</p>	<p>The student is assessed in three activities as the role of the performer.</p> <p>At least one of these activities must be an individual sport and one a team sport (see over for list of activities available).</p>	<p>The student must produce a written analysis and evaluation in one of their chosen activities.</p> <p>A personal training programme must be designed with the aim of providing recommendations to improve performance in one practical activity the student is assessed in.</p> <p>There is no assessment on whether or not the improvements have occurred.</p> <p>Data must be collected, presented, analysed and evaluated.</p> <p>The programme must be a minimum of 8 weeks duration.</p>

Practical assessment

The practical component assesses students' performance in **three** physical activities of which one must be from each category listed below.

Team Activities	Individual Activities
<ul style="list-style-type: none">• Association Football• Badminton• Basketball• Camogie• Cricket• Dance• Handball• Hockey• Hurling• Lacrosse• Netball• Rowing• Rugby League• Rugby Union• Squash• Table Tennis• Tennis• Volleyball	<ul style="list-style-type: none">• Amateur Boxing• Athletics• Badminton• Canoeing• Cycling• Dance• Diving• Golf• Gymnastics• Equestrian• Kayaking• Rock Climbing• Rowing (sculling)• Skiing• Snowboarding• Squash• Swimming• Table Tennis• Tennis• Trampolining

Assessment objectives

The course is divided into the following assessment objectives for the examination:

AO1 - Demonstrate knowledge and understanding of factors that underpin performance and involvement in physical activity (25%, component 1).

AO2 - Apply knowledge and understanding of factors that underpin performance and involvement in physical activity (20%, component 1).

AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity (15%, component 1).

AO4 - Demonstrate and apply relevant skills and techniques in physical activity and sport and analyse and evaluate performance (40%, component 2).

Religious Studies A (GCSE AQA 8062)

Aims

This GCSE is open to anyone interested in philosophy, ethics, beliefs, and values, and it makes no difference what your own beliefs may or may not be.

The course encourages critical and philosophical engagement with big questions about reality, meaning and purpose in a modern pluralistic society.

Teaching is focussed on informed discussion and debate as a foundation for developing structured and persuasive written work. Critical analysis and breadth of knowledge are highly valued, along with the ability to construct balanced and informed arguments.

Buddhism, Christianity, and philosophical and ethical themes.

The course takes an in-depth approach to the study of two religions: Buddhism and Christianity. Big questions are then asked around the themes of justice, conflict, relationships, the origins of life and the universe, and the existence of God.

- **Christianity:** As the largest world religion with approximately 2.2bn followers, Christianity has a major influence on many people's beliefs and practices, their culture, ethics, lives and literature. The critically informed approach offered here aims to deepen understanding of how Christianity and Christians have developed, and of how they operate in and influence the world in different ways.
- **Buddhism:** The study of Buddhism offers an exciting opportunity to engage with challenging ideas about the nature of the self, different ways of life and notions of happiness. The course emphasises different views within Buddhist traditions, in the way beliefs, teachings and practices are understood and expressed, and how Buddhism influences individuals, communities and societies.

Examination

The course will be assessed entirely by examination at the end of the two-year course.

The Syllabus

The content of study will cover elements from both religions including:

Christianity:

- The nature of God and the Trinity and biblical accounts of creation.
- The problem of evil as a challenge to belief in God.
- The importance of Jesus, salvation, and resurrection.
- The spread of Christianity and the role of Christian charity in the wider world.
- Justice, conflict, the origins of life and the universe, relationships, and the existence of God.

Buddhism:

- The Buddha, his teachings, and enlightenment.
- The four noble truths as an analysis of life experience.
- The noble eight-fold path as an ethical guide to life.
- The nature of human personality and the application of Buddhism to modern life.
- Justice, conflict, the origins of life and the universe, relationships, and the existence of God.