



# GCSE Guide

**For courses starting in September 2017**

## GCSE Curriculum for Years 10 and 11

In September you will be entering Year 10 at Kent College. In the first three years of secondary education you have been introduced to a very wide range of subjects. Next year you will continue to study certain core subjects but you will be able to choose which additional subjects you study for the General Certificate of Secondary Education (GCSE).

Choose the subjects you enjoy and are good at; then you will do well. If you already have a career in mind, select subjects that will give you the qualifications you need. GCSE results are important: good results are needed for entry to Advanced Level courses and to Higher Education; they are also the main entry requirement for vocational courses in Colleges of Further Education.

You will need evidence of other achievements in your school career. It is important that your programme of GCSE courses leaves you time to pursue other interests and your extra-curricular activities should complement your academic curriculum.

This booklet is designed to help you understand the GCSE and make the right choice of subjects. Aim to select a range of subjects. Take careful note of the advice given here and discuss your options with your teachers and parents. We hope you will see GCSEs as an opportunity to develop your strengths and interests; choose wisely so that you can make the most of the next two years.

The GCSE Options Form is at the back of this booklet. Please complete and return this form to me by half-term.

Mr A Kirk-Burgess  
Deputy Head  
January 2017

## Preliminary Questions

### What choices have to be made?

In Years 10 and 11 some subjects, called core subjects, are taken by everyone. These are:

- IGCSE English and English Literature
- IGCSE Mathematics
- IGCSE Science (Double Award)
- GCSE Religious Studies
- Life Skills
- General Physical Education

Girls also choose four subjects from a wide list of options.

All girls are also expected to choose at least one modern language from French, German or Spanish. If you do not wish to study a modern language you should discuss this decision with Mr Kirk-Burgess before completing your choices form.

Girls may choose to study Science, Maths or Physical Education in more detail by selecting the Triple Science or GCSE PE options. GCSE Further Maths, Ancient Greek and Dance are also available as extra-curricular subjects – they do not form part of your option choices.

Life Skills consists of Personal, Social, Health and Citizenship Education as well as Careers Education and Study Skills.

## What are GCSEs and IGCSEs, and how are they graded?

English, Maths, Science, History, French, German and Spanish follow the international GCSE (IGCSE). These qualifications are accepted by other schools and universities, the same as national GCSEs. Each department chooses the GCSE or IGCSE which is most appropriate for Kent College. Throughout this booklet any reference to GCSEs include the IGCSE.

You will be aware that GCSE courses have changed and follow a new grading system:

- From September 2017 courses will have nine grades and use numbers: 9, 8, 7, 6, 5, 4, 3, 2, 1, U (where 4 or above is considered a 'good pass')
- This replaces the previous system of eight grades and letters: A\*, A, B, C, D, E, F, G, U (where C or above is considered a 'good pass')

The diagram below explains how the two grading systems relate.

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

*Extract from 'Grading the New GCSEs'  
Ofqual, September 2014*

For entrance to the Sixth Form a minimum of six GCSEs with grade 4 or above including Mathematics and English (either English or English Literature) are normally required. Girls not achieving these grades in Maths or English will be required to take additional lessons and resit the subject at the earliest opportunity (usually November of the Lower Sixth).

Girls should also achieve high grades (6+) in the subjects they wish to study at A-level.

## What subjects should I choose and why?

In addition to the core subjects, girls are required to select four additional GCSE subjects, leading to a total of 10 GCSEs. At Kent College we believe that all girls should have the freedom to pursue their individual aspirations. Therefore, we allow girls to choose any combination of option subjects and we guarantee this combination provided that we are informed by the deadline (published at the end of this guide). However, we also believe that girls should choose a balanced range of subjects; therefore, we highly recommend that girls select at least one modern foreign language, and at least one technology-based or creative arts subject.

GCSE subjects are studied for two years and it is important to remember that assessment work is staggered during this time. Some subjects, for example Art, Textiles Technology and Food Technology, have a heavy project load and girls should take this into account. Although summary details of each subject are included in this booklet, girls should also consult subject staff to clarify details. It is important that careers advice is sought if there is any doubt about which subjects are needed for future plans.

The full list of GCSE options currently available are:

Art	Film Studies	German	Physical Education
Classical Civilisation	Food Technology	History	Spanish
Drama	French	Latin	Textile Design
Economics	Geography	Music	Triple Science

There are also three GCSE subjects available as extracurricular options. These subjects are taught 'off-timetable' allowing girls to take them in addition to their five choices:

- Classical Greek
- Dance
- Further Maths

Girls interested in these options should speak to Mrs Hutchinson (Greek), Mrs Noyek (Dance) or Mrs Jenkins (Maths).

## English Language & English Literature

Girls follow the Pearson IGCSE Specification A syllabus. Assessment in both subjects is carried out by examination (coursework options are available). In English, girls are taught to write concisely and clearly both for functional as well as creative purposes. By the end of the course, they should be able to write in a wide variety of forms and styles with both grammatical accuracy and flair.

English Language prepares girls to present themselves effectively to the world, both in writing and in speaking. It also gives them a chance to reflect in depth on high quality literature, an art which can render the world a gentler place to inhabit. It forms the basis of all arts subjects and is a foundation for life.

The **English Language** course consists of two papers **or** one paper and coursework (Year 10)

### **Paper 1 – 60%**

This paper requires candidates to:

- Answer questions on an unseen passage (23 marks)
- Write a comparison between the unseen text and the anthology text previously studied. (22 marks)
- Write a piece of transactional writing e.g. article or speech. There is a choice between two questions. (45 marks)

AND

### **Paper 2 – 40% (optional)**

This paper requires candidates to:

- Write about one of the poetry or prose texts included in the Edexcel Anthology, Part 2 (30 marks)
- Write a piece of personal imaginative writing. There will be a choice between three questions. (30 marks)

OR

### **Paper 3 – 40% (optional)**

Two coursework assignments are submitted. One is an analytical essay exploring a topic of choice on **two** of the Anthology texts in Part 2 (30 marks) and the other is a short personal and imaginative writing piece. (30 marks)

The **English Literature** course consists of two written papers **or** one paper and coursework. (Year 11)

**Paper 1 – 60%**

This paper requires candidates to write three essays, one on an unseen poem (20 marks); the second is a comparative essay on two poems (30 marks) and the final one will be about a novel. (40 marks) Prior to the exam, girls will have studied the collection of poems and the novel in class.

AND

**Paper 2 – 40% (optional)**

This paper requires candidates to write two essays, one on a modern drama studied in class. (30 marks) The second section is an analytical essay on our literary heritage; we will be studying a Shakespeare play. (30 marks)

OR

**Paper 3 – 40% (optional)**

Two coursework assignments are submitted. One is an essay on a text from the modern drama set (30 marks) and the other is an essay on a text from the literary heritage set. (30 marks)

Although speaking and listening are not formally assessed by this course, girls can receive a **Spoken Language endorsement** which appears on the final IGCSE certificate. Girls are invited to present a topic of their choice, listen to questions and respond in a mature and assured manner. Our view is that if a girl can develop a discursive argument orally, she is more likely to be able to do so in her writing.

## Mathematics

The Mathematics Department aims to provide a supportive, enjoyable and stimulating environment where girls are inspired and engaged to achieve.

We prepare the girls for the Cambridge IGCSE 0580, using the designated textbook. They will sit two papers at the end of Year 11. Although calculators are allowed on both papers, girls need to develop a full range of mental and non-calculator skills. Questions demonstrating the mastery of these skills may be asked in the examination.

There are two level of entries summarised in the table below:

	Papers	Length of Paper	Weighting
<b>Core</b>	Paper 1	1 hour	35%
	Paper 3	2 hours	65%
<b>Extended</b>	Paper 2	1½ hours	35%
	Paper 4	2½ hours	65%

Candidates are assessed against three main objectives:

- AO1: demonstrate knowledge, understanding and skills in number and algebra:
- AO2: demonstrate knowledge, understanding and skills in shape, space and measures:
- AO3: demonstrate knowledge, understanding and skills in handling data:

All girls initially work towards the Extended examination, however, after the mocks in Year 11 a decision may be made, following consultation with parents, to enter some at Core level.

Girls interested in studying Mathematics in greater detail are encouraged to choose the Further Mathematics option in Year 11.

In conjunction with the AEN Department some girls are prepared for the AQA Functional Skills Qualification in Mathematics.

All girls are expected to be equipped with a complete geometry set and a scientific calculator.



## Religious Studies

Religious Studies is experiencing a revival in schools today and is becoming one of the fastest growing subjects to study at GCSE. No longer is Religious Studies a lesson where girls focus only on Biblical text and religious instruction; it is far more than that. It provides girls with exciting opportunities to explore and discuss both the structure of religion as well as its philosophical aspects. Because of the changing face of religion and culture in Britain, Religious Studies also offers the girls insight into contemporary ethical issues, which will help girls break through many ignorant barriers society has constructed.

As part of the school's Methodist ethos, all girls study the full Religious Studies GCSE.

The department uses a variety of teaching styles to bring the subject alive, including trips and visiting speakers. It is a lively and valuable course which helps candidates develop enquiry, skills in debating and the exploration of different viewpoints. The course content is as follows:

### **Beliefs, teachings and practices (Christianity and Judaism)**

- The nature of God
- Worship in churches, synagogues and homes
- Teachings of the Bible, including the Jewish law
- Pilgrimage
- Festivals

### **Religion, philosophy and ethics in the modern world (Christianity)**

- Relationships
- Existence of God
- Religion, peace and conflict
- Dialogue between religions

### **Assessment Information**

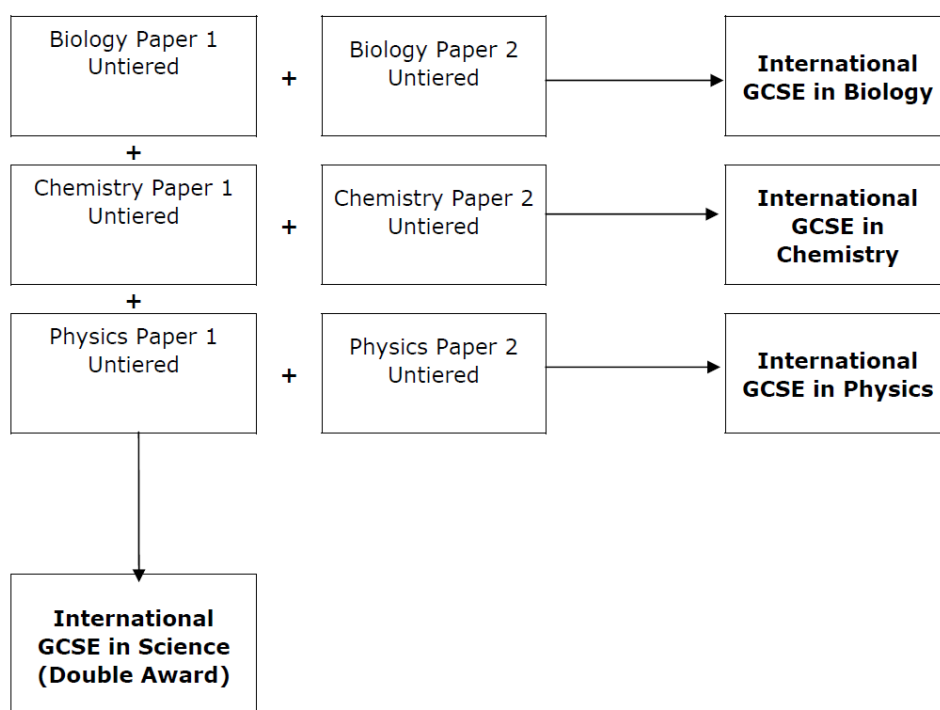
- The scheme of assessment consists of one tier covering the whole ability range 1 to 9.
- There are three examinations.
- There is no coursework and results are usually very good, with many girls achieving top grades.

## Science

The Science department follows the Pearson Edexcel IGCSE Science syllabus. The Pearson Edexcel International GCSE in Science (Double Award) gives girls at Kent College a comprehensive experience of Biology, Chemistry and Physics. It takes approximately two-thirds of the subject content from each of the Pearson Edexcel International GCSEs in single sciences and combines them into an International GCSE in Science (Double Award).

Each discipline is taught as a separate subject by a specialist teacher. The course is designed to be an interesting and inspiring modern specification with investigative skills integrated within the exams.

The relationship of assessment to the qualifications available is shown below.



The Double Award qualification is linear and all written exams are taken in the summer term of Year 11. The exams are untiered to enable all abilities to access the questions. Each paper contains a combination of multiple choice questions, short answer questions, calculations and extended open response questions.

The final grades awarded for the qualification are based on the total raw marks obtained from the three papers. The grades available range from 9 to 1.

The design of the course does not inhibit each girl's ability to progress to A Level.

## Physical Education

Our aim at Kent College is to promote lifelong participation in sport which ultimately leads to a healthier well balanced lifestyle. This will then enable children to fulfil their potential whilst developing the fundamental skills of team work, socialisation and sportsmanship as well as building self-esteem and confidence.

In their Physical Education lessons all Year 10 girls take part in different sports on a half-termly basis. The variety of sports include trampolining, swimming, fitness, badminton, volleyball and games including touch rugby, basketball and netball. In the summer months the girls participate in rounders, tennis and athletics.

The busy and varied fixtures list (netball, hockey, badminton, cross-country, swimming, athletics, rounders and tennis) provides ample opportunities for the sports enthusiasts to develop their skills and tactical awareness further, as well as gaining valuable match and tournament experience.

Girls are also actively encouraged to attend district and county trials. The school's extra-curricular activity programme offers further opportunities for girls to participate in a range of different activities. Activities are varied and extended each year and can include dance, riding, trampolining, canoeing, tennis coaching, salsa, gymnastics, Zumba and fencing.

## Life Skills

Life Skills consists of Personal, Social and Health Education, Citizenship and Careers Education. PSHCE lessons are discussion based and use a range of resources including ICT, videos and games. Citizenship topics include Rights and Responsibilities, Law and Order, Politics and Power, while Health Education includes Healthy Eating, Mental Health, Sexual Health and Drugs.

Many opportunities are available to learn about and discuss careers. In Year 10 girls have the opportunity to identify strengths and suggests suitable careers. In Year 11 all girls have a vocational guidance interview with our fully qualified and experienced careers adviser. Parents are invited to this meeting where we look at making sound choices for the next stage of their education. Girls are given help with research into university courses, higher level apprenticeships and careers and they can return for further support at any time. The majority of our girls proceed to the sixth form from where around 90% of them get into their first choice university. We have much expertise in advising those who wish to apply to Oxford or Cambridge, overseas universities and highly competitive courses including medicine, veterinary science and law.

### Information Literacy Skills

Information Literacy is “knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner” (CILIP, 2004). Information Literacy Skills are essential in all walks of life and vital for 21st Century citizens. They are taught throughout the curriculum and reinforced and practised using the Susanna Wesley Library. The Library holds up-to-date and diverse resources to meet the needs of coursework and individual interests.

The Library is open 13 hours a day, and at weekends, to allow all girls to make full use of the resources. There is a large suite of PCs and excellent Wi-Fi for the bank of laptops and girls' personal devices. Invaluable online learning resources include research guides, subscription databases, e-books, video and educational software. ICT equipment such cameras, camcorders and e-readers are also available.

### Resources:

- Books
- Journals
- Newspapers
- Online databases
- DVDs
- Audio books
- E-readers and e-books
- Fiction library

# Modern Languages

## French, German and Spanish

All girls are expected to take a modern foreign language at GCSE Level and able linguists should consider studying two languages. Languages can open the door to a wide range of career opportunities and knowledge of a language is a skill highly regarded by universities and employers.

### **Scheme of Assessment and Examination**

All three languages follow the Pearson IGCSE course. It is a linear course with girls sitting examinations in the four skills at the end of Year 11: listening, speaking, reading and writing.

### **The following broad topic areas are covered in the course of Years 10 and 11:**

- Home and abroad
- Education and employment
- House, home and daily routines
- The modern world and the environment
- School activities, fitness and health

### **Assessment consists of the following units:**

- Unit 1: Listening (25%)
- Unit 2: Reading (25%)
- Unit 3: Speaking (25%)
- Unit 4: Writing (25%)

## Art

Art is a subject which enables you to fulfil and extend your potential creativity through visual media.

### **Course Content**

The OCR Fine Art course requires you to produce two portfolios of work over the two years. The aim of the course is to encourage you to develop skills through the exploration of ideas and processes. You can choose to work in any of the following techniques below:

Painting & Drawing  
Printmaking  
Sculpture  
Lens-based imagery  
Mixed media

You will use sketchbooks for your preparatory drawings, research, experimentation and development of ideas, as well as larger pieces.

### **Scheme of Assessment and Examination**

The course consists of two projects, the Portfolio and the Examination Set Task. This work is assessed by both your teachers and by a visiting moderator. 60% of the marks are for your coursework Portfolio and 40% for the Examination Set Task.

### **Career Points**

The OCR GCSE Art and Design: Fine Art course offered at Kent College is an ideal preparation for girls who may wish to go on to A-level. This in turn could lead to a degree course and a future career in Art and Design.

## Classical Civilisation

Classical Civilisation GCSE enables girls to examine in detail the influential and mysterious cultures of ancient Greece and Rome. They will be fascinated by the gods and monsters of Greek mythology, the horrors of the Roman arena and the origins of drama and modern theatre. By actively enquiring into the breadth of the classical world, girls become effective learners and critical and reflective thinkers. In turn they take on a very wide range of cross-curricular skills, including literary and artistic analysis, creative writing, drama and rational argument. Along the way they will be encouraged to evaluate how the values and achievements of our society have developed in the last 2000 years, making an informed and personal response to some issues that are still very relevant today. In addition, girls who have done either Latin or Classics in Year 9 will find that this course naturally builds on their existing knowledge.

### The areas studied are:

- **Myth and religion**

We will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. Myth as a symbol of power will also be explored, as will ever-popular myths about the underworld. We will also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world.

- **Roman city life**

In this component we will explore everyday life in Roman cities, including examining typical Roman housing, the education of children, the dinner party (cena), slaves and freedmen and the Roman social system. We will also look closely at Roman leisure and entertainment, such as the amphitheatre and gladiators, chariot races, the theatre and the baths. There is also the opportunity to study Roman literature in translation: the Satires of Horace and Juvenal, fiction of Petronius and letters of Pliny will give pupils an insight into different literary styles and techniques, as well as into interesting areas of Roman life and society.

### Scheme of Assessment and Examination

Each of these sections forms 50% of the marks, examined in two written papers.

### Career Points

Classical Civilisation, in nurturing a wide range of disciplines, is relevant to a breadth of options at university and beyond. In the past these have included Law, History, Art, Classics, Theatre Studies, History of Art, English, Advertising, Politics, Economics and Language.

## Drama

The course offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to drama, informed by their theoretical knowledge of drama and theatre.

### **Component 1: Understanding drama**

- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers
- Written (open book) examination lasting 1 hour and 45 minutes
- Questions are on a given extract from the set play and you have a choice of questions on the work of theatre makers in a live production
- 40% of GCSE

### **Component 2: Devising drama (practical)**

- Create and perform your own piece of drama
- Analysis and evaluation of your own work
- Your devising log and your performance forms the basis of the assessment
- 40% of GCSE
- This component is marked by teachers and moderated by AQA

### **Component 3: Texts in practice (practical)**

- Performance of two extracts from one play
- 20% of GCSE
- This component is marked by AQA

### **Career Points**

The course will help develop confidence, self-expression, creativity, and analytical and written skills, all of which are skills which are greatly sought after. Group work is also a strong element of the course which develops team building skills.



## Economics

In the highly topical subject of Economics you will look at the fundamental forces which affect our lives, such as employment, prices, international trade and poverty. Work in the classroom can be related directly to the world outside and consequently. A keen interest in current affairs and a willingness to read quality newspapers is essential.

There are several definitions of economics, with each trying to encapsulate the essence of the subject. At the centre of the subject is the question of how scarce resources are divided up and how decisions resulting from this affect us all. Economics is a fascinating subject because it includes the study of how people behave and interact with each other.

### Course Content

GCSE Economics is split into two units. Personal Economics is covered during Year 10 and in Year 11 the focus is on investigating economic issues.

#### Personal Economics

- Money
- Making decisions
- Spending
- Saving
- Borrowing
- Managing money
- Work
- Purpose and nature
- Reward for work
- Unemployment
- The National and Global economy
- International trade
- Exchange rates
- Power of the consumer

#### Investigating Economic Issues

- Managing the Economy
- Objectives of government
- The Economy at work
- The role of the European Union
- Current Economic issues
- Environmental issues
- Globalisation
- Dominant firms
- Poverty

This course aims to equip candidates with the basic tools of the economist to help them understand their place in and contribution to the local, national and global economy as consumers, workers and citizens. They will be encouraged to investigate a range of contemporary issues, analysing the evidence from different perspectives so as to make reasoned judgements and informed decisions.

### Assessment

Personal Economics: Written exam 50% of total marks.

Investigating Economic Issues: Written exam 50% of total marks.

### Career points

Economics is a versatile subject that can help you in a number of careers. It may lead to a career in multinational corporations, banks or the government but your qualification in economics could also be valuable support in a career like marketing, law, journalism or teaching. Girls who take Economics also often study Law, Mathematics, Geography, History, Politics, Philosophy and Languages.

## Film Studies

GCSE Film Studies is designed to encourage a lifelong interest, not just in the forms of cinema already familiar to girls, but in new experiences and ideas. By the end of the course, girls will be prepared for more rigorous studies in film-making and critical theory, should they choose to go to take the subject at a higher level. The course is designed to stimulate creativity and encourage girls to think about moving images in practical, conceptual and critical ways.

### Course content

Film Studies is split into two units. 50% is assessed through examination and 50% via controlled assessment. The topics are as follows:

- Superheroes in film
- Film outside Hollywood (analysis of characters, narratives, themes and issues and how they are represented, assessed in part by the writing of film reviews and blogs)
- Exploring a film of the candidate's choice (two tasks)
- Industry research
- Production (including film-making)

In the film production side of the course, candidates create a pitch for an imaginary film (approximately 150 words), use it to form the basis of pre-production (chosen from a list of options) and a final production (from a list of options). They then complete a brief evaluative analysis of the final production.

### Assessment

Unit 1: Written Paper: Superheroes in film  
30% of total marks

Unit 2: Written Paper: Film outside Hollywood  
20% of total marks

Unit 3: Controlled Assessment: Film Exploration (two tasks)  
15% of total marks

Unit 4: Controlled Assessment: Production (including film-making) – four tasks  
35% of total marks

## Food Technology

The Food Preparation and Nutrition GCSE is an exciting and creative course which focuses on practical cooking skills. You will develop an understanding of nutrition, where food comes from and the working characteristics of food materials. You will also learn about British and international culinary traditions, food security and food safety. You will understand the physical, chemical, nutritional, biological and sensory properties of foods and be able to apply this knowledge in practical work. You will build on the skills, knowledge and experience gained in Years 7-9 and will design products for real-life needs and situations.

### Course Content

The specification has been organised into the following sections:

- Food Preparation
- Food, Nutrition and Health
- Food Safety
- Food Science
- Food Provenance
- Food Choice

The practical skills you will learn are:

- Knife skills
- Preparing fruit and vegetables
- Use of the cooker
- Use of equipment
- Cooking methods
- Prepare, combine and shape
- Sauce making
- Tenderising and marinating
- Dough
- Raising agents
- Setting mixtures

### Scheme of Assessment and Examination

Written examination:

- multiple choice and five open-ended questions
- 50% of GCSE grade

Practical elements:

- Task 1: The Food Investigation (15%) – takes 10 hours in lessons
- Task 2: The Food Preparation Assessment (35%) – takes 20 hours of lesson time
- 50% of GCSE grade

### Career Opportunities

Food Preparation and Nutrition provides pupils with valuable skills and knowledge which are transferable to other subjects. It compliments other studies and is a valuable addition for many career paths including those in health services and the food, business and leisure industries.

## Geography

The AQA geography course aims to develop a sense of place by studying the processes which underlie diverse and dynamic landscapes and environments, whether physical or man-made. Geography helps us understand our own lives in a global world and faces vital issues like climate change, water, food security and poverty eradication. Each of the two main areas of study, physical and human geography is divided into three subsections.

### **Paper 1: Living with the physical environment.**

**Section A: The challenge of natural hazards.** Volcanoes, earthquakes, hurricanes, climate change.

**Section B: Physical landscapes in the UK.** Coasts, rivers and glaciated landscapes.

**Section C: The living world:** Tropical rain forests and either deserts or cold lands.

### **Paper 2: Challenges in the human environment**

**Section A: Urban issues and challenges.** Urbanisation, cities, population growth.

**Section B: The changing economic world.** World development, globalisation, TNC's.

**Section C: The challenge of resource management.** Food supply and water security.

### **Paper 3: Geographical applications**

**Section A: Issue evaluation.** New topic each session based on the above themes.

**Section B: Fieldwork.**

**Section C: Geographical skills.** Graphical, numerical and map skills.

Aspects studied are diverse, ranging from the factors that shape the coastline, problems of world cities with their changing populations, the impact of earthquakes and volcanoes and global food and development issues. Case study examples are taken from all parts of the world and include local, regional and national examples.

The syllabus will enable pupils to develop a range of skills such as fieldwork observation, data collection, classification and interpretation, investigation, essay writing, numerical and IT skills; to show information on diagrams, graphs and maps, use Ordnance Survey maps and Geographical Information Systems (GIS), audio-visual materials, magazines and newspapers.

### **Scheme of Assessment**

Paper 1: Written exam: 1 hour 30 minutes. 35% of GCSE

Paper 2: Written exam: 1 hour 30 minutes. 35% of GCSE

Paper 3: Written exam: 1 hour. 30% of GCSE

Question types for all papers: multiple-choice, short answer, extended prose

### **Career Points**

Geography is a useful basis for a wide range of careers from financial services, personnel, conservation, planning, environmental consultancy, Geographical Information Systems, IT, marketing, heritage management, research, teaching, management, information services, water companies, civil service, the media, leisure and tourism, land management, surveying, cartography, weather forecasting, geology, transport, development and graduate training schemes in most companies.

## History

The Pearson Edexcel IGCSE in History course is a popular option at Kent College. Taking this course will help you understand the world you live in, since the events of the last hundred years enable you to explain the problems and opportunities of the world today. You will acquire valuable skills which are applicable to a wide range of further study options and careers; in particular, you will learn to think and write analytically, interpret a diverse range of material, assess the reliability of information and make critical judgements.

### Course Content

The Pearson Edexcel IGCSE in History consists of four units which are examined in two papers, each comprising 50% of the final mark. Each paper lasts 1 hour and 30 minutes. The units are as follows:

### Depth Studies

- Development of dictatorship: Germany, 1918-45
- A world divided: Superpower relations, 1945-72

### Historical Investigation

- The Vietnam conflict, 1945-75

### Breadth Study in Change

- Conflict, crisis and change: The Middle East, 1917-2012

GCSE History is a dynamic subject and we encourage the girls to engage actively with it both within and outside the classroom

We offer girls in Year 10 the opportunity to take part in a trip to Berlin where girls can put their studies into context.

Studying History at GCSE provides vital transferable skills, which makes it an extremely valuable subject to study for a wide range of careers.

## Latin

Latin is a distinctive and prestigious subject. Girls are given the opportunity to examine in depth the unique language and literature of ancient Rome. In addition, they will study the culture and social life which is fundamental to our own identity.

As well as being exciting and inspiring, this course helps girls develop the analytical skills and intellectual flexibility which are very relevant in universities and in the modern workplace. Whilst there may not be any career that absolutely requires Latin, it is still used and respected in certain fields such as medicine and law.

### **Scheme of Assessment and Examination**

Students study three units, one in language and two in literature:

#### **Language (50% of the GCSE)**

In this paper, candidates are asked to translate and answer comprehension questions about stories based on either ancient mythology or history. There is a prescribed word list for this paper.

#### **Prose Literature (25% of the GCSE)**

Candidates will study examples of Latin prose literature for this paper, such as Caesar and Tacitus' accounts of the mysterious activities of the Druids in Roman Britain, and Tacitus' dramatic description of the uprising against the Romans led by Boudica, queen of the Iceni tribe.

#### **Verse Literature (25% of the GCSE)**

For this paper, candidates study an example of the finest Latin verse literature: a section from Virgil's epic the Aeneid, exploring the tragic love story of the hero Aeneas, travelling to Italy as a refugee from the ransacked city of Troy, and the beautiful and powerful queen Dido, whom he meets and falls in love with on his journey.

## Music

Music is all around us. It influences our moods and emotions and stimulates and motivates us in many ways. Following this GCSE Music course will improve your confidence and ability in performance (either singing or playing an instrument), nurture your creativity through composition, and develop your understanding of many different musical styles through four areas of study, ranging from pop to world music. It also provides a very important foundation for the study of music at A-level.

### **Scheme of Assessment and Examination**

We are following the Edexcel syllabus. 40% of the qualification is assessed in an examination at the end of the course. 60% is performing and composing coursework.

- **Performing**

Two performances are required (either instrumental or voice). One piece must be as a soloist and another as part of an ensemble. Performances should last a combined minimum of four minutes and a maximum of seven minutes. The performance as part of an ensemble must last for a minimum of one minute. Over all, the performing element of the qualification is worth 30% of the marks.

- **Composing**

Girls compose two compositions, of at least three minutes' combined duration. One composition is to a brief set by the examination board, of at least one minute in duration. You also compose a piece of your own choosing, of at least one minute in duration. The composing component is worth 30% of the total marks for the qualification.

- **Appraising**

Areas of study include music from a range of styles and periods including classical, rock, music theatre, film and folk. Section A relates directly to pieces studied during the course. Section B asks girls to compare unprepared pieces as well as those that have been studied. The appraising paper is worth 40% of the marks and is taken as an examination at the end of the course. Extracts of music are played as part of the examination.

### **Career Points**

GCSE Music gives a fascinating insight into a diverse range of musical styles. It develops skills in performing and composition, improves confidence and presentation skills. It may lead to a career in the media, music industry, performing, teaching or arts administration, but also develops transferable skills useful in any profession.

GCSE Music is usually needed for A-level Music to be considered as an option in the 6th form.

## Physical Education

Physical Education offers the opportunity to undertake a range of physical activities. Girls will be required to show advanced skills and demonstrate their abilities in increasingly challenging situations. A love of sport, commitment and enthusiasm are a must, as is a desire to study the theoretical aspects of sport and exercise.

### Course Content:

#### Theory:

- Two examination papers, worth 30% of GCSE, 75 minutes in length
- A mixture of multiple choice questions, objective test questions, short answer questions and extended answer questions

<b>Paper 1: The human body and movement in physical activity and sport</b>	<b>Paper 2: Socio-cultural influences and well-being in physical activity and sport</b>
<ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Use of data</li> </ul>	<ul style="list-style-type: none"> <li>• Sports psychology</li> <li>• Socio-cultural influences</li> <li>• Health, fitness and well-being</li> <li>• Use of data</li> </ul>

#### Practical aspects of the course:

- Practical performance in three different activities in the role of the player/performer; one in a team activity, one in an individual activity and a third in either a team or in an individual activity.
- Assessed in skills in progressive drills and in the full context
- Assessed on their analysis and evaluation of performance to bring about improvement in one activity
- 40% of GCSE
- Assessed by teachers
- Moderated by AQA



## Textile Design

This course provides the opportunity for girls to be creative and to use features of textile disciplines which embrace both traditional and contemporary technologies. Girls will have the chance to develop work in a number of areas including fashion, accessories, textile, interior design and costume design.

### Course Content

#### Unit 1: Personal Portfolio in Textile Design

#### Unit 2: Externally Set Assignment in Textile Design

Submissions for each unit must contain supporting studies and personal response(s). Evidence of working in at least two disciplines should be presented for assessment:

- **Constructed textiles**  
Weaving (tapestry, hand-loom, powered loom, off-loom), knitted structures (hand knitting, knitting machines, knotting, crochet, innovative manipulation of threads), embroidery (hand and sewing machines), appliqué and felted textiles, the use of CAD in print, knit or weave, new textile technologies and fibres, constructed textiles for the body (health, wellbeing, fashion, accessories), constructed textiles for the built environment (interiors, furnishings, transport).
- **Dyed textiles**  
Batik, silk painting, tie and dye, hand painting and spraying, use of natural and artificial fibres, natural and synthetic dye.
- **Printed textiles**  
Mono-print, transfer, relief-print, woodblock, lino-cut, silk-screen, embossing, laser cut, CAD, using a range of materials and surfaces.
- **Fine art textiles**  
Skills needed to combine and exploit a range of materials and approaches which reflect contemporary fine art textile practice, for example, fashion textiles, pattern cutting, adornment, accessories, illustration, fashion design, technology of textiles, fabrics and garments, sustainable fashion and textiles, ethical manufacture, links to the media and music industries.

The tools used in textile design are wide ranging, encompassing traditional handcrafts and computer-aided technology, for example, hand embroidery and computerised sewing machines, knitting machines and looms. Natural and manufactured materials, including paper, wire, tissue, gauze, plastics, recycled packaging and cloths such as silk, wool, cotton, polyester and hessian, are used to address aspects of design in fashion, furnishing and fine art.

### Career Points

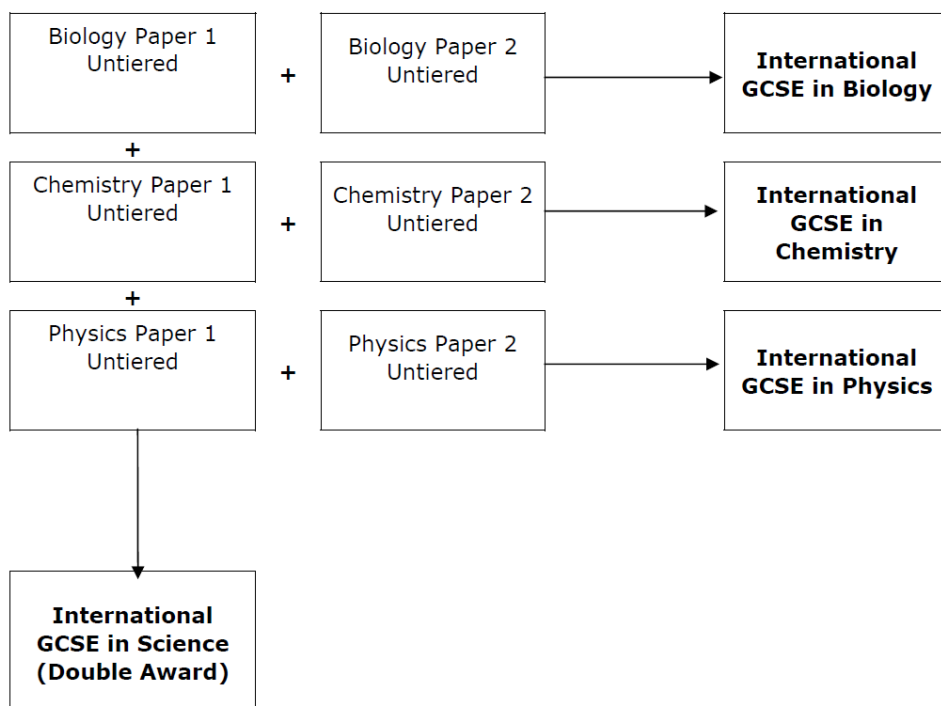
Textile Design can lead to a variety of careers including designing, marketing, buying, merchandising, journalism and costume in theatre or television.

## Triple Science

Studying the sciences as three separate subjects has the following advantages:

- Girls have the opportunity to study the subjects in greater depth.
- There is a strong correlation between taking Triple Science at GCSE and studying Biology, Chemistry or Physics at Advanced Level.
- Taking Triple Science may give girls the greatest opportunities for continuing with STEM (science, technology, engineering and mathematics) beyond Advanced Level.

The relationship of assessment to the qualifications available is shown below.



The qualifications are linear, with written exams taken in the summer term of Year 11. All exams are untiered to enable all abilities to access the questions. Each paper contains a combination of multiple choice questions, short answer questions, calculations and extended open response questions. Paper 2 of Biology, Chemistry and Physics assesses all content from each syllabus and the questions could be taken from any area of the specifications.

The final grade awarded for each discipline is based on the total raw marks obtained from Papers 1 and 2. The grades available range from 9 to 1.

In terms of progression, the design of each course provides an ideal base for further study at A-level in Biology, Chemistry and Physics.

### Classical Greek

As GCSE Classical Greek is taught off-timetable, it can be taken as an extra subject in addition to the full number of other option subjects. There is no requirement to study Latin as well, although of course the two subjects complement one another very well.

It is not for the linguistically faint-hearted, but the rewards of studying this beautiful and subtle ancient language are great. To read extracts from ancient Greek literature in the original language is an exciting and inspiring prospect. It is also an unusual and distinctive subject to offer at this level, and one which is held in high regard by university admissions tutors.

#### **Scheme of Assessment and Examination**

Students study three units, one in language and two in literature.

- **Language (50% of the GCSE)**

In this paper candidates are asked to translate and answer comprehension questions about stories based on either ancient mythology or history. There is a prescribed word list for this paper.

- **Prose Literature (25% of the GCSE)**

Candidates will study an example of Classical Greek prose literature for this paper, such as the intriguing (and often bizarre) stories from Herodotus, the so-called 'Father of History'.

- **Verse Literature (25% of the GCSE)**

For this paper, candidates study an example of Classical Greek verse literature, such as extracts from one of Euripides' powerful tragedies, or a section of Homer's epic poem, the Odyssey, which explores the adventures of the hero Odysseus on his return home from the Trojan war.

As this is an extracurricular subject, please do not include it on your options form. If you are interested in studying this GCSE, please contact Mrs Hutchinson, Head of Classics.

## Dance

Dance is a powerful and empowering form of nonverbal communication; it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities.

This GCSE acknowledges the important role that dance plays in young people's lives. Whilst many pupils will bring some previous experience of dance, others will have very little. GCSE Dance aims to value and build on whatever experience the pupils have.

GCSE pupils will study a range of dance styles which acknowledge aspects of the repertoire of dance for theatre that can be seen in the United Kingdom today. Pupils can choose any style in which to perform and choreograph, providing the choice allows them to access the full range of assessment criteria.

### **Scheme of Assessment and Examination:**

#### **Component 1 - Performance & Choreography**

##### **Performance** - 30% of GCSE

- Solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)

##### **Choreography** - 30% of GCSE

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

##### **How is it assessed?**

Internally marked and externally moderated.

#### **Component 2 - Dance Appreciation**

##### **Written exam: 1 hour 30 minutes** - 40% of GCSE

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

As this is an extracurricular subject, please do not include it on your options form. If you are interested in studying this GCSE, please contact Mrs Noyek, Head of Dance.

## Further Mathematics

Further Mathematics is an additional qualification available to the more able mathematicians who are expected to achieve grades A and A\* in IGCSE Mathematics and who are likely to progress to study mathematics at A-level. It is taught during Year 11.

Further Mathematics places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It gives high achieving girls an introduction to A-level topics that will help them to develop skills in:

- Algebra
- Geometry
- Calculus
- Matrices
- Trigonometry
- Functions
- Graphs

### **Assessment:**

Paper 1 (non-calculator): 40 per cent of marks

Paper 2 (calculator): 60 per cent of marks.

The qualification achieved is equivalent to a GCSE but is graded differently. The AQA Level 2 Certificate in Further Mathematics qualification uses a five-grade scale: A<sup>+</sup> (A\* with Distinction), A\*, A, B and C. Although this qualification provides a useful introduction to A-level Mathematics and Further Mathematics it is not a pre-requisite for girls who wish to study mathematics at this level in the Sixth Form.

As this is an extracurricular subject, please do not include it on your options form. If you are interested in studying this GCSE, please contact Mrs Jenkins, Head of Maths.

## GCSE Options Form 2017-2019

Kent College girls should return this form to Mr Kirk-Burgess, Deputy Head, via their form tutor **by Friday 10<sup>th</sup> February 2017**. External applicants who wish to be considered for entry to Year 10 should return this form to the Admissions Office with a Senior School application form and registration fee.

**Name:**

.....

**Year 9 Form\*** .....

*\*Current school for external applicants*

**Date of birth** .....

Art	Film Studies	German	Physical Education
Classical Civilisation	Food Technology	History	Spanish
Drama	French	Latin	Textile Design
Economics	Geography	Music	Triple Science

Please indicate your option choices from the list above:

1. ....
2. ....
3. ....
4. ....

These subject choices will be used to construct the timetable. The school will guarantee any combination of choices, provided they are submitted by the above date. Should your daughter subsequently choose a different combination she must discuss this with Mr Kirk-Burgess at the earliest opportunity.

**Signed (parent or guardian):**

.....

**Date:** .....

*Please note that all the public GCSE examinations incur extra charges. These will be added to your account at the end of term. Charges resulting from subsequent exam enquiries will also be added to your account. Kent College reserves the right to withdraw any course if there is insufficient demand.*