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ST MARGARET'S

SCHOOL

# GCSE Options







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# What Choices are on Offer?

All pupils at St Margaret's take English Language, English Literature and Mathematics. Pupils may choose to take Second Language English in place of English Language and English Literature. Pupils may either study the three separate sciences or Combined Science.

In addition, all pupils take **three** of the following optional subjects:

- Art & Design: Fine Art
- Art & Design: Photography
- Business Studies
- Classical Civilisation
- Computer Science
- Dance
- Design & Technology
- Drama
- Food Preparation & Nutrition
- French
- Geography
- History
- Latin
- Mandarin
- Music
- Physical Education
- Religious Studies
- Spanish

The Year 10 and Year 11 curriculum will also include Physical Education lessons and sessions on Personal, Social and Health Education, Citizenship and guidance on future career pathways. HPQ, the Higher Project Qualification, is available through the enrichment programme as an additional course of study.





# How to Make Choices

First and foremost, pupils should select subjects they enjoy. It is advisable to select a variety of different courses so that pupils are not restricted when it comes to selecting A-Level subjects in another two years.

### Combined and Separate Science

The Science Department will use the end of Year 9 assessments to select pupils to take separate or Combined Science into Year 10. Both routes offer a good grounding in Chemistry, Physics and Biology, and provide a pathway for further study at A-Level. The greatest difference between separate and Combined Science is that combined scientists have approximately a third more time available to them to develop their skills. For those who may need further evidence to guide them in their choice, the Science Department will provide an additional, optional skills based test which will allow us to evaluate a pupil's potential to study the separate sciences, even though their results may be below what is expected.

### Further Study

We recommend pupils consider how their GCSE choices may lead to future pathways: each section of this booklet gives guidance on possible careers and options for further study. If a pupil intends to take a subject at A-Level, universities would consider it unusual for them not to have taken that subject as a GCSE. There are exceptions to this: some A-Level subjects, such as Politics, Psychology or Economics, are not available at GCSE and therefore not a prerequisite for study at A-Level.

University courses tend to welcome students with a range of A-Level subjects. Some subjects which will be new to students at degree level, such as International Relations, have no prescribed A-Level courses. However, some courses, such as Medicine, have very specific requirements: most applicants to study Medicine will be expected to have studied Chemistry and Biology at A-Level. Applicants for Engineering courses require Mathematics. Pupils intending to study Architecture will usually need to take Mathematics A-Level and Art at both GCSE and A-Level.



# Non-Examination Assessment

This is the term used by examination boards to indicate assessment which takes place within schools, rather than by the examination board's own assessors. The following timetable lists the NEA tasks pupils will need to undertake in each academic subject:

| Subject | Does this subject have an NEA component? | Timing of NEA |
|---|---|---|
| **English Language** | Yes* Spoken Language Endorsement | March Year 2 |
| **English Literature** | No | |
| **English as a Second Language (extended)** | Oral Exam (Speaking Endorsement) | Pupils sit a 15 minute oral exam in Year 2 and this is graded separately |
| **English as a Second Language (core)** | Oral Exam (Speaking Endorsement) | Pupils sit a 15 minute oral exam in Year 2 and this is graded separately |
| **Combined Science** | No | |
| **Biology** | No | |
| **Chemistry** | No | |
| **Physics** | No | |
| **Maths Foundation** | No | |
| **Maths Higher** | No | |
| **Art** | Yes | Component 1 (Coursework Portfolio - 60%): September Year 1 - January Year 2 - every lesson<br>Component 2 (Externally set task - 40%): January Year 2 - April/May Year 2 - every lesson with a 10 hour period of controlled time at the end of the course |
| **Business Studies** | No | |
| **Classical Civilisation** | No | |
| **Computer Science** | Yes | Pupils will complete an extended project throughout the two year course |
| **Dance** | Yes | Pupils will submit:<br>Set phrase solo: June Year 1<br>Duet or Trio: Oct/Nov Year 2<br>Choreography: March Year 2 |
| **Design & Technology** | Yes | Externally set task given by board in June Year 1<br>Internally moderated in April Year 2<br>Externally moderated in May Year 2 |
| **Drama** | Yes** | Candidates will be required to submit three separate performances:<br>Monologues: March Year 1<br>Group Devised: May Year 1<br>Group Scripted: November Year 2 |
| **Food Preparation & Nutrition** | Yes | 2 x externally set tasks given by AQA in September and November Year 1:<br>Task 1 (Food Investigation - 30%)<br>Task 2 (Food Preparation - 70%)<br>Internally moderated in April Year 2<br>Externally moderated in May Year 2 |
| **French** | Speaking Examination | Pupils sit a 10 - 12 minute speaking examination in May, Year 2. This is conducted by their French language teacher, recorded and sent to be marked by assessors at the examination board |
| **Mandarin** | Speaking Examination | Pupils sit a 10 - 12 minute speaking examination in May, Year 2. This is conducted by their Mandarin language teacher, recorded and sent to be marked by assessors at the examination board |
| **Spanish** | Speaking Examination | Pupils sit a 10 - 12 minute speaking examination in May, Year 2. This is conducted by their Spanish language teacher, recorded and sent to be marked by assessors at the examination board |
| **Geography** | No | |
| **History** | No | |
| **Latin** | No | |
| **Music** | Yes | Component 2 (Performing): Solo performance recorded in Year 2 before October half term<br>Ensemble performance recorded in Year 2 before February half term<br>Component 3 (Composing): Free composition begins February of Year 1, completed September of Year 2. Set composition begins November of Year 2, completed by end of spring term |
| **Physical Education (Sports Science)** | Yes | Ongoing practical assessments between September Year 1 and April Year 2 |
| **Religious Studies** | No | |

* This spoken assessment does not count towards the overall grading for English Language.

** Referred to as coursework in IGCSE specification. There are 3 separate performances which account for 60% of the total grade. Timings given are when the performances take place, but obviously preparation and rehearsals take place over a much longer period.

When considering their subject choices, pupils should consider the impact the NEA components of these subjects will have on their workloads. These tasks are an opportunity to develop their ability to work independently on extended projects. Adhering to the deadlines set by each department is of vital importance.

# Who to Ask for Help

A pupil's form tutor will always be on hand to provide guidance and all pupils are welcome to speak to the Deputy Head Academic regarding their choice of subjects. It is recommended that pupils speak to their subject teachers about the requirements of each GCSE course before making their final choices. Queries about future A-Level options or eligibility for degree courses should be addressed to the Head of Sixth Form.

The Sixth Form options booklet gives further guidance on selecting A-Level options and the requirements for study at degree level.



# Subjects
# Availability of Courses

Please note that we cannot forecast uptake for these courses and activities. If there is insufficient demand for certain courses alterations may be made to the courses on offer.

## Core Subjects

English Language

English Literature

English as a Second Language

Mathematics

Combined Science

Physics

Chemistry

Biology

## Optional Subjects

Art & Design: Fine Art

Art & Design: Photography

Business Studies

Classical Civilisation

Computer Science

Dance

Design & Technology

Drama

Food Preparation & Nutrition

French/Mandarin/Spanish

Geography

History

Latin

Music

Physical Education

Religious Studies



# English Language (Edexcel IGCSE)

English Language, a core subject at St Margaret's, will develop pupils' reading, writing and oral skills through the study of a wide range of fiction and non-fiction material. By close textual study and discussion of context and method, pupils will learn how to identify and interpret explicit and implicit information and ideas; communicate clearly, effectively and imaginatively, as well as analyse the ways in which writers use language, form and structure to achieve effects and influence readers.

## IGCSE Syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Non-fictional Texts and Transactional Writing** | Examination<br>2 hours 15 mins<br>60% | Section A **Reading:** A mixture of short and long answer questions related to a non-fiction text from Part 1 of the Pearsons Edexcel International GCSE English Anthology and one previously unseen extract. Total of 45 marks.<br>Section B **Transactional Writing:** One 45-mark writing task, from a choice of two, involving a given audience, form or purpose. |
| **Poetry and Prose Texts and Imaginative Writing** | Examination<br>1 hour 30 mins<br>40% | Section A **Reading:** A 30-mark essay question on a poetry or prose text from Part 2 of the Pearsons Edexcel International GCSE English Anthology.<br>Section B **Imaginative Writing:** One 30-mark imaginative writing task from a choice of three. |
| **Spoken Language Endorsement** | Internally assessed under controlled conditions<br>0% | Candidates must undertake a prepared spoken presentation on a specific topic in a formal setting, listen and respond to questions and feedback and use spoken English effectively. There are no marks for the Spoken Language endorsement. Pupils are awarded a grade (Pass, Merit or Distinction). |

Studying English language provides a foundation of strong communication and writing skills. Many pupils who study English progress to professions in media, publishing, marketing, linguistic analysis, public relations, journalism, teaching, academia or law. There are also many opportunities found in the public sector, business, finance and social media.

Co-curricular opportunities include newspaper and creative writing clubs. Many pupils choose to participate in the English Speaking Union's Public Speaking Competition and Debating; the ability to construct an argument developed in the activities is invaluable for students of English. Numerous theatre trips are also part of the GCSE English experience.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | | ✓ | ✓ | ✓ |

# English Literature (Edexcel IGCSE)

English Literature gives pupils the opportunity to engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world. Pupils will also develop an appreciation of the ways in which writers achieve their literary effects as well as exploring, through literature, the cultures of their own and other societies. Our emphasis is on finding enjoyment in reading literature and understanding its influence on individuals and societies.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Poetry and Modern Prose** | Examination<br>2 hours<br>60% | **Section A** **Unseen poetry:** One 20 mark essay question exploring the meaning and effects created in an unseen poem.<br>**Section B** **Anthology poetry:** One 30 mark essay question from a choice of two, comparing two poems from the *Pearson Edexcel International GCSE English Anthology*.<br>**Section C** **Modern prose:** One 40 mark essay question from a choice of two on their studied text. |
| ***Modern Drama and Literary Heritage Texts** | Examination<br>1 hour 30 mins<br>40% | **Section A** **Modern drama:** One 30 mark essay from a choice of two on their studied text.<br>**Section B** **Literary heritage texts:** One 30 mark essay from a choice of two on their studied text.<br>This is an open book examination. |

*There is an option for this unit to be submitted as a NEA

Studying English Literature provides a foundation of critical thinking, strong communication and writing skills. Many students who study English progress to professions in media, publishing, marketing, linguistic analysis, public relations, journalism, teaching, academia or law. There are also many opportunities found in the public sector, business, finance and social media.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | | ✓ | ✓ | ✓ |



# Cambridge IGCSE English as a Second Language (0510)

This qualification is offered to students whose first language is not English as an alternative to GCSE English/English Literature; it is timetabled in parallel to GCSE English classes. IGCSE English as a Second Language is a course that enables students whose first language is not English to focus on improving all four English language skills (Reading, Writing, Listening and Speaking); these are tested at the end of the course by examination rather than coursework.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Reading and writing** | Examination | Paper 1 (Core) is 1 hour 30 minutes long and has a final mark out of 60. The grade range is C-G.<br>or<br>Paper 2 ( Extended ) is 2 hours long and has a final mark out of 80. The grade range is A*-E. |
| **Speaking** | Internal assessment | Approximately 10-15 minutes long and is separately endorsed; it has a final mark out of 30. Students are marked from 1 (high) to 5 (low). |
| **Listening** | Examination | Paper 3 (Core) is approximately 40 minutes long and has a final mark out of 30. The grade range is C- G.<br>or<br>Paper 4 (Extended) is approximately 50 minutes long and has a final mark out of 40. The grade range is A*- E. |

Students are geared and guided towards this course from Year 7. This IGCSE English course provides a solid foundation for GCSE subjects and for higher level courses such as AS and A2 Level and it is widely accepted by universities. At St Margaret's, students who take this course are encouraged to continue to support their studies by taking further EAL classes in the Sixth Form.

This leads to the next step, the Cambridge IELTS examination, which students take by the end of Year 12, prior to making UCAS applications. IELTS is regarded very favourably by universities and is the gold standard for many top courses including Medicine and courses at Oxford and Cambridge.

Outside lessons, pupils may also join the Conversation Group to boost their language skills. After- school EAL Tutor Support is also provided in the evenings for Years 7-13.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | | ✓ | ✓ | ✓ |

# Combined Science (Edexcel)

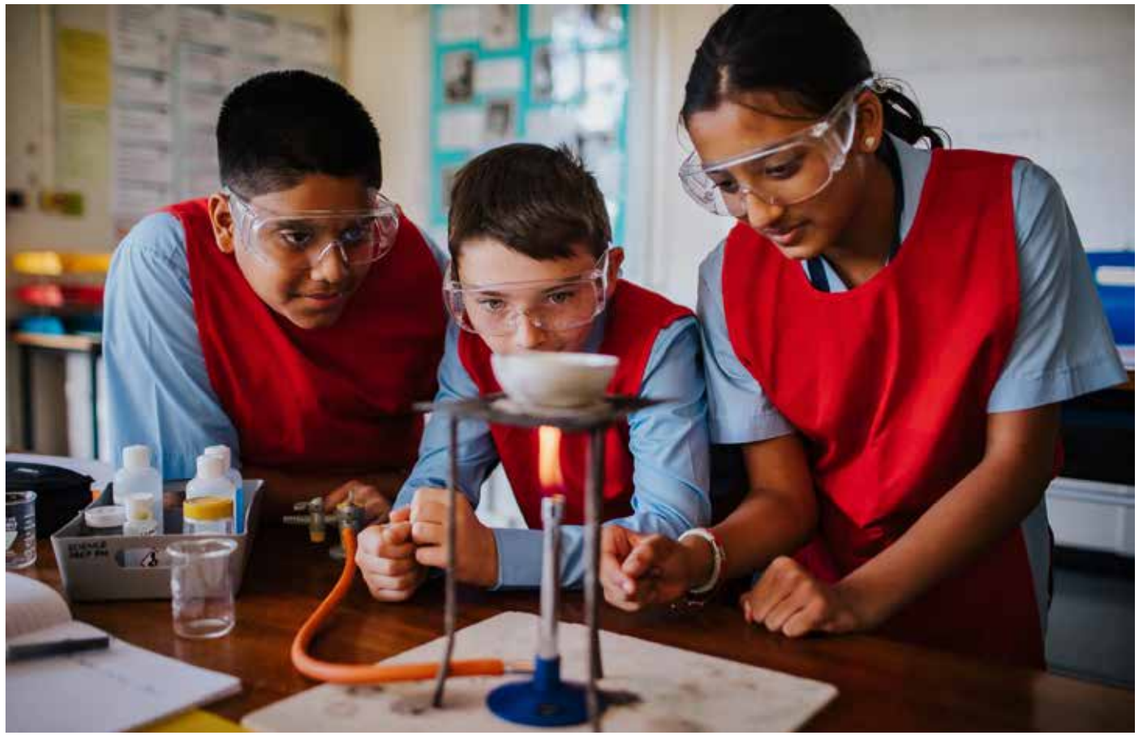
If you think of modern scientific issues in the news such as genetic engineering, stem cell research, the nuclear power debate, environmental pollution, alternative energy sources, IVF, DNA fingerprinting, animal conservation, advances in smart technology and the rapid development of communication devices, it is clear that an understanding of the science behind these issues is essential if you are to be an informed adult.

Some pupils will go on to pursue high level scientifically based careers but all should have a certain amount of scientific knowledge. The technological development of the country is driven by science and scientists. Study of Science at GCSE level will also give pupils transferable skills such as confidence in practical work, analysis of complex data and information, use of ICT and the application of mathematical skills.

St Margaret's offers Combined Science as well as the separate sciences. At the end of Year 9, pupils will be advised by the Science Department to take either Combined Science or the separate sciences and this will be based on their results throughout the year as well as in the June examination. We teach the GCSE Science course over 3 years and therefore start in Year 9.

The Edexcel Combined Science course chosen by the Science Department at St Margaret's is divided into separate biology, chemistry and physics sections, each taught by a highly skilled and specialist scientist in that field. Links between the different branches of science will be emphasized where appropriate. A total of 15 hours per 2 week cycle is devoted to Combined Science. At the end of Year 11 Combined Science pupils will gain two GCSE science qualifications. Please note that if pupils opt to take the combined sciences, they will still be able to take science subjects at A-Level, provided that they achieve the top grades, and they will be expected to do extensive work over the summer holidays to prepare themselves for A-Level study.

The Pearson Edexcel GCSE (9–1) in Combined Science consists of six externally examined papers. These are available at foundation tier and higher tier. Students must complete all assessments in the same tier. Students must complete all assessments at the end of Year 11. The content includes 18 mandatory core practicals.



## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content | |
|---|---|---|---|
| **Biology 1 Paper 1** | 16.7% 70 mins | Topic 1<br>Topic 2<br>Topic 3<br>Topic 4<br>Topic 5 | Key concepts in biology<br>Cells and control<br>Genetics<br>Natural selection and genetic modification<br>Health, disease and the development of medicines |
| **Biology 2 Paper 2** | 16.7% 70 mins | Topic 1<br>Topic 6<br>Topic 7<br>Topic 8<br>Topic 9 | Key concepts in biology<br>Plant structures and their functions<br>Animal coordination, control and homeostasis<br>Exchange and transport in animals<br>Ecosystems and material cycles |
| **Chemistry 1 Paper 3** | 16.7% 70 mins | Topic 1<br>Topic 2<br>Topic 3<br>Topic 4 | Key concepts in chemistry,<br>States of matter and mixtures<br>Chemical changes<br>Extracting metals and equilibria |
| **Chemistry 2 Paper 4** | 16.7% 70 mins | Topic 1<br>Topic 6<br>Topic 7<br>Topic 8 | Key concepts in chemistry<br>Groups in the periodic table<br>Rates of reaction and energy changes<br>Fuels and Earth science |
| **Physics 1 Paper 5** | 16.7% 70 mins | Topic 1<br>Topic 2<br>Topic 3<br>Topic 4<br>Topic 5<br>Topic 6 | Key concepts of physics<br>Motion and forces<br>Conservation of energy<br>Waves<br>Light and the electromagnetic spectrum<br>Radioactivity |
| **Physics 2 Paper 6** | 16.7% 70 mins | Topic 1<br>Topic 8<br>Topic 9<br>Topic 10<br>Topic 12<br>Topic 13<br>Topic 14<br>Topic 15 | Key concepts of physics<br>Energy - Forces doing work<br>Forces and their effects<br>Electricity and circuits<br>Magnetism and the motor effect<br>Electromagnetic induction<br>Particle model<br>Forces and matter |

There are a myriad of possible careers that Science will open up to you: many may consider fields as diverse as engineering, animal behaviour, medicine or architecture.

All of the extra-curricular opportunities mentioned on the individual subject pages are available to pupils taking Combined Science.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# Biology (Edexcel)

Biology is an exciting and challenging subject. Pupils will study topics in more depth and will lay a solid foundation for further A-Level studies. Do you want to know how the nucleus controls the cell, how your immune system works, discover the possibilities of using stem cells or discover advances in modern medicine? As with Combined Science, pupils will be examined on their investigative and scientific skills. These will be linked to eight compulsory core practicals, ranging from microscope work to ecological sampling, from respiration in maggots to the effect of antibiotics on bacteria.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Biology consists of two externally-examined papers. Pupils must complete all assessments in May/June in any single year.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Paper 1** | 1 hour 45 mins<br>50% | This unit covers cells and control. Pupils also explore genetics, natural selection and genetic modification. Health, disease and the development of medicines are also covered. |
| **Paper 2** | 1 hour 45 mins<br>50% | In this paper, pupils look at the structure of plants and consider their functions. They also look at animal coordination, control and homeostasis. Exchange and transport in animals and the fascinating topics of ecosystems and materials cycles are also part of this unit of study. |

Studying Biology opens the door to further studies in a diverse range of fields including medicine, veterinary science, biomedical science, biochemistry, animal behaviour, environmental sciences and zoology.

Students of Biology are able to join the Biomedical Society, participate in the Biology Challenge and attend the Biology Conference.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



# Chemistry (Edexcel)

Chemistry is justly known as the “Central Science” as it has links with Biology, Physics, Food Technology, Psychology and Mathematics. It is a challenging yet rewarding and fascinating subject. Chemistry allows pupils to understand the world around them; from considering why oil floats on water to why bread rises when baked, Chemistry is the subject that unlocks the properties of the world we live in. Chemistry tries to explain the properties of matter by looking at the microscopic structure of the particles that it is made from.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chemistry consists of two externally-examined papers. Students must complete all assessments in May/June in any single year.

## The course includes eight mandatory core practicals

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Paper 1** | 1 hour 45 mins<br>50% | This paper covers key concepts in Chemistry, including states of matter and mixtures and chemical changes. Pupils will explore the extraction of metals and equilibria. |
| **Paper 2** | 1 hour 45 mins<br>50% | This paper covers the groups in the periodic table and gives pupils the opportunity to explore rates of reaction and energy changes. The important topic of fuels and earth science is also covered by this paper. |

Students of chemistry may proceed into medicine or biochemistry. Some may choose to explore working in the pharmaceutical industry, others might study chemical engineering or environmental science. A background in chemistry will prepare you for any of the A-Level sciences.

Pupils are able to join the Biomedical Society and attend the Chemistry in Action conference.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# Physics (Edexcel)

Derived from the Ancient Greek for 'nature', the study of physics provides the foundation for the understanding of the world around us. However, in enabling us to understand the world around us, physics also enables us to change it. Scientific understanding and advancements are continuing to impact upon our lives and are vital to the world's future prosperity and ultimate survival! In studying the course, all students learn essential aspects of the knowledge, methods, processes and uses of physics. They gain an appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to all of the sciences and are of universal application.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physics consists of two externally-examined papers. Students must complete all assessments in May/June in any single year.

## The content includes eight mandatory core practicals

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Paper 1** | 1 hour 45 mins<br>50% | In this unit, pupils look at motion and forces, considering the conservation of energy. They also examine the topics of waves, light and the electromagnetic spectrum before looking at radioactivity and astronomy. |
| **Paper 2** | 1 hour 45 mins<br>50% | The second paper covers energy and forces at work. Pupils will explore electricity and circuits, including static electricity. Magnetism and the motor effect, as well as electromagnetic induction, are also discussed. Finally, pupils will also look at the particle model and consider forces and matter. |

Physicists may follow several routes after the GCSE course: engineering, architecture, medicine and astronomy are all possible future career pathways. In addition, owing to the nature of the subject and the skills taught, physics is also beneficial to those looking to study law, computing, politics and finance.

Year 11 pupils are afforded the opportunity to participate in the Physics Olympiad and attend the Physics in Action conference.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



# Mathematics (Edexcel)

Mathematics is a compulsory subject. It covers a wide range of concepts, grouped into number and ratio, algebra, geometry and measures, data handling and probability.

Pupils will develop their mental arithmetic and non-calculator skills. They will also learn how to use a calculator quickly and effectively. The GCSE course is a continuation of the topics that they have encountered in Years 7, 8 and 9 and they will recognise many of the ideas that they encounter, but in more depth and across a broader range of problems. Pupils will become more adept at presenting their solutions clearly and logically.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Paper 1** | Written examination<br>33.3% | Entire syllabus examined (non-calculator) |
| **Paper 2** | Written examination<br>33.3% | Entire syllabus examined (calculator allowed) |
| **Paper 3** | Written examination<br>33.3% | Entire syllabus examined (calculator allowed) |

Most pupils are entered for the higher tier which allows them to achieve grades in the range 4 to 9. In most years we also have a class studying for the foundation tier which allows pupils to achieve grades in the range 1 to 5.

Most colleges and Sixth Form courses require GCSE Mathematics. Many jobs and careers also enable you to make use of your mathematical skills; just some examples are: economics, medicine, engineering, accountancy, teaching, computing, banking, insurance, marketing, pharmacy, science, business, management, architecture and design.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# Art & Design: Fine Art (AQA)

This broad based course offers pupils the opportunity to develop knowledge and understanding of art using practical skills, whilst developing further knowledge of wide ranging concepts in art and design. Fine Art explores ideas, conveys experiences or responds to a theme or issue of personal significance. Pupils have the opportunity to study from a range of options to suit their interests such as drawing, painting, installation, mixed media, digital media, illustration, photography, moving image, textiles and three-dimensional design.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Portfolio** | Non exam assessment 60% | Pupils produce a portfolio of practical work that includes 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. |
| **Externally set task** | Non exam assessment 40% | Pupils respond to their chosen starting point from an externally set assignment paper. Students research, plan and develop ideas for their response, which they must then realise within a ten-hour supervised time period. |

The creative industries are a rapidly growing area. The creativity and critical skills developed on the course open many doors. Students of the subject go on to have many exciting careers in fields such as: architecture, games, advertising, fashion, textiles, costume, jewellery design, theatre, hair and make-up, exhibition design, museum curation, product design, photography, digital art, illustration, publishing, filmmaking, animation, ceramics, media journalism and other areas of visual media.

Extra-curricular opportunities include trips to London galleries, museums, art fairs and artist lectures and the bi-annual trip abroad, for example Barcelona, Berlin, New York etc.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



# Art & Design: Photography Lens & Light-based Media (AQA)

This GCSE is designed to bring art and design to life and to help pupils develop artistic skills which expand creativity, imagination and independence. For GCSE Art and Design (Photography) there are no prior learning requirements but a keen interest in photography is required. The specification allows for progression from KS3 whilst providing a strong foundation for further study at AS and A-Level, as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-Level Art & Design specification.

Pupils are required to choose from one or more area(s) of study: Documentary Photography, Photo-journalism, Studio Photography, Location Photography, Fashion Photography, Experimental Imagery, Installation, and finally Moving Image: film, video and animation. They must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as: photograms, pinhole cameras, film (chemical) processes, digital processes, time-lapse photography, stop-frame animation, installation, film, video, animation, photomontage and digital manipulation of images.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Portfolio** | Non exam assessment 60% | Pupils produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. It is to 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. |
| **Externally set task** | Non exam assessment 40% | Pupils respond to their chosen starting point from an externally set assignment paper. Students research, plan and develop ideas for their response, which they must then realise within a ten-hour supervised time period. |

Career possibilities might include advertising, art direction, film/video editor, graphic designer, magazine features editor, illustrator, photographer, press photographer, television camera operator, game designer, photojournalist, web designer, animator and illustrator.

Extra-curricular opportunities include access to the open studio twice a week, trips to London galleries and museums, visiting artist workshops and lectures and a bi-annual trip abroad, for example Barcelona, Berlin, New York etc.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# Business (AQA)

GCSE Business provides pupils with an opportunity to study different businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. During the two years of study pupils will learn about the four functional areas of a business: business operations, human resources, marketing and finance.

This subject has a linear assessment which means that pupils will sit their exams at the end of the two years in Year 11. There are two examination papers which comprise of short answer style questions as well as longer essay style responses. Good writing and English language literacy skills are important when choosing this subject.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Paper 1: Influences of operations and HRM on business activity** | Written examination<br>1 hour 45 mins<br>50%<br>90 marks | This unit covers businesses in the real world, influences on business, the mechanics of business operations and an insight into the world of human resources. |
| **Paper 2: Influences of marketing and finance on business activity** | Written examination<br>1 hour 45 mins<br>50%<br>90 marks | In this unit, pupils look at businesses in the real world, considering influences on business and the role that marketing and finance play in running a business. |

Business GCSE provides knowledge and understanding of contemporary business issues and helps students to develop as effective, critical and reflective thinkers. These skills are a good basis for a wide range of subjects at A-Level, not just Economics and business related subjects. Business GCSE is also a suitable background subject for any career related to the business sector.

In the past extra-curricular opportunities have included the Business Stretch & Challenge Club where there is an opportunity to look at real life business issues; further opportunities continue in the Sixth Form and may include participation in the Economics & Business Podcast and a business workshop in central London.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



# Classical Civilisation (OCR)

In Classical Civilisation pupils will study the ancient world of the Greeks and Romans:

- Their lives, history, literature and culture
- Myths and legends, gods and monsters
- Ancient sources such as sculpture and inscriptions.

The subject will develop essential skills of analysis and interpretation as well as critical thinking and essay-writing. Pupils will study a range of sources from the ancient world, literary, visual and material, and find out about the many ways in which the ancients have shaped our modern world. All literature is studied in English translation.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Component 1: Myth and Religion** | Externally assessed 50% | A thematic study of myth and religion in Ancient Greece and Rome. Pupils will study the gods, heroes and myths; temples, religious rites and sacrifice, drama and other festivals, and beliefs about the Underworld. The 90-minute examination consists of short-answer questions and short essays in which pupils will be asked to respond to ancient source material such as images of sculpture and buildings, and extracts from literature. |
| **Component 2: The Homeric World** | Externally assessed 50% | A literature and culture unit. Pupils will study Homer's epic *The Odyssey* and its historical context over 3,000 years ago: the Mycenaean world, evidence for Troy, palace life, art including jewellery, and burial customs. The 90-minute examination is structured similarly to Component 1. |

Pupils can go on to study Classical Civilisation at A-Level. A wide range of university courses are available in this and related subjects such as Ancient History or Archaeology. A GCSE in a classical subject is well regarded by employers as it shows that you have developed a range of transferable skills, notably how to think flexibly and analytically. People who have studied Classical Civilisation go on to a huge variety of careers, for example law, the Civil Service, finance, publishing, broadcasting and journalism.

Outside the classroom pupils will have the opportunity to take part in school trips, for example to Hadrian's Wall, museums or theatre trips. Ancient Greek Club and Senior Classics Society are available for those wishing to take their Classical studies further.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | | | ✓ | ✓ | ✓ |



# Computer Science (OCR)

A GCSE in Computer Science builds upon skills and knowledge gained at Key Stage 3, focussing on the understanding and application of computational thinking principles, including abstraction, decomposition, logic, algorithms and data representation. The course encourages analytical problem solving of computational challenges through practical experience and involves designing, writing and debugging programmes. In a world of rapid technological advancement, an understanding of the legal and ethical implications of digital technology are essential and can be developed through this innovative and modern course.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Paper 1: Computer systems** | Written examination 50% | Students learn the basics of computer systems architecture, how memory and storage work and the intricacies of computer networks, connections and protocols. Cyber and network security, including possible threats, are investigated alongside software development skills and an understanding of real-world ethical considerations for emerging technologies, such as AI. |
| **Paper 2: Computational thinking, algorithms and programming** | Written examination 50% | Algorithmic thinking and design skills are developed through practical programming and rigorous testing of software created to solve relevant problems. The logic of computer systems and a range of programming languages are explored through practical and theoretical projects. |

Whilst exponential technological advancements bring undeniable advantages, they also pose ethical and moral challenges to both individuals and wider society. As such, there has never been a greater need for highly-skilled, analytical thinkers and computer scientists in the workplace.

A career in the tech industry promises to be fast-paced, constantly evolving and highly rewarding. Software engineers develop systems that have a direct impact upon people, while researchers develop new and innovative technology and cyber security specialists protect our data from online threats. A GCSE in Computer Science is the perfect foundation for future and higher education in the tech and innovation field and lays a foundation for knowledge and practical programming skills in a range of languages.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



# Dance (AQA)

Dance is a thought provoking, academic and physically stimulating subject allowing students to evaluate, appropriate and create their own pieces. Studying Dance GCSE is key to establishing students as 'Dance Artists' as well as 'Thinking Dancers.' GCSE dancers will be given the opportunity to perform in front of a live audience, experience trips to see professional works, have workshops with industry professionals and communicate a clear story through movement.

Dance improves analytical, communication, leadership and teamwork skills, as well as confidence and technique. Students will show independence, innovative thinking and motivation whilst completing this course. Students will be invited to be part of the School's Dance Company and perform at school events.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Component 1: Performance and Choreography** | Internally marked and externally moderated<br>Performance<br>30%<br>40 marks<br>Choreography<br>30%<br>40 marks<br>Total component 60% | Performance<br>Set phrases through a solo performance (approximately one minute in duration).<br>Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration).<br>Choreography<br>Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes). |
| **Component 2: Dance Appreciation** | Written examination<br>1 hour 30mins<br>40%<br>80 marks | Pupils will be assessed on<br>Knowledge and understanding of choreographic processes and performing skills<br>Critical appreciation of own work<br>Critical appreciation of professional works<br>Questions - based on students' own practice in performance and choreography and the GCSE Dance anthology. |

This course includes theoretical lessons based on performance and choreographic skills, self reflection and a dance anthology including 6 diverse professional works. Students study a variety of dance styles such as inclusive, samba, capoeira, contemporary, hip hop, and ballet.

Students who complete GCSE dance have the opportunity to progress to A-Level and multiple related courses at university including dance science, physical theatre, ballet education and many others in a variety of fields.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | | | ✓ | ✓ | ✓ |

# Design & Technology (Edexcel)

The GCSE in Design & Technology enables pupils to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification uses creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It also gives pupils opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, business studies, computing and geography.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Component 1** | Written examination<br>1 hour 45 mins<br>50%<br>100 marks | The paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the material category (Timbers). These sections contain a mixture of different question styles, including open-response, graphical, calculations and extended-open-response questions.<br>Section A: Core<br>There will be 10 marks of calculation questions in Section A.<br>Section B: Material categories<br>There will be 5 marks of calculation questions in Section B. |
| **Component 2** | Non exam assessment<br>50%<br>100 marks | Pupils will undertake a project based on a contextual challenge released by the exam board a year before certification (NEA/Coursework). The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.<br>The task will be internally assessed and externally moderated. The marks awarded for each part are:<br>1: Investigate (16 marks)<br>2: Design (42 marks)<br>3: Make (36 marks)<br>4: Evaluate (6 marks) |

Design & Technology teaches pupils how to take risks and become more resourceful, innovative, enterprising and capable. They develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, it provides excellent opportunities for pupils to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.

Extra-curricular opportunities include trips to London design museums, fairs, workshops, lectures and visiting manufacturing factories.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



# Drama (CAIE)

Drama is a fun, challenging and engaging academic qualification recognised by the world's universities and employers. It combines practical exploration with theoretical study, and would be an ideal choice for pupils who wish to extend their knowledge of drama through devising their own original work or performing from a range of dramatic texts. Pupils will also get to experience live theatre on a number of occasions each year to develop their knowledge and understanding of performance and production.

The course is an excellent choice for those who wish to develop their skills of analysis and evaluation. IGCSE Drama also develops the majority of the top ten employability skills such as communication, teamwork, initiative, organisation and negotiation. Additionally, pupils develop increased confidence and leadership skills.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Component 1** | Written examination<br>40% | A 2 hour 30 minute examination, worth 80 marks:<br>Section A Compulsory questions on a scripted extract.<br>Section B One compulsory essay question and, one from a choice of two on a different scripted extract.<br>Section C Two compulsory essay questions upon own devised work. |
| **Component 2** | Coursework<br>60% | Pupils submit three pieces of practical work for assessment:<br>• A monologue from a play<br>• A group performance of a scripted extract from a play<br>• A group devised performance<br>All work is internally assessed, and externally moderated. |

Pupils completing this course will find themselves able to progress to A-Level Drama and Theatre, before possibly moving on to related courses at university. However, the attributes developed will serve pupils well in a number of future career paths. Previous pupils of Drama at this level have gone on to careers in acting, advertising and marketing, arts management, business, emergency services, event management, journalism, law, teaching, training, and technical theatre to name just a few. This is clear evidence that the skills built during this course are extremely transferable.

During the two year course pupils will be offered a number of opportunities to develop their passion, knowledge and enthusiasm for drama and theatre. These include school productions, house drama, Shakespeare Schools Festival, National Theatre Connections, workshops with visiting practitioners and trips to see live performance work.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | | ✓ | ✓ | ✓ |



# Food Preparation & Nutrition (AQA)

Food Preparation & Nutrition is an exciting and creative course that focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cooking skills to give them a strong understanding of nutrition.

Year 10 will cover most of the specification through theory and cookery lessons. Each week pupils will cook something to complement the theory studied. For example, if the theory is about protein pupils will cook with high protein foods. Year 11 pupils complete the specification but most of the year is spent on the Non Examined Units (NEA).

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Component 1** | Written examination<br>1 hour 45 mins<br>50%<br>100 marks | Section A is multiple choice and section B comprises questions requiring short and medium length responses. |
| **Component 2** | Non exam assessment<br>15%<br>30 marks | Food Investigation<br>This unit assesses pupils' knowledge of the working characteristics and functional and chemical properties of ingredients.<br>After researching the task, pupils conduct experiments such as investigating the ingredients used for bread making; they then analyse the results and draw conclusions. The final report is 1,500 - 2,000 words and is evidenced with photographs. |
| **Component 3** | Non exam assessment<br>35%<br>70 marks | Food Preparation<br>This unit assesses pupils' knowledge, skills and understanding of the planning, preparation, cooking and presentation of food, as well as applying knowledge about nutrition to the chosen task. In this task set by the examination board, pupils research and then prepare, cook and present a menu of three dishes within a single period not exceeding three hours. This culminates in a written or electronic portfolio which must include photographic evidence. |

Food Preparation & Nutrition is a practical and creative course that focuses on giving students the necessary skills and subject knowledge to provide the foundation for the NEA and final examination in Year 11.

In addition to improving life skills pupils will improve their organisational skills and time management. Pupils will also have a good understanding of nutrition, which will inform them throughout life and is useful in some careers, especially within care, medical and sporting professions.

Extra-curricular opportunities include trips to London Borough market, fairs, workshops, lectures and visiting manufacturing factories.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# Modern Languages

## French, Spanish or Mandarin

It has never been more important to learn a modern language. As a linguist, you will always be an asset to international companies who need employees with cultural awareness, excellent communication and problem-solving skills, and an ability to adapt to different situations and collaborate successfully.

If you speak more than one language you will have a competitive edge over other applicants for the same position. Studying for a GCSE in French, Mandarin or Spanish will not only give you the language skills to express yourself with confidence when travelling abroad, but also place you in a stronger position when pursuing a wide range of careers.





## French, Spanish (Edexcel)

Pupils will have already developed strong foundational language skills at Key Stage 3 and will continue to build on their existing knowledge of grammar and vocabulary into Year 10 and 11. The content reflects and represents diverse pupil experiences within the topic areas of: lifestyle and wellbeing; my personal world; my neighbourhood; media and technology; studying and my future; travel and tourism.

### GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Paper 1: Speaking** | 25% | A 10-12 minute speaking examination with your French or Spanish teacher with time to prepare in advance. |
| **Paper 2: Listening and Understanding** | 25% | Short audio tracks in the target language, repeated three times with questions in English, followed by a gap-fill in Spanish/French and a dictation task. |
| **Paper 3: Reading and Understanding** | 25% | Questions in English on a variety of short reading texts in the target language, to be answered in English.<br>A short translation into English from French/Spanish. |
| **Paper 4: Writing** | 25% | Two written tasks (90/150 words max) and a short translation from English into French/Spanish. |

## Mandarin (AQA)

The GCSE course in Mandarin builds upon the language knowledge that pupils have acquired in Key Stage 3. They will continue to enhance their understanding of the language and will also gain a greater insight into life in China, the world's second largest economy.

Being able to read and write in Mandarin characters is an impressive and advanced skill. Pupils will be guided through this process, developing their confidence in writing Mandarin. Their listening and speaking skills are also essential so that they can talk about issues that are important in today's society in Mandarin. The topics studied at GCSE are based on three themes - identity and culture; local, national, international and global areas of interest; current and future study and employment.

### GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Paper 1: Listening** | 25% | Short audio tracks in Mandarin, with questions in English. |
| **Paper 2: Speaking** | 25% | A 10-12 minute speaking examination with your Mandarin teacher. |
| **Paper 3: Reading** | 25% | Questions on a variety of short reading texts in Mandarin to be answered in English, and a translation from Chinese to English. |
| **Paper 4: Writing** | 25% | Two written tasks (75/125 Mandarin characters max) and a short translation from English into Mandarin characters. |

### Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | | ✓ | ✓ | ✓ |

# Geography (Edexcel Spec B)

Geography helps pupils to make sense of the world around them. It is a broad-based academic subject which will enable them to learn about the complex interaction of social, economic and physical processes which take place in our world. Geography is a relevant and flexible subject which links the arts and sciences. It contains a wide range of topics including tectonics, urban issues, sustainability and climate change.

Geography is a very practical subject, which develops literacy, numeracy, fieldwork and map skills. Fieldwork is an essential part of the geography course. There will be a range of fieldwork opportunities throughout the course including a residential visit to a UK based field studies centre to investigate the human and physical geography of the UK.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Component 1: Global Geographical Issues** | Examination<br>1 hour 30 mins<br>37.5% | Hazardous earth - tectonic hazards and tropical storms.<br>Development dynamics - a study of an emerging country.<br>Challenges of an urbanising world - a study of a mega city in a developing. or emerging country. |
| **Component 2: UK Geographical Issues** | Examination<br>1 hour 30 mins<br>37.5% | The UK's evolving physical landscape - 2 studies of coastal and river landscapes and issues.<br>Fieldwork investigation: Physical - either river or coastal study.<br>The UK's evolving human landscape - case study of a dynamic UK city.<br>Fieldwork investigation: Human - either urban or rural study. |
| **Component 3: People and Environment Issues** | Examination<br>1 hour 30 mins<br>25% | People and the biosphere.<br>Forests under threat.<br>Consuming energy resources.<br>All three topics will form the basis of a decision-making exercise. |

Geography is highly valued by universities as an A-Level choice and is a subject choice which enables you to keep your options open. Geography is relevant for those considering careers in sustainability, environmental issues, the travel industry and NGOs. It is also useful for careers in business, international relations, research, politics and law.

Working outside the classroom is an important part of Geography, which enables students to apply their knowledge to the real world. The Geography Department runs an international visit every two years, with Iceland and Sicily being two recent destinations, and arranges for speakers to come in and share their knowledge with students. Additionally, there are Geography clinics and extra revision sessions that take place prior to public examinations.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



# History (Edexcel)

Edexcel's History components engage pupils with a broad and diverse study of the history of Britain and the wider world; they also give pupils skills that will support progression to further study of History and a wide range of other subjects. When selecting these offered units we listened to the pupils at St Margaret's and chose options that they considered to be fascinating.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Paper 1:<br>Option 11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18** | Written examination<br>1 hour 45 mins<br>30% | This Thematic Study will enable pupils to gain an understanding of how medicine and public health developed in Britain over a long period of time. Pupils will examine the reasons for change and continuity during this period. They will also explore World War One, and the way in which it catalysed Britain's understanding of medicine. |
| **Paper 2:<br>Option B4: early Elizabethan England, 1558-88**<br><br>**Option P4: Superpower relations and the Cold War, 1941–91** | Written examination<br>1 hour 45 mins<br>40% | This British Depth Study of the reign of Elizabeth I focuses on a short time span and requires pupils to understand the complexities of Elizabethan society. Pupils will examine the interplay of different factors within this time period that lead to key historical events, enabling them to explore the challenges Elizabeth faced to retain control as a Protestant Queen in a Catholic man's world.<br><br>This Period Study of Superpower relations and the Cold War focuses on relations between the US and USSR after World War Two over 50 years. This unit requires pupils to understand the unfolding narrative of the historical events and issues associated with the period and their impact on a political and economic rivalry between two nations that are overshadowed by the constant threat of global nuclear war. |
| **Paper 3:<br>Option 31: Weimar and Nazi Germany, 1918–39** | Written examination<br>1 hour 20 mins<br>30% | This Modern Depth Study focuses on the development of Germany during a turbulent period. This unit examines the failure of democracy in Germany after World War One, the gradual rise of Adolf Hitler and the Nazi Party, and how the Nazis impacted German society. |

GCSE History is a great basis for many A-Level subjects and it is highly regarded by colleges, universities and employers. Many people working in law and accountancy have studied history because of the skills that can be developed in reasoning and arguing your point.

The History department runs residential trips that cover the various aspects of the Edexcel GCSE specifications. These have previously included overseas visits to New York City, Berlin and Washington DC. Pupils will continue to be offered enriching and valuable residential experiences including a trip to the First World War battlefields in France, and a potential return trip to New York in the coming years.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | | ✓ | ✓ | ✓ |



# Latin (OCR)

Latin appeals to pupils' intellectual curiosity and interest in culture and language. Learning about the ancient world teaches us a great deal about our own history and culture. Studying Latin has been shown to develop literacy and improve academic outcomes generally. It enhances understanding of English - a high proportion of English words are based on Latin - and of how languages work, making it easier to learn any other language you may need in the future. It trains pupils to think logically and precisely - useful for many other subjects and for life. GCSE Latin gives pupils the opportunity to read ancient literature and study the sources for our knowledge of the ancient world, literary, visual and material.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Component 1: Language** | Externally assessed 50% | Pupils will study the Latin language in more detail and learn to read more complex passages. The 90-minute examination consists of passages for translation and comprehension, plus questions on the grammar and English derivations. |
| **Component 2: Literature** | Externally assessed 25% | Pupils will study Latin literature in the original language: set texts include for example Virgil, Caesar and Cicero. The one-hour examination consists of short-answer questions and short essays (in English) on the author's style and the content of the passages. |
| **Component 3: Literature and Culture** | Externally assessed 25% | This allows pupils to study a wide range of sources, both literary and visual, including archaeological material. In the one-hour examination they will answer questions in English on aspects of Roman culture, social practices and values. |

Pupils can go on to study Latin at A-Level, and/or Classical Civilisation if they are interested in learning even more about the ancient world. A wide range of university courses are available in these subjects. A GCSE in Latin is highly regarded by employers as it shows that you can think flexibly and analytically, and that you have a good vocabulary and ability to use and manipulate language. People who have studied Classical subjects (which include Latin) go on to a huge variety of careers, for example law, the Civil Service, finance, politics, publishing, broadcasting and journalism.

Outside the classroom pupils will have the opportunity to take part in school trips, for example to Hadrian's Wall, Bath or museums. Ancient Greek Club and Senior Classics Society are available for those wishing to take their Classical studies further.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | | | ✓ | ✓ | ✓ |

# Music (AQA)

Music offers pupils structured opportunities to develop their musical understanding through the interrelated activities of performing, composing, listening and appraising. The course is flexible and can be tailored to the needs of pupils whatever their musical background. The areas of study include a range of music from the past and present, including popular, western classical and music from other world cultures. Pupils also develop self-confidence, communication skills, creative skills and critical analysis and evaluation skills.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **Understanding Music** | Examination<br>1 hour 30 mins<br>40% | Listening, appraising, developing and demonstrating an in-depth knowledge and understanding of musical elements, context and language. This unit covers four areas of study: Western Classical Music 1650-1910, Popular Music, Traditional Music and Western Classical Music 1910-present. |
| **Performing Music** | Non-examined assessment<br>30% | Two performances: one solo and one ensemble, demonstrating the interpretation of relevant musical elements and techniques to communicate musical ideas with accuracy, expression and interpretation. |
| **Composing Music** | Non-examined assessment<br>30% | Two compositions: one free composition and one to a set brief from the examination board, demonstrating the development of musical ideas and composition of music that is convincing, making use of musical elements, devices and conventions. |

Beyond the GCSE, pupils may wish to progress to A-Level Music and/or A-Level Music Technology. Career opportunities include performing, composing, conducting, teaching, music therapy, arts administration, music journalism or instrument technology.

Pupils are given a wide variety of performing opportunities, both solo and as part of school ensembles. Regular concerts - formal and informal - take place in school and there are also opportunities to perform out of school. Workshops and concert trips are organised, and pupils are offered free tickets to local concerts.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | | ✓ | ✓ | ✓ |



# Physical Education (OCR)

This is a two year course which covers many diverse areas of sport. Pupils are assessed both theoretically and practically. 60% of the course revolves around theoretical concepts and 30% is assessed practically across three different sporting activities, 10% is through a written coursework element.

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **J587/01 Physical factors Affecting Performance** | Written paper: 1 hour<br>30%<br>(9–1)<br>60 marks | **Applied anatomy, physiology and physical training:** this paper consists of a mixture of objective response and multiple-choice questions, short answers and extended response items.<br>Topics include: structure and functions of musculoskeletal and cardiorespiratory systems, biomechanics of movement, types of exercise, short and long term effects of exercise, planning and monitoring an exercise programme, movement analysis, fitness testing and prevention of injuries. |
| **J587/02 Socio-cultural Issues and Sports Psychology** | Written paper: 1 hour<br>30%<br>(9–1)<br>60 marks | **Socio-cultural influences, sports psychology, health, fitness and wellbeing**. This paper consists of a mixture of objective response and multiple-choice questions, short answers and extended response items. Topics include: factors influencing participation in sport, violence and drugs in sport, lifestyle choices, diet and nutrition, goal setting, mental preparation, guidance and feedback, commercialisation and media in sport and ethical and cultural issues in sport. |
| **J587/04 Practical Performances** | Non-exam assessment (NEA)<br>30%<br>(9–1)<br>60 marks | Practical Performances<br>This NEA will consist of three activities, including at least one 'team' and at least one 'individual' sport from the approved activity lists, all performed in competitive situations.<br>Internally assessed, externally moderated.<br>Pupils are assessed under four headings for each activity.<br>Range of Skills, Quality of Skills, Physical Attributes and Decision Making. |
| **J587/05 Analysis and Evaluation of Performance** | Non-exam assessment (NEA)<br>10%<br>(9–1)<br>20 marks | Analysing and Evaluating Performance (AEP).<br>Your ability to analyse and evaluate your practical performance, or that of a peer.<br>A 14 hour controlled written task.<br>You need to analyse performance.<br>Evaluate strengths and weaknesses of the performance.<br>Produce an action plan, which aims to improve the quality and effectiveness of the performance.<br>Internally assessed, externally moderated. |

Physical Education lends itself to numerous areas of further study, including A-Level courses in science, physical education, sports science, psychology, sociology and many more. Career pathways in the future could include medicine, physiotherapy, teaching, sports journalism, sports psychology, sports science, movement analysis, data analysis, sports marketing, personal training/coaching or sports management.

There are many co-curricular opportunities and in fact these are an essential part of the course. Involvement in school teams and clubs is where practical performance is developed and skills are applied to live game or performance situations. Pupils will be expected to regularly attend training sessions in their practical activities.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



# Religious Studies (OCR)

Religious Studies offers the chance to consider some of the most fundamental philosophical and theological questions about humanity, religion and the world around us. These include whether there is a God, whether violence is ever justified, and what place (if any) religion has in 21st century Britain. It gives pupils the opportunity to engage in debate, hone their writing skills, and sharpen their critical and analytical thinking. Pupils will gain an appreciation of how religion, philosophy and ethics form the basis of diverse cultures, with an opportunity to reflect on and to develop their own values, beliefs and attitudes.

Religious Studies is divided into two main components: key beliefs, teachings and practices of two major world religions; and four themes within philosophy and ethics, as detailed below:

## GCSE syllabus

| Component | Assessment & weighting | Summary of the component content |
|---|---|---|
| **1. Beliefs, teachings & practices** | 1 hour 25%<br>plus<br>1 hour 25% | Students study the beliefs, teachings and practices of Christianity and Islam.<br>*In some circumstances, pupils may be permitted to study a different religion independently subject to approval by the Head of Department and Deputy Head Academic.* |
| **2. Religion, philosophy and ethics in the modern world from a religious perspective** | 2 hours<br>50% | Students study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of Christianity.<br>There are four themes of study:<br>• Relationships and families<br>• The existence of God<br>• Religion, peace and conflict<br>• Dialogue within and between religions and non-religious beliefs. |

Religious Studies can lead to a range of careers that require knowledge of other cultures and beliefs or the ability to argue a case or to write convincingly, such as law, journalism, politics, international relations, education, the Civil Service or finance.

There are opportunities for pupils studying Religious Studies to participate in the Philosophy enrichment activity. Outside school, there will be trips to explore different places of worship and pupils will have the chance to attend a GCSE conference.

## Key skills developed

| Communication & Literacy | Information Technology | Numeracy | Problem Solving | Team Work | Independent Study |
|---|---|---|---|---|---|
| ✓ | ✓ | | ✓ | ✓ | ✓ |

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If you would like a tour of the school or need any further information please contact the Admissions Team.

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Update: 06/26