



**Carshalton**  
High School for Girls



**Year 8**  
**Course Guide 2025**

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# Course Guide 2025

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# Introduction

## Welcome to the beginning of Key Stage 4!

The Options process is about setting your Key Stage 4 curriculum on the right track from the beginning. We aim to provide a wide choice of subjects that suit your individual aspirations. Making well informed, appropriate choices about the subjects you want to study are really important in the Options process.

The Key Stage 4 CHSG curriculum is broad, rich and balanced. It has a strong academic core. English, Maths, Sciences, French/Spanish and History/Geography all continue into Key Stage 4. If students achieve a Grade 5 or above in these subjects they are awarded the English Baccalaureate. PE completes the make-up of the Core Curriculum. You are then free to select two options subjects that reflect your ambitions, abilities and interests.

Please take the time to discuss Options at home. There are several sources of support and information that can be accessed:

- Information in this booklet
- Subject videos on the school website
- Options Information Evening

We understand that it is very early for you to have definite career ideas, however, information about the careers implications for subject choices is also part of the process. Through the Options process we will aim to:

- Provide students with an excellent, challenging Key Stage 4 curriculum which offers opportunities for everyone to fulfil their potential in subjects which they enjoy.
- Challenge students to further develop their knowledge and skills they need to take advantage of opportunities, responsibilities, and experiences throughout their lives.
- Support students with the advice and guidance they need to respond to a changing world with a high degree of confidence.

As well as being important, this is an exciting stage in any CHSG student's education. We are looking forward to working with you in this process.

# Curriculum Structure

The Year 9 timetable is divided like this over two weeks:

<b>Subject</b>	<b>Time</b>
English (Language and Literature)	8 hours
Mathematics	8 hours
Sciences (Biology, Chemistry, Physics)	9 hours
French/Spanish	5 hours
Geography	3 hours
History	3 hours
PE	1 hour
Extended curriculum	3 hours
<b>OPTION SUBJECT 1</b>	5 hours
<b>OPTION SUBJECT 2</b>	5 hours

## The Core Curriculum

### English Baccalaureate (EBacc) subjects

It is important for all students to study a range of academically rigorous qualifications that ensure that they can achieve highly and have a wide range of choices open to them after Year 11. The English Baccalaureate is a collection of such qualifications and provides students with a broad range of important knowledge and skills.

The EBacc subjects are:

- English Language and English Literature
- Mathematics
- Science (Biology, Chemistry and Physics)
- Modern Foreign Languages (French and Spanish)
- Humanities (History, Geography)

The government expects students to study at least one subject from each of the above groups. At CHSG, all students study separate science subjects (Biology, Chemistry, Physics). All students also study History and Geography and will choose to continue with one of these humanities subjects at the end of Year 9.

## Option Subjects

All students also choose to study two qualifications outside of the English Baccalaureate.

Students have a wide range of subjects to choose from to complement the Core and Extended curriculums which allow them to focus on the areas they most enjoy, are interested in, and require for future careers.

Some subjects are GCSE qualifications and others are vocational options which are equally regarded to GCSEs and hold 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 decisions at the start of their three-year journey to academic success.

The option subjects are:

- Art & Design: Fine Art
- Business
- Child Development
- Citizenship
- Computer Science
- Dance
- Design & Technology: Resistant Materials
- Drama
- Fashion & Textiles
- Hospitality & Catering
- Media Studies
- Music
- PE (GCSE)
- Photography
- Religious Studies
- Sociology



# The Extended Curriculum

Year 9 students follow six-week courses in six subjects they studied at Key Stage 3. This gives students the opportunity to complete the study of current Key Stage 3 courses to a greater depth. Students rotate between subjects approximately half-terminally at specific points throughout the year.

The Extended Curriculum is studied in Year 9 only. In Year 10 students then study either Geography or History in the time that was dedicated to the Extended Curriculum.

The subjects in the Extended Curriculum are:

- Art
- Citizenship
- Computer Science
- Drama
- Music
- Religious Studies

## Support in Making Good Choices

### Options Assembly

On **Wednesday 2<sup>nd</sup> April**, Year 8 have an extended assembly in which the Options process is explained and the various sources of information and support made clear.

### Subject Videos

Heads of Department have produced videos that explain syllabus content, how courses are taught and assessed and the careers that studying a subject can lead to. These can be accessed on the school website in the curriculum area: [www.chsg.org.uk/year8-options](http://www.chsg.org.uk/year8-options)

### Curriculum Information on the school website

Each subject has an information page about Key Stage 4 courses as well as guidance on Key Stage 5. The pages outline course content, expectations, assessment information and the kind of support that students can expect. [www.chsg.org.uk/learning/curriculum/key-stage-4-curriculum](http://www.chsg.org.uk/learning/curriculum/key-stage-4-curriculum)

### Options Evening

On **Thursday 24<sup>th</sup> April** there will be an opportunity to hear about the Options Process, meet Heads of Department from options subjects and receive/request advice from the school Careers Officer.

### Options Booklet

There is information about all options subjects in the main body of this booklet.

# Making Your Option Choices

Your starting point should be the information in this booklet, the school website and subject videos. When making your choices, consider:

- Your academic strengths, attainment and interests
- Your career, employment or further education ambitions
- Advice and opinions of your parents/carers, the Heads 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, by working in partnership with your parents and your teachers, you will arrive at a programme of study that is right for you – an important step towards realising your future ambitions.

## Option Subjects

Art

Business

Child Development

Citizenship

Computer Science

Dance

D&T: Resistant Materials

Drama

Fashion & Textiles

Hospitality & Catering

Media Studies

Music

PE (GCSE)

Photography

Religious Studies

Sociology

You will need to choose **two Option subjects plus three reserve choices** from the list in this booklet.

The online Option Form will be available to complete on **Friday 25<sup>th</sup> April 2024**. It needs to be completed by **Tuesday 29<sup>th</sup> April 2024**.

# Frequently Asked Questions

## Why do I pick two Option subjects?

We want everyone to make positive choices for subjects they really want to study. The CHSG Curriculum recognises the importance of traditional academic subjects. It is not that we don't value other subjects or vocational courses as highly, it's more that we recognise that core subjects provide students with vital knowledge for life after school and valuable qualifications for further/higher education and employment. This leaves room for two options choices in your curriculum.

## Can I change my mind?

Yes. If you want to change your decision before the end of Year 8 it will be possible to switch your choices, but the choice of subjects you can move into might be more limited by then. There is also a short window during September of Year 9 where you may request to change one of your subjects if you can demonstrate a good reason for doing so. This will involve discussions with your Head of Year, your teachers and your parents. You will not be able to make changes after 30<sup>th</sup> September unless there are exceptional circumstances. This is why we really want you to make good choices at this stage.

## What happens if a subject is full?

Places are not allocated on a first-come first-served basis, but it is important that you meet the deadline to return your options form to allow us to plan classes effectively. Forms that are returned late do have less chance of getting their first choices. If a subject is very popular we try to put on extra classes but this is not always possible due to staffing. It is important that you carefully consider your reserve choices.



## **What happens if only a few people choose a subject?**

If a class size is too small to be viable then the course will not run. If this happens you will receive your reserve choice. If this course is full/not running either we will discuss your options with you.

## **Will I study separate Sciences ('Triple Science')?**

We know that Science is becoming increasingly popular. All students will study Biology, Chemistry and Physics in Key Stage 4. This gives everyone the chance to excel in science and keep their career options open for as long as possible. The final level of entry in these subjects (Higher/Foundation) will be decided later in Key Stage 4.

## **When will I choose to study History or Geography?**

You will study both subjects next year and will make a choice about which of these subjects to continue with for GCSE in Year 9 Summer Term. It is not possible to study History *and* Geography at GCSE.

## **Can I study a different/second Modern Foreign Language?**

You only study the language you are currently studying. Students fluent in another language than French/Spanish (e.g. a language spoken at home) will be offered entry in it for GCSE.

## **What else will I study in Year 9?**

In addition to the core curriculum and your options subjects, you will also study subjects that make up the extended curriculum: Art, Citizenship, Computer Science, Drama, Music and Religious Studies. You will study one of these subjects each half term on a rotation across the year.

## **How do I get advice about careers?**

Miss Phelps-Gardener (Careers Officer) will be available during the Options Evening and will also offer individual consultations if you or your parents/carers request one.

## **Will I get my first choices?**

We will try to give as many students as possible their first choices. However, this is not always possible. This might be because too few students have chosen a subject for it to run. On the other hand, it could be because too many students have chosen a subject and we cannot staff any more classes. You must make sure that your reserve preference are subjects that you want to study and remain open-minded about which subjects you will be studying over the next 3 years.

## **What happens if I make a mistake on the options form?**

Don't panic! Just resubmit the form before the deadline of 29<sup>th</sup> April. We will take your most recent submission as the choices of subjects that you want.

# Important Dates

## **Wednesday 2<sup>nd</sup> April**

Year 8 Options Assembly

Curriculum and Options Booklet available for parents and students

## **Thursday 24<sup>th</sup> April**

Year 8 Options Evening

## **Friday 25<sup>th</sup> April**

Online form opens to submit Option choices

## **Tuesday 29<sup>th</sup> April**

Deadline for return of completed Options online form

## **Thursday 22<sup>nd</sup> May**

Confirmation of Option Subjects

## The Form

Your choices are registered using an online form. A link for this will be sent out on **Friday 25<sup>th</sup> April** and the form needs to be completed by **Tuesday 29<sup>th</sup> April**.

If you change your mind during this period you can re-submit the form. The latest version of your choices will be the one the school uses.

As well as the choices the student's name and tutor group and the parent/carer details and their email address are also entered. It gives the opportunity to add any comments that might be useful when allocating the options.

Make sure the Submit button at the bottom of the screen is clicked to confirm the final selection.



# Geography & History

Studied until Year 10

# GCSE Geography

Course Code: AQA 8035

Mrs S Stangroom, Head of Geography  
sstangroom@carshaltongirls.org.uk

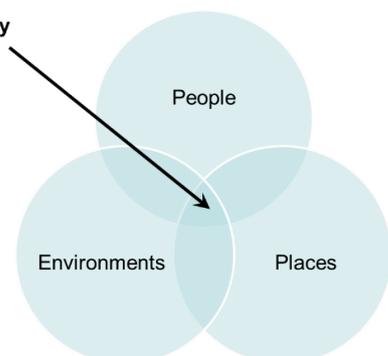
## Why do you learn Geography?

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.

### Understanding the World

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.

#### Geography



### Transferable skills

Geography offers you skills that cross over the boundaries of STEM subjects and those in the Arts, Humanities and Social Sciences. These transferable skills include IT, analysis of data and sources, research & enquiry, report writing and evaluation. Simply put, Geography keeps your options open and opens the door to a wide variety of further study and careers.

## What will you study?

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

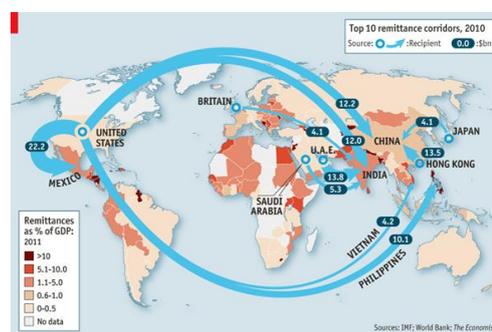
Living with the physical environment topics include:

- The challenge of natural hazards (tectonic, atmospheric, climate change & UK extreme weather)

- The living world (ecosystems, tropical rainforests and cold environments)
- Physical landscapes in the UK (coasts & rivers)
- Fieldwork investigation (e.g. trip to the coast)

Challenges in the human environment topics include:

- Urban challenges (World, Nigeria & the UK)
- The changing economic world (World, Nigeria, Tunisia and the UK)
- The challenge of resource management (World, UK, Ethiopia and China)
- Fieldwork investigation (e.g. trip to the Olympic Park)



## 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.

Geography graduates have one of the highest rates of graduate employment. Geography graduate earnings outperform other subjects, particularly for women, they earn 10% more than average graduate salaries! (*Institute for Fiscal Studies*).

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. One of our Year 13 geographer's is going to Belfast to study Geopolitics.

## GCSE History

Course code: Edexcel History 1HI0 – F7

Mr S Godman, Head of History

sgodman@carshaltongirls.org.uk

### Why do you learn History?

#### Fascination

The past is an incredible place, both strange and strangely familiar. GCSE historians can 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 **in the years 1941-1991**.
- A world depth study looking at the failure of democracy in Germany after the First World War **in the period 1919-1939** and including 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

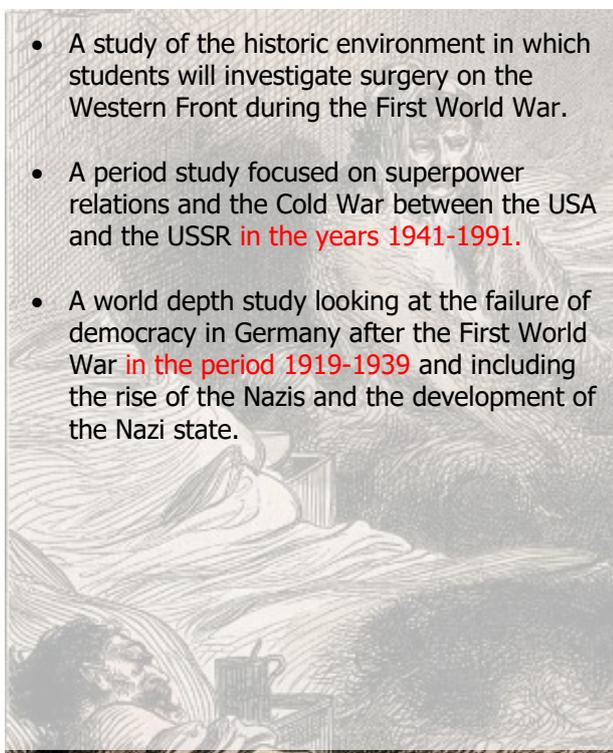
**Paper 2** (40%) Early Elizabethan England, 1558-88 and the Cold War 1941-91

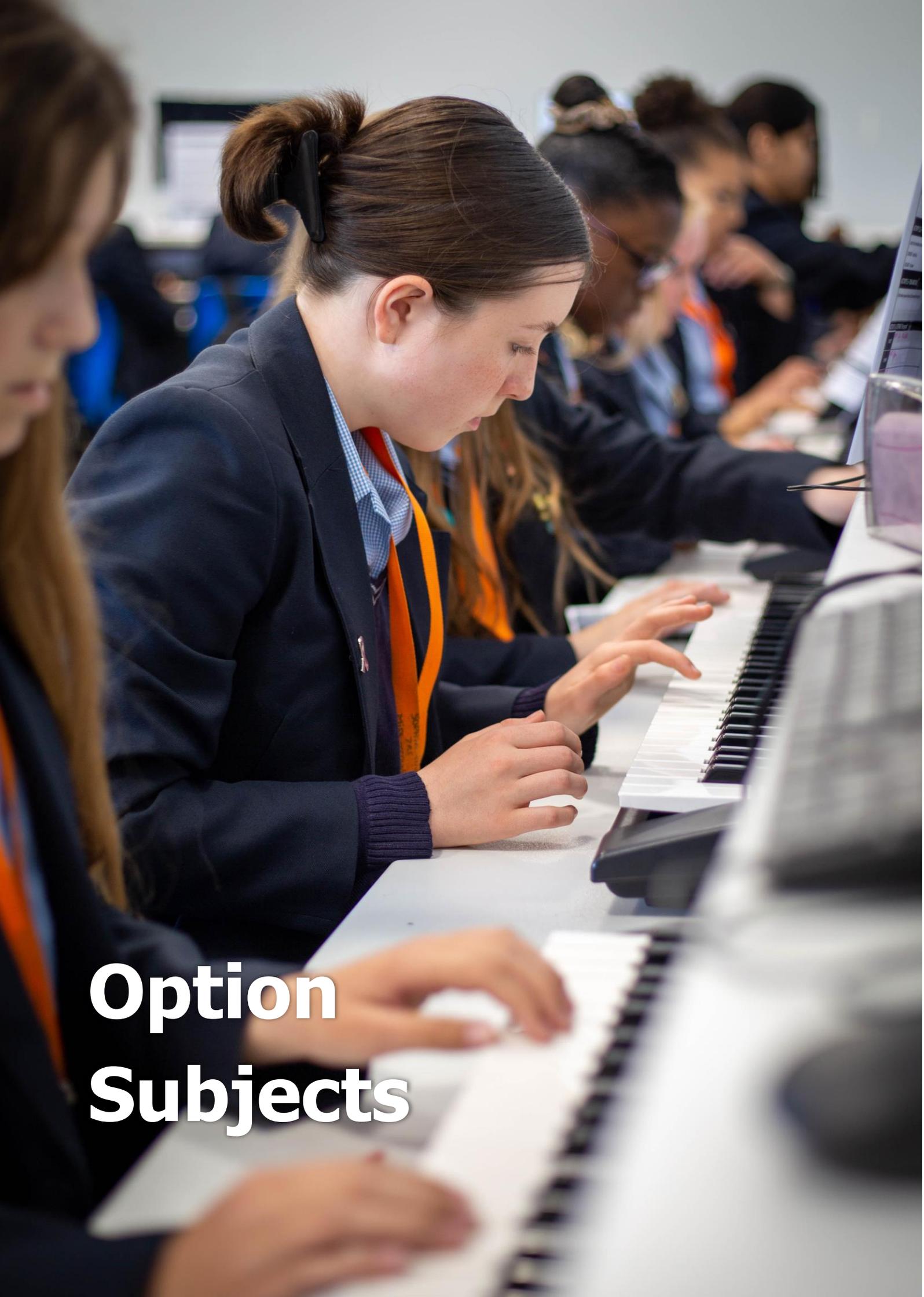
**Paper 3** (30%) Weimar and Nazi Germany, 1918-39

### 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.





# Option Subjects

## GCSE Art & Design: Fine Art

Course Code: AQA 8202 (C/X)

Mr J Brown, Head of Art

[jbrown@carshaltongirls.org.uk](mailto:jbrown@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 limits
- 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.



## GCSE Business

Course Code: Edexcel 1BS0

Mr J Stockwell, Head of Business and Economics

[jimstockwell@carshaltongirls.org.uk](mailto:jimstockwell@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, teamwork, 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, 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 investigates 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.

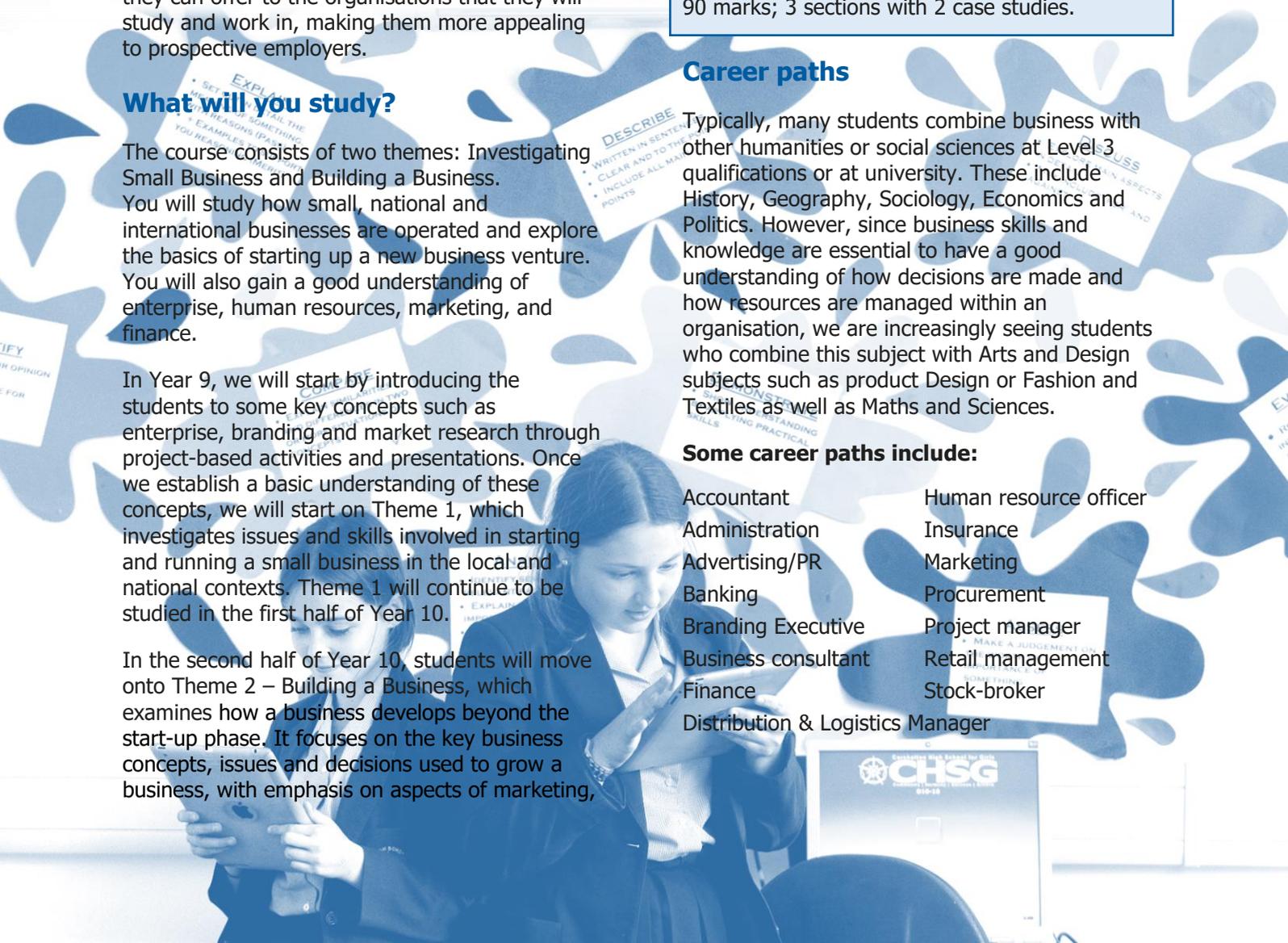
**Paper 2** assessing Theme 2 content – (50%)  
Building a Business (1 hr 30m)  
90 marks; 3 sections with 2 case studies.

### 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 Cambridge National Level 1/2 OCR

Course Code: J809

Miss N Kenny, Head of Vocational  
Qualifications

[nkenny@carshaltongirls.org.uk](mailto:nkenny@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 Childcare, 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, **R057**: 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, **R058**: 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 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, **R059**: Understand the development of a child from one 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

**R057** is studied in Year 9 and examined at the end of Year 11, as a paper-based examination.

**R058** is a coursework assessed unit, sat in Year 10, with a practical element.

**R059** is a coursework assessed unit, sat in Year 11.

## 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 A Lagess, Head of Citizenship  
alagess@carshaltongirls.org.uk

### Why choose Citizenship?

GCSE Citizenship is an engaging subject that helps you understand the world around you and your role within it. We don't just study theory—we explore real issues happening in the news today, discussing how they affect you, your community, and wider society. From changes in government policy to global events, we examine how these issues shape the world and how you can influence change.

By studying Citizenship, you will develop critical thinking, problem-solving, and debating skills, as well as the ability to form informed opinions on key political, social, and ethical issues. These are essential skills, whether you're planning to continue studying, start a career, or simply want to be an active and engaged member of society.

### What will you study?

The course is made up of 5 themes.

- Theme A: Living together in the UK. This unit Explore modern British society, the rights and responsibilities of citizens, and how communities are supported by local and national government.
- Theme B: Democracy in the UK. This unit aims to help you understand how the country is run, the role of Parliament and political leaders, and how voting and activism shape decisions.
- Theme C: Law and justice. Here we learn about the justice system, including the role of the police, courts, and prisons in maintaining law and order.
- Theme D: Power and influence – These lessons will have a global aspect and we examine the UK's role on the global stage, from international agreements to world leadership.
- Theme E: Taking citizenship action- Put your learning into practice! Work on a project of your choice to create real change in your school or local community.

### Assessment

The course is assessed through two exams:

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

### Career paths

GCSE Citizenship is an excellent foundation for A-Level subjects such as Law, Government & Politics, and Sociology, as well as the Extended Project Qualification (EPQ).

The skills and knowledge gained are valuable for a wide range of careers, including:

- Politics and campaigning
- Law and criminal justice
- Social work and community outreach
- Civil service and local government
- Teaching and education
- Policing and probation services

Whether you want to make a difference, understand how the world works, or build key skills for your future, GCSE Citizenship is an exciting and relevant choice that will empower you to have a voice in society.



## GCSE Computer Science

Course Code: AQA 8525

Ms M Ononogbu, Head of Computer Science

mononogbu@carshaltongirls.org.uk

### Why choose 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.
- Evaluate the effectiveness of computer programs and the issues related to their use
- Work collaboratively

### Assessment

#### Paper 1: Computational Thinking

*What's assessed?*

Fundamentals of algorithms  
Programming (Python)

*How it's assessed*

Written exam: 2 hours  
50% of GCSE

#### Paper 2: Theoretical Content

*What's assessed?*

Fundamentals of data representation  
Computer systems  
Fundamentals of computer networks  
Fundamentals of cyber security  
Relational Database  
Ethical, legal and environmental impacts of digital technology

*How it's assessed*

Written exam: 1 hour 45 minutes  
50% of GCSE

### 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 H Mitchell, Lead teacher of Dance  
hmitchell@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 several 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 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.

## GCSE Design & Technology: Resistant Materials

Course Code: Eduqas Design and  
Technology C600QS

Ms N Robinson, Lead Teacher of Design  
& Technology  
nrobinson@carshaltongirls.org.uk

### Why choose Design and Technology?

Everything around us is designed and made, from the beds we sleep in, to the vehicles we travel in. Do you notice good design or, do you notice bad design? Whilst studying our Design and Technology 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 design industry. This is a STEM subject.

### 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 through 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 and make of products. You will develop your making skills through the construction of prototypes and toiles, using your imagination, experimentation, and the ability to refine your ideas.

Design and Technology is a challenging STEM subject. It is highly regarded by universities and employers. Design and Technology students are encouraged to think independently, take an interest in sustainability, and approach new subjects with an enquiring mind.

Design and Technology helps develop skills of:

- Analysis
- Evaluation
- Problem solving
- Communication
- Time management
- Application of Maths and Science skills
- Resilience

### Assessment

The course will be assessed through a controlled assessment task and an examination. 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 21<sup>st</sup> century including smart materials, composites and technical textiles, mechanical components and devices and electronic systems and programmable components. Students are also assessed on their core materials knowledge including ferrous and non-ferrous metals and polymers. The in-depth knowledge will focus on natural and manufactured timber.

### Career paths

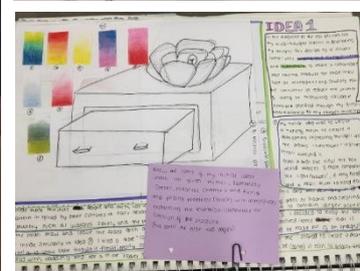
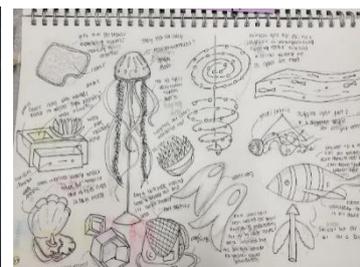
This qualification can lead towards any of the following:

- 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/Engineering at degree level
- Apprenticeships

This subject could lead to a range of career opportunities including architecture and interior design, material engineering, STEM related careers, product design, graphic design, medicine, prosthetics and other so far undiscovered technological industries.

### Extra costs and requirements

Most 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.



## **BTEC Tech Awards: Art and Design Practice (2022) Fashion and Textiles**

Course Code: 603/7056/7

Ms Laura Nelson, Lead Teacher of  
Design & Technology  
[lnelson@carshaltongirls.org.uk](mailto:lnelson@carshaltongirls.org.uk)

If you would love to combine Art and Design and with Textiles and Fashion, then this is the course for you. You will be taught by teachers with experience in the Fashion and Textiles industry and you could take part in workshops run by designers and makers working in the industry today. This is a vibrant course which allows students to play to their strengths.

The areas that this course covers are:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles
- digital textiles

You will need to be hardworking, co-operative, independent and committed to working outside of lessons on their design and practical work. You need to be full of enthusiasm and ready to take risks and experiment with new ideas.

### **What will you study?**

From the beginning of Year 9 you will learn about garment construction, pattern cutting, adornment, illustration and methods of printing, surface decoration and embellishment. Through a series of mini workshops and looking at the work of others, you will experiment with a range of techniques which you can then develop in your own work. The course will require you to utilise drawing and painting skills that you have developed in Key Stage 3.

This course will be taught through a range of projects based on a variety of themes including, kids wear, water, landmarks and Recycle, Reuse and Represent. You will be given a design brief as your starting point allowing you to explore related themes or concepts by:

- investigating and experimenting with a range of processes used in art and design practice.
- generating and communicating fashion and textiles design ideas
- developing practical skills through application and review of your work

You will record and communicate your skills development using a range of communication method such as digital or traditional portfolios, design boards, pitches or presentations.

### **Assessment in Year 11**

**Component 1:** Creative Practice in Art and Design.

- Students respond to their chosen starting point from an externally set assignment paper relating to their subject title.
- The Pearson-set Assignment will be completed in approximately 20 hours of supervised assessment.
- 84 marks.

**Component 2:** Responding to a Brief

- Students respond to their chosen starting point from an externally set assignment paper relating to their subject title.
- Task set and marked by Pearson, completed under supervised conditions.
- Learners will be given a brief to which they respond with art or design work and produce a portfolio.
- The supervised assessment is a maximum of 20 hours and will be arranged over a number of sessions in a 12-week period timetabled by Pearson.
- Some tasks will be undertaken in exam conditions in the computer suites and textiles classroom.
- 60 marks.

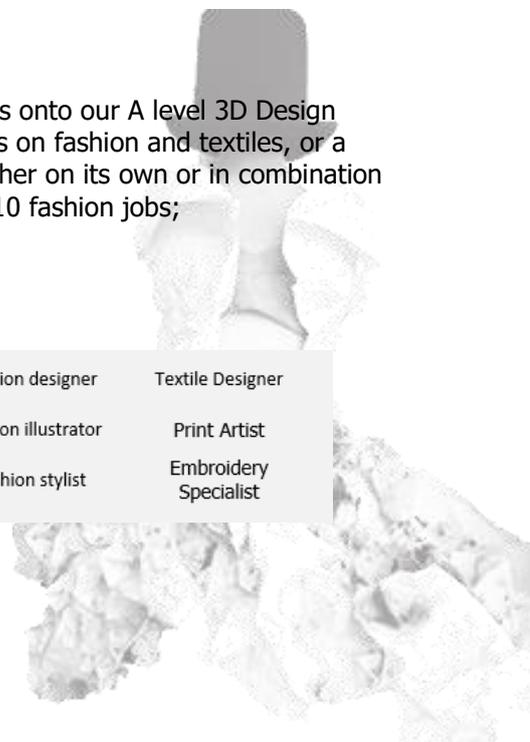
### **Extra costs and requirements**

Students will need to provide their own sketchbooks and specialist fabrics for their individual projects. They will be advised on the appropriate places to purchase fabrics and components.

### **Career paths**

You could progress onto our A level 3D Design pathway and focus on fashion and textiles, or a BTEC National, either on its own or in combination with A level. Top 10 fashion jobs;

Garment technologist	Fashion designer	Textile Designer
Retail buyer	Fashion illustrator	Print Artist
Merchandiser	Fashion stylist	Embroidery Specialist



## Hospitality & Catering Level 1/2 Award

Course Code: WJEC/Eduqas 601/7703/2

Ms Laura Nelson, Ms Nicole Robinson  
Lead Teachers of Design & Technology  
[lnelson@carshaltongirls.org.uk](mailto:lnelson@carshaltongirls.org.uk)  
[nrobinson@carshaltongirls.org.uk](mailto:nrobinson@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 various 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 distinct 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.

## GCSE Drama

Course Code: Edexcel Drama 1DR0

Mr H Boulter, Head of Drama & Music  
hboulter@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. The communication skills you will acquire as a drama student equip you for fields of work such as politics, medicine, law and business, in addition to the more obvious drama-related industries.

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 are 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.



In recent 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 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 is 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.

# GCSE Media Studies

Course Code: WJEC/Eduqas C680QS

Mr M Nott, Head of Media & Film Studies  
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 media texts with practical production.

Who should study the course? If you are interested in films, television, newspapers, video games, music videos or radio and want to learn how to discuss and write about them and develop your own production skills then this course could be for you. You must be prepared to work very hard; do not 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 modern 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

- 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 significant numbers of our students go on to university to study media or film related courses and many have gone on to get jobs in the media and film industries.

Students will also have to study the following areas:



## GCSE Music

Course Code: Eduqas Music (C660QS)

Miss E Gravenor, Lead Teacher of Music  
[egravenor@carshaltongirls.org.uk](mailto:egravenor@carshaltongirls.org.uk)

### Why choose Music?

In Music, no two lessons are the same as the course will allow you to develop your practical and theoretical musical skills. You have the chance to be creative and if you enjoy listening to music, writing music or performing music then you can develop your skills *and* get a GCSE out of it!

There is no entry requirement for GCSE Music; we are just looking for committed students. For the performance section you will need to play an instrument, sing or DJ. If you don't already play/sing, now is the perfect time to start learning a skill which will stay with you for life. We can help you get started.

GCSE Music students have the opportunity to participate in many different concerts, productions, events and trips across the year. You will meet new students and learn to work creatively in a group to create musical performances. You will be supported throughout the GCSE to grow in confidence in yourself and in your musical abilities.

In the future, creativity is going to be one of the most important and in-demand skills at work (World Economic Forum). This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give them the chance to succeed. Whatever your ambitions, the study of 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 and then when you have learnt some of the techniques, composing your own music. This involves using computer software, such as Soundtrap and MuseScore, writing for a specific purpose, writing songs etc.
- Listening to a variety of music and learning how to describe what you hear. You will explore how music creates specific moods and will also learn to analyse scores. You will develop your music theory knowledge and appreciation of different musical styles.

### 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 and is usually a solo.

#### Composing

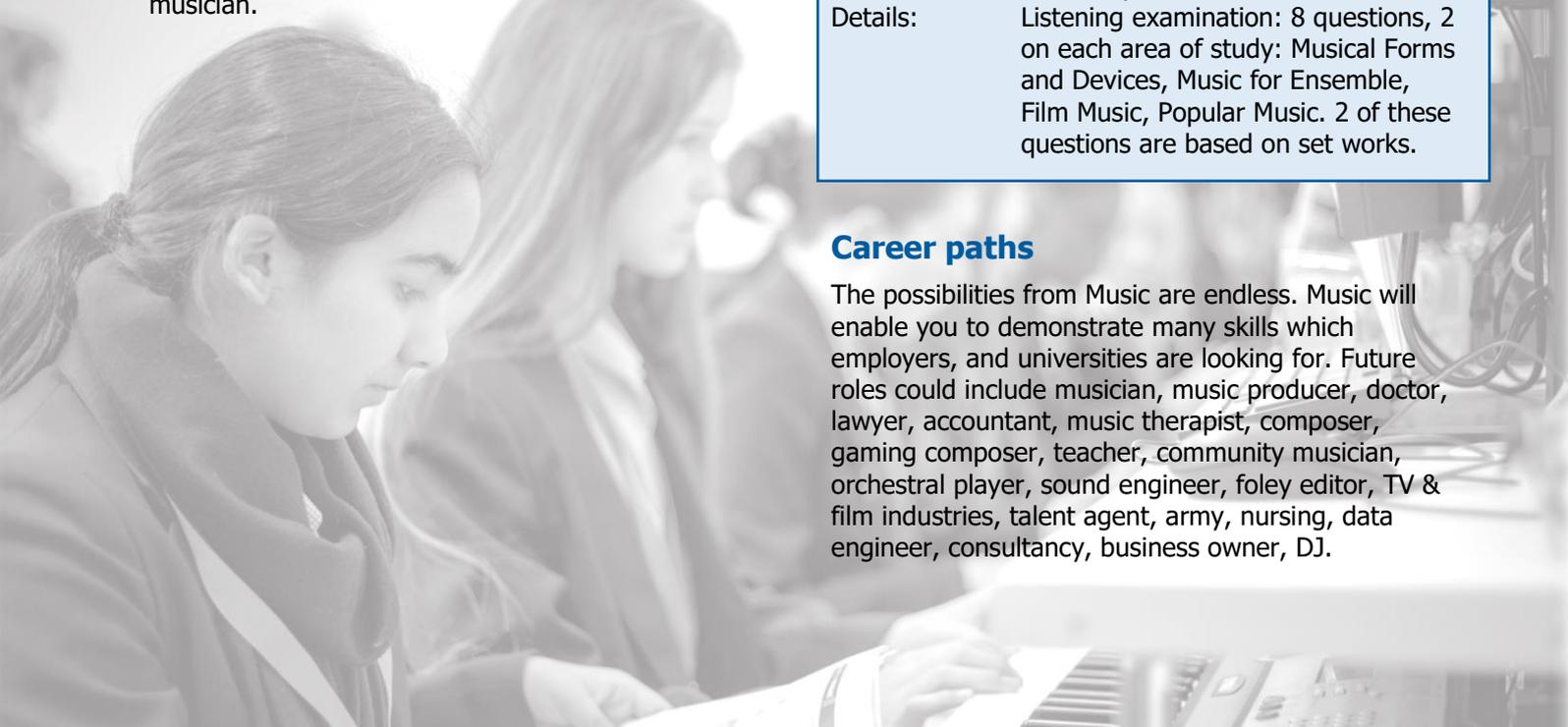
Weighting: 30%  
Assessment: Teacher assessed and moderated  
Details: Two pieces: one in response to a brief set by Eduqas and one free composition.

#### 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. 2 of these questions are based on set works.

### 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 J Marshall, Head of PE

jmarshall@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/BTEC and Degree Level Sports Subjects.

### What will you study?

#### Component 1: Fitness and Body Systems

Topic 1: Applied anatomy and physiology - for example, cardiovascular and Respiratory systems.

Topic 2: Movement analysis - for example, levers and planes.

Topic 3: Physical training - for example, components of fitness and principles of training.

Topic 4: Use of Data

#### 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.

Topic 4: Use of Data

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 overall 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 30 minutes / Marked out of 80.

**Paper 2:** Written examination: 1 hour and 15 minutes / Marked out of 60.

#### 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 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)

Mr J Brown, Head of Art

[jbrown@carshaltongirls.org.uk](mailto:jbrown@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 innovative 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, photojournalism, 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 diverse 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 limits
- 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

Mrs P Copeland, Head of Philosophy & RE  
pcopeland@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 21<sup>st</sup> century. Many of our laws, morals and social conventions owe their existence to religion. Yet the world is changing, more rapidly than at any point in history. The challenges facing religion continue to grow, whether it be from science or a changing society with new values. Will science prove that God is not 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?

This is just a small selection of the questions you will be able to explore by taking GCSE Religious Studies. Equally important are the questions that you will return to in every lesson: what do I think? How can I justify my beliefs?

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 to, and understand, the views of others. Now more than ever, these are vital skills.

### What will you study?

The **Christianity half** of the course contains four units:

- **Christian Beliefs:** an introduction to the religion, covering key beliefs about God, Jesus, life after death and the problem of evil
- **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 worship, prayer, pilgrimage and celebrations
- **Matters of Life and Death:** you will get the chance to explore questions about the origins of the universe and life, the sanctity of life, abortion and euthanasia.

In the **Islamic half** of the course, there are a further four units:

- **Muslim Beliefs:** you will cover beliefs about Allah, the Prophets, holy books, angels and life after death

- **Crime and Punishment:** you will explore what justice means, different aims of punishment, what forgiveness is and debate whether the death penalty can ever be used
- **Living the Muslim Life:** allows for an investigation into what it means to be a Muslim, and you will learn about the nature of prayer, fasting, pilgrimage and celebrations.
- **Peace and Conflict:** this unit 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 non-religious responses to the issues encountered, including those of groups such as Humanists.

### Assessment

At the end of Year 11, you will take two exams (both 1 hour and 45 minutes). Both exams contribute 50% towards your overall grade:

**Paper 1B:** Religion and Ethics through Christianity

**Paper 2C:** Religion, Peace and Conflict through Islam

Throughout the course, you will have regular opportunities to complete practice exam style activities.

### Career paths

Religious Studies can provide a foundation for careers in fields such as education, social work, law, journalism, public services, and international relations.

Throughout the course, you will develop skills that are valued in a wide range of careers, including: critical thinking; communication; open-mindedness; self-reflection; and cultural literacy.



*Local Christian leaders in school for 'Grill a Christian' with Year 9*

## GCSE Sociology

Course Code: AQA 8192

Miss S Cardoso, Head of Sociology (Mat)  
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### 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 provides students with the exciting opportunity to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own social experiences. Students acquire a critical understanding of contemporary society and social changes

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



Notes

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