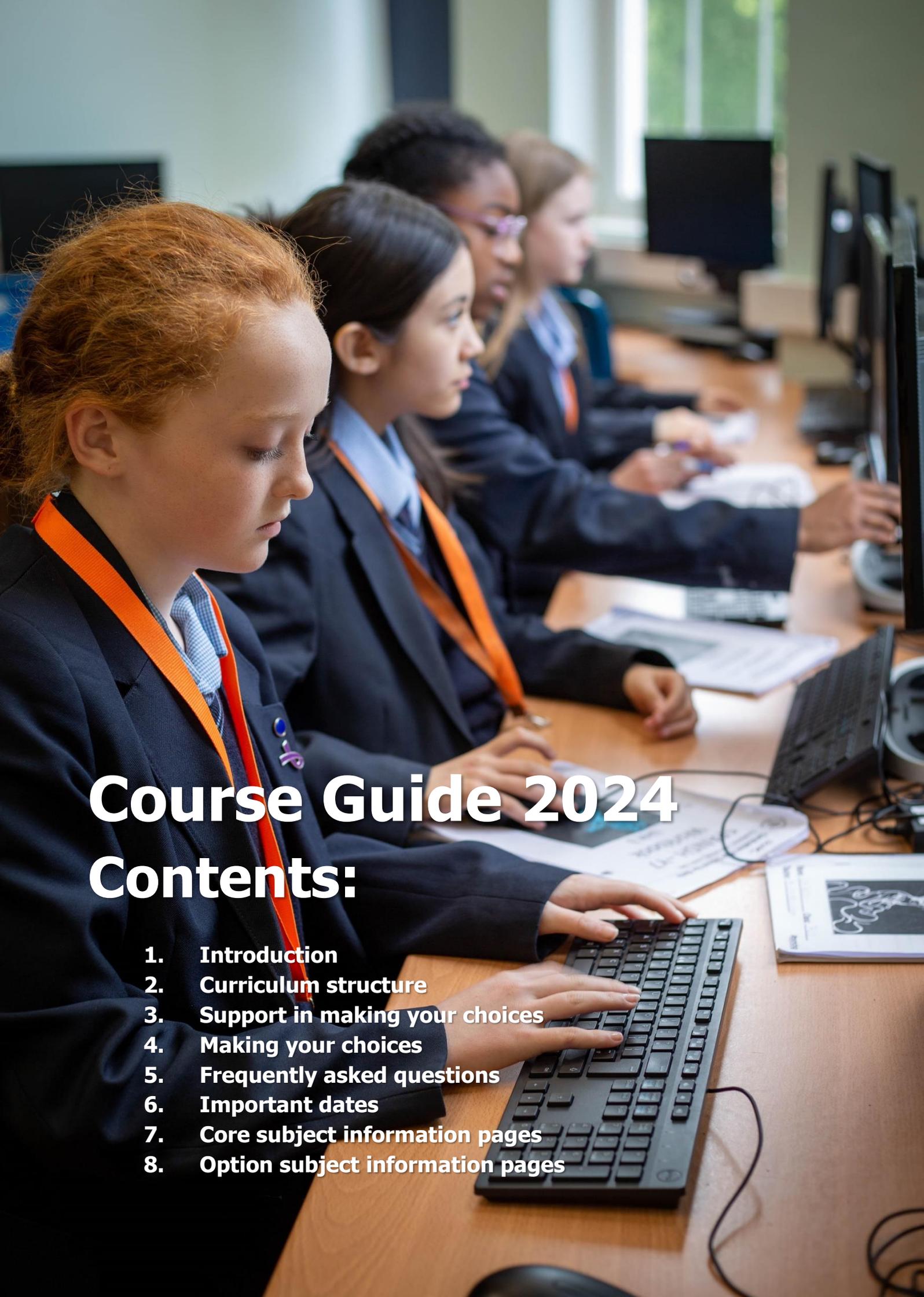


Carshalton High School for Girls



Year 8
Course Guide 2024



Course Guide 2024

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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:

Subject	Time
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
OPTION SUBJECT 1	5 hours
OPTION SUBJECT 2	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.

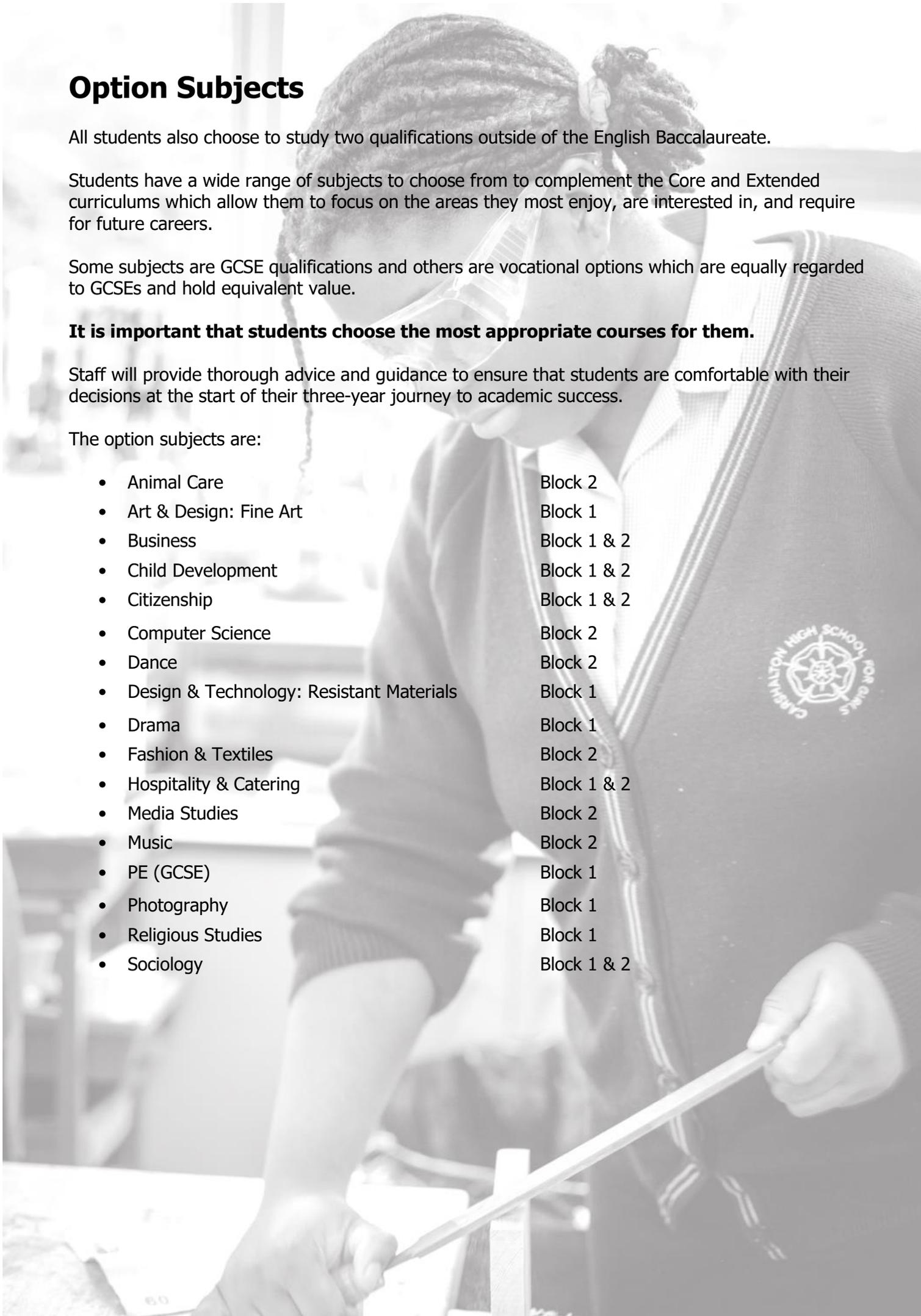
Some subjects are GCSE qualifications and others are vocational options which are equally regarded to GCSEs and hold equivalent value.

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:

- | | |
|--|-------------|
| • Animal Care | Block 2 |
| • Art & Design: Fine Art | Block 1 |
| • Business | Block 1 & 2 |
| • Child Development | Block 1 & 2 |
| • Citizenship | Block 1 & 2 |
| • Computer Science | Block 2 |
| • Dance | Block 2 |
| • Design & Technology: Resistant Materials | Block 1 |
| • Drama | Block 1 |
| • Fashion & Textiles | Block 2 |
| • Hospitality & Catering | Block 1 & 2 |
| • Media Studies | Block 2 |
| • Music | Block 2 |
| • PE (GCSE) | Block 1 |
| • Photography | Block 1 |
| • Religious Studies | Block 1 |
| • Sociology | Block 1 & 2 |



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
- STEM (Science, Technology, Engineering and Maths)
- Religious Studies
- Music
- Computer Science

Support in Making Good Choices

Options Assembly

On **Wednesday 27th March**, 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

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

Options Evening

On **Thursday 18th 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 Blocks

Block 1	Block 2
Art **	Animal Care
Business *	Business *
Child Development *	Child Development *
Citizenship *	Citizenship *
D&T: Resistant Materials	Computer Science
Drama	Dance
Hospitality & Catering *	Fashion & Textiles **
PE	Hospitality & Catering *
Photography	Media Studies
Religious Studies	Music
Sociology *	Sociology *

* These subjects are in both blocks

** Students cannot opt for both Art and Fashion & Textiles

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

You need to choose **one subject from each block** and a reserve choice from both blocks.

The online Option Form will be available to complete on **Friday 19th April 2024**. It needs to be completed by **Tuesday 30th 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 30th 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 of 30th April 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.

Can 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, Music, Religious Studies and STEM (Science, Technology, Engineering and Maths). 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 30th April. We will take your most recent submission as the choices of subjects that you want.

Important Dates

Wednesday 27th March

Year 8 Options Assembly

Curriculum and Options Booklet available for parents and students

Thursday 18th April

Year 8 Options Evening

Friday 19th April

Online form opens to submit Option choices

Tuesday 30th April

Deadline for return of completed Options online form

Friday 17th May

Confirmation of Option Subjects



Year 8 Options Form 2024

For more information about the different subjects refer to the 2024 course guide

This form will close 3.00pm Tuesday 30th April 2024

* Required

1. Student First Name *

Enter your answer

2. Student Surname *

Enter your answer

3. Student's Tutor Group *

8A1

8A2

8A3

8A1

8A2

8A3

8B1

8B2

8B3

8B1

8B2

8B3

4. Please choose a subject from **Block 1** below.

Scholarship students need to select their scholarship subject

Business, Citizenship, Child Development, Hospitality & Catering PE and Sociology are available in both blocks. *

Art

Business

Child Development

Citizenship

D&T: Resistant Materials

Dance

Hospitality & Catering

Photography

PE

Religious Studies

Sociology

5. Please choose a **RESERVE** subject from Block 1 below. *

Art

Business

Child Development

Citizenship

D&T: Resistant Materials

Dance

Hospitality & Catering

Photography

PE

Religious Studies

Sociology

6. Please choose a subject from **Block 2** below (not one that has been previously chosen above).

Scholarship students need to select their scholarship subject

Business, Citizenship, Child Development, Hospitality & Catering PE and Sociology are available in both blocks. *

*

Animal Care

Business

Child Development

Citizenship

Computer Science

Dance

Fashion & Textiles

Hospitality & Catering

Media Studies

Music

PE

The Form

Your choices are registered using an online form. A link for this will be sent out on **Friday 19th April** and the form needs to be completed by **Tuesday 30th 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 we use.

As well as the options 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 your options.

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

Core Subjects



GCSE English Language

Course Code: AQA 8700

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

Miss J Oladogba, Deputy Director of English

joladogba@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 exam 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)

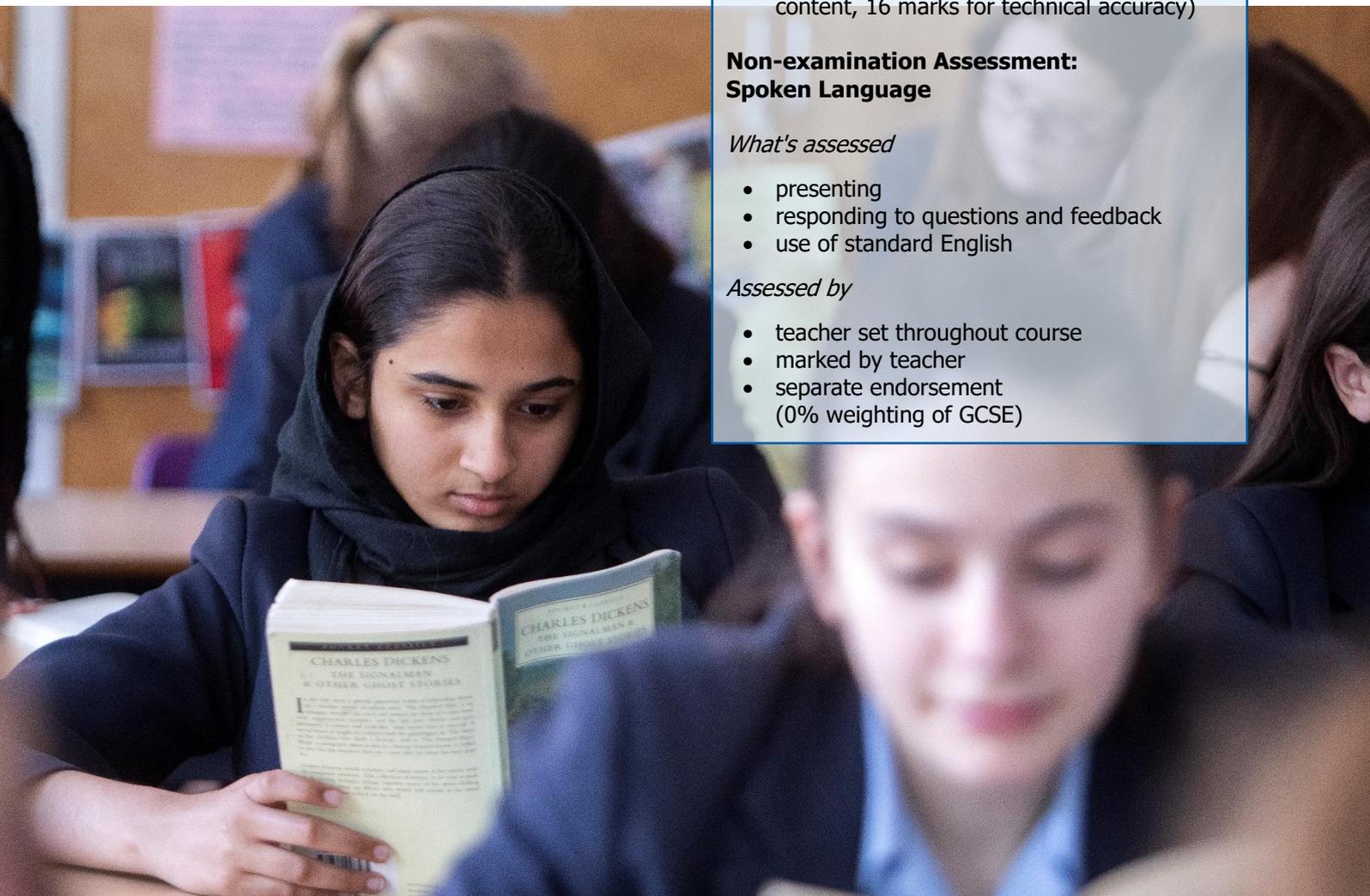
Non-examination Assessment: Spoken Language

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

Mrs C Foley, Director of Mathematics

cfoley@carshaltongirls.org.uk

Mr M Alletson, Director of Mathematics

malletson@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. You will receive a personalised breakdown for each assessment and an online overview for all the units you cover.

For Higher tier, there are 19 units, and for Foundation there are 20 units of work.

You can find information on all our units on the www.chsgmaths.com website or speak to Mr Alletson or Mrs Foley for more information.

The final examination:

Paper 1 Non-Calculator Paper	1hr 30 mins
Paper 2 Calculator Allowed	1hr 30 mins
Paper 3 Calculator Allowed	1hr 30 mins

Each paper is worth 80 marks, so your total mark is out of 240.

Foundation pathway:	Grades 1-5
Higher pathway:	Grades 4 -9

Based on the outcomes from all the assessments completed in Year 7 and Year 8 students will be placed on an initial pathway. There are chances early on for students to change pathways based on the outcomes of their assessments.

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.

Research Scientist, Mathematician, Statistician.

Banking & Finance

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

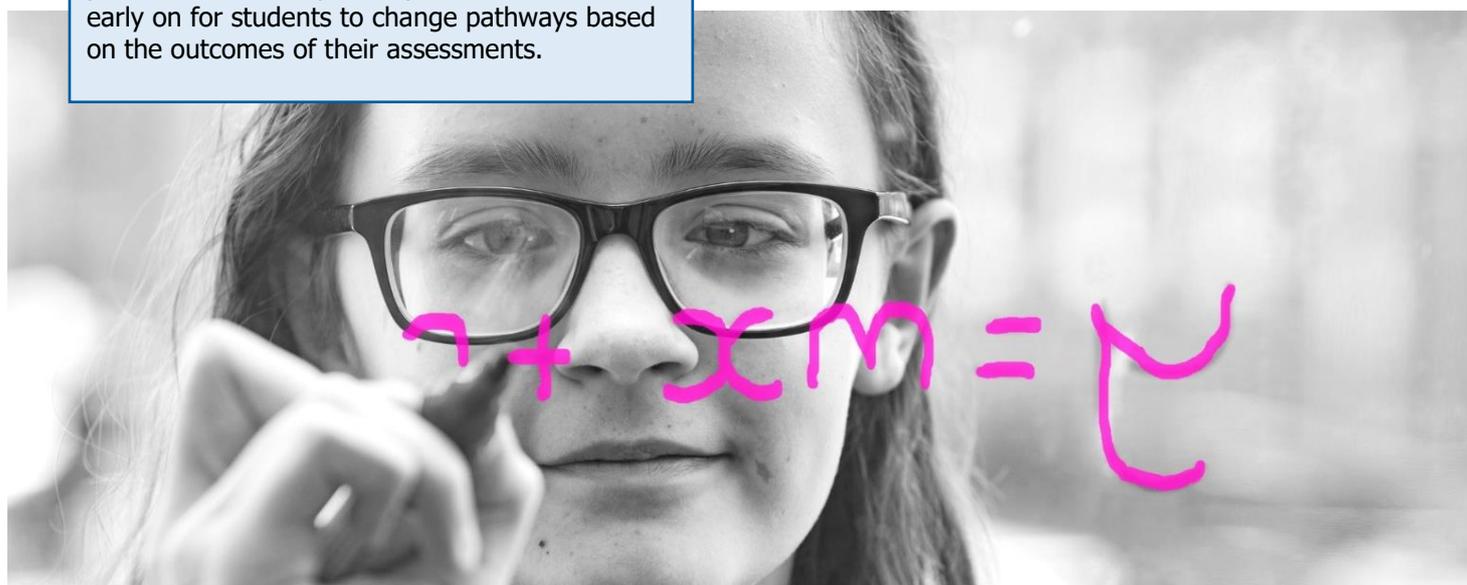
Retail Banker, Financial Advisor, Fund Manager, Stockbroker.

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 Sciences

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

Mrs H McCreedy, Director of Chemistry
hmccreedy@carshaltongirls.org.uk

Mr A Elstone, Director of Physics
aelstone@carshaltongirls.org.uk

Mr A Kart, Director of Biology
akart@carshaltongirls.org.uk

Course overview:

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

What will you learn?

The courses cover 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 model of matter, atomic structure and radioactivity, forces, waves, electromagnetism, and space. |

Students will learn about a variety of practical apparatus and techniques by studying required practical activities.

Assessment

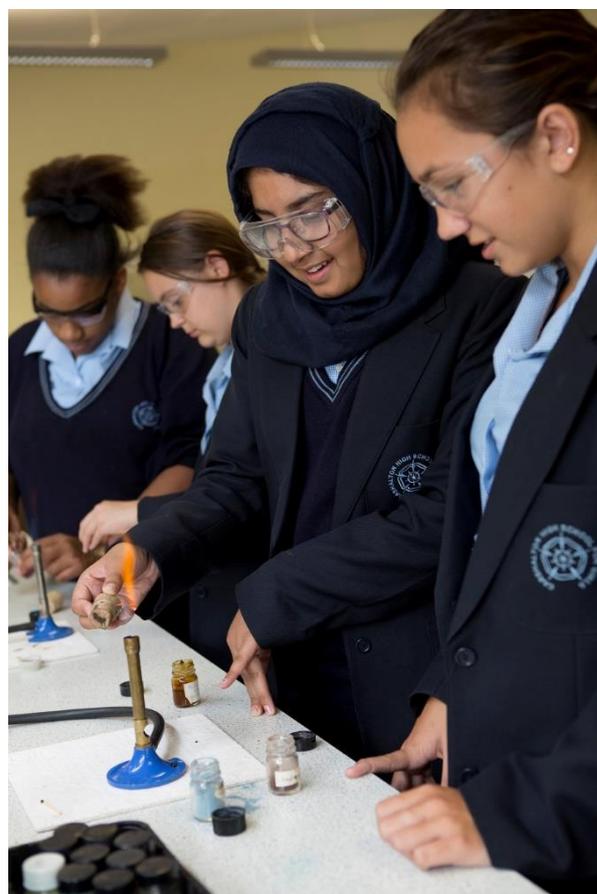
At the end of the courses, students will sit a total of six exam papers, two for each science discipline. The questions will require a mixture of simple recall, longer responses applying scientific knowledge, and demonstration of knowledge and understanding of mathematical and scientific skills.

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

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, pharmacy, engineering, and environmental sciences.



GCSE Geography

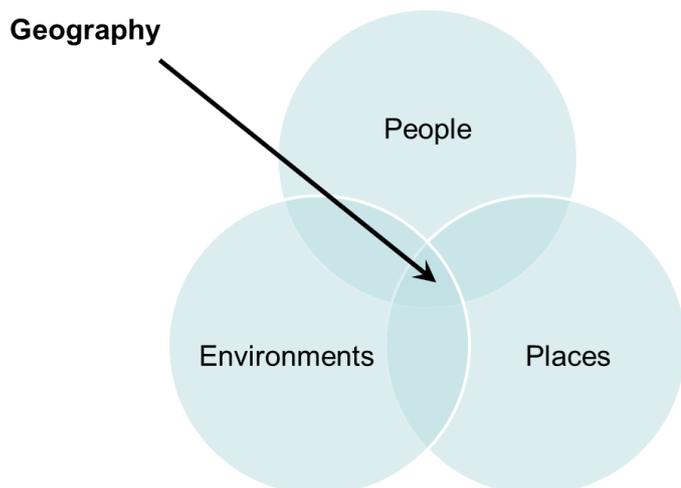
Course Code: AQA 8035

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.

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 offers you skills that cross over the boundaries of STEM subjects and those in the Arts, Humanities and Social Sciences. Simply put, Geography keeps your options open and opens the door to a wide variety of 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
- 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.

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.

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.



GCSE French

Course Code: AQA French 8652

Mrs T Krishnakumar, Head of French
tkrishnakumar@carshaltongirls.org.uk

Why do you learn 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 90 million tourists a year.

What will you study?

The French curriculum at GCSE is rather new, with the first examinations on 2025. 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, a healthy lifestyle, and life at and after school, including jobs.

2. Popular culture, in which we study free time activities, festivals, and everything around celebrities.
3. Communication and the world around us, in which we will focus on the world of technology, the environment, and talking about our homes and the area we live in.

Assessment

There are two tiers: Foundation and Higher, and four 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 10 minutes (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 Spanish

Course Code: AQA Spanish 8692

Mr Castro, Head of Spanish

jcastro@carshaltongirls.org.uk

Why do you learn 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).
- 580 million people speak Spanish worldwide.
- Spoken in 21 countries.
- Second most used language in international communication.
- It is an official language of the United Nations and its organisations.
- Latin American countries are experiencing robust growth and becoming global commercial partners.
- Businesses are increasingly operating in international markets.
- It is 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 80-90 million tourists a year, many from the UK.

What will you study?

The Spanish curriculum at GCSE is rather new, with the first examinations on 2025. 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, a healthy lifestyle, and life at and after school, including jobs.
2. Popular culture, in which we study free time activities, festivals, and everything around celebrities.
3. Communication and the world around us, in which we will focus on the world of technology, the environment, and talking about our homes and the area we live in.

Assessment

There are two tiers: Foundation and Higher, and four 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 10 minutes (Foundation)
1 hour 15 minutes (Higher)

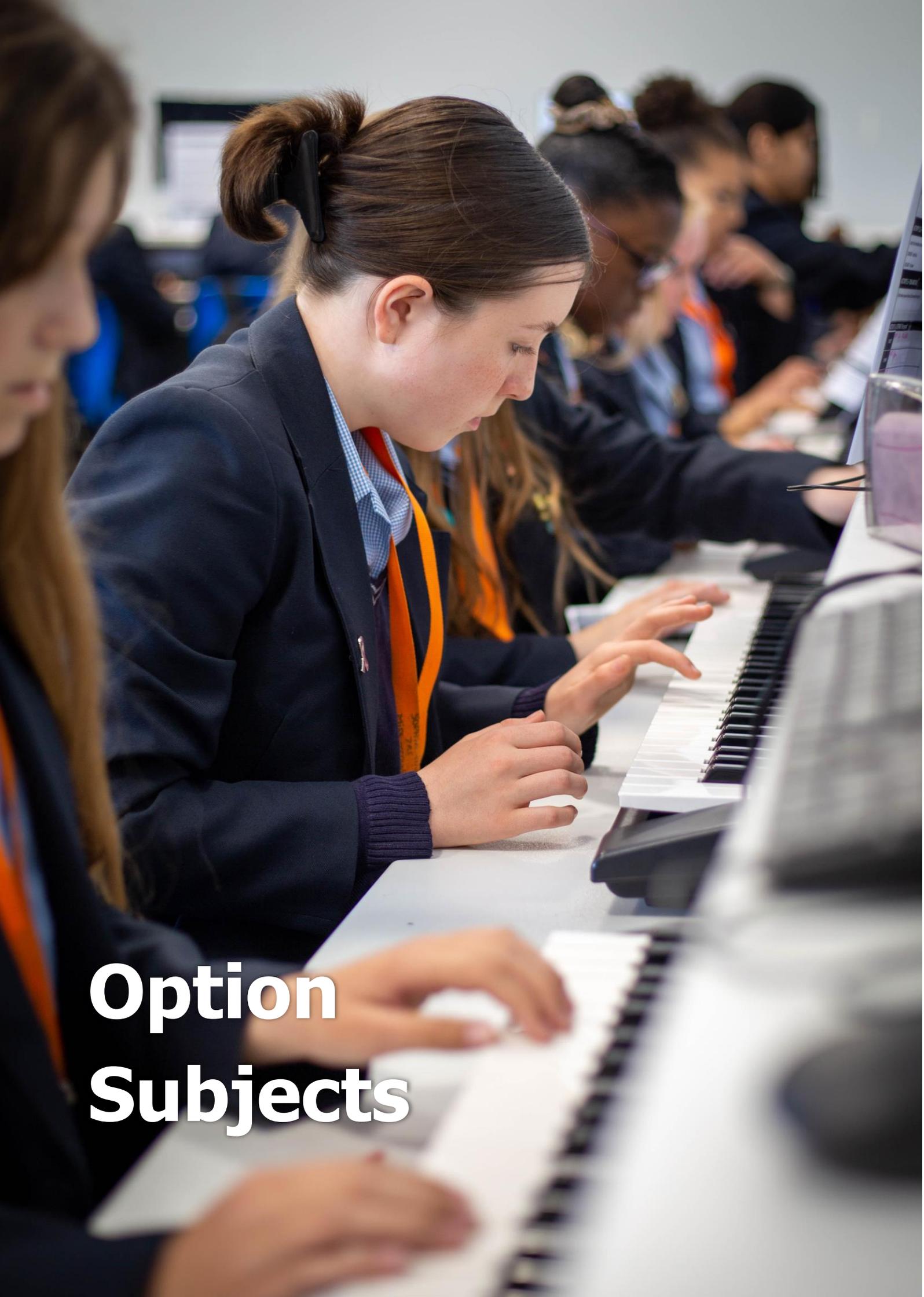
Each of these skills is worth 25% of the final GCSE grade.

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.





Option Subjects

Animal Care BTEC Tech Award

Course Code: Pearson QN: 603/7057/9

Miss N Kenny, Head of Vocational
Qualifications

nkenny@carshaltongirls.org.uk

Why choose Animal Care?

The Pearson BTEC Level 1/Level 2 Tech Award in Animal Care is ideal for you if you would like to find out more about animal care. This course offers a practical introduction to life and work in the animal care sector. The qualification is the same size and level as a GCSE.

This employment sector has 20,000 businesses, 78,000 employees and many volunteers. There are many different career paths and opportunities for those wishing to work in animal care, which range from working with small to large animals and with domesticated to exotic animals in related areas such as animal welfare, business, science and wildlife conservation.

What will you study?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop a range of key skills, such as problem solving and communication skills, whilst studying three main subject knowledge components:

- **Component 1: Animal Handling.** In this component, you will develop animal handling skills. You will also gain an understanding of the principles of animal behaviour, allowing you to catch, handle and release animals safely.
- **Component 2: Animal Accommodation and Housing.** In this component, you will develop your understanding of the accommodation and housing requirements of animals by carrying out the preparation, maintenance and cleaning out of animal accommodation.
- **Component 3: Animal Health and Welfare.** In this component you will cover aspects of animal health and welfare, and this will equip with a good understanding of the relationship between looking after the wellbeing of the animal and the effect this has on maintaining animal strength and vigour.

Assessment

For Component 1 and 2, you will be assessed through coursework tasks and observed carrying out practical tasks. Grades will be externally verified by Pearson. Component 3 is an examination. The grades for each component are combined to provide an overall qualification grade.

Career paths

Once you have completed the qualification, you will have developed a practical understanding of the animal care sector. You could progress to a Level 3 programme in Animal Care, or to a range of A Levels, T Levels or BTEC Nationals. You may choose to move into a related career, such as veterinary nursing, working with horses, grooming, or animal rescue work, or you may choose to use this qualification as part of your pathway into veterinary medicine.



GCSE Art & Design: Fine Art

Course Code: AQA 8202 (C/X)

Mrs M Sypko-Shah, Head of Art
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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 S Ahmad, Head of Business
sahmad@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.

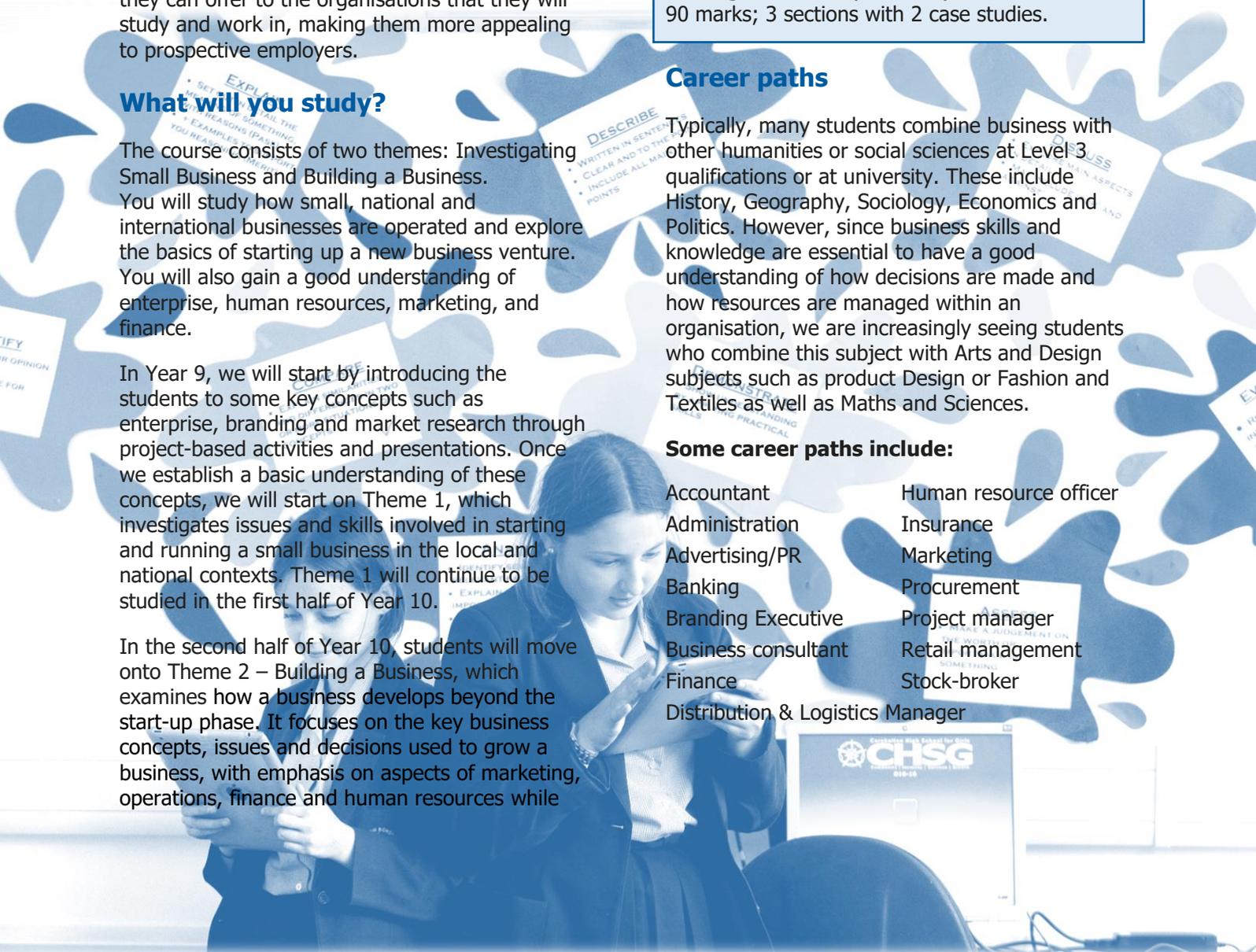
Paper 2 assessing Theme 2 content – (50%)
Building a Business (1 hr 30m)
90 marks; 3 sections with 2 case studies.

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

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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

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Why choose 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 individual 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 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, 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, Head of Computer Science
sahmad@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

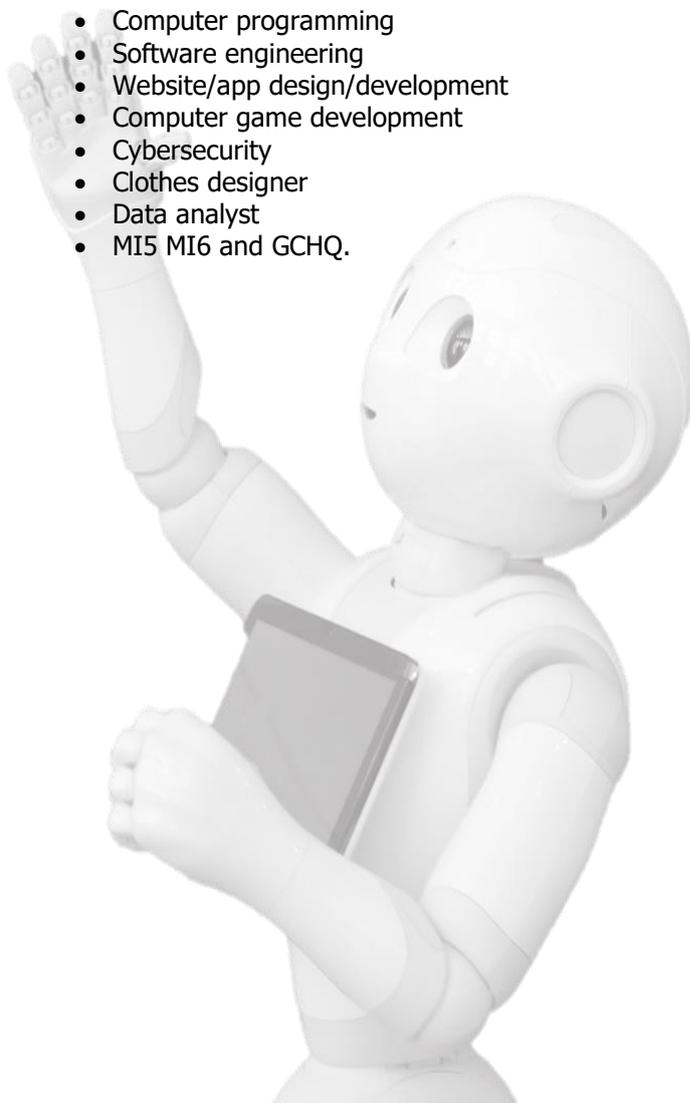
How it's assessed

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
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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

Mrs B Pearce, Head of Design &
Technology
bpearce@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 21st 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

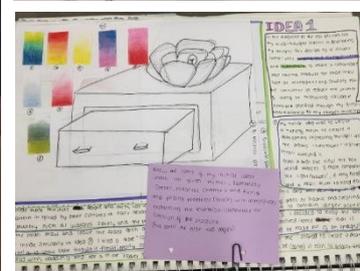
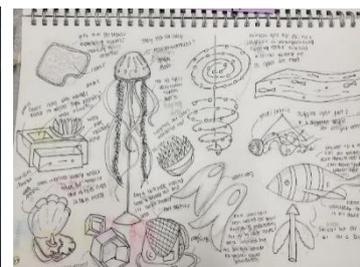
This qualification can lead towards any of the following:

- 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.



GCSE Art & Design: Textiles

Course Code: AQA 8204 (C/X)

Mrs B Pearce, Head of Design & Technology

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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, you will experiment with a range of techniques which you can then develop in your own work. You will use the work of historic and contemporary designers and makers and their associated working practices as inspiration for your designs. The course will include an element of drawing.

This course will be taught through a range of projects including children's/unisex wear, a white shirt project and a womenswear project. 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.

Whether you are interested in developing skills in fashion design, creating and making new clothes and accessories, or graphics for books, magazines and advertising, you will be able to explore and develop the relevant skills through this course.

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)

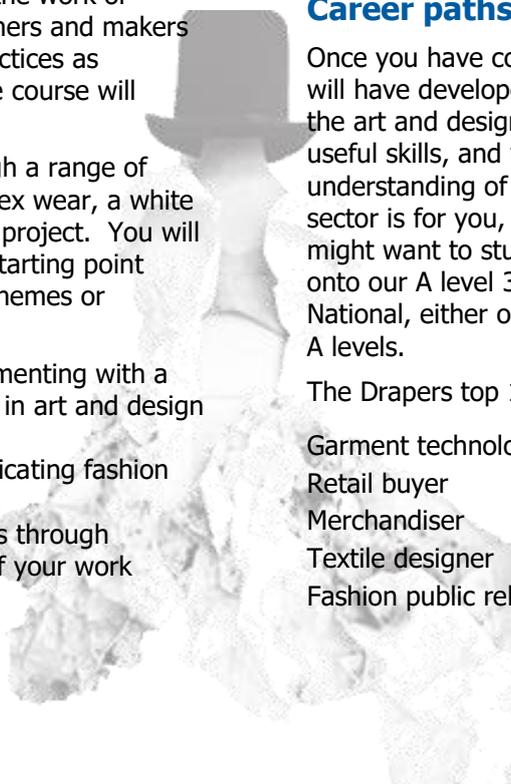
Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit.

Career paths

Once you have completed the qualification, you will have developed a practical understanding of the art and design sector. You will have built useful skills, and you will have developed a good understanding of whether the art and design sector is for you, and if so, which part of it you might want to study further. You could progress onto our A level 3D Design pathway, or a BTEC National, either on its own or in combination with A levels.

The Drapers top 10 careers in fashion are:

Garment technologist	Fashion designer
Retail buyer	Fashion illustrator
Merchandiser	Fashion stylist
Textile designer	Personal stylist
Fashion public relations	Fashion writer



Hospitality & Catering Level 1/2 Award

Course Code: WJEC/Eduqas 601/7703/2

Mrs B Pearce, Head of Design & Technology

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 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
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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 must be prepared to work extremely 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

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 E Gravenor, Lead Teacher of Music
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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.

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

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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, 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)

Mrs M Sypko-Shah, Head of Art
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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

Miss A Pearson, Head of Religious Studies
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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, 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 N Winders, Head of Sociology
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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



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