

Carshalton High School for Girls

CHSG

Excellence: everywhere, every day

Course Guide 2021



Information for Year 8 students and their parents to prepare for Year 9 and their qualifications at the end of Year 11.

This booklet contains the details of the core curriculum and the course options available.

#teamchsg



Course Guide 2021

This booklet marks the start of a crucial process for you and your daughter giving information on their three-year curriculum studied from Year 9 to Year 11. Making well informed decisions on which subjects to take through to Year 11 is imperative to ensuring smooth and rapid progress towards gaining high quality and appropriate qualifications.

These choices must be carefully thought out, taking on-board all advice and guidance given, as they will have a significant bearing on your daughter's future. Decisions made now will have an impact on the next stage of their educational journey and on the type of career your daughter may wish to follow.

Take time to find out as much as possible about all the courses on offer. Seek the advice of others, including older students; their experiences can be extremely useful. We have a well-established process at Carshalton High School for Girls to ensure your daughter makes the choices that best meet their capabilities, needs and aspirations.

Therefore, in order to provide the fullest information possible, there will be a virtual Year 8 Options Evening where there will be pre-recorded videos for all the option subjects available. These will be available on the school website from **29th April 2021**. There will be an opportunity to seek further advice if necessary, from a member of the Year 8 team.

We aim to . . .

- Provide you with an excellent education which offers you opportunities to fulfil your potential in subjects which you enjoy.
- Challenge and support you to further develop your knowledge and skills needed to take advantage of opportunities, responsibilities and experiences in later life.
- Provide you with the skills needed to respond to a changing world with confidence, knowledge, respect and humility.
- Help you by offering advice and guidance in choosing your courses and in preparation for higher education, and later employment.

Building Your Curriculum

The Year 9 to 11 Curriculum comprises of Core Subjects which all students must study, an extended curriculum that encompasses key features of a number of subjects studied at Key Stage 3 again, which all students study and option subjects where students are given the opportunity to make their own choices following our advice and guidance.

Core subjects

These form the major part of the core curriculum.

This is the compulsory part of the curriculum and comprises of:

- Mathematics
- English Language and English Literature
- Science
- Science will be studied as either:
 - (i) Combined Science (equivalent to two GCSE qualifications, covering all three Science disciplines)
 - or
 - (ii) Triple Science (equivalent to three GCSE qualifications, where you study each Science in greater depth, achieving a qualification in each discipline)

Students will be guided as to whether they will be studying Combined Science or Triple Science. These decisions will be made on based on current levels of progress, as well as effort grades in these subjects at present. Students' prior aptitude for Science will also be a major factor in deciding which students take which type of Science qualification.

Extended Curriculum

This is new for 2021. Students will follow a six-week extended curriculum course in six subjects studied at Key Stage 3. The idea is that students complete a variety of Key Stage 3 courses to a greater depth than they would normally have done whilst at the same time, embarking on a three-year Key Stage 4 programme of study. These subjects will be studied in Year 9 only. Students will change subjects at specific points throughout Year 9.

The subjects in the extended curriculum are:

- Geography
- Citizenship
- History
- Religious Studies
- Music
- Computer Science

Option Subjects

Students have a wide range of subjects to choose from to complement the Core and Extended curriculum and to allow students to focus on the areas which they enjoy and are interested in the most. Through their Option Subjects, students will have the opportunity to acquire a broad and deep knowledge base. Most students study four Option Subjects.

Some subjects are GCSE qualifications and others are vocational options which are equally regarded to GCSEs and have an equivalent value. **It is important that students choose the most appropriate courses for them.**

Staff will provide thorough advice and guidance to ensure that students are comfortable with their three year journey which will lead to academic success.

Ebacc Subjects

We do not prescribe specific pathways for students to follow, however students will need to choose at least one Ebacc subject. The Ebacc (English Baccalaureate) is a name given to studying a specific group of subjects. These subjects maintain a strong academic core that focuses on the most traditional GCSE qualifications. Studying this collection of qualifications is recognised and held in high regard by the Russell Group Universities, who hold a higher academic status. In order to achieve the Ebacc, students will need to gain grade 9 - 5 passes in Mathematics, English and Science as well as a Modern Foreign Language (French, German or Spanish) and a Humanities subject (Geography or History). This means that one of their choices must come from Geography, History, French, German, Spanish or Computer Science.

Advice to students choosing subjects to study

Read through the following information in the subject information later on in this booklet and, when making your choices, consider the following:

- Your academic strengths, attainment and interests
- Your career, employment or further education ambitions
- Advice and opinions of your parents, the Head of Department and your subject teachers who can all help you. Tell them about your ideas and listen to theirs.

And remember, your friends will still be your friends even if they are not in your class; choosing courses just to be with them is not very wise!

We hope that, through partnership with your parents and your teachers, you will arrive at a meaningful programme of study – an important step towards realising your future ambitions.

GCSE English Language

Course Code: AQA 8700

Mrs Bhatt, Director of English
nbhatt@carshaltongirls.org.uk

Ms Crump, Deputy Director of English
fcrump@carshaltongirls.org.uk

Ms Umara, Deputy Director of English
numara@carshaltongirls.org.uk

What will you study?

There are two separate exam papers to prepare for the course. Explorations in Creative Reading and Writing (Fiction) and Writers' Viewpoints and Perspectives (Non-Fiction). You will be taught how to analyse both Fiction and Non-Fiction unseen sources and also to write description, narrative and argumentative pieces.

During Year 11

- You will have completed the entire English Language GCSE course, including the Spoken Language endorsement (a speaking exam which will be graded separately as a result).
- Autumn Term will be preparation for an English Language mock in November.
- The final revision programme for English Language begins after February.

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)

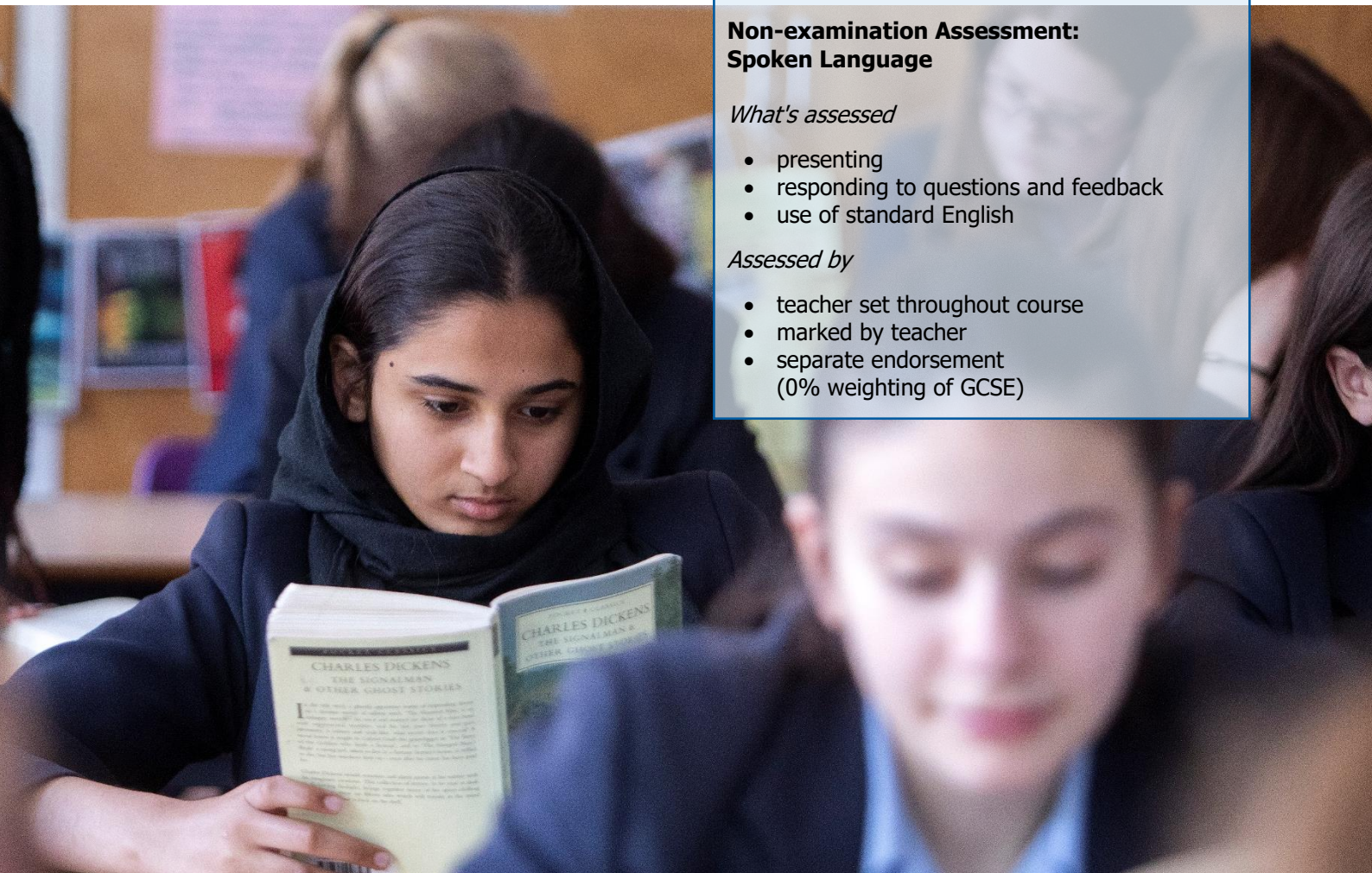
Non-examination Assessment: Spoken Language

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)



GCSE English Literature

Course Code: AQA 8702

What will you study?

All students study a Shakespeare text, either 'Macbeth' or 'Romeo and Juliet'. You will also read and study a modern play, a 19th century novel, an anthology of poems and gain knowledge on how to analyse unseen poems. These are examined by literature essay questions across two separate exam papers.

During Year 11

- You will have completed the study of all texts, except for Shakespeare and the Unseen Poems unit.
- Autumn and the first part of Spring Term will be Shakespeare study.
- The rest of Spring term will be preparation for English Literature mock in February.
- The final revision programme for English Literature begins after February.



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 19th Century Novel

What's assessed

- Shakespeare plays
- The 19th 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 19th Century Novel

Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry

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.

GCSE Mathematics

Course Code: Edexcel 1MA1

Mr Alletson

malletson@carshaltongirls.org.uk

Mrs Foley

cfoley@carshaltongirls.org.uk

What will you study?

You will study topics across the following areas:

- Number
- Algebra
- Geometry
- Statistics

Assessment

We assess you after each unit of work you complete. For Higher tier, there are 19 units, and for Foundation there are 20 units of work. You can find information on all of our units on the chsgmaths.com website or speak to Mr Alletson or Mrs Foley for more information

The final examination is 3 papers worth 100% of your grade in total.

They are equally weighted. Paper 1 is non calculator and Papers 2 and 3 require the use of a calculator.

Career paths

Engineering

42% of the engineering workforce in the UK is over the age of 45. This means there will be a huge demand for young engineers in the decades to come.

Chemical Engineer, Civil Engineer, Mechanical Engineer.

IT & the Internet

People with qualifications in Information Technology have one of the highest rates of employment in the UK.

Games Developer, Software Programmer, Network Engineer, Web Designer.

Accountancy

The number of accountancy associations in the UK has grown by 3.7% since 2006. Student numbers have been growing even more quickly.

Tax Accountant, Auditor, Forensic Accountant.

Science & Research

It's predicted that, in the next few years, 1 in 4 jobs will have been created by science and research – leading to 140,000 new science jobs by the end of 2018.

Research Scientist, Mathematician, Statistician.

Banking & Finance

51% of employers in the banking finance industry believe there is a skills shortage amongst their employees.

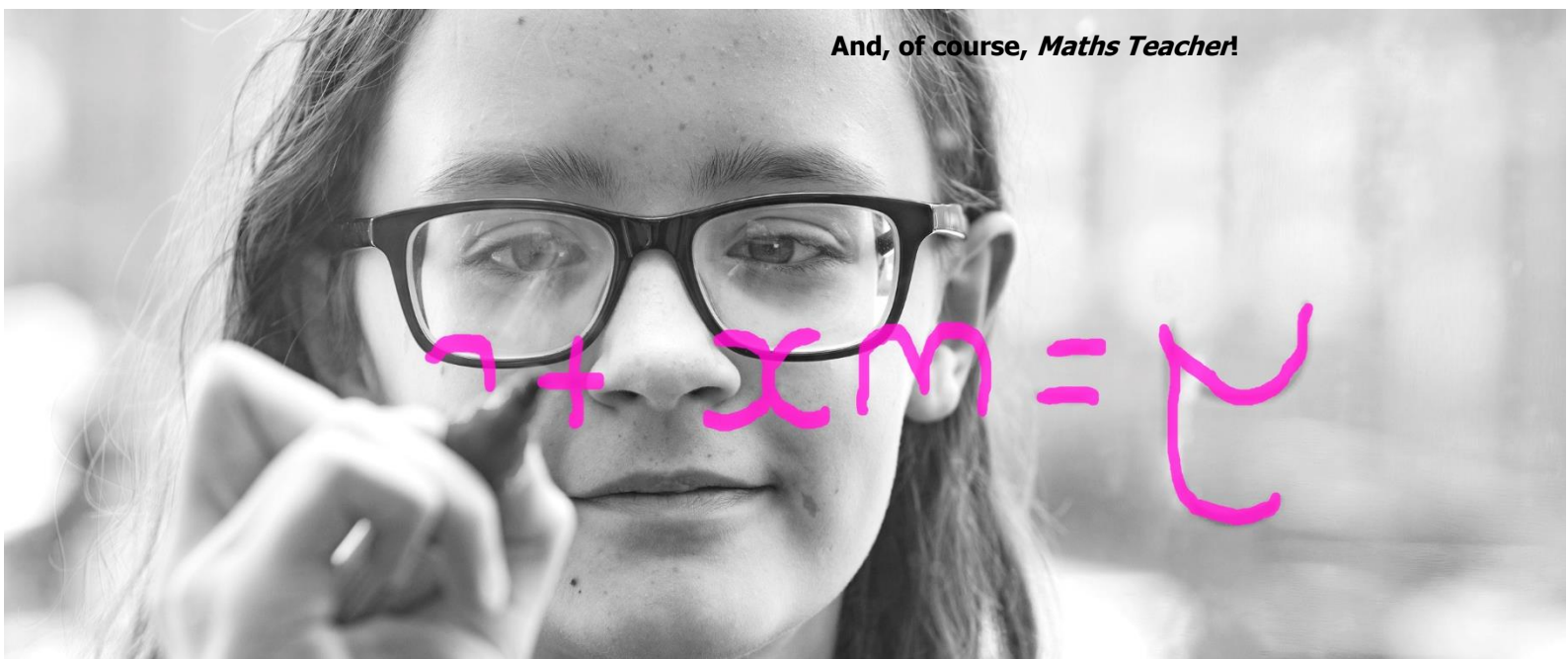
Retail Banker, Financial Advisor, Fund Manager, Stockbroker.

Consultancy

In the future consultants with skills and knowledge in digital technology, financial services, retail and infrastructure will be in high demand.

Management Consultant, Data Analyst, IT Consultant.

And, of course, Maths Teacher!



GCSE Combined Science

Course Code: AQA 8464

Mrs H McCready, Director of Science

hmccready@carshaltongirls.org.uk

Mr B Lewis, Head of Chemistry

blewis@carshaltongirls.org.uk

Mrs L Nawaid, Head of Physics

lnawaid@carshaltongirls.org.uk

Mr M Rahman, Head of Biology

mrahman@carshaltongirls.org.uk

Course overview:

This science course provides an excellent foundation knowledge of the subject and prepares students well for future life and study. The course is suitable for students of all abilities. All students who do not study Triple Science will study this course.

Students will study a combination of Biology, Chemistry, and Physics topics taught by specialist teachers. At the end of the course, students will be awarded a 'double' grade equivalent to two GCSEs. This course can be studied at Foundation tier (Grades 1-1 to 5-5) or Higher tier (Grades 5-5 to 9-9).

What will you learn?

This course covers a wide range of scientific concepts, including:

Biology	Cells, organisation of living things, infection and disease, bioenergetics, homeostasis, inheritance, variation and evolution, and ecology.
Chemistry	Atomic structure and the periodic table, bonding, quantitative chemistry, chemical changes, energy, rates of reaction, organic chemistry, chemical analysis, and chemistry of the atmosphere.
Physics	Energy, electricity, particles, atomic structure and radioactivity, forces, waves, and electromagnetism.

During the course students will learn about a variety of practical apparatus and techniques by studying required practical activities.

Assessment

At the end of the course, students will sit a total of six exam papers. These are split by subject (2 Biology, 2 Chemistry and 2 Physics). The questions will require a mixture of simple recall, longer responses applying scientific knowledge, and demonstration of knowledge and understanding of mathematical and scientific skills.

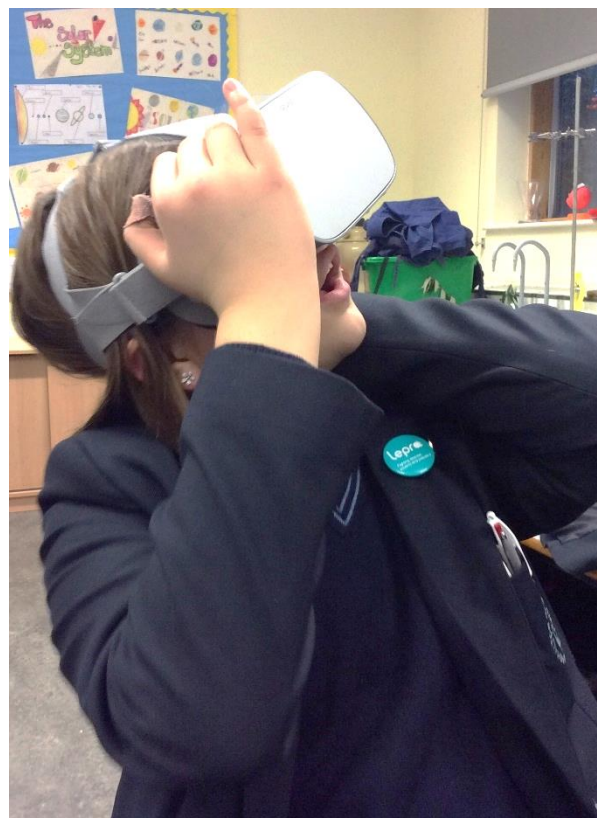
All papers are 1 hour and 15 minutes long, with 70 marks available. The papers are equally weighted, each contributing 16.7% towards the student's final grade.

There is no separate practical assessment.

Career paths

This course is an excellent starting point for further study. Students achieving the entry requirements will be able to study A Level Biology, A Level Chemistry, and A Level Physics.

An understanding of Science is essential to our everyday lives, and there are countless career paths that can be followed using the knowledge and skills gained in this course. Many of our students choose to study a scientific discipline at university and progress to careers in fields including Medicine, Biochemistry, Forensics, Pharmacology, Engineering, and Environmental Studies.



GCSE Triple Science

Course Code: AQA 8461 (Biology)
AQA 8462 (Chemistry)
AQA 8463 (Physics)

Mrs H McCready, Director of Science
hmccready@carshaltongirls.org.uk

Mr B Lewis, Head of Chemistry
blewis@carshaltongirls.org.uk

Mrs L Nawaid, Head of Physics
lnawaid@carshaltongirls.org.uk

Mr M Rahman, Head of Biology
mrahman@carshaltongirls.org.uk

Course overview:

This science course is ideal for those who have a keen interest in the subject. Each of the modules are explored in more detail, providing a deeper understanding of scientific concepts than the Combined Science course. This course will fill one option block. Students will be selected for the course by the Director of Science.

Students will study Biology, Chemistry, and Physics topics taught by specialist teachers. At the end of the course, students will be awarded a separate grade for each of the three science disciplines. This course is studied at Higher Tier (Grades 5 to 9).

What will you learn?

This course covers a wide range of scientific concepts, including:

Biology	Cells, organisation of living things, infection and disease, bioenergetics, homeostasis, inheritance, variation and evolution, and ecology.
Chemistry	Atomic structure and the periodic table, bonding, quantitative chemistry, chemical changes, energy, rates of reaction, organic chemistry, chemical analysis, and chemistry of the atmosphere.
Physics	Energy, electricity, particles, atomic structure and radioactivity, forces, waves, electromagnetism, and space.

During the course students will learn about a variety of practical apparatus and techniques by studying required practical activities.

Assessment

At the end of the course, students will sit a total of six exam papers, two for each science discipline. The questions will require a mixture of simple recall, longer responses applying scientific knowledge, and demonstration of knowledge and understanding of mathematical and scientific skills.

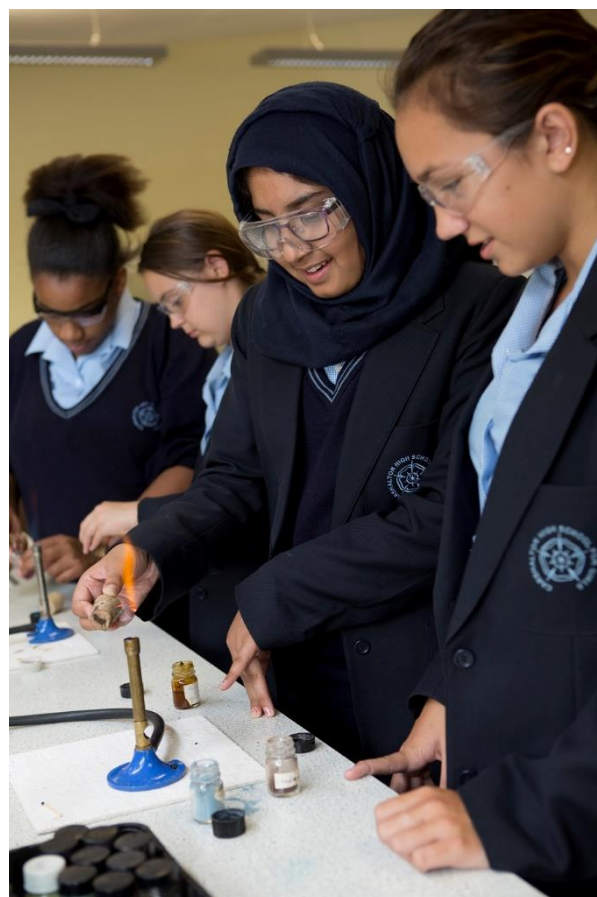
All papers are 1 hour and 45 minutes long, with 100 marks available. The papers are equally weighted, each contributing 16.7% towards the student's final grade in that discipline.

There is no separate practical assessment.

Career paths

This course will prepare students thoroughly for further study. Students achieving the entry requirements will be able to study A Level Biology, A Level Chemistry, and A Level Physics.

An understanding of Science is essential to our everyday lives, and there are countless career paths that can be followed using the knowledge and skills gained in this course. Many of our students choose to study a scientific discipline at university and progress to careers in fields including Medicine, Biochemistry, Forensics, Pharmacology, Engineering, and Environmental Studies.



Option Subjects



GCSE Art & Design: Fine Art

Course Code: AQA 8202 (C/X)

Mrs M Sypko-Shah

msypko-shah@carshaltongirls.org.uk

Why choose Fine Art?

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 to a high enough standard 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 basic drawing skill but you do not need to be expert. 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.

What will you study?

In Year 9 students will be introduced to variety of Fine Art techniques and skills. In Year 10 through to Year 11 students will have the opportunity to explore a range of media to produce practical and contextual work. All courses will include an element of drawing.

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 record images such as observation, analysis, expression and imagination.
- Showing in their work an understanding of imagery and genres; also understanding the ways in which sources inspire the development of ideas, relevant to fine art.
- Investigating different ways of working as appropriate to their chosen area of study.
- 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.

Assessment

Component 1: Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project, evidencing the journey from initial engagement to the realisation of intentions, and a selection of further work undertaken during the student's course of study.

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit.

Career paths

Success in this GCSE may lead on to the study of Art, Textiles, and Photography at A Level. The range of careers relating to the creative arts is vast and rapidly growing.

Some of these include fashion, illustration, theatre production, primary and secondary school teaching, architecture, animator, landscape design, web design, graphics, marketing, interior design, photography (commercial, fashion, food etc) , cake design, curation, computer game design, car designer, game artistry, makeup artistry, special effect design, stage design, costume design, and many, many more.



Art & Design: Practice BTEC Level 1/2 Tech Award

Course code: 603/3073/9

Mrs M Sypko-Shah

msypko-shah@carshaltongirls.org.uk

Why choose BTEC Art & Design?

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 in vocational contexts. Learners will gain knowledge, and develop skills and processes, related to investigating, exploring and creating art and design work as part of their Key Stage 4 learning.

What will you study?

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 broader learning through the development and application of practical art and design 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.

Assessment

Component 1

Generating Ideas in Art and Design

Internal assessment

Component 2

Develop Practical Skills in Art and Design

Internal assessment

Component 3

Respond to a client brief

External assessment

Career paths

Study of the qualification as part of Key Stage 4 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.
- 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.



GCSE Business

Course Code: Edexcel 1BS0

Ms B Sanda

bsanda@carshaltongirls.org.uk

Why choose Business?

Business is a versatile subject that not only teaches students how businesses operate but also helps them gain invaluable entrepreneurial skills. It is a subject that combines well with any other subject, ranging from humanities to design and sciences. It is also highly regarded by employers and higher education institutions due to the diverse skills learned such as communication, team work, analysis and evaluation, written and quantitative skills.

In the Business department, we are keen to pass on our industry experiences and our passion for the subject to our students. Students who study Business will learn to appreciate the world around them and develop an understanding of how they can apply business theory into real-life scenarios with ease. This will set them apart from their peers in terms of their employability and what they can offer to the organisations that they will study and work in, ultimately making them more appealing to prospective employers.

What will you study?

The course consists of two themes: Investigating Small Business and Building a Business. You will study how small, national and international businesses are operated and explore the basics of starting up a new business venture. You will also gain a good understanding of enterprise, human resources, marketing and finance.

In Year 9, we will start by introducing the students to some key concepts such as enterprise, branding and market research through project-based activities and presentations. Once we establish a basic understanding of these concepts, we will start on Theme 1, which looks into issues and skills involved in starting and running a small business in the local and national contexts. Theme 1 will continue to be studied in the first half of Year 10.

In the second half of Year 10, students will move onto Theme 2 – Building a Business, which examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources while

considering the impact of the wider world on the decisions a business makes as it grows. Students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Assessment

As this is a linear GCSE option, students will not be externally assessed until they are at the end of Year 11. Their grade will be 100% based on external written examinations; Paper 1 assessing students' learning in Theme 1 and Paper 2 will be assessing their learning in Theme 2. There will be regular teacher assessments throughout the 3 year programme to help students learn exam skills, judge and monitor their progress.

There will be 2 external examinations at the end of Year 11:

Paper 1 assessing Theme 1 content – (50%)
Investigating Small Business (1 hr 30m)
90 marks; 3 sections with 2 case studies.

Paper 2 assessing Theme 2 content – (50%)
Building a Business (1 hr 30m)
90 marks; 3 sections with 2 case studies.

Career paths

Typically, many students combine business with other humanities or social sciences at Level 3 qualifications or at university. These include History, Geography, Sociology, Economics and Politics. However, since business skills and knowledge are essential to have a good understanding of how decisions are made and how resources are managed within an organisation, we are increasingly seeing students who combine this subject with Arts and Design subjects such as product Design or Fashion and Textiles as well as Maths and Sciences.

Some career paths include:

Accountant	Human resource officer
Administration	Insurance
Advertising/PR	Marketing
Banking	Procurement
Branding Executive	Project manager
Business consultant	Retail management
Finance	Stock-broker
Distribution & Logistics Manager	

Child Development Level 1/2 OCR Certificate

Course Code: J818

Mrs Driver

adriver@carshaltongirls.org.uk

Why choose Child Development?

This qualification is for learners who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

Students will acquire knowledge and understanding of the development and care of children from conception to the age of five years. Studying the physical, intellectual and social and emotional development of the child, inter-linked with the study of family, community, parenthood and professional childcare.

Studying Child Development will also provide students with opportunities to develop researching, planning, observing, and evaluating skills all of which are transferable skills and could be applied to many subject areas.

What will you study?

In the first topic of study, **R018: Health and well-being for child development**, students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

In the second topic of study, **R019: Understand the equipment and nutritional needs of children from birth to five years**, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.

In the third topic of study, **R020: Understand the development of a child from birth to five years**, students will gain an understanding of the development norms from birth to five years and

the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.

Assessment

R018: Health and well-being for child development – Written exam - 1 hour and 15mins, OCR-set and marked. Total of 80 marks.

R019: Understand the equipment and nutritional needs of children from birth to five years – Coursework based unit, 30 guided learning hours. Centre-assessed tasks, OCR moderated. Total of 60 marks.

R020: Understand the development of a child from birth to five years – Coursework based unit, 30 guided learning hours. Centre-assessed tasks, OCR moderated. Total of 60 marks.

Career paths

Students with a Child Development qualification have access to a wide range of career and higher education opportunities. Some examples of careers within this field are: midwifery, nursing, occupational therapy, social work, teaching, childcare, psychologist, playworker, and working for a children's charity.



GCSE Citizenship

Course Code: Edexcel 1CS0

Ms Lagess

alagess@carshaltongirls.org.uk

Why chose Citizenship?

The GCSE Citizenship course seeks to prepare you to become active citizens by raising awareness and understanding of your role in the world.

The course provides opportunities for you to consider social, political, ethical and moral problems and to do this effectively, you will be encouraged to develop independent, critical and analytical thinking skills as well as informed personal opinions and judgements.

What will you study?

The course is made up of 5 themes.

- Theme A: Living together in the UK. This unit looks at the make-up and dynamics of modern society, what it means to be British, the rights and responsibilities of those living in the UK and how these have changed in time as well as the role of the local and national government in providing for the needs of the diverse communities that exist in the UK.
- Theme B: Democracy at work in the UK. This unit aims to give you an understanding of the political process within the UK, and the different roles and responsibilities of those who hold power within the British political system.
- Theme C: Law and justice. Here we study the nature of the justice system, laws and crime, as well as the role of citizens, the police, courts and prisons in keeping this country safe.
- Theme D: Power and influence – These lessons will have a global aspect and you will cover the nature of international laws, treaties and agreements that the UK is signed up to, as well as the leadership role that the UK has in the world.
- Theme E: Taking citizenship action- The final unit will put into practice the knowledge and skills you have developed throughout the course to resolve an issue or bring about change as you take on a project of your choice in the community.

Assessment

The course is assessed through two exams:

- | | |
|----------------|---|
| Paper 1 | 1hr 45min, worth 50% of the GCSE covering Themes A, B and C |
| Paper 2 | 1hr 45min, worth 50% of the GCSE covering Themes D and E |

Career paths

GCSE Citizenship provides a valuable introduction to key themes explored in various Level 3 subjects such as A-Level Law, A-Level Government & Politics, A-Level Sociology and the Extended Project.

The knowledge gained and skills developed through this qualification are useful for a range of careers but specifically, the course can lead to future employment in campaigning/political activism, local government, civil service, social services, police and probation, teaching, and law.



GCSE Computer Science

Course Code: AQA 8525

Mr S Ahmad

sahmad@carshaltongirls.org.uk

Why chose 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.

What will you study?

- Develop your 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 you use; applications that run on mobile devices; interactive web enabled solutions and computer games.
- Develop critical thinking, analysis and problem solving skills.

Assessment

There will be two exams at the end of Year 11:

Paper 1: Computational thinking and programming skills (50%)

Paper 2: Computing concepts (50%)

Career paths

You could consider studying computer science at university if you want to begin a computer science career in roles such as:

- Computer programming
- Software engineering
- Website/app design/development
- Computer game development
- Cybersecurity
- Clothes designer
- Data analyst
- MI5 MI6 and GCHQ.



GCSE Dance

Course Code: AQA 8236

Miss K Johnson

kjohnson@carshaltongirls.org.uk

Why choose Dance?

The study of dance as an art form contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being. Dance also supports learning across a range of subjects.

As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team-working skills. Effective performance requires physical effort and the determination to succeed and improve.

As choreographers, students employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, students develop their interpersonal and communication skills.

As critics, students make informed decisions about the dances they see. They articulate their knowledge, opinions and preferences. Viewing professional dances fulfils students' cultural entitlement and broadens their artistic experience.

What will you study?

- 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.



Assessment

Component 1:

Performance & Choreography

Performance:

1. You will learn four set phrases and perform two as a solo (approx. 1 minute)
2. Either a duet or a trio based on the remaining 2 set phrases (approx. 3—3 and a
3. half minutes)

Choreography

1. Either a solo or group choreography, of between two to three minutes. The dance is choreographed in response to a range of stimuli chosen by the exam board.

The practical component is marked out of 80 and is worth 60% of the overall GCSE Grade.

Component 2:

Dance Appreciation

1. Knowledge and Appreciation of choreographic processes and performing skills.
2. Critical Appreciation of your own work.
3. Critical Appreciation of professional dance works.

40% of the overall GCSE grade and is assessed through a 90 minute written exam.

Career paths

Teacher	Dancer
Arts administrator	Choreographer
Community arts worker	Personal trainer
Movement psychotherapist	Theatre director

Typical employers include:

- Performing dance companies, such as the English National Ballet, Northern Ballet, Royal Ballet and Rambert.
- Clubs, cabarets and cruise ships, either in the UK or abroad.
- Musical theatre, in the West End or on tour
- Backing dancers in music videos, performances and on TV programmes.
- Community dance organisations, partly funded by the Four Arts councils, such as Sadler's Wells.
- Teaching organisations, such as Trinity Laban Conservatoire of Music and Dance, Stagecoach Performing Arts and the Royal Academy of Dance.

Digital Information Technology BTEC Level 1/2 Tech Award

Course code: 603/2740/6

Mr S Ahmad

sahmad@carshaltongirls.org.uk

Why choose BTEC Digital Information Technology?

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing proficient fundamental computer skills.

The intention of this course is to prepare students to be successful both personally and professionally in an information based society.

What will you study?

- Develop key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Process effective ways of working in digital information technology, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- Gain knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions.

Assessment

Component 1:

Exploring User Interface Design Principles and Project Planning Techniques

Assessment: internally assessed assignment(s)
30% of total course

Component 2:

Collecting, Presenting and Interpreting Data

Assessment: internally assessed assignment(s)
30% of total course

Component 3:

Effective Digital Working Practices

Assessment: scenario-based external written exam 40% of total course

Career paths

After completing a BTEC Tech Award, you will be in a great position to continue in the digital information technology sector. This qualification prepares you for both technical and academic routes.

- Data analyst
- First line support
- Junior designer
- Business analyst
- Database administrator
- Software developer

GCSE Drama

Course Code: Edexcel Drama 1DR0

Mr Rogers

drogers@carshaltongirls.org.uk

Why choose drama?

Within lessons you will develop your understanding of how professional theatre is created and performed and you will see live performances that will develop your understanding and appreciation of this. You will also develop your ability to use your subject knowledge to imaginatively interpret texts, both as a practitioner and a student.

Studying drama enables you to learn how to construct narrative and meaning for an audience, in a variety of styles and forms, and you'll need to enjoy experimenting with new ideas and collaborating with peers, with an open mind.

The subject necessarily involves performing in front of others during lessons, 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, when necessary.

Lessons are taught in drama studios that are well resourced and have a theatrical lighting rig that enables students to put their theoretical knowledge into practice.



For the last two years the drama department has been a member of the Schools Club Project, in collaboration with the Old Vic theatre. This has given students outstanding access to live productions, and the creative processes involved, through workshops that have explored performance and design aspects of the productions seen.

What will you study?

During the drama course you will:

- Work with others, devise, perform and/or design your own original productions.
- Develop the various performance and design skills necessary to communicate clearly and theatrically with an audience.
- Adopt and sustain a variety of roles.
- Study a range of drama texts.
- Critically evaluate your own work, professional theatre performances, and the work of others in the class.

Assessment

Component 1: Devising

- 40% of the qualification – 60 marks
- 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

- 40% of the qualification – 60 marks
- Written examination: 1 hour, 45 minutes
- Practical exploration and study of one complete performance text
- Live theatre evaluation

Career paths

Students may go on to study drama at university which could open up a number of different subject-based routes:

Actor, broadcast presenter, community arts worker, drama-therapist, runner, broadcasting/film/video, theatre director, theatre stage manager.

Jobs where a drama degree would be useful include:

Arts administrator, Choreographer, Further education teacher, Secondary school teacher, Special effects technician, talent agent, Television floor manager, theatre manager.

It is also worth considering that qualities such as 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.

Engineering Design

OCR Level 1/2 National Cert

Course Code: J841

Mrs B Pearce

bpearce@carshaltongirls.org.uk

Why choose Engineering Design?

We cannot predict the future, but one thing remains a certainty, engineers will play a huge role in shaping the world around us. All the products we use have been designed and engineered. With the application of science, engineering and numeracy you can link practical and problem-solving skills with the engineered world. Projects are linked to real world learning situations and national competitions. You will also develop your ability to work independently as well as being an integral member of a team.

What will you study?

You will explore the requirements of design briefs and specifications for the development of new products and how consumer requirements and market opportunities inform these briefs. Developing an understanding of the design cycle, the requirements of a design brief and design specification, and how the importance of research data in developing a design solution is crucial when engineering products.

You will discover how to perform effective product analysis through both research and practical experience of product assembly and disassembly procedures. This will help you develop skills in critical analysis and an understanding and appreciation of manufacturing processes, design features, materials used and the principles behind good design.

You will develop your knowledge and skills in communicating 2D and 3D design ideas, including effective annotation and labelling. You will build on your existing knowledge to use detailed hand rendering as well as computer-based presentation techniques and computer-aided design (CAD) software.

The production of prototypes will enable you to test your design ideas in a practical context. You will evaluate your prototypes against the product specification and consider potential improvements to features, function, materials, aesthetics and ergonomics in the final product. You will use a variety of materials from foamboard and styrofoam to polymers, woods and metals. You will also be introduced to the fascinating world of smart and modern materials and explore their potential uses.

Assessment

Students must complete all four units of this course to be successful. Coursework can be submitted through a range of media, for example, video, verbal presentations, reports and demonstrations to the class.

One of the units will be through an external examination, whilst the other three are internally set, marked and then moderated. All units include pass, merit and distinction tasks to ensure that students reach their potential which are equivalent to GCSEs.

Design briefs, design specifications and user requirements

Exam: 1 hour – 60 marks, learners answer all questions

Written paper set and marked by the exam board

Product analysis and research

Coursework task: 10–12 hours – 60 marks

Centre-assessed tasks - OCR-moderated

Developing and presenting engineering designs

Coursework task: 10–12 hours – 60 marks

Centre-assessed tasks - OCR-moderated

3D design realisation

Coursework task: 10–12 hours – 60 marks

Centre-assessed tasks - OCR-moderated

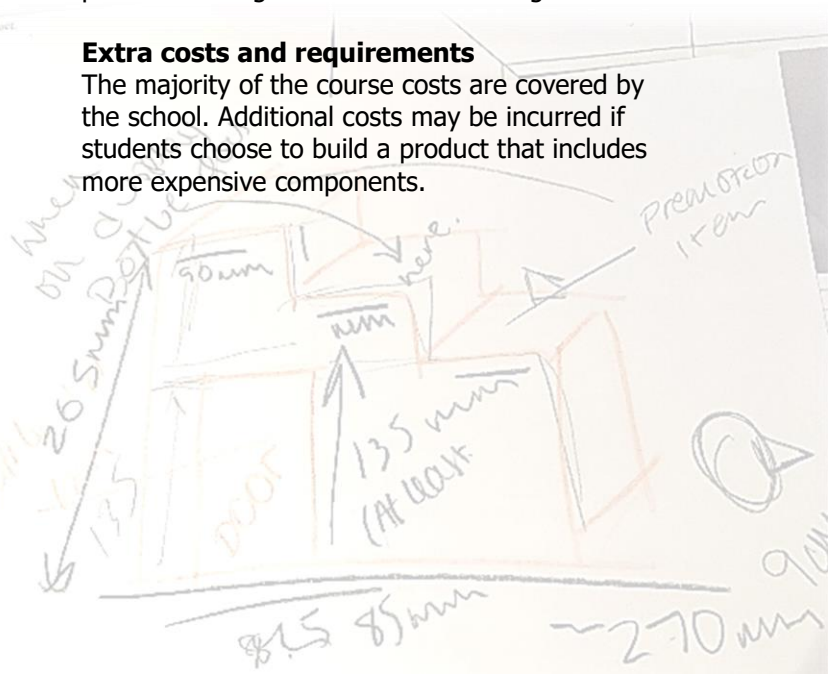
Career paths

This course leads on to A Level Design and technology courses or Level 3 Engineering courses. Many students who complete this course go on to study Product Design and Engineering at University.

This course could lead to a career as an architect, building control officer, cabinet maker, CAD/CAM technician, civil engineer, electrician, model maker, innovation manager, product designer, prosthetic designer or theatre set designer.

Extra costs and requirements

The majority of the course costs are covered by the school. Additional costs may be incurred if students choose to build a product that includes more expensive components.



Fashion and Textile Design BTEC Level 1/2 First Award

Course Code: 600/4781/1

Mrs B Pearce

bpearce@carshaltongirls.org.uk

Why choose Fashion and Textiles?

Textiles is an exciting subject which combines artistic drawing and design skills together with inventive and decorative practical techniques. If you have a passion for designing and making and wish to develop your creative side, then Textile Design could be the course for you.

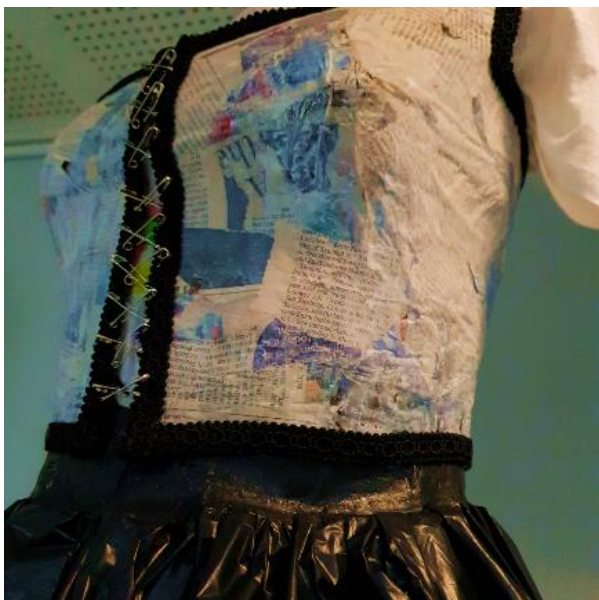
This subject is highly rewarding as it prepares you for a range of artistic and creative further studies or careers. It offers you the chance learn new skills in Year 9 and begin your coursework in Year 10, consolidating and developing your skills further in Year 11.

What will you study?

You will explore the work of historical and contemporary textile designers and makers, as well as the different purposes, intentions and functions of textile design. During the course you will be able to study constructed, embellished, printed, sewn and dyed methods of textile design together with fashion design.

You will have the opportunity to work creatively with processes and techniques such as: screen-printing (block, screen and digital printing), pattern making, pattern cutting, hand and machine embroidery, soft sculpture, appliqué and collage.

You will be able to study many aspects of Fashion and Textile Design which encompasses a very broad range of materials, techniques and processes, including recyclable materials and a growing number of interdisciplinary approaches.



Assessment

Internally assessed tasks: There are 3 internally assessed assignments which are then moderated by the exam board. These assignments build up a portfolio of work and include an introduction to specialist pathways in Art and Design, 2D or 3D communication and an Investigation into contextual references in Art and Design.

Externally assessed task: You will complete an externally set assignment, or practical examination in the Spring Term of Year 11. There is a preparatory period of no more than 20 hours where you will be expected to investigate a wide range of work and sources, followed by a 10 hour practical exam.

This qualification is a level 2 qualification, and the certification may show a grade of Level 1 Pass, Level 1 Merit, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*. These are equivalent to GCSE grades.

Career paths

This qualification can lead towards any of the following:

- A Levels or BTECs in Textile Design, Art or design related subjects.
- Art Foundation and Degree courses at University or Art College.
- Apprenticeships with a bespoke tailor, interior designer or company; working for freelance stylist, interior designer or fashion designer.

This subject could lead to a range of career opportunities including fashion/textile design, fashion media production, product design, graphic design, teaching, interior design, fashion promotion, costume/theatre design, accessory design, fashion retail/marketing, fashion and business, fibre technology, fashion forecasting and management within the fashion and textile industry.

Extra costs and requirements

There will be some costs involved with this course to provide materials/equipment for students: portfolio, sketch books, art and design media/paint, fabric for screen-printing and garments and entrance to exhibitions.

GCSE Film Studies

Course Code: WJEC/Eduqas C670QS

Mr M Nott

mnott@carshaltongirls.org.uk

Why choose Film Studies?

GCSE Film Studies is an exciting course that combines study of the history and structure of the film industry with the study of the technical side of filmmaking. Film Studies involves the close analysis of films and the techniques used by great filmmakers and allows students to learn practical filmmaking production skills which they use to film and edit their own films.

If you are interested in films, and want to learn more about the film industry and the work of some of the world's greatest filmmakers this might be the course for you. You will also develop the skills to shoot and edit films yourself so will need to be prepared to be creative. You have to be prepared to work hard; although studying films themselves is an important part of the course don't expect to be sitting back just watching them every lesson!

How will it benefit me? It will...

- Help you learn about the history of film and how the film industry works.
- Introduce you to a world of film you might not have known existed.
- Enable you to develop practical film production skills by making your own films.
- As with all other academic GCSEs the course will develop your analytical and essay writing skills.

What will you study?

Students will study the following areas for their exams:

- Film Form – the techniques that are used to make a film.
- Contexts – the history of film and the film industry and how industry/historical/social/political/technological issues and developments have an influence or effect on films.
- Representations – how people, places, events, issues etc. are shown in film.
- Genre – how films can be classified by genre and how genre is used by the industry to target audience.
- Narrative – how films are structured.
- Specialist writing on film – including film criticism.

Assessment

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

Examination 70%

Two exam papers, testing students' knowledge of the following:

- American Film – a comparative study of a contemporary mainstream American film with one produced between 1930 and 1960.
- American Independent Film – a study of the non mainstream American film industry with a focus on a single, independently produced American film.
- Developments in filmmaking technology and their impact on films.
- Global Film – the study of an English language film produced outside of America and the UK.
- Global Film – the study of a foreign language film.

Practical Production (Coursework) 30%

Students will have to produce either a screenplay or short film based on a genre decided by the exam board.

They will also have to write an evaluation of their film where they compare it to an industry produced film from the same genre.

Career paths

The UK has one of the biggest television and film industries in the world and there are a number of exciting careers in the television or film industries that GCSE Film Studies would be a first step towards. This course would also enable you to find out more about the subject before taking other qualifications.

You can study Media Studies and Film Studies at A Level at CHSG and every year several students go on to study media or film related courses at university.

GCSE French

Course Code: AQA French 8658

Mr Castro

jcastro@carshaltongirls.org.uk

Why choose French?

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.

- French is spoken on every continent.
- French is spoken as a first or second language in over 40 countries.
- It is spoken by 274 million people worldwide.
- France is the leader of modern telecommunications – a market with explosive growth potential.
- Recognised language of the European Union – the world's largest trading bloc.
- It is an official language of the United Nations and its organisations.
- France is the most visited tourist destination in the world.
- On average France receives 80 million tourists a year.

What will you study?

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.

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.

Assessment

There are two tiers: Foundation and Higher, and 4 examinations at the end of Year 11, assessing the following skills:

Paper 1: Listening

35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Speaking

7 – 9 minutes (Foundation) + preparation time
10 – 12 minutes (Higher) + preparation time

Paper 3: Reading

45 minutes (Foundation), 1 hour (Higher)

Paper 4: Writing

1 hour (Foundation), 1 hour 15 minutes (Higher)

Each of these skills is worth 25% of the final GCSE grade.

Career paths

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.



GCSE Geography

Course Code: AQA 8035

Mrs S Stangroom

sstangroom@carshaltongirls.org.uk

Why Choose Geography?

Geography is a relevant, hands on subject that helps you to make sense of the world around you. At GCSE level a vast variety of topics are studied across both human and physical geography that help to tackle some of the most pressing challenges facing the world today.

Geography GCSE will deepen your understanding of geographical processes, the impact of complex people-environment interactions, the dynamic links between places and environments, and develop your ability to use a wide range of geographical investigative skills and approaches, including statistical skills, ICT skills (including GIS), and graphical skills. Geography enables you to become globally and environmentally informed, and thoughtful, enquiring citizens.

What will you study?

The course comprises three main areas: the physical environment, human challenges, and geographical application

Living with the physical environment topics include:

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Fieldwork investigation

Challenges in the human environment topics include:

- Urban challenges
- The changing economic world
- The challenge of resource management
- Fieldwork investigation

Assessment

Paper 1 (35%) Living with the Physical environment topics 1 ½ hours

Paper 2 (35%) challenges in the Human environment topics 1 ½ hours

Paper 3 (30%) Geographical applications: issue evaluation and fieldwork 1 ¼ hours

Career paths

Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, just jobs that Geographers do.

Some of the careers Geographers have gone on to do include: environmental planning, resource management, geographical information systems, law and human rights, accounting, media & television, politics, travel & tourism, architect, social worker, housing developer, natural disaster management, medicine, prime minister, pilot, journalist and teacher.



GCSE German

Course Code: AQA German 8668

Mr Castro

jcastro@carshaltongirls.org.uk

Why choose German?

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.

- Approximately 110 million people speak German.
- German is the official language in 6 countries, among them are Germany, Austria, Switzerland, Northern Italy, Luxembourg and Lichtenstein.
- Along with Russian, German is the most common first language in Europe.
- It is one of the 10 most spoken languages in the world.
- Germany is the most important trading partner in the European Union.
- Germany is the third most industrialised nation in the world.
- In many countries German speaking tourists make up a large proportion of foreign tourists.
- Many of the world's largest companies are German – businesses need people with the language skills to remain competitive.

What will you study?

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.

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.

Assessment

There are two tiers: Foundation and Higher, and 4 examinations at the end of Year 11, assessing the following skills:

Paper 1: Listening

35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Speaking

7 – 9 minutes (Foundation) + preparation time
10 – 12 minutes (Higher) + preparation time

Paper 3: Reading

45 minutes (Foundation), 1 hour (Higher)

Paper 4: Writing

1 hour (Foundation), 1 hour 15 minutes (Higher)

Each of these skills is worth 25% of the final GCSE grade.

Career paths

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.



GCSE History

Course code: Edexcel History 1HI0 – F7

Mr S Godman

sgodman@carshaltongirls.org.uk

Why choose History?

Fascination

The past is an incredible place, both strange and strangely familiar. GCSE historians have the opportunity to explore the fascinating lives of people who came before them, understanding their actions, hopes and fears.

Understanding the world

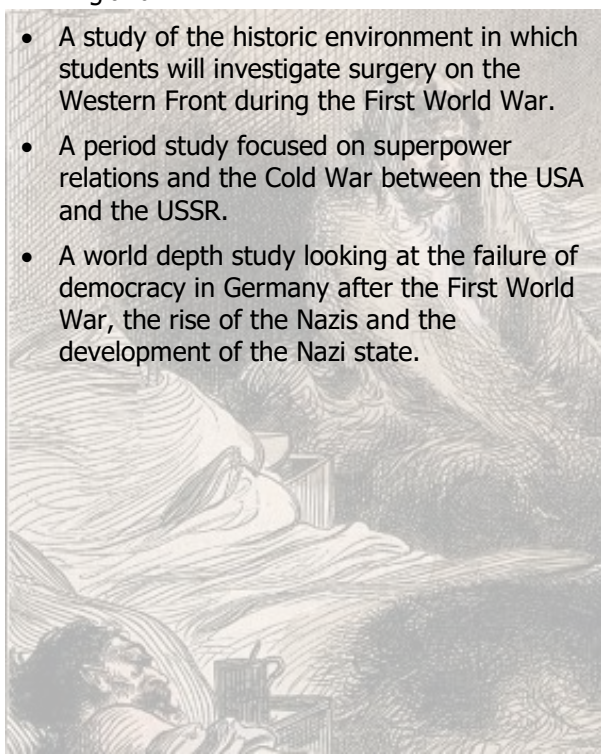
Traces of the past are everywhere around us: in the way we live our lives, speak our languages and organise our societies. We continue to live with the results of the actions of those who came before us. Studying the past is therefore vital for understanding the world we live in today.

Transferable skills

Students of GCSE History learn how to analyse information, make judgements and form their own written and spoken arguments. In a world increasingly shaped by social media and dominated by 'fake news', it has never been more important for young people to learn how to handle information and evidence critically.

What will you study?

- A study of development in Britain over time, tracing the history of medicine and health in Britain from c1250 to the present day.
- A British depth study focused on religion, politics, war and society in early Elizabethan England.
- A study of the historic environment in which students will investigate surgery on the Western Front during the First World War.
- A period study focused on superpower relations and the Cold War between the USA and the USSR.
- A world depth study looking at the failure of democracy in Germany after the First World War, the rise of the Nazis and the development of the Nazi state.



Assessment

There will be three exams at the end of Year 11:

Paper 1 (30%) Medicine in Britain, c1250-present and the British sector of the Western Front

Paper 2 (40%) Early Elizabethan England, 1558-88 and the Cold War 1941-91

Paper 3 (30%) Weimar and Nazi Germany, 1918-39

Career paths

GCSE History is a respected academic course which is valued by universities and employers. As a flexible subject which equips students with highly prized research skills, History is particularly useful for entry into careers in law, business, media, retail, finance, diplomacy, human resources and marketing.



Hospitality & Catering Level 1/2 Award

Course Code: WJEC/Eduqas 601/7703/2

Mrs B Pearce

bpearce@carshaltongirls.org.uk

Why choose Hospitality & Catering?

Studying Hospitality & Catering will give you the training needed to be involved in the running of a fast-paced and exciting industry, including all sector such as food and beverages, and/or accommodation services, this includes restaurants, hotels, pubs and bars, also including airlines and tourist attractions, hospitals and sports venues.

What will you study?

This course is designed to develop your practical cooking skills, as well as to giving you an insight and understanding of how the Hospitality and Catering industry works at different levels. This ranges from management positions to housekeeping, and to the kitchen the restaurant brigades.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for 10% of the total workload, making you more employable.

The course will cover the following areas of study:

- Knowledge of the industry.
- Career pathways and job roles, rights and responsibilities.
- The Laws relating to the hospitality and catering industry.
- Nutritional information.
- Diet and health related issues, including different groups of people.
- Food commodities.
- Meal planning and food provenance.
- Cooking techniques and food safety.



Assessment

This course is made up of two mandatory units:

- Unit 1 – The Hospitality and Catering Industry

This is the theory element which leads up to one online exam – worth 40% of final grade.

- Unit 2 – Is a scenario-based coursework project with practical cooking exam – worth 60% of final grade.

The practical exam – 4 hours to prepare, cook and serve 2 dishes with accompaniments linked to a scenario given by the examination board.

To pass this course at level 1 or 2 you must complete all of the assessment criteria, as well as the written and practical exams. The assessment criteria are the modules of work set by the exam board. Both units include pass, merit and distinction tasks, to ensure that students reach their potential, which are equivalent to GCSEs.



Career paths

This course leads on to a Level 3 course in Food Preparation and Nutrition. We have had many students who have successfully gone on to study Professional Chef Diplomas at college. This course can also lead to university courses in hotel and hospitality management or events management.

This course could lead to a career as a sommelier or food scientist, environmental health officer, dietician, arts administrator, baker, brewery worker, butcher, cake decorator, catering manager, chef or a publican.

Extra costs and requirements

Students will need to provide their own ingredients for cooking. Practical food lessons can take place up to once a fortnight. In addition, they will need named containers to take their food home in. We currently ask for a yearly £15 donation to cover the cost of extras that are used in practical lessons and for experimental work.

GCSE Media Studies

Course Code: WJEC/Eduqas C680QS

Mr M Nott

mnott@carshaltongirls.org.uk

Why choose Media Studies?

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.

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 television!

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 will you study?

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:

- Institutions – the companies and organisations 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 responsible for making pieces of media.
- Contemporary Media Issues – important current issues and debates about the media.
- Media Theory.

Assessment

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%.

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.

Career paths

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 6th form or at college. Every year several students go on to University to study Media related courses.

GCSE Music

Course Code: Eduqas Music (C660QS)

Miss S Ogden

sogden@carshaltongirls.org.uk

Why choose Music?

In Music, ***no two lessons are the same*** as we have the chance to focus on our practical and theory skills. You have the chance to ***be creative*** and if you enjoy ***listening*** to music, ***making*** music, ***performing*** music then you can develop your skills and get a GCSE out of it!

If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life, already playing an instrument is not a pre-requisite.

If you love listening to music then this will also be beneficial. In the future, ***creativity is going to be one of the most important and in-demand skills*** at work (World Economic Forum). When business leaders across the world were surveyed, they ***voted creativity as the most important workplace skill*** to help their businesses survive and grow.

This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your ***personal wellbeing*** both independently and as part of a wider community. Music can get you to many different places in the world and into many different careers due to the flexibility, organisation and dedication developed as a musician.

What will you study?

The course is split into 3 parts: Performance, Composition and Listening & Appraising. Typical classroom activities at GCSE include:

- Performing (playing music) on your own and in a group. This could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments.
- Exploring how great pieces of music were put together, then when you have learnt some of the techniques, composing your own music. This involves using computer software, such as GarageBand, BandLab and MuseScore, writing for a specific purpose, writing songs etc.
- Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3

lessons. At GCSE you focus on how they are used for different purposes. You will also analyse scores and lead sheets whilst developing music theory knowledge. You will learn about several different genres of music including House, Pop, Musical Theatre, Orchestral, Jazz to name a few!

Assessment

Performing

Weighting: 30%
Assessment: Teacher assessed and moderated
Details: A minimum of two pieces, lasting a total of 4-6 minutes: One piece must be an ensemble, one piece linked to an Area of Study.
When: From September of Year 11

Composing

Weighting: 30%
Assessment: Teacher assessed and moderated
Details: Two pieces: one in response to a brief set by Eduqas and one free composition.
When: From September of Year 11

Listening and Appraising

Weighting: 40%
Assessment: Externally assessed
Details: Listening examination: 8 questions, 2 on each area of study: Musical Forms and Devices, Music for Ensemble, Film Music, Popular Music.
When: End of Year 11

Career paths

The possibilities from Music are endless. Music will enable you to demonstrate many skills which employers, and universities are looking for. Future roles could include: musician, music producer, doctor, lawyer, accountant, music therapist, composer, gaming composer, teacher, community musician, orchestral player, sound engineer, foley editor, TV & film industries, talent agent, army, nursing, data engineer, consultancy, business owner, DJ.



GCSE PE

Course Code: Edexcel 1PE0

Miss R Golightly

rgolightly@carshaltongirls.org.uk

Why choose PE?

The GCSE course is designed to allow you to study Physical Education in an academic setting, allowing you to critically analyse and evaluate physical performance and apply your experience of practical activities in developing your knowledge and understanding of Physical Education.

This course offers students the opportunity to develop their skills in a wide range of sports and activities and helps to improve performance. Students will learn about exercise, how the body works to help you exercise and then through training how performance can be improved.

The course allows you to explore a range of activities in the role of performer, including both team and individual activities. The course can also start you on a career path in Physical Education and Sport through A Level and Degree Level Sports Subjects.

What will you study?

Component 1: Fitness and Body Systems

- Topic 1: Applied anatomy and physiology - for example, heart and lungs.
- Topic 2: Movement analysis - for example, levers and planes.
- Topic 3: Physical training - for example, components of fitness and principles of training.

Component 2: Health and Performance

- Topic 1: Health, fitness and wellbeing - for example, diet.
- Topic 2: Sport psychology - for example, SMART targets.
- Topic 3: Socio-cultural influences - for example, sporting behaviour.

The theory component is 60% of your overall GCSE grade.

Component 3: Practical Performance

The assessment consists of students completing three physical activities from a set list.

- You will learn skills during individual and team activities and general performance skills.
- One must be a team activity.
- One must be an individual activity.
- The final activity can be a free choice.

The practical component is marked out of 105 and is worth 30% of the overall GCSE Grade.

Component 4: Personal Exercise Programme

1. Aim and planning analysis.
2. Carrying out and monitoring the PEP.
3. Evaluation of the PEP.

The coursework component is marked out of 20 and is worth 10% of the overall GCSE Grade.

Assessment

Theory:

60% of the course is assessed via two written exams at the end of Year 11.

Paper 1: Written examination: 1 hour and 45 minutes / Marked out of 90.

Paper 2: Written examination: 1 hour and 15 minutes / Marked out of 70.

Practical:

40% of the course is assessed via a practical exam and coursework at the end of Year 11.

30% of the course is assessed practically via three different sports (team sport, individual sport, and either a sport or individual sport).

10% of the course is assessed via a piece of coursework. You will analyse a Sports Performance of your choice and create an action plan which aims to improve this performance.

Career paths

Typical employers include:

- Professional sports clubs
- National sporting associations, governing bodies and other related sporting agencies
- Private health and fitness clubs, spas and public sports and recreation facilities
- Local authorities
- Schools, further education and higher education institutions
- Health sector, including the NHS

Jobs include: sports scientist, PE teacher, physiotherapist, professional sports person, sports coach/consultant, sports policy maker at local and national level, diet and fitness instructor and personal trainer.

GCSE Photography

Course Code: AQA 8206 (C/X)

Mrs M Sypko-Shah

msypko-shah@carshaltongirls.org.uk

Why choose Photography?

Students who enjoy photography and are passionate about the subject should pick this course. 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.

Photography is also the most diverse and democratic of the visual arts. It has multiple functions, contexts, and meanings.

Photography is an art of selection rather than invention. Photography is unlike other visual arts in that it begins with a world full of things rather than with a blank slate. However, photography is also an art of production, not just reflection.

Creative subjects are vitally important in helping young people develop imagination and resourcefulness, resilience, problem-solving, team-working, and technical skills as well as broader creative thinking. Creative industries contributed more than £111bn to the UK economy, equivalent to £306 million every day. A recent government report showed that creative industries is growing five times faster than the national economy.

Creativity helps with wellbeing. Studying Photography help to develop critical thinking and teaches you research and analytical skills, skills which are important and valued in many careers outside creative industries.

What will you study?

In Year 9 students will be introduced to variety of techniques and skills in Photography. In Year 10 through to Year 11 students will have the opportunity to explore a range of media to produce practical and contextual work. Students will learn digital manipulation on Photoshop and physical manipulation of images.

Photography: lens-based and light-based media, including theme-based photography (portrait, landscape, and still life), experimental imagery, photographic installation, photo-journalism, dark room processes, digital processes - Photoshop.

Students will be expected to demonstrate practical skills in the context of their chosen areas of study within Photography:

- Making appropriate use of colour, line, tone, texture, shape and form.

- Produce evidence of photographs taking which should be appropriate to their work.
- Using different approaches to record images such as observation, analysis, expression and imagination.
- Showing in their work an understanding of imagery and genres; also understanding the ways in which sources inspire the development of ideas, relevant to photography.
- Investigating different ways of working as appropriate to their chosen area of study.
- 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.

Assessment

Component 1: Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit.

Career paths

Success in this GCSE may lead on to the study of Photography at A Level. The range of careers relating to the creative arts is vast and rapidly growing. Some of these are:

Advertising, commercial photographer, editorial photographer, fashion photographer, food photographer, film editing, photo imaging careers, photographic processor, photojournalist, professional photographer, scientific photographer and special effects technician.

GCSE Religious Studies

Course Code: Edexcel B 1RBO

Mr Treagust

ttreagust@carshaltongirls.org.uk

Why choose Religious Studies?

Whether you are religious or not, the influence of religion on society is still keenly felt in the 21st century. Many of our laws, morals and social conventions owe their existence to religion. Yet, the world is changing, perhaps more rapidly than at any point in history. The challenges facing religion continue to grow, whether it be through the challenge of science, or a changing society in which new values contradict centuries' old tradition. Will science prove that God isn't real? Should same sex couples be allowed to marry in a church? Can passages in the Qur'an still be used to justify the use of the death penalty nowadays?

Above is a small selection of the questions you will be able to explore by taking GCSE Religious Studies. Put simply, Religious Studies allows access to ultimate questions that other subjects do not cover. Equally important are the questions that lie at the heart of all enquiry into religious' belief, that you will return to in every lesson throughout the course: what do I think? How can I justify my beliefs? No discussion is off limits and no reasoned response will be dismissed without thorough investigation.

What will you study?

The course is split into two parts – one that covers Christianity and the other that covers Islam.

The Christianity half of the course contains four units: Christian Beliefs, Marriage and the Family, Living the Christian Life and Matters of Life and Death. Christian Beliefs gives an introduction to the religion, covering key beliefs about God, Jesus, life after death and the problem of evil. In Marriage and the Family, you will debate a range of moral issues such as sexual relationships, divorce, contraception and gender equality. Living the Christian Life allows for an investigation into what it means to be a Christian and you will learn about the nature of things like worship, prayer, pilgrimage and celebrations. Finally, you will get the chance to ask (and answer) some ultimate questions in Matters of Life and Death. You will complete lessons on the origins of the universe and life, the sanctity of life, life after death, abortion and euthanasia.

In the Islamic half of the course, there are a further four units: Muslim Beliefs, Crime and Punishment, Living the Muslim Life and Peace and

Conflict. Muslim Beliefs and Living the Muslim Life mirror the content of the equivalent units in the Christianity section of the course; you will cover beliefs about Allah, prophets, holy books, angels and life after death, as well as investigating the nature of things like prayer, fasting, pilgrimage and celebrations. In Crime and Punishment, you will learn about justice, different aims of punishment, forgiveness and the death penalty. Finally, Peace and Conflict will provide opportunities to debate the use of violence and warfare.

As well as examining the beliefs of the relevant religion in each unit, you will also be studying alternate, non-religious responses to the issues encountered, including those of groups such as Humanists.

Assessment

The course is 100% examination assessed. At the end of Year 11, you will take two exams (both 1 hour and 45 minutes). One exam will be on the Christian half of the course and the other will be on the Islamic half. Both exams contribute 50% towards your overall grade:

Paper 1B: Religion and Ethics through Christianity

Paper 2C: Religion, Peace and Conflict through Islam

Each paper will have four sections within it, as indicated in the 'What will you study?' section. Throughout the course, you will have regular opportunities to complete practice exam style activities. These internal assessments will be used to help judge your progress throughout the course and feedback will be given to help you improve.

Career paths

At the heart of Religious Studies is the ability to communicate – to express your view in a rational and reasoned manner and to be able to listen and understand the views of others. Throughout the course, you will develop skills that can be used in careers such as journalism, law, counselling, education, media and public service. You can find more examples here:

<https://www.ucas.com/job-subjects/religious-studies>

GCSE Sociology

Course Code: AQA 8192

Miss Winders

nwinders@carshaltongirls.org.uk

Why choose Sociology?

Sociology is the *study of the society* in which we live. It examines how we are influenced and shaped through being members of groups and organisations. Sociology provides description and analysis of the patterns and structures in human relationships and encourages us to see the world through the eyes of other people.

Sociology is a *challenging*, academic subject and, as such, is highly regarded by universities and employers. Sociology students are encouraged to think independently, take an interest in current affairs, and approach new subjects with an enquiring mind.

Sociology helps develop skills of:

- Analysis
- Evaluation
- Problem solving
- Communication
- Forming arguments

What will you study?

The course consists of six topics:

- Sociological theory
- Sociological research methods
- Family and households
- Education
- Social stratification
- Crime and deviance

Sociology students work on forming arguments, from a range of perspectives, on key debates in society. For example, considering why people commit crime and what social factors impact on educational achievement.

Assessment

AQA Sociology is assessed through 100% examination. Each paper is worth 50% of the GCSE and has 100 marks. The exam paper is made up of a range of short and extended essay responses.

Paper 1: The sociology of families and education

Paper 2: The sociology of crime and deviance and social stratification

Career paths

The course teaches you the ability to process information and analyse it from varying perspectives. This is a key skill needed in many occupations. The Sociology course is particularly useful for those considering pursuing a career in:

- Law
- Local government
- Teaching
- Business
- Journalism
- The media

GCSE Spanish

Course Code: AQA Spanish 8698

Mr Castro

jcastro@carshaltongirls.org.uk

Why choose Spanish?

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.

- Spanish is the world's most spoken language after Mandarin Chinese and English.
- Spanish has the second highest number of native speakers (489 million people).
- 568 million people speak Spanish worldwide.
- Spoken in 21 countries.
- Second most used language in international communication.
- It's an official language of the United Nations and its organisations.
- Latin American countries are experiencing strong growth and becoming global commercial partners.
- Businesses are increasingly operating in international markets.
- It's an advantage if going into Primary Teaching since languages are now an entitlement for pupils aged 7-11.
- Spain is the second most visited country in the world.
- Spain receives 60 million tourists a year, many from the UK.

What will you study?

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.

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.

Assessment

There are two tiers: Foundation and Higher, and 4 examinations at the end of Year 11, assessing the following skills:

Paper 1: Listening

35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Speaking

7 – 9 minutes (Foundation) + preparation time
10 – 12 minutes (Higher) + preparation time

Paper 3: Reading

45 minutes (Foundation), 1 hour (Higher)

Paper 4: Writing

1 hour (Foundation), 1 hour 15 minutes (Higher)

Each of these skills is worth 25% of the final GCSE grade.

Career paths

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.



GCSE Textiles Engineering

Course Code: Eduqas Design and Technology C600QS

Mrs B Pearce

bpearce@carshaltongirls.org.uk

Why choose Textiles Engineering?

This is a STEM subject. Through studying our Textiles Engineering course, you will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social, cultural, environmental and economic factors of the textiles industry.

What will you study?

You will work creatively when designing and making and apply technical and practical expertise to demonstrate your understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice. You will learn to develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and ethical values.

You will develop a broad knowledge of how materials, components and technologies including the use of smart and modern materials and electronics can be used in the design of Textile products. You will develop your pattern cutting and making skills through the construction of maquettes and toiles, using your imagination, experimentation, and the ability to refine your ideas.

Textiles Engineering will help to develop your decision-making skills, including the planning and organisation of time and resources when managing your projects. This subject will be taught through a combination of theory lessons and design and make tasks, using practical applications of Maths and Science throughout. It focuses on problem solving through an iterative design approach.

Assessment

The course will be assessed with both controlled assessment and examinations. They will be evenly split: 50% controlled assessment and 50% exam.

The Non-Examined Assessment task (NEA) is set by the exam board and is started in the June of Year 10. You are expected to complete research, test and develop ideas to be able to construct a final prototype.

The exam, sat in Year 11, will test the wider aspects of Design and Technology in the 21st century as well as the specialist Textiles knowledge learned.

Career paths

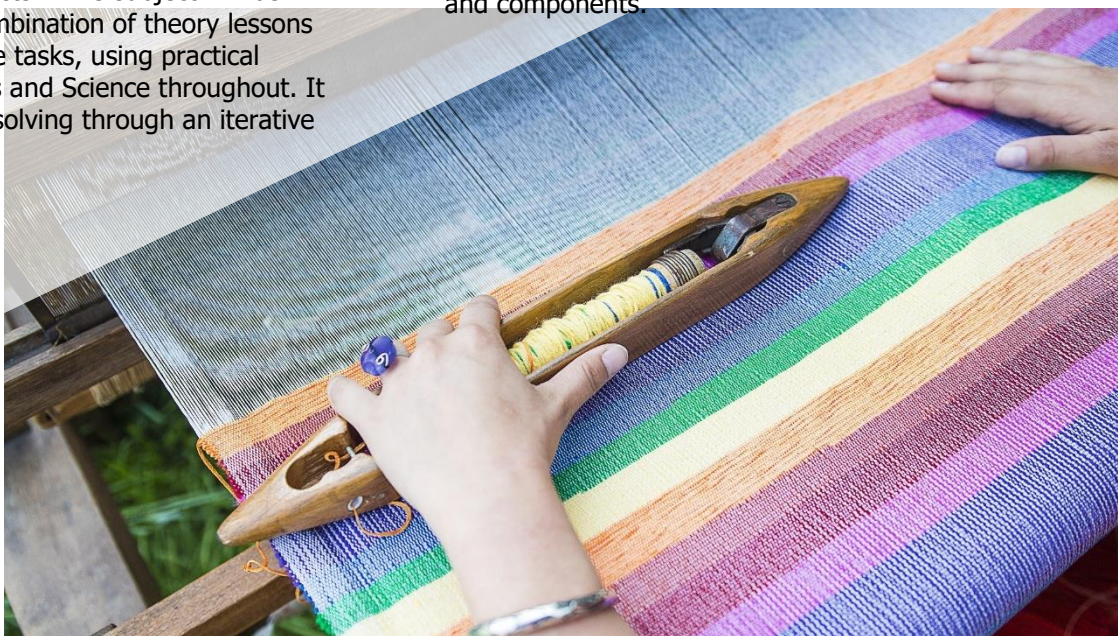
This qualification can lead towards any of the following:

- A Levels in 3D Design, Design and Technology or Engineering.
- Foundation and Degree courses at University. Many of our A-Level students have gone on to study Product Design at degree level
- Apprenticeships

This subject could lead to a range of career opportunities including fibre technology and material engineering, fashion/textile design, product design, graphic design, teaching, interior design, fashion promotion, costume/theatre design, accessory design, fashion retail/marketing, fashion and business, fashion forecasting and management within the fashion and textile industry.

Extra costs and requirements

The majority of the course costs are covered by the department and school. However additional costs may be incurred if students choose to build a product that includes more expensive materials and components.



Carshalton High School for Girls

Excellence: everywhere, every day.

West Street, Carshalton, Surrey SM5 2QX

t: 020 8647 8294 - f: 020 8773 8931

office@chsg.org.uk - www.chsg.org.uk

part of the  Girls' Learning Trust