

Carshalton High School for Girls

# CHSG

Excellence: everywhere, every day



## KEY STAGE 4 OPTIONS 2020





# Headteacher Introduction

Dear Parent/Carer

When your daughter begins Year 9 in September 2020 she will be embarking on a very exciting phase of her education. Key Stage 4 represents the three years that lead up to the GCSE examinations and is an opportunity your daughter to take control of her education and shape her future.

Our ethos as a school for students studying at Key Stage 4 is to ensure that our curriculum meets the needs of all of our students. We provide a balance between students choosing subjects that are appropriate and reflective of their aspirations and future pathways, subjects they will enjoy and therefore achieve well in, whilst also offering as much choice, within reason, that we can make possible.

This booklet gives you an overview of the Key Stage 4 curriculum, how the subjects are grouped as well as information about each individual subject and what students will cover as part of the course.

We ask that you and your daughter consider the choices very carefully and select a range of subjects which are as balanced as possible but also meet her strengths and aspirations. For example, if she is considering a university pathway in the future, then she should seriously consider the **Ebacc** subjects, that is, studying a language and either History or Geography.

Whilst we endeavour to ensure that we meet the choices of each individual student, this cannot be guaranteed, as the viability of a course is dependent on the number of students who select it.

**On Friday 22<sup>nd</sup> May, Mr Elstone will be posting a pre-recorded PowerPoint presentation which will run through the process. There will also be an opportunity to join a live Zoom session where the options will be explained in further detail. There will also be a chance for you to email him any questions you may have on the whole options process.**

Key Stage 4 holds a wealth of exciting and interesting opportunities for every student and I wish your daughter every success as we work together throughout the next three years.  
#teamchsg

**Mr M M J Devenney**  
**Headteacher**



# Deputy Headteacher Introduction

Dear Student

During your first two years at Carshalton High School for Girls you have all followed the same curriculum which has provided you with a broad and balanced experience across a range of subjects. You have had the opportunity to increase your subject knowledge in many areas and develop the skills that will help you in the future.

Options time is an important point in your education, as it is here that you get to choose some of the subjects that you will study for the next three years. We know that it can be a difficult time and can cause anxiety because there are a lot of questions that you might have: Which subject is right for me? What if I don't know what I want to do at all? Rest assured that we will help you to make choices about future learning that are right for you. It is therefore important that you think very carefully about the subjects that you choose and you will be supported in these choices through information, advice and guidance at school. You should also discuss your ideas and possible choices with parents and other relatives.

**You will be expected to continue with compulsory education until the age of 18. This means that at the end of Year 11 you will all be expected to carry on in the Sixth Form at Carshalton High School for Girls, or elsewhere or to carry on with learning in another way, for example an Apprenticeship.**

Whichever route you pick your choices now will have an impact on what you are able to choose after Year 11. We are proud to provide a Key Stage 4 curriculum with more opportunities than the majority of schools, and a record of excellent and improving examination success. The curriculum is personalised and built around you, and the addition of even more subjects for you to choose from compared to previous years, means that you have an exceptional range of opportunities.

You may already have a clear idea of what you would like to do in the future, for example a job you aspire to or perhaps a university course that you want to study. If that is the case then you may need to research what sort of qualifications are required to achieve your goal. However, it is not unusual in Year 8 to be unsure of what you wish to do in the future and it is in your interest to ensure that you keep your options open. Either way, you will be studying the courses you choose for nearly three years and should ensure that they are ones that you will enjoy and be prepared to put a great deal of effort into. If this is the case, you are likely to be successful and happy in your learning. When a student ends up studying a course which is not right for them, either because of their choice or because they have been told they should study it, the result is likely to be unhappiness, poor engagement in learning and consequentially poor results.

So choose wisely, and remember **it is your options process.**

**Mr A Elstone**  
**Deputy Headteacher**



# The Curriculum

## The Core Curriculum

All students will take GCSE Maths and two GCSEs in English (Language and Literature).

Students will take the equivalent of at least two GCSEs in Science. The standard course for students is GCSE Combined Science. However, Triple Science i.e. Biology, Chemistry and Physics, is available for those who have been identified by their Science teachers. Students who have been identified to take Triple Science **must select this subject in one** of the option blocks.

In addition students will have lessons in the non-exam subject Physical Education

## GCSEs

GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers, so will be useful whatever students are planning to do after Year 11. The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work.

## BTECs

BTEC qualifications (Art/Textiles) are particular types of work-related qualifications. Courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice. These qualifications form part of our vocational offer **to selected students only**.

## English Baccalaureate

This was introduced by the Government in 2011 as a standard that some students can aim for in their Key Stage 4 studies. To achieve the English Baccalaureate, students must obtain a Grade 4 or higher in the following subjects:

- Maths
- English Language
- Two Sciences
- a Language (e.g. Spanish, French or German)
- Geography or History



## The Russell Group and University

The Russell Group of Universities (a collaboration of 24 leading UK universities) are not only interested in the results that students achieve at GCSE and A Level, they are increasingly expecting students to have breadth of study as well as rigour in what they study. This generally means they consider the traditional academic subjects such as those included in the EBacc as more appropriate for entry to their universities.

Students of high ability (those students who achieved above 110 in both Maths and Reading in their Key Stage 2 SATs and/or have targeted grades 7 to 9 at GCSEs) should aim to stretch themselves by considering choosing options that have academic rigour, such as History or Geography and a Modern Language.

Whilst we do give as much choice as possible, most students will be expected to take one EBacc subject from: History; Geography, Computer Science or a Modern Language.



# Pathways at Key Stage 4

## Option Blocks for 2020 - 2021

Block A	Block B	Block C	Block D	Block E
Art	Business	Business	Art (voc)	Art
Dance	Dance	Citizenship	Fashion (voc)	Citizenship
Design & Tech	<b>French</b>	<b>Computer Sci</b>	<b>Computer Sci</b>	Drama
Drama	<b>German</b>	<b>History</b>	<b>Geography</b>	Media
<b>Geography</b>	Hospitality	Hospitality	<b>History</b>	PE (GCSE)
<b>History</b>	Religion	Music		Religion
Media	<b>Spanish</b>	PE (GCSE)		Sociology
Sociology		Sociology		
	<i>* Study Skills</i>		<i>* Triple Science</i>	

*\* Selected students only*

Our intention is to support you in making choices that will enable you to be very successful at the end of Key Stage 4. Whilst part of this success is in achieving excellent results in all of your qualifications, it is also about ensuring that you are able to progress on your chosen career or study route.

Ultimately, your results at the end of Key Stage 4 are like a passport that enables you to move on to further learning opportunities. Carshalton High School for Girls offers different pathways to help inform students' choices and to maximise their potential.

**Vocational Pathway:** Students on this pathway will select a vocational subject in Block D

**Ebacc Pathway:** Students will select an Ebac subject, in **bold**, in Block D

**TS/Ebacc Pathway:** Students will take Triple Science in Block D and an Ebacc subject

Your option form will indicate which pathway you will follow.



# How to make your choices

## Some Advice for Students

### Who decides what I study?

#### Basically, YOU do!

We want you to choose the subjects that you want to do. Everyone is happier that way. But you need to think things out very carefully and remember all these points.

First, you must consult:

- Your Parents
- Your Teachers
- Your Form Tutor
- Your Head of Year

Secondly, you should think whether the option subjects you are choosing NOW fit in with what you will need for a FURTHER EDUCATION or CAREER choice in two, three or four years' time.

### To help you choose.....

With the school closure we cannot have an Options Evening where students and parents would discuss subject choices with teachers. However, this booklet should be able to provide you with a lot of subject information that is needed.

Fortunately, students have knowledge about most of subjects we offer at Key Stage 4. However, we offer some subjects that are not taught in Year 8. To help you with all of these different considerations, we are able to answer emails regarding questions that students and parents might have. A link to a recorded PowerPoint presentation will be available.

You can also contact Mrs Phelps-Gardiner ([dphelps-gardiner@carshaltongirls.org.uk](mailto:dphelps-gardiner@carshaltongirls.org.uk)), our Careers Advisor, via email.





## Top Tips for Choosing Subjects

You should remember these:

### Dos

- **DO** choose subjects which you like
- **DO** choose subjects at which you are successful
- **DO** choose subjects which you may need for a career or further education
- **DO** find out everything that you can about the subject before you choose it.  
Once you have started a subject we expect you to stick with it for two years
- **DO** talk to the people who know you
- **DO** listen to the advice your subject teachers give you

### Don'ts

- **DON'T** choose a subject just because your friend has chosen it
- **DON'T** choose a subject just because you like - or dislike - a particular teacher, they may not end up teaching you



## Timeline

Date	Event
22 <sup>nd</sup> May	Presentation available for students
22 <sup>nd</sup> May	Personalised Forms and Option Booklets emailed/sent to students
5 <sup>th</sup> June	<b>Deadline for completion of options form</b>
19 <sup>th</sup> June	Letters sent out confirming choices

# Course Details & Curriculum Leaders

## Core Subjects

English Language & Literature

Mrs N Bhatt

Mathematics

Mrs C Foley/Mr M Alletson

Combined Science/Triple Science

Mrs H McCready

*Physical Education (non exam)*

*Miss R Golightly*

## Option Subjects

## Block

Art

Mrs M Sytko-Shah

A, E

Art (vocational)

Mrs M Sytko-Shah

D

Business

Mr N Rocca

B, C

Citizenship

Ms A Lagess

C, E

Computer Science

Mr S Ahmad

C, D

Dance

Miss K Johnson

A, B

Design & Technology

Mrs B Pearce

A

Drama

Mr D Rogers

A, E

Fashion & Textiles (vocational)

Mrs B Pearce

D

French

Mr J Castro

B

Geography

Mrs S Stangroom

A, D

German

Mr J Castro

B

History

Mr S Godman

A, C, D

Hospitality & Catering

Mrs B Pearce

B, C

Media

Mr M Nott

A, E

Music

Miss S Ogden

C

PE (GCSE)

Miss R Golightly

C, E

Religion

Mr T Treagust

B, E

Sociology


Miss N Winders

C

Spanish

Mr J Castro

B



Subject

Curriculum Leader

Awarding Body

**English Language**

**Mrs N Bhatt**

**AQA**

[nbhatt@carshaltongirls.org.uk](mailto:nbhatt@carshaltongirls.org.uk)

The English department enters every student for 2 separate GCSEs, **English Language** and **English Literature**. The requirements for the two GCSEs are similar; students will be expected to read widely, write well and to speak articulately & listen attentively.

### **Examination Details for English Language:**

For English Language, Carshalton High School for Girls will follow the AQA English Language GCSE, syllabus 8700. More details can be found at:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

### **Assessments**

#### **Paper 1: Explorations in Creative Reading and Writing**

Section A: Reading (40 marks) (25%): one literature fiction text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Section B: Writing (40 marks) (25%): descriptive or narrative writing

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### **Paper 2: Writers' Viewpoints and Perspectives**

Section A: Reading (40 marks) (25%):

one non-fiction text and one literary non-fiction text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Section B: Writing (40 marks) (25%)

writing to present a viewpoint

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### **Non-examination Assessment: Spoken Language**

#### *What's assessed*

- presenting
- responding to questions and feedback
- use of standard English

#### *Assessed by*

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

Subject **English Literature**  
Curriculum Leader **Mrs N Bhatt**  
Awarding Body **AQA**

For English Literature, Carshalton High School for Girls follow the AQA English Literature GCSE, syllabus 8702. More details can be found at:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

### Assessments

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

### Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel

#### *What's assessed*

- Shakespeare plays
- The 19<sup>th</sup> century novel

#### *How it's assessed*

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

### Questions

#### 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 19<sup>th</sup> 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

#### *What's assessed*

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

#### *How it's assessed*

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

### Questions

#### 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.



Subject  
Directors

**Mathematics**  
**Mrs C Foley**  
**Mr M Alletson**  
**Edexcel**

cfoley@carshaltongirls.org.uk  
malletson@carshaltongirls.org.uk

Awarding Body

## Examination Details

There are two tiers of entry:

Higher with possible grades 9, 8, 7, 6, 5, 4 and 3  
Foundation with possible grades 5, 4, 3, 2, and 1

The tier of entry is carefully decided by the Maths teacher in conjunction with the student to maximise attainment. The tier of entry your daughter is selected for may change through Years 9 and 10 as a final decision is not made until Year 11.

The assessments will cover the following content headings:

Number	Geometry and measures
Algebra	Probability
Ratio, proportion & rates of change	Statistics

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long.

There are two levels of pass, the standard pass (grade 4) and the strong pass (grade 5). These equate to a low C and a high C in the old system. Similarly a 6 is approximately a B, 7 an A, 8 is an A\* and the new 9 which is the new top grade (1-2%) of students nationally will reach this grade.

## How is it taught?

Our Maths students are grouped according to ability so that the content covered is appropriate for the entire group, however your daughter may move groups when and if the need arises. Students will work from a scheme of work that is tailored to their ability range. Year 9 is the start of the GCSE programme of study and in Maths we continue to build on the work completed in Year 7 and 8. We change our focus from National Curriculum levels to GCSE grades. Our aim is to provide a seamless transition from Key Stage 3 to Key Stage 4 and therefore we continue to work using a 'spiral' approach to the learning of the subject. A notable difference from Year 7 and 8 Maths is that your daughter will now be **applying** many of the skills she is learning to real world situations relating to work, Business, Science or everyday life.


The Maths exam expects students to be 'functional' (be able to apply their knowledge to unfamiliar situations) with their Maths and they will also be judged on the Quality of their Written Communication (QWC) which means showing clear and organised working out.

## How will this course lead to careers involving Maths?

The exams have been designed to prepare students for the world of work. Students will be expected to solve a range of 'real-world' Mathematical problems in context, with functional skills/problem solving being a focus. Students should find that they are being prepared to transfer skills learnt in Maths to other subjects and will find it is a more applicable subject to the real world than it has been in the past.

Grade 7 or better will allow access to A Level Maths. This is an essential component for many university courses and jobs involving Engineering, Sciences, Mathematics and Psychology to name a few. A grade 8 or 9 will allow students to opt for the additional Further Mathematics qualification which is an additional A Level and is essential for entry onto many Russell Group university Mathematics Degrees.





Subject

Curriculum Leader

Awarding Body

**Combined Science (Trilogy)**

**Mrs H McCready**

**AQA**

hmccready@carshaltongirls.org.uk

## Examination Details

Students following the Combined Science route will receive a double grade on a 17-point scale (9-9 to 1-1). The course is assessed over 6 exams all taken at the end of Year 11. Each exam is 1 hour 15 minutes long and contributes equally to the final grade. There is no coursework element however knowledge of practical skills will be assessed in the written paper. Mathematical skills and quality of written communication are also assessed.

## What is studied on the course?

Students taking Combined Science will be taught 18 topics, 6 each for Biology, Chemistry and Physics.

### Example Biology topics include:

- Cell level systems
- Community level systems

### Example Chemistry topics include:

- Chemical reactions
- Global challenges

### Example Physics topics include:

- Waves and radioactivity
- Forces

## Who should study the course?

This course has been designed for students of all abilities. Students can progress to A Level study in Science from this course. The lessons are varied and stimulating, designed with students' futures in mind.

## How is it taught?


Students taking Combined Science will have nine hours of Science study per fortnight, usually split between two Science teachers. The course combines rigorous theoretical knowledge with practical skills and encourages active student participation.

## How will this course lead to careers involving Science?

A science background opens up more opportunities than many students may have realised. Scientists have well paid and respected jobs - not all scientists wear white coats and work in laboratories! They are also active in:

- Sports Science
- Music Technology
- Photography
- Animal Health

- Computer Development
- Forensic Science
- Health
- Nutrition



Subject

Curriculum Leader

Awarding Body

**Triple Science (Separate)**

**Mrs H McCready**

**AQA**

hmccready@carshaltongirls.org.uk

## Examination Details

Studying Triple Science will result in three qualifications: **GCSE Biology**, **GCSE Chemistry** and **GCSE Physics**. Each of the three qualifications is made up of 2 exams, taken at the end of Year 11. Each exam is 1 hour 45 minutes long and 50% of the final grade. Grades are awarded on a 9-point scale (9-1). There is no coursework element however knowledge of practical skills will be assessed in the written paper. Mathematical skills and quality of written communication are also assessed.

## What is studied on the course?

Students taking Triple Science will cover 8 topics in Biology, 10 topics in Chemistry and 8 topics in Physics.

### Example Biology topics:

- Bioenergetics
- Infection and response
- Ecology

### Example Chemistry topics:

- Quantitative Chemistry
- Chemical changes
- Chemistry of the atmosphere

### Example Physics topics:

- Atomic structure
- Magnetism and electromagnetism
- Space

## Who should study this course?

Students who have a keen interest in the Sciences and are likely to be aiming to study one or more Science subjects at A Level and beyond, should consider this option. Students should be on target to achieve a high level at the end of Year 8 and be prepared to work at a fast pace to cover the subject content.

## How is it taught?

Students taking Triple Science will have twelve hours of Science teaching in the two-week timetable. Practical aspects of the course will be emphasised and there will be many opportunities for group work and discussions. Teaching will be conducted by specialist teachers as far as possible.


## How will this course lead to careers involving Science?

Science forms the basis of much of the UK and World economy and Science graduates are in demand in many areas. Biology students may move into the medical or veterinary field, microbiology or the environmental Sciences. Chemistry graduates are found working in the food and brewing industries, in forensics and in pharmacy. Physics graduates may work in engineering, computing or in medical physics. All Science students learn the key skills of problem-solving, teamwork and communications essential for many careers outside the Sciences such as finance, business and marketing, journalism, and the public services.



## **OPTION SUBJECTS**





Subject

Curriculum Leader

Awarding Body

**Art and Design**

**Mrs M Sypko-Shah**

**AQA**

msypko-shah@carshaltongirls.org.uk

This is a flexible and exciting course that we have on offer to Year 9 students. Students will be introduced to a number of experiences, exploring a range of two and three-dimensional media, techniques and processes including traditional and new technologies.

### **What is studied on the course?**

In Year 9 students will be introduced to Fine Art and Photography, but will also be given the opportunity to explore Textile and Three Dimensional Design techniques to bring into their work. Students will be introduced to artists to link to their work and will need to be able to write up their own and others work using specialist vocabulary. In Year 10 through to Year 11 students will continue to explore a range of media to produce practical and contextual work based around individual project ideas. Students will be entered for the endorsement that best suits their portfolio of work; this could be Fine Art, Photography, or the Art and Design GCSE if they have worked across more than one media type.

### **All courses will include an element of drawing in the new specification requirements.**

**Fine Art:** Drawing, painting, mixed media, sculpture, land art, installation, printmaking, lens-based and light media, photography.

**Photography:** Lens-based and light-based media, including theme based photography (portrait, landscape, and still life), experimental imagery, photographic installation, photo-journalism. Wet room processes.

**Please note that if a student wishes to study Photography, they must choose Art GCSE and indicate their choice for Photography.**

### **How is it taught?**

Students will be expected to demonstrate practical skills in the context of their chosen areas of study within Art, Craft and Design:

- Making appropriate use of colour, line, tone, texture, shape and form.
- Produce evidence of drawing which should be appropriate to their work.
- Using different approaches to recording images such as observation, analysis, expression and imagination.
- Showing in their work an understanding of imagery and genres.
- Investigating different ways of working as appropriate to their chosen area of study.
- Evidence safe working practices.
- Working independently to develop individual and creative ideas.
- Annotating ideas.

A sustained project will be completed as well as a selection of further work for the final coursework portfolio.



Students will be expected to produce two units of work, which will be internally assessed by the school and externally moderated by AQA. Students will complete two components of work which are portfolio based (60% of the final GCSE grade) and the Externally set assignment (40% of the final GCSE grade).

Students must meet assessment objectives throughout the course and will be closely guided by teachers to work to their strengths and enjoyment within the subject.

As a specialism subject we pride ourselves in tailoring the Arts to the student's preferences and offer a good support network to guide and support throughout the course.

We offer an excellent extra-curricular program with local universities and lunchtime and after school support.

### **Who should study the course?**

Students who enjoy art and are passionate about the subject should pick this course. Students are often worried that they may not be able to draw which is why this course offers the flexibility for students to work to their own personal and individual strengths within the Arts. You will need to show evidence of drawing but it is not need to show mastery of technique. You need to be hardworking, co-operative, independent and committed to working outside of lessons on your artwork. Most of all, you need to be full of enthusiasm and ready to take risks and experiment with new ideas.

### **How will this course lead to careers involving Art?**

Success in this GCSE may lead on to the study of Art and Photography at A Level. Many of our students then choose to go on to complete Art Foundation courses before going on to University or moving on directly onto degree. The range of careers in the creative industry is vast and rapidly growing. The creative industries contributed £111.7bn of value to the UK economy. The creative industries grew by 7.4 per cent, which is more than five times faster than the average annual increase across all UK sectors. Some of these include: Advertising, Health and Beauty, Fashion and illustration, Film and Theatre productions, Primary and Secondary school Teaching, Architecture, Web Design, Graphics, Marketing, Interior design, Photography, Curator, Computer Game Designer, Game Artist, Prosthetic and Makeup Artist.

Subject

**Vocational Art (BTEC Art & Design)**

Curriculum Leader

**Mrs M Sypko-Shah**

msypko-shah@carshaltongirls.org.uk

Awarding Body

**Edexcel**

## Award Details

The Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice is for learners who wish to acquire knowledge and technical skills through vocational contexts by studying the knowledge, skills and processes related to investigating, exploring and creating art and design work as part of their Key Stage 4 learning.

## What is studied on the course?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes
- development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs
- process that underpins effective ways of working in art and design practice, such as generating ideas, prototyping, development, review and refinement
- attitudes that are considered most important in art and design practice, including planning, organisation and communication.

This Award complements the learning through developing and applying art and design practice skills to commercial opportunities and by enabling learners to apply knowledge and skills in a practical way through project work, such as developing ideas and creating art and design outcomes for specific audiences.

## How is it taught?

To be awarded the Certificate learners are required to successfully complete **3** mandatory units.

<b>Unit 01</b>	Generating Ideas in Art and Design	Internally assessed
<b>Unit 02</b>	Develop Practical Skills in Art and Design	Internally assessed
<b>Unit 03</b>	Respond to a client brief	Externally assessed

## What can this qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:


- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Art and Design, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the art and design areas.





Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in the qualification will help them achieve
- study of art and design post-16, e.g. through a Technical Diploma in Design Production. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in the art and design sector.



Subject  
Curriculum Leader  
Awarding Body

**Business**  
**Mr N Rocca**  
**Edexcel**

[nrocca@carshaltongirls.org.uk](mailto:nrocca@carshaltongirls.org.uk)

## Business GCSE

Students begin to study for their GCSE in Business in Year 9. The GCSE for Year 9 students is a new challenge which students have not experienced before. Business is all around us so students will already have come across many of the areas covered in the course. However this is an opportunity for students to begin to examine topics in greater detail.

We welcome all students into the Business area who are keen to find out more about the world around them as well as use creativity, intuition, enquiry and independent thinking. This introduction is both challenging and engaging. The subject would be best suited to those students who enjoy solving problems and using their research skills.

### What is studied on the course?

#### *Taster sessions:*

During the taster sessions the students will have the opportunity to run their own businesses in school. This will help when completing the GCSE course and will give them experience of running a business and how to make a profit.

All exams are taken at the end of Year 11 – this course is a linear course and is 100% exam.

### Unit 1 – 50% of the overall GCSE grade

- **Topic 1.1** Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- **Topic 1.2** Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research.
- **Topic 1.3** Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims & objectives and concentrating on the financial aspects.
- **Topic 1.4** Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- **Topic 1.5** Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these.

#### Assessment information

- The assessment is 1 hour and 30 minutes
- The assessment is out of 90 marks
- Questions will relate to the content that appears in Unit 1 and students may draw on underpinning knowledge and understanding developed through Unit 2 as appropriate



## **Unit 2 - 50% of the overall GCSE grade**

- **Topic 2.1** Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- **Topic 2.2** Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- **Topic 2.3** Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- **Topic 2.4** Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- **Topic 2.5** Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

### **Assessment information**

- The assessment is 1 hour and 30 minutes
- The assessment is out of 90 marks
- Questions will relate to the content that appears in Theme 2 and students may draw on underpinning knowledge and understanding developed through Theme 1 as appropriate

## **What could these courses lead to studying in the sixth form?**

BTEC Business level 3

A Level Business

A Level Economics

All of the above courses could then lead onto a degree in the subject.

## **What career path could you choose with these qualifications?**

Accounting / Banking Sector

Business Manager

Project Manager

Human Resources Officer

Retail Manager

Branding Executive

Marketing /Advertising Executive

Distribution & Logistics Management

Sales

Teaching

Public Relations Officer

Insurance Underwriting

**Subject**                      **Citizenship Studies**  
**Curriculum Leader**      **Ms A Lagess**  
**Awarding Body**            **Edexcel**

alagess@carshaltongirls.org.uk

### **Why study GCSE Citizenship?**

Democracy is at the forefront of Citizenship lessons and allows students to build in confidence by developing effective communication skills. Citizenship lessons enable students to make a positive contribution by developing the expertise and experience needed to claim their rights, understanding their responsibilities and preparing them for the challenges and opportunities of adult and working life.

Students will have the opportunity to campaign about issues they feel strongly about and utilise skills they develop within the classroom into a wider professional context. Past campaigns have involved students writing for local newspapers, interviewing MPs, and delivering presentations and assemblies.

### **Award Details**

The GCSE ends with two exam papers, testing students' knowledge of the following themes:

- A: Living together in the UK*
- B: Democracy at work in the UK*
- C: Law and justice*
- D: Power and influence*
- E: Taking citizenship action*

### **What is studied on the course?**

The content covered includes:

- The changing UK population
- Migration and its impact
- Respect and understanding
- Rights, duties and values that underpin democracy
- Development of human rights
- Citizens and local government
- Political Parties and candidates
- Elections and voting systems
- Making and shaping law
- The UK's role and relations with the rest of Europe
- Civil and criminal law
- Crime and society

### **How is it taught?**

During the course, students will be involved in a range of learning activities. The majority of the course is student led which will range from paired work to students delivering presentations and holding class discussions and debates. Traditional teaching and learning methods are used to prepare students fully for their end of course examinations.

### **How can this course help me in the future?**

Citizenship GCSE is an obvious choice for someone who has strong views and ambitions in life, as well as someone who wants to understand how to influence society. It is an excellent preparation for A Level Government & Politics, Law, Economics, History, and Sociology.

Subject **Computer Science**  
Curriculum Leader **Mr S Ahmad**  
Awarding Body **AQA**

sahmad@carshaltongirls.org.uk

### Why should students take AQA GCSE Computer Science?

Computing is of enormous importance to the economy. The role of Computer Science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. The increase in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for business. Employers today require an ever-increasing number of technologically-aware individuals and the course provides the knowledge, skills and understanding that are in demand.

### The GCSE in Computer Science is suitable for students who:

- have a keen interest in how computers and software work
- are logical in their approach to problem solving
- wish to pursue a career in software and systems development, engineering or science

### The Computer Science GCSE enables students to:

- develop their understanding of current and emerging technologies and the implications of these in society
- gain an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'
- learn key computing concepts and the fundamentals of programming to solve problems in a range of contexts
- create software for technologies they use; applications that run on mobile devices; interactive web enabled solutions and computer games
- develop critical thinking, analysis and problem solving skills
- evaluate the effectiveness of computer programs and the issues related to their use

### Assessment

There are two units and each has its own assessment:

#### Paper 1: Computational thinking and programming skills

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

##### *What's assessed?*

- Fundamentals of algorithms
- Programming

##### *How it's assessed*

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

### Questions

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

## Paper 2: Computing concepts

### Theoretical knowledge

#### *What's assessed?*

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

#### *How it's assessed*

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

### Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

### Is there anything else students need to know?

Computing Science is not an easy subject to study and will quickly look into the technical workings of computer technology and programming. Students should have good Math skills as this will generally enable them to understand the logic required for programming. In addition, students will learn how to program using a range of programming languages in a range of different contexts.

### Future pathways

This qualification provides a superb stepping stone for students who want to go on to A Level study and employment in the field of computer science, industry recognised ICT qualifications and vocational courses. It also supports progress in other A Level subjects such as Technology, Science, Engineering and the Digital Media and Arts.



Subject  
Curriculum Leader  
Awarding Body

**Dance**  
**Miss K Johnson**  
**AQA**

kjohnson@carshaltongirls.org.uk

## Examination Details

The course will examine students' ability to:

- Choreograph – both solo and group dances
- Perform – solo and within a group
- Appreciate dance as an art form through the study of 6 professional dance works

### Component 1 Performance and Choreography

Performance – set phrases solo and a duet/trio	30%	40 marks
Choreography – solo or group	30%	40 marks

### Component 2 Dance appreciation

Theory examination - 1 hour 30 minutes	40%	80 marks
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## What is studied on the course?

- Safe practice
- The process of creating and improving choreography
- Performance - the physical, expressive, technical and mental skills needed for effective performance
- Factors which influence the achievement of high quality dance performance
- The work of different choreographers and professional dance works
- Critical, perceptual, evaluative and reflective skills in response to their own work and that of others

## Who should study this course?

Anyone who enjoys dance; is willing to try out new ideas; and can answer yes to ALL of the following questions:

- I enjoy making up dances
- I enjoy performing to an audience
- I can make up movement ideas on my own
- I enjoy writing and researching about dance
- I am well organised and regularly participate in all KS3 dance lessons


It is important for you to be prepared to have a go and challenge yourself to try the unusual and difficult if you are to achieve a high grade in GCSE Dance.

## How the course is taught?

The course is practically based, but does involve theory work. It is a series of tasks or assignments, which involve learning new techniques, sharing knowledge and using professional works to create and perform in a variety of dance styles. You will also learn how to appreciate and evaluate your own and others dances in preparation for the written exam.

## How will the course lead to career opportunities?

GCSE Dance will help you develop a variety of transferable skills: team work, co-operation, working to deadlines and give you confidence in yourself. All these skills will be useful in any profession where you work with others such as teaching, social work, in the arts and many other professions.



Subject

Curriculum Leader

Awarding Body

**Design and Technology: Product Design**

**Mrs B Pearce**

**WJEC Eduqas**

bpearce@carshaltongirls.org.uk

This is an exciting course that allows students to develop new skills and techniques to express their creativity in 2D and 3D forms using new technologies and traditional processes. Design thinking, problem solving, and practical skills will be extended throughout the course with students learning to articulate their analytical and evaluative arguments. The course also has strong links with Maths and Science in the practical application of knowledge.

Students will be designing and making products such as USB sticks, pop-up books and lamps. The course also covers the use and development of 'smart' materials and biomimicry, product development, ergonomics and obsolescence. Students also consider Design and Technology as a whole and how it can contribute to our world in terms of the development and manufacture of new and existing products. Students will learn to question the principles of good or bad design and be encouraged to find solutions to design problems.

Students will study all 5 of the material focus areas of paper and boards, natural and manufactured timbers, ferrous and non-ferrous metals, polymers, textiles, electronic systems and mechanical devices. Students then choose to specialise in one area.

### **Examination Details**

35 hour Controlled Assessment Task; 2 hour written/drawing exam

The final examination will consist of 50% coursework and 50% written examination

### **What is studied on the course?**

- Developing innovation, invention, imagination and flair
- How to develop a specification for a new product
- How to analyse existing products
- How to generate a range of design proposals
- How to use primary and secondary research to help develop ideas
- Product planning and development
- How to select materials and work with tools and equipment
- How to evaluate products
- How to improve ICT skills and learn all about CAD and CAM
- How to communicate designs using a variety of techniques including orthographic working drawings
- Developing an awareness of consumer requirements of a product
- Analyse products and the processes used to manufacture them and how to improve them
- Work practically with different materials and components including papers and boards, natural and manufactured timber, ferrous and non-ferrous metals, thermoforming and thermosetting polymers, natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles.



### **Who should study this course?**

- Any student wishing to enter the fascinating and demanding world of the Design Industry including Engineering, Construction, Fashion and Architecture to name but a few.
- Any student wanting to gain practical skills which will be useful in a wide range of jobs, such as medical technology, in further study of Design and Technology and in everyday life.


### **How is it taught?**

The theoretical aspect of the course is taught alongside a range of short Design and Make projects, which cover all aspects of the examination. Preparation for the Non Examination Assessment is taught through the production of concise design portfolios developing core design and materials knowledge and skills. The course is approximately 50% theory and 50% practical work.

### **How will this course lead to careers involving Design?**

With this qualification you could go on to further study Product Design at A Level and Degree level. You then may choose to specialise in one area. For example: theatre design or conference work, dental technology or architecture, structural engineering or textiles technology.

Students wishing to work in the Fashion Industry should take this course to develop their design and technical construction skills. It will also give students an opportunity to explore the fascinating range of careers available to them, for example designers, pattern cutters, garment technologists and accessory designer and makers.



Subject

Curriculum Leader

Awarding Body

**Drama**

**Mr D Rogers**

**Edexcel**

drogers@carshaltongirls.org.uk

## **Examination Details**

### **Component 1: Devising**

- 40% of the qualification – 60 marks

#### **Content overview**

- Create and develop a devised performance in response to stimuli
- Analyse and evaluate the devising process and performance in a 2000 word portfolio

### **Component 2: Performance from Text**

- 20% of the qualification – 48 marks
- Choice of group, solo and/or partner-based routes for assessment. Taken from a published play

### **Component 3: Theatre Makers in Practice**

- Written examination: 1 hour 45 minutes
- 40% of the qualification – 60 marks

#### **Content overview**

- Practical exploration and study of one complete performance text
- Live theatre evaluation

## **What is studied on the course?**

During the Drama course you will:

- Work with others, devise and perform your own original productions
- Develop the various performance and design skills necessary to communicate clearly and theatrically with an audience
- Understand and use a range of explorative strategies to devise your drama
- Adopt and sustain a variety of roles
- Study a range of different drama texts
- Critically evaluate your work, the work of others in the class and work in both amateur and professional theatre

## **Who should study the course?**


Students who wish to be successful in Drama should be sensitive to and supportive of others. You need to be hardworking, co-operative, totally reliable and able to work as part of a team. You should be aware that the subject necessarily involves performing in front of others as a way to develop your theoretical and practical knowledge, even if you choose to ultimately be assessed on a design option. A compulsory requirement is that all students be prepared to rehearse outside of lesson times. Most of all, you need to be full of enthusiasm and ready to experiment with new ideas. An excellent attendance record is vital in order to ensure success.

## **How is it taught?**

Drama is taught in drama studios that are well resourced and have a theatrical lighting rig. Group work is an essential element of the course.

## **How will this course lead to careers involving Drama?**

Success in GCSE Drama may lead on to the study of Drama and Theatre Studies at A Level. Students may then choose to go on to study at University, choosing to follow a number of different subject-based routes, for example, acting, technical courses or the teaching of Drama. It is however important for students to realise that the skills like sensitivity, co-operation, problem-solving and being a reliable member of a team which are developed throughout the Drama course, are skills which are vital for any student's successful future.



Subject

Curriculum Leader

Awarding Body

**BTEC Fashion and Textiles: Art & Design Practice**

**Mrs B Pearce**

**Edexcel**

bpearce@carshaltongirls.org.uk

### **Who is this qualification for?**

The Fashion and Textiles course is for students who wish to acquire knowledge and technical skills by studying the processes related to investigating; exploring and creating fashion and textiles work as part of their Key Stage 4 learning.

The course gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on four areas of equal importance, which cover the:

- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes building on the skills gained at Key Stage 3
- development of key skills that prove aptitude in fashion and textiles practice, such as generating and visually communicating creative responses to design and make briefs
- process that underpins effective ways of working in fashion and textiles, such as generating ideas, prototyping, development, review and refinement
- attitudes that are considered most important in the fashion and textiles industry, including perseverance, planning, organisation and communication.

This award complements the learning in GCSE qualifications, such as the GCSE in Design and Technology, through developing and applying art and design practice skills to commercial opportunities and by enabling learners to apply knowledge and skills in a practical way through project work, such as developing ideas and creating art and design outcomes for specific audiences.

The course is made up and assessed in three components:


1. Generating Ideas in Art and Design
2. Develop Practical Skills in Art and Design
3. Responding to a Client Brief

Components 1 and 2 are set by the school and are internally assessed. Component 3 is set by the exam board and is externally marked and moderated.

### **What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?**

Our Fashion & Textiles course will enable students to develop skills in making high quality products using textile materials. Students will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. They will have the opportunity to use traditional skills and modern technologies. Students will also gain an understanding of commercial practice and potential career opportunities in the fashion and textiles industries. Students gain knowledge of technical and decorative embellishment techniques through short skills-based tasks and longer design and make challenges. Students will be taught how to look at the work of existing artists/practitioners, using this to inspire their own designs.

The skills and knowledge gained will allow students to progress to a wide range of courses in both general and vocational qualifications. It is a particularly good preparation for A Level Art and Design, Textiles (Fashion & Textiles), related Level 3 vocational qualifications, or an apprenticeship in a related area.



Subject

Curriculum Leader

Awarding Body

**French**

**Mr J Castro**

**AQA**

[jcastro@carshaltongirls.org.uk](mailto:jcastro@carshaltongirls.org.uk)

## **Examination Details**

There are 4 examinations at the end of Year 11, assessing the skills of listening, speaking, reading and writing. Each of these skills is worth 25% of the final GCSE grade.

## **What is studied on the course?**

The GCSE examination course is a continuation of the topics studied at Key Stage 3. Students will revise and build up the vocabulary and grammar learned in Years 7 and 8.

The 3 general themes are as follows:

1. Identity and culture, in which students study relationships with family & friends, technology in everyday life and free time activities
2. Local, national, international and global areas of interest, in which students study home & town, social & global issues, as well as travel & tourism
3. Current & future study and employment, in which students learn about life at school, post-16 education, jobs, career choices and ambitions.

## **How is it taught?**

GCSE students of languages will become confident in their ability and taught all four skills assessed at the end of this course (listening, speaking, reading and writing). During our lessons, our students will practise a range of activities that will lead to confident, proficient and well-rounded linguists that can master all 4 skills. To facilitate this, students go through a transition period from KS3 to KS4 that gives them the opportunity to recall and secure all previous knowledge prior to starting with the course.

## **GCSE**

At GCSE students read and listen to French in a wide range of contexts including the vocational and the topical. They develop their ability to talk and write about themselves, and learn to take part in role-plays in the real life situations they will encounter when they visit a French speaking country. They will learn how to shop, order meals, book into hotels and campsites, make a phone call etc. Lessons are fun and lively; students get involved regularly in group and paired work. The emphasis is on building the students' confidence in their ability to communicate in the target language.

## **Who should study this course?**

Learning a language enhances students' employment prospects, widens their perspective and is a skill they can develop throughout their lives. Students can continue learning French by studying A Level in the Sixth Form.

## **How will this course lead to careers involving French?**

Knowledge of a foreign language is a skill that is highly sought-after in a wide variety of careers. The following employment areas consider languages either essential or very highly desirable: business and commerce, bilingual secretarial work, The Civil Service (Diplomatic Service, Foreign and Commonwealth Service, Immigration Service), the hospitality industry, import and export, travel and tourism, translating and interpreting, teaching. Languages do not just tell employers that you can communicate in another language but that you are open minded and interested in other cultures.



Subject  
Curriculum Leader  
Awarding Body

**Geography**  
**Mrs S Stangroom**  
**AQA**

sstangroom@carshaltongirls.org.uk

## Examination Details

- Paper 1: Living with the physical environment.  
Written exam. 1 hour 30 minutes. 88 marks. 35% of GCSE
- Paper 2: Challenges in the human environment.  
Written exam. 1 hour 30 minutes. 88 marks. 35% of GCSE
- Paper 3: Geographical applications.  
Written exam. 1 hour 15 minutes. 76 marks. 30% of GCSE

These all include 10% Numeracy and 5% Literacy which are assessed across all 3 papers.

Question types for all the exams: multiple-choice, calculations, geographical skills, increasing levels of response ranging from short answers to extended evaluative prose

## What is studied on the course?

### Paper 1: Living with the Physical Environment

- The Challenge of Natural Hazards: Natural Hazards, Tectonic Hazards, Weather Hazards and Climate Change
- Physical Landscapes in the UK: Physical Diversity of the UK, Coastal and River Landscapes
- The Living World: Ecosystems, Tropical Rainforests and Cold Environments

### Paper 2: Challenges in the Human Environment

- Urban Challenges: Global Pattern of Urban Change; Urban Growth in Nigeria; Urban Challenges in the UK; Sustainable Development of Urban Areas
- The Changing Economic World: Economic Development and Quality of Life; Reducing the Global Development Gap; Economic Development in Nigeria; Economic Change in the UK
- The Challenge of Resource Management: Global Resource Management; Resources in the UK; Water

### Paper 3: Geographical Applications

- Geographical Enquiry
- Fieldwork Evaluation
- Geographical Issue Evaluation

## Who should study this course?

Students who are interested in the world and how human geography and physical features and processes are interconnected. All the exams are written so it is important that students can express themselves well in writing.




### **How is the subject taught?**

Students will study the topics in ways familiar to them from KS3, using maps, diagrams, graphs, photos and written descriptions. Investigation, independent learning and value judgement in decision-making are skills they will develop. A key component of GCSE Geography is evaluation using case studies and applying theory to the real world.

Fieldwork is an essential part of appreciating geography at a higher level. Data will be collected and then analysed and evaluated back in the classroom. There will be two fieldtrips, one human and one physical that **will include a cost** to cover travel.

### **How can this course help me in the future?**

Geography is offered in the Sixth Form. We are delighted that several of our past students have gone on to read Geography at university where it is regarded as both an Arts and a Science subject. If you are considering higher education, an academic subject like Geography is a must as it is recognised as a facilitating subject. Employers know that Geography students have valuable transferable skills.



Subject

**German**

Curriculum Leader

**Mr J Castro**

Awarding Body

**AQA**

[jcastro@carshaltongirls.org.uk](mailto:jcastro@carshaltongirls.org.uk)

## **Examination Details**

There are 4 examinations at the end of Year 11, assessing the skills of listening, speaking, reading and writing. Each of these skills is worth 25% of the final GCSE grade.

## **What is studied on the course?**

The GCSE examination course is a continuation of the topics studied at Key Stage 3. Students will revise and build up the vocabulary and grammar learned in Years 7 and 8.

The 3 general themes are as follows:

1. Identity and culture, in which students study relationships with family & friends, technology in everyday life and free time activities
2. Local, national, international and global areas of interest, in which students study home & town, social & global issues, as well as travel & tourism
3. Current & future study and employment, in which students learn about life at school, post-16 education, jobs, career choices and ambitions.

## **How is it taught?**

GCSE students of languages will become confident in their ability and taught all four skills assessed at the end of this course (listening, speaking, reading and writing). During our lessons, our students will practise a range of activities that will lead to confident, proficient and well-rounded linguists that can master all 4 skills. To facilitate this, students go through a transition period from KS3 to KS4 that gives them the opportunity to recall and secure all previous knowledge prior to starting with the course.

## **GCSE**

At GCSE students read and listen to German in a wide range of contexts including the vocational and the topical. They develop their ability to talk and write about themselves, and learn to take part in role-plays in the real life situations they will encounter when they visit a German speaking country. They will learn how to shop, order meals, book into hotels and campsites, make a phone call etc. Lessons are fun and lively; students get involved regularly in group and paired work. The emphasis is on building the students' confidence in their ability to communicate in the target language.

## **Who should study this course?**

Learning a language enhances students' employment prospects, widens their perspective and is a skill they can develop throughout their lives. Students can continue learning German by studying A Level in the Sixth Form.

## **How will this course lead to careers involving German?**

Knowledge of a foreign language is a skill that is highly sought-after in a wide variety of careers. The following employment areas consider languages either essential or very highly desirable: business and commerce, bilingual secretarial work, The Civil Service (Diplomatic Service, Foreign and Commonwealth Service, Immigration Service), the hospitality industry, import and export, travel and tourism, translating and interpreting, teaching. Languages do not just tell employers that you can communicate in another language but that you are open minded and interested in other cultures.

Subject  
Curriculum Leader  
Awarding Body

**History**  
**Mr S Godman**  
**OCR**

sgodman@carshaltongirls.org.uk

## **Examination Details**

There are three examination papers featuring short answers, structured mini-essays and evidence-based questions.

## **What is studied on the course?**

The examination board has released some preliminary information about what the GCSE History course will cover. It will be divided into five separate sections as follows:

- A study of development in Britain over time, tracing the history of medicine and health in Britain from AD 1200 until the present day.
- A depth study of British history, in which students will investigate the early Elizabethans.
- A study of the historic environment in which students will investigate surgery on the Western Front during World War I.
- A study of development in the wider world over time, in which students will study the Cold War between the USA and the USSR.
- A depth study from the wider world, in which students will investigate life in Germany and the rise of the Nazis between 1918 and 1939.

## **Who should study this course?**


Students who have an interest in History and in understanding how and why events in the past shape the modern world will be well suited to this course. Students who have enjoyed their study of History at Key Stage 3 or have done well at it so far should consider choosing it at GCSE.

## **How is this course taught?**

The course is taught by full-time members of the History department. Students who study GCSE History can expect to make full use of the extensive resources offered by the History department. They will participate in a varied range of activities during lessons, including investigation of different sources of evidence, analysis of music, literature and film, group work, debate and independent research.

## **How can this course help me in the future?**

GCSE History is a respected academic course that is valued by universities and employers. History is particularly useful for careers in law, business, journalism, the media, diplomacy and human resources.



Subject

Curriculum Leader

Awarding Body

**Level 1/2 Award in Hospitality and Catering (Food Tech)**

**Mrs B Pearce**

**WJEC Eduqas**

bpearce@carshaltongirls.org.uk

This is an exciting and creative course focusing on practical cooking skills and developing a thorough understanding of the hospitality and catering industry.

The course has been designed to develop in students the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

The WJEC Level 1/2 Award in Hospitality and Catering is made up of two mandatory units:

- Unit 1 The Hospitality and Catering Industry
- Unit 2 Hospitality and Catering in Action

### **Examination Details**

**Unit 1 is externally assessed:** 1 hour 30 minutes online test worth 90 marks.

**Unit 2 is internally assessed:** Controlled Assessment coursework

Assessment grades:

Level 1: Pass

Level 2: Pass, Merit, Distinction

### **What is studied on the course?**

Students will learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

1. Food, nutrition, and health
2. Food safety
3. Food choice
4. Food provenance (where it comes from)
5. Roles and responsibilities in Hospitality and Catering
6. The designing & planning of a Hospitality and Catering outlet

Students will have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available and to assist them in making choices about progression onto further study.

### **Some of the skills taught:**

- Designing your own recipes
- Carrying out practical experiments
- Making informed choices about ingredients
- Nutritional analysis
- How to present a dish attractively
- Understanding functional and chemical properties of food
- Selecting appropriate cooking methods
- Understanding food and the environment
- Developing recipes and considering special diets/ nutritional needs / target markets
- Understand the roles of kitchen staff and front of house staff

**Who should study this course?**

- Students who have a passion for Food and seek employment in the British Food and Hospitality industry
- Studying Food preparation and Nutrition can lead to many careers, such as food product development, sports nutritionist, nurse, teacher, dietician, consumer research analyst, chef

**How is it taught?**

- Students will study practical skills by creating a variety of dishes
- Students will partake in food related experiments to understand the working characteristics of food
- Perfect mix between academic and practical work - over half your lessons will be practical
- Students will study the layout of kitchens and restaurants and be able to present their findings to employers

**Subject** Media Studies  
**Curriculum Leader** Mr M Nott  
**Awarding Body** WJEC

[mnott@carshaltongirls.org.uk](mailto:mnott@carshaltongirls.org.uk)

GCSE Media Studies is an exciting course that combines the study of the media industry and the analysis of pieces of media with practical production.

The course will be assessed through two exams which make up 70% of the final mark and a practical coursework project that will make up the remaining 30%.

Students will have to study the following areas of the media:

- Newspapers
- Magazines
- Advertising
- Television
- Radio
- Film Promotion
- Video Games
- Music Video
- Online and Digital Media

Students will also have to study the following areas:

- Media Representations – how people, places, events etc are shown in the media
- Media Audiences
- Media Forms – the techniques that are used to make pieces of media
- Media Institutions – the companies and organisations responsible for making pieces of media
- Contemporary Media Issues – important current issues and debates about the media
- Media Theory

### **Examination Details:**

**Examination 70%** Two exam papers, testing your knowledge of the topics above.

**Coursework 30%** You will have to produce a piece of practical work set by the exam board, you will also have to submit research and planning materials.

### **Who should study the course?**

If you are interested in films, television, newspaper and radio and want to learn how to discuss and write about them and develop the skills to make them yourself then this course could be for you. You have to be prepared to work very hard; don't expect to be just watching films!


### **How will it benefit me?**

It will...

- Help you learn about the way the Media works and shapes our ideas and beliefs.
- Enable you to develop practical media production skills by making your own media productions.
- Help you to understand how the media has changed over time and appreciate how new technologies are changing the way in which we use the media.

### **What can this course lead to?**

There are a number of exciting careers in media in advertising, the press, TV or radio industries or maybe in an area of the media that will be completely new by the time you enter the world of work. This course will enable you to find out more about the opportunities before taking other qualifications. You can study Media Studies at A Level in the Sixth Form or at college. Every year several students go on to University to study Media related courses.



Subject

Curriculum Leader

Awarding Body

**Music**

**Miss S Ogden**

**Eduqas**

sogden@carshaltongirls.org.uk

### **Who should study the course?**

Students who succeed at Music are hardworking, creative and enthusiastic people who enjoy challenging themselves in both written and practical tasks. While any student is eligible for GCSE Music, it is important to note that 30% of the course is performance, and instrumental/vocal tuition is highly recommended for students who wish to access higher grades. Instrumental/Vocal tuition is available during school hours at a highly competitive rate. Please enquire about subsidised funding options. Students who take GCSE Music are expected to take part in annual concerts and/or musical productions. If you have a passion for music and a love of the subject, this will make your course much easier to manage.

### **What is studied on the course?**

Students will learn how to perform in an ensemble and as a soloist, in a range of styles of music. Using music technology, students will compose music in the genres of pop/rock, world, classical, and film/television, whilst also being able to develop their own compositional style. Students will explore the work of other musicians from a wide range of genres, developing listening skills, and studying the science behind the theory of Music. The change to the Eduqas specification has made the GCSE more accessible, with there now only being 2 set works for pupils to study, which allows for more support on other areas of the course and being able to develop a much wider listening repertoire and this will be examined at the end of the GCSE Course.

The final assessment is:

- 30% Performance (Solo & Ensemble)
- 30% Composition
- 40% Written Exam

### **How is it taught?**

In Music we are not only concerned with *what* students learn but *how* students learn. Lessons will approach theoretical concepts through performing, listening and composing. The lessons will be practical and theory based. Composition coursework and performing work will be interlinked in class while drawing ideas from class studies where students study real pieces and how composers themselves worked on their pieces. It will also show students how to study historical music and gain an appreciation of our past and how it has developed into our rich and varied music palette of today. Students will not only study Music, but create it for themselves, experiencing real rehearsal conditions in the practice rooms, performing in front of an audience, working with music technology and much more.





### **How will this course lead to careers involving Music?**

Music is not studied necessarily to make a living, but rather to make a life worth living!

- Develop ability to understand and appreciate a large range of music, researching the past and creating the future.
- Self-fulfilment and enjoyment, developing impressive personal and social skills for any career.
- Develop transferable skills such as critical thinking, exercising, imagination, aesthetic sensitivity and emotional and cultural development.
- Possible career choices following GCSE Music could include stage work, performing, primary and secondary teaching, advertising, music therapy, specialist research, sound technician, recording engineer, radio work, music critic, music magazine journalist, radio announcer/producer. There are many careers linked to the production and understanding of music.

If you do have any questions, please don't hesitate to contact Miss Ogden for more information.

Subject  
Curriculum Leader  
Awarding Body

**Physical Education**  
**Miss R Golightly**  
**Edexcel**

rgolightly@carshaltongirls.org.uk

## Examination Details

### Theory- Examination 60%

Paper 1: Physical factors affecting performance  
Paper 2: Socio-cultural issues and sports psychology

### Practical- Examination 40%

Practical Activities (One Team Sport, One individual Sport and One choice) including  
Evaluating and Analysing Performance

### What is studied on the course?

The course is a mixture of practical and theory lessons and is very different from Key Stage 3 PE. In a two-week timetable cycle you will have practical and theory lessons. In theory lessons you will be set homework which often involves researching topics, revising for end of unit exams, completing worksheets, exam style questions, etc.

To improve on your practical skills, it will be expected of you to attend clubs, both at lunch times and after school. You will also be advised to attend out of school clubs within the community. To improve your knowledge of officiating in various sports you may also be asked to help run lower school clubs.

The practical activities that we cover in school lesson times are: **NETBALL, FOOTBALL, TRAMPOLINING, BASKETBALL, ATHLETICS, FITNESS, BADMINTON** and **GYMNASTICS**.

We also give students the opportunity to go on trips to gain marks in OAA activities such as Canoeing, and Rock Climbing.

The theory part of the course is assessed through a variety of units:

<i>Applied Anatomy and Physiology</i>	<i>Movement Analysis</i>
<i>Socio- cultural Influences &amp; Health</i>	<i>Sports Psychology</i>
<i>Health, Fitness and Well-Being</i>	<i>Use of Data</i>
<i>Physical training</i>	

### Who should study this course?


If you enjoy sport and physical education, if you are well motivated, if you attend extra-curricular activities, if you are organised, if you have a positive attitude and are willing to work hard and if you would like a career in this area then this course is for YOU.

### How is it taught?

Over the two-week timetable you have 5 GCSE PE lessons; the course is a mixture of practical and theory lessons. There is a lot of written work involved in this course and you will be expected to complete homework. At the end of each practical module you will be assessed and given a practical grade. Your best grades from Years 9 to 11 will be chosen as your final practical grades.

### How will this course lead to careers involving PE?

BTEC Sports is available in the Sixth Form which can lead into PE teaching, sports therapy and physiotherapy, sports psychology, exercise physiologist, personal fitness trainer, sports coach, sports development officer, sports administrator, outdoor pursuits manager, sports marketing health promotions specialist and many more.



Subject  
Curriculum Leader  
Awarding Body

**Religious Studies**  
**Mr T Treagust**  
**Edexcel**

ttreagust@carshaltongirls.org.uk

### **Examination Details:**

There will be two written examinations of 1 hour and 45 minutes each. Students will be expected to answer four questions on both papers.

### **What is studied on the course?**

The GCSE Full Course is taught over five lessons per fortnight. Students will study Area 1: Religion and Ethics based on Christianity and Area 2: Religion, Peace and Conflict based on Islam.

#### **Area 1: Religion and Ethics based on Christianity**

##### **Section 1: Christian Beliefs**

Creation, the nature of God, the life of Jesus, the problem of evil and suffering.

##### **Section 2: Marriage and the Family**

Marriage, families, divorce, contraception, gender equality.

##### **Section 3: Living the Christian Life**

The nature of worship, charity, pilgrimage, the future of the Church.

##### **Section 4: Matters of Life and Death**

The sanctity of life, abortion and euthanasia, non-religious arguments for life after death.

#### **Area 2: Religion, Peace and Conflict based on Islam.**

##### **Section 1: Muslim Beliefs**

The nature of God, angels, prophets, beliefs about life after death.

##### **Section 2: Crime and Punishment**

The causes of crime, aims of punishment, treatment of criminals, capital punishment.

##### **Section 3: Living the Muslim Life**

The Ten Obligatory Acts, prayers, fasting, pilgrimage, festivals.


##### **Section 4: Peace and Conflict**

Peace-making, conflict, just war, pacifism, work for peace today.

### **Why study Religious Studies?**

This subject allows you to think about, explore and discuss a variety of responses to some of the big questions of life and existence. It also helps you to become aware of the reasons for other people's beliefs and actions.

Many employers regard a GCSE in Religious Studies as a worthwhile qualification as it shows an ability to think critically about important issues and to reach reasoned conclusions. It is also a useful subject for anyone wishing to study Law, History, Sociology, Psychology, Theology, Medicine or Health and Social Care.



Subject

Curriculum Leader

Awarding Body

**Sociology**

**Miss N Winders**

**AQA**

nwinders@carshaltongirls.org.uk

## **Examination Details**

The course is assessed through two examination papers, featuring short answer questions and mini essays. Both papers are taken at the end of Year 11. There are no tiered papers or coursework in this course.

## **What is studied on the course?**

Sociology is the study of our society through which we hope to understand why things happen the way they do. We break the course down into manageable units and the topics covered are as follows: Theory & Methods, Family & Households, Education, Social Stratification and Crime & Deviance.

## **Who should study this course?**


Students who take an interest in what is happening in their society, by watching the news or reading a newspaper, will enjoy this subject, as will students who are open minded and prepared to consider ideas that they may not always agree with. The course requires students to write essays in the examination and so a good standard of written English is essential.

## **How is the subject taught?**

The subject is taught by asking and answering numerous questions about society. There are plenty of opportunities for students to engage in debate and put forward their views on important issues related to the topics being studied. Producing high quality notes from which to revise for the final examination is an important part of the course. Good use is made of media, such as news clips, adverts and news stories, to enhance understanding and stimulate discussion.

## **How will this course lead to careers involving Sociology?**

Sociology is a 'people' subject. It is very useful for a variety of careers including teaching, nursing, police work, legal work, public relations, journalism, social work, market research and any other job dealing with people. It is an academic subject that is regarded highly by further education institutions and the world of work.



Subject

Curriculum Leader

Awarding Body

**Spanish**

**Mr J Castro**

**AQA**

[jcastro@carshaltongirls.org.uk](mailto:jcastro@carshaltongirls.org.uk)

## **Examination Details**

There are 4 examinations at the end of Year 11, assessing the skills of listening, speaking, reading and writing. Each of these skills is worth 25% of the final GCSE grade.

## **What is studied on the course?**

The GCSE examination course is a continuation of the topics studied at Key Stage 3. Students will revise and build up the vocabulary and grammar learned in Years 7 and 8.

The 3 general themes are as follows:

1. Identity and culture, in which students study relationships with family & friends, technology in everyday life and free time activities
2. Local, national, international and global areas of interest, in which students study home & town, social & global issues, as well as travel & tourism
3. Current & future study and employment, in which students learn about life at school, post-16 education, jobs, career choices and ambitions.

## **How is it taught?**

GCSE students of languages will become confident in their ability and taught all four skills assessed at the end of this course (listening, speaking, reading and writing). During our lessons, our students will practise a range of activities that will lead to confident, proficient and well-rounded linguists that can master all 4 skills. To facilitate this, students go through a transition period from KS3 to KS4 that gives them the opportunity to recall and secure all previous knowledge prior to starting with the course.

## **GCSE**

At GCSE students read and listen to Spanish in a wide range of contexts including the vocational and the topical. They develop their ability to talk and write about themselves, and learn to take part in role-plays in the real life situations they will encounter when they visit a Spanish speaking country. They will learn how to shop, order meals, book into hotels and campsites, make a phone call etc. Lessons are fun and lively; students get involved regularly in group and paired work. The emphasis is on building the students' confidence in their ability to communicate in the target language.

## **Who should study this course?**

Learning a language enhances students' employment prospects, widens their perspective and is a skill they can develop throughout their lives. Students can continue learning Spanish by studying A Level in the Sixth Form.

## **How will this course lead to careers involving Spanish?**

Knowledge of a foreign language is a skill that is highly sought-after in a wide variety of careers. The following employment areas consider languages either essential or very highly desirable: business and commerce, bilingual secretarial work, The Civil Service (Diplomatic Service, Foreign and Commonwealth Service, Immigration Service), the hospitality industry, import and export, travel and tourism, translating and interpreting, teaching. Languages do not just tell employers that you can communicate in another language but that you are open minded and interested in other cultures.



## **Subjects Offered in the Sixth Form for 2020 - 2021**

**Applied Science**

**Art & Design: Fine Art**

**Art & Design: 3D Design**

**Biology**

**Business**

**Business BTEC**

**Chemistry**

**Computer Science**

**Criminology (Vocational)**

**Dance BTEC**

**Drama**

**English Literature**

**Film Studies**

**French**

**Further Maths**

**Geography**

**German**

**Health & Social Care BTEC**

**History**

**Law**

**Maths**

**Media**

**Music**

**PE**

**Photography**

**Physics**

**Politics**

**Psychology**

**Sociology**

**Spanish**

**Sport BTEC**

**Travel & Tourism BTEC**









# KEY STAGE 4 OPTIONS 202

Carshalton High School for Girls  
West Street, Carshalton  
Surrey SM5 2QX

t: 020 8647 8294 - f: 020 8773 8931

[office@chsg.org.uk](mailto:office@chsg.org.uk) - [www.chsg.org.uk](http://www.chsg.org.uk)

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